Earl Warren Elementary School

School Name

2014-15 School Development and Improvement Plan

Sacramento City Unified School District
Strategic Plan Framework

Pillar I: Career- and College-Ready Students
Pillar II: Family and Community Engagement
Pillar III: Organizational Transformation

Vision:
The students, staff, and parents of our school commit to relentlessly work towards high academic achievement and personal growth. All our teachers have been trained to deliver instruction based on the most current research-based strategies.

Mission:
We feel that it is essential that children learn self-discipline, respect, responsibility, and cooperation. In our classrooms, the learning process evolves with the teacher as coach and parents as involved supporters of the educational system.

Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	**Indicator**	**Metric**	**Measurement**			
				2012-13	**2013-14**	**2014-15 Target**
CAREER AND COLLEGE READINESS	**1. State Academic Performance**	**CST "proficiency" in ELA**	**Schoolwide**	45%		
			Black or African American	43%		
			American Indian or Alaska Native	75%		
			Asian	54%		
			Filipino	50%		
			Hispanic or Latino	39%		
			Native Hawaiian or Pacific Islander	100%		
			White	50%		
			Two or More Races	88%		
			Socioeconomically Disadvantaged	45%		
			English Learners	26%		
			Students with Disabilities	23%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	**Indicator**	**Metric**	**Measurement**			
				2012-13	**2013-14**	**2014-15 Target**
		CST "proficiency" in Math	**Schoolwide**	64%		
			Black or African American	48%		
			American Indian or Alaska Native	50%		
			Asian	70%		
			Filipino	50%		
			Hispanic or Latino	62%		
			Native Hawaiian or Pacific Islander	100%		
			White	78%		
			Two or More Races	75%		
			Socioeconomically Disadvantaged	64%		
			English Learners	50%		
			Students with Disabilities	34%		
		"Proficiency" in Science		**2012-13**	**2013-14**	**2014-15 Target**
			Schoolwide	31%		
			Black or African American	20%		
			American Indian or Alaska Native			
			Asian	17%		
			Filipino	100%		
			Hispanic or Latino	29%		
			Native Hawaiian or Pacific Islander			
			White	50%		
			Two or More Races	75%		
			Socioeconomically Disadvantaged	31%		
			English Learners	6%		
			Students with Disabilities	0%		

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				2012-13	**2013-14**	**2014-15 Target**
		"Proficiency" in History-Social Sciences (pending)	Schoolwide			
			Black or African American			
			American Indian or Alaska Native			
			Filipino			
			Hispanic or Latino			
			Native Hawaiian or Pacific Islander			
			Two or More Races			
			Socioeconomically Disadvantaged			
			English Learners			
			Students with Disabilities			
	2. Post High School Preparation	8th grade cohort who graduate				
		Enrollment and passing rates in AP/IB/dual-credit/college prep courses*				
		On-track to meeting UC/CSU requirements (a-g)*	N/A			
		K-2 Literacy Assessment (Team desires to move to PK-12)	N/A			
	3. 21st Century Skills	Student Guide to Success (pending)	N/A			
ENGAGEMENT	4. Attendance	Chronic absenteeism	5.01%			
		Staff attendance	Certificated 88.74%			
			Non-Certificated 95.09%			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW			
Area of Interest	**Indicator**	**Metric**	**Measurement**
	5. School Connectedness	**School Environment (staff, students, families)**	N/A
		School Communication (staff, students, families)	N/A
		School Achievement (staff, students, families)	N/A
	6. Social-Emotional Learning	**Information on the five indicators**	
		Suspension Rate	**suspension rate per 100 students** 0.0
			Percent of school year missed (in days) from suspensions 0.00%
TRANSFORMATION	7. State Academic Performance of Target Demographics	**CST "catch-up/keep-up" in ELA**	**Grd. 3** 22.73%
			Grd. 4 77.97%
			Grd. 5 37.31%
			Grd. 6 65.96%
		CST "catch-up/keep-up" in Math	**Grd. 3** 34.33%
			Grd. 4 88.14%
			Grd. 5 59.09%
			Grd. 6 60.42%
		CST "catch-up/keep-up" in Science	
		CST Cohort Performance in ELA (2+ consecutive years at site)	**Grd. 3** 23.44%
			Grd. 4 75.93%
			Grd. 5 37.10%
			Grd. 6 65.22%

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3	33.85%	
			Grd. 4	87.04%	
			Grd. 5	60.66%	
			Grd. 6	61.70%	
		CST Cohort Performance in Science (2+ consecutive years at site)			
		Achievement Gap Performance CST ELA		**Number Taken**	**Percent Passed**	**Gap**
			White	18	50.00%	N/A
			African-American	21	42.86%	7.14%
			Asian	76	53.95%	-3.95%
			Hispanic/Latino	222	38.74%	11.26%
			American Indian	4	75.00%	-25.00%
			Filipino	2	50.00%	0.00%
			Pacific Islander	1	100.00%	-50.00%
			Two or more ethnicities	8	87.50%	-37.50%
			Non-Special Ed	309	47.90%	N/A
			Special Ed	43	20.93%	26.97%
			Non-ELL	115	51.30%	N/A
			ELL	165	26.06%	25.24%
			Non-Foster Youth			
			Foster Youth		33.33%	
			Non-FRPL			
			FRPL	352	44.60%	N/A

			GUIDE TO SUCCESS FRAMEWORK OVERVIEW		

Area of Interest	Indicator	Metric	Measurement		
				Number Taken	Percent Passed	Gap
		Achievement Gap Performance CST Math	White	18	77.78%	N/A
			African-American	21	47.62%	30.16%
			Asian	76	69.74%	8.04%
			Hispanic/Latino	222	61.71%	16.07%
			American Indian	4	50.00%	27.78%
			Filipino	2	50.00%	27.78%
			Pacific Islander	1	100.00%	
			Two or more ethnicities	8	75.00%	2.78%
			Non-Special Ed	309	67.96%	N/A
			Special Ed	43	32.56%	35.40%
			Non-ELL	115	66.09%	N/A
			ELL	165	50.30%	15.78%
			Non-Foster Youth			
			Foster Youth			
			Non-FRPL			
			FRPL	352	63.64%	N/A
	8. Post High School Performance of Target Demographics	8th Grade Graduation "Cohort Performance"				

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement		
				Number Taken	Percent Passed	Gap
		Achievement Gap 8th Grade Graduation	White		
			African-American		
			Asian		
			Hispanic/Latino		
			American Indian		
			Filipino		
			Pacific Islander		
			Two or more ethnicities		
			Non-Special Ed		
			Special Ed		
			ELL		
			Non-Foster Youth		
			Foster Youth		
			Non-FRPL		
			FRPL		
		AP/IB Courses "Cohort Performance"			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW			
Area of Interest	**Indicator**	**Metric**	**Measurement**
			Number Taken Percent Passed Gap
			White
			African-American
			Asian
			Hispanic/Latino
			American Indian
			Filipino
		Achievement Gap AP/IB Enrollment	**Pacific Islander**
			Two or more ethnicities
			Non-Special Ed
			Special Ed
			ELL
			Non-Foster Youth
			Foster Youth
			Non-FRPL
			FRPL

GUIDE TO SUCCESS FRAMEWORK OVERVIEW					
Area of Interest	**Indicator**	**Metric**	**Measurement**		
				Number Taken	Percent Passed	Gap
		Achievement Gap AP/IB Passing	**White**			
			African-American			
			Asian			
			Hispanic/Latino			
			American Indian			
			Filipino			
			Pacific Islander			
			Two or more ethnicities			
			Non-Special Ed			
			Special Ed			
			ELL			
			Non-Foster Youth			
			Foster Youth			
			Non-FRPL			
			FRPL			
		UC/CSU On-Track Catch-up and Keep-Up	N/A			
		UC/CSU On-Track "Cohort Performance"	N/A			
		Achievement GapUC/CSU On Track	N/A			
		Literacy "Catch-up and Keep Up"	N/A			

GUIDE TO SUCCESS FRAMEWORK OVERVIEW			
Area of Interest	**Indicator**	**Metric**	**Measurement**
		Literacy Cohort Performance (2+ consecutive years at site)	N/A
		Achievement Gap Performance Literacy	N/A

Profile of School (DATA)

Academic Performance Index – A.P.I.

Groups	2011 Base	2012 Growth	2011-12 Growth Target	2011-12 Growth	Met Target	2012 Base	2013 Growth	2012-13 Growth Target	2012-13 Growth	Met Target	2013 Base	2014 Growth	2013-14 Growth Target	2013-14 Growth	Met Target
Schoolwide	824	811	A	-13	Yes	812	784	A	-28	No					
Black or African American	847	806				806	751								
American Indian or Alaska Native															
Asian	856	829	A	-27	Yes	831	811	A	-20	Yes					
Filipino															
Hispanic or Latino	803	800	A	-3	Yes	800	769	A	-31	No					
Native Hawaiian or Pacific Islander															
White	803	810				811	789								
Two or More Races															
Socioeconomically Disadvantaged	824	811	A	-13	Yes	812	784	A	-28	No					
English Learners	829	807	A	-22	Yes	808	769	A	-39	No					
Students with Disabilities	651	632				632	629								

Adequate Yearly Progress (AYP) Components – Earl Warren Elementary School (PI Status:)

Component 1: Participation Rate

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method	Rate	Met AYP Criteria	Alt. Method
AYP Target	**95.0**			**95.0**			**95.0**			**95.0**			**95.0**			**95.0**		
Schoolwide	100	Yes		100	Yes					100	Yes		100	Yes				
Black or African American	100	--		100	--					100	--		100	--				
American Indian or Alaska Native	100	--		100	--					100	--		100	--				
Asian	100	Yes	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
Filipino	100	--		100	--					100	--		100	--				
Hispanic or Latino	100	Yes		100	Yes					100	Yes		100	Yes				
Native Hawaiian or Pacific Islander	100	--		100	--					100	--		100	--				
White	100	--		100	--					100	--		100	--				
Two or More Races	100	--	N/A	100	--					100	--	N/A	100	--				
Socioeconomically Disadvantaged	100	Yes		100	Yes					100	Yes		100	Yes				
English Learners	100	Yes		100	Yes					100	Yes		100	Yes				
Students with Disabilities	100	--		100	--					100	--		100	--				

Adequate Yearly Progress (AYP) Components – Earl Warren Elementary School (PI Status:)

Component 2: Percent Proficient – Annual Measurable Objectives (AMOs)

Category	English Language Arts									Mathematics								
	2012			2013			2014			2012			2013			2014		
	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method	Percent Proficient	Met AYP Criteria	Alt. Method
AYP Target (ES/MS)	78.4			100						79.0			100					
AYP Target (HS)	77.8			100						77.4			100					
Schoolwide	52.0	No		46.4	No					68.1	No		65.0	No				
Black or African American	47.8	--		47.4	--					65.2	--		52.6	--				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	52.7	No		55.4	Yes	SH				73.0	No		71.6	No				
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	50.2	Yes	SH	40.5	No					66.0	No		62.4	No				
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	50.0	--		50.0	--					66.7	--		77.8	--				
Two or More Races	--	--	N/A	--	--					--	--	N/A	--	--				
Socioeconomically Disadvantaged	52.0	No		46.4	No					68.1	No		65.0	No				
English Learners	51.6	No		40.4	No					68.9	No		62.4	No				
Students with Disabilities	25.0	--		29.5	--					38.9	--		40.9	--				

Adequate Yearly Progress (AYP) Components – Earl Warren Elementary School (PI Status:)

Component 3: Academic Performance Index (API)
Additional Indicator for AYP

Component 4: Graduation Rate

Category	2012			2013			2014			2012			2013			2014		
	2011 Growth API	Met AYP Criteria	Alt. Method	2012 Growth API	Met AYP Criteria	Alt. Method	2013 Growth API	Met AYP Criteria	Alt. Method	2011 Grad. Rate (Class of 2009-10)	Met Grad. Rate Criteria	Alt. Method	2012 Grad. Rate (Class of 2010–11)	Met Grad. Rate Criteria	Alt. Method	2013 Grad. Rate (Class of 2011-12)	Met Grad. Rate Criteria	Alt. Method
AYP Target	710			740			770											
Schoolwide	824	Yes		812	Yes						N/A			N/A				

Adequate Yearly Progress (AYP) Safe Harbor Targets for Earl Warren Elementary School

Using 2014 Percent Proficient to Determine Minimum Safe Harbor Percent

GROUPS	English-Language Arts								Mathematics							
	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target	Valid Scores	Number At or Above Proficient	Percent At or Above Proficient	Met 2014 AYP Criteria	Alt. Method	Percent Not Proficient	Safe Harbor Percent Growth Goal	Safe Harbor Percent Target
Schoolwide																
Black or African American																
American Indian or Alaska Native																
Filipino																
Hispanic or Latino																
Native Hawaiian or Pacific Islander																
Two or More																
Socioeconomically Disadvantaged																
English Learners																
Students with Disabilities																

2014 AYP Percent Proficient Targets
ES: ELA: 100% / Math: 100%
MS: ELA: 100% / Math: 100%
HS: ELA: 100% / Math: 100%

The SDIP Process

Describe the process that the school has gone through in compiling the SDIP – this page is included so that all stakeholders are reminded of the collaborative process and in order that anyone reading the document is aware that school development and improvement is through a collaborative approach.

The·Cycle·of·Development·and·Improvement·

CONTEXT·

VISION·

PRIORITIES·&·
ACTIONS·

EVALUATION·

IMPLEMENTATION·

[X] Gather data
[X] Analyze, reflect upon & discuss data
[X] Find Big Messages from Data
[X] Organize Big Messages by Common themes
[X] Identify 2-3 priorities from Big Messages
[X] Plan actions to support prioritiesf
[X] Merge actions, create time line and identify funding
[X] Design evaluation process and structures
[ ] Inclusive list and dates of collaborative stakeholder meetings

The school leadership team (the former Principal, grade level leaders, support staff leader), the Parent Resource Center Coordinator, School Site Council President and PTA President met for one full day in (August, 2010) to analyze student achievement data and other relevant school data, looking for common threads and trends. 18 big ideas were discovered through data. The team than grouped the big ideas into two school priorities. The identified areas of need were reduced to several key areas, and established as the focus areas over the course of three years.

The leadership team then led the school site staff in the planning of the actions to support the two priorities at an all day in service training (August, 2010). The staff then worked in grade level teams to build action plans to support our vision. The SDIP will serve as our foundation for all meetings, academic conferences, Common Planning time, goal setting, instructional strategies and use of best practices to meet the needs of all learners for the next few years. It was decided by the new principal, to review all parts of the plan from last year, monitor progress and successes, and update the plan from last year to be continued through the 2011-2-12 school year and beyond. The additional priority area will be an ELD focus area, as evidenced by the data from the past years CST test scores which indicates that goals were not made in the area of English Language Arts for our Hispanic and English Learner subgroup, and that the school has entered a year one PI status based on the achievement of this subgroup.

Big Messages

From our analysis of current school context, the following BIG messages were identified:

*In English Language Arts, our School-wide, all subgroups showed a decrease in the percent proficient from the previous year, and did not make their target of 89%, except Asian students who achieved Safe Harbor status.

*ELD strategies through our Systematic ELD program are making a slightly positive impact in our students' writing, according to teacher opinion. The grammar is being taught to all students and all classes and grades either level their students for full day instruction, or level them for ELD instruction.

*Students achieved a 96.22% attendance rate.

*Principal suspensions for 2013-2014 was 14.

*Student engagement can be strengthened and enhanced through the use of classroom technology.

*There is a need to supplement the core curriculum in ELA (Open Court for primary grades) and create a more Balanced Literacy approach to reading instrucution.

*Begin to incorporate the Common Core instructional strategies into the classroom instruction, based on identification of the anchor standards and Career and College Readiness skills.

*.With the loss of the CST and STAR system, a new system of assessment must be integrated into our programs, with benchmarks, diagnostics and other screening items identified and used to target students needing intensive intervention. Teachers will add instructional strategies in technology based on information from the field test.

*Interventions must be targeted for our most at risk students and Student Learning Plans developed to deliver intensive interventions. These students must be constantly monitored for progress, and additional interventions developed and delivered to catch them up.

*All of the components of the programs being implemented to improve student achievement need alignment and buy in by staff. This includes the Systematic ELD for Language Acquisition, Project GLAD for content delivery, and the new work to align with the district Common Core focus areas. CPT plans for the year will include these program items with a goal to creating grade level systems that build on each other.

*Students on IEP's and who receive RSP services need a more successful progress monitoring system and a system of articulation between the general ed teachers and the RSP teacher.

*More focus is needed on the development of teachers' skills in teaching writing. Writing prompts were developed last year, as well as rubrics, and evidence building with the use of reading complex text, however, the prompts and mini-lessons continue to be refined. This has been an ongoing focus in CPT with new instructional strategies under the Common Core being integrated as well.

*Our students have limited development of critical thinking skills that will promote independent learning and motivation (and linked with technology). Teachers will continue to include exposure of students to complex text opportunities, aligned with the continuing work of the district and site in Common Core evidence-based writing and reading.

*Grades K-2 will begin to implement iRead program components in the computer lab, and 3-4 at risk readers will implement System 44.

*There is a need for better development of study skills and time to teach students how to learn and organize work (including homework). We need to establish a school-wide measure for this.

*Additional support in the classroom is needed to support student learning. Parents want to receive training on how to better support their student at home. The use of Home visits and APTT conferences and back to school night will be expanded.

*Identify and expand opportunities for student recognition for academics and behavior.

*Implement a strong positive discipline model with an anti-bullying focus, and Character Education components.

Priority 1:	Collaboration: The use of collaboration across grade levels will enable us to create grade level teams, identify anchor standards, identify assessment, diagnostic, and screening tools for students, plan and deliver high quality, rigorous, CCSS-based lessons, use formative assessments to check for understanding, and create a timeline or pacing guide to deliver instruction that will result in our students achieving high levels of success.
Priority 2:	Parent Involvement: Increase opportunities for parents to become involved at the school, and in the classrooms in meaningful ways that will serve the school, and support the academic achievement of their children.
Priority 3:	Intervention and Technology with a focus on Improved Reading To develop a system of identifying, screening, and assessing our lowest students, including our EL students, design classroom activities for differentiated learning which are supported by intense intervention pull out for the lowest students, and design continuous progress monitoring tools. After school activities will target our lowest students also with ASES, Extended Day, After School Tutoring, Homework Club, and Extended Learning Intervention Program

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
$112,109	$162,905	$69,519			

Parent Engagement and Partnership Activities
To Reach School Priority Goal

To directly support school priority goals (academic, non-academic, climate) in the School Development and Improvement Plan (SDIP), the plan should include a Parent Engagement and Partnership component. The component develops programs, training, and activities in the six Epstein areas below to support the school improvement goal.

Parenting
To reach school priority goal, strategies should be developed to help parents understand how they can assist their children. If the priority goal is to increase reading scores, the school should offer parenting workshops to help instill in children a love of reading, or workshops to help parents understand the content standards in the area of reading and how they can help.
Communication
To reach school priority goal, strategies should be developed to help parents with the information and the vision of the benefits of the improvement goal. If the improvement goal is to increase math scores, a communication strategy may include stories about the importance of learning math in the school's newsletter or an awareness campaign that culminates in recognition awards.
Home Learning
To reach school priority goal, strategies should be developed that improve the teacher-parent relationship, and that helps the parent to know how to more effectively collaborate and support classroom learning.
Volunteering
To reach school priority goal, strategies should be developed that solicit the assistance of parents in areas that will help the school reach their priority goal. If the school improvement goal is to improve safety in the campus, parent volunteers could be solicited to be hall monitors.
Decision Making
To reach school priority goal, strategies should be developed to strengthen and involve parent and community leaders to partner with the school to achieve all goal. Parent leaders should assist the school in encouraging other parents to provide needed support
Community
To reach school priority goal, strategies should be developed to solicit support from community organizations, local businesses, etc. Partnering with a local business, for example, could provide the school with needed money for projects, resources or volunteers with special kinds of expertise.

LCAP Goals and Sub Goals

Goal 1: Increase percent of students who are on track ot graduate college and career ready.
Sub Goal 1:1 Provide standards-aligned curriculum, assessments and high quality instruction to prepare students to graduate college and career ready.   Sub Goal 1.2: Provide a variety of learning supports including differentiated instruction and interventions for all students as needed.   Sub Goal 1.3: Develop an infrastructure for on-going analysis of student performance and progress by providing teacher release time and collaborative learning time.

Goal 2: Schools will provide students with a clean, healthy, physically and emotionally safe learning environment.
Sub Goal 2.1: Students will be provided cleaner, better maintained learning environments.   Sub Goal 2.2: All schools will become safer, more culturally competent environments, where students learn social and emotional skills and receive additional supports to increase their engagement in learning.   Sub Goal 2.3: Schools will provide more varied opportunities for students to become interested in school and learning through technology based activities, project based learning, extended extracurricular, and expanded learning program involvement.

Goal 3: Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD
Sub Goal 3.1: Stakeholders will have improved opportunities to participate in district/site activities that increase their skills as partners in education.   Sub Goal 3.2 Stakeholders will receive improved district and site communications, including translation/interpretation services.

Whole School Priority #1

Priority Goal 1	Collaboration: The use of collaboration across grade levels will enable us to create grade level teams, identify anchor standards, identify assessment, diagnostic, and screening tools for students, plan and deliver high quality, rigorous, CCSS-based lessons, use formative assessments to check for understanding, and create a timeline or pacing guide to deliver instruction that will result in our students achieving high levels of success.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Write and submit district CPT plan at the beginning of the year. Use CPT to collect samples of student work to: • discuss student learning, • look at data, • refine instructional strategies, • match standards pieces vertically and across grade levels, • develop rubrics, • assess progress • incorporate GLAD focus instructional areas to align prompts • allow time in CPT to develop instructional materials and strategies. Develop whole school common planning time each month for required 18 hours of CPT per calendar year, including make-ups. Follow up activities will be done at Curriculum/Grade level meetings and work topics for assessing, monitoring, and instruction will be led by grade level leads.	All teachers, support staff, principal, and Leadership team	Professional development reimbursement day, August 29, 30. Title 1 staff development 5800 $11,211 Resource teacher funded through Title 1, $$66,198 LCFF-F/R $33,099 LCFF LEP $14,837 Substitute teachers: LCFF F/R $1000 1102 LCFF LEP 1102 $2000	1.3	**Int 1** Staff buy in for CPT time and attendance on work days. Collaboration on team norms for CPT, and plan of action. Development of meeting timelines and completion of data. Intervention groups established with tests, strategies implemented and progress monitoring put in place. Additional support is provided to students that are at strategic and intersive levels.	ELAC/DELAC/DAC members School Site Council Workshops Leadership meeting each month Parent meetings led by parent liaisons in area of reading, writing, standards information, effective communication, EL issues, and how to help at home. Newsletters to communicate goals and work Connect Ed messages when needed. Home visits Parent conferences using APTT structure Student Study Team meetings and goal setting. Development of school website with links. Monthly calendars and classroom notes.	Assessment windows and Data Director. Progress monitoring results and follow up. Assessment results and pacing of additional interventions based on grade level team analysis of student progress during CPT Meetings will be designed around students' common needs as evidenced by student work samples, and rubric feedback.
				Int 2 Work tasks completed and teachers actively participate and collaborate in process, as well as use of Data Inquiry..		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				End Binder of collected evidence such as writing prompts, rubrics and lessons, as well as samples of student work.		
Provide district benchmarks and local assessments (including new reading program assessments) to provide data for all students to inform instructional activities in the classroom, and be the basis of Data Inquiry and Academic Conferencing.	Lead curriculum teacher and administrator	District to provide practice tests this year. Curriculum maps provided by district.	1.2	**Int 1** Identify, or develop needed assessments, and use of current assessments	Discussion and presentation at PTA, SSC, ELAC, other parent committees	Sign in sheets,
	all teachers			**Int 2** Review of student work, discussion includes data points that move CPT forward. Active participation of teachers in process as measured anecdotally and observed by administrator, and use of sign in sheets.	Sharing out of individual student work at parent conferences and home visits. School newsletter and website to share school academic plans.	Individualized student plans for FBB students and at risk or intensive students. Targeted goal setting in intervention groups. SST meetings to communicate goals and achievement with parents.and support staff. Grade level meetings to develop instructional tools, pace lessons, and offer teacher support.
	All teaching and support staff			**End** Progress of students assessed and data comparison for growth. Continual review of individual student data.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Organize leadership team to attend trainings in Common Core Standards, and Data Inquiry processes to facilitate the sharing of ideas that cross grade levels. Continue to train staff in successful writing strategies, as requested or indicated based on individual teacher needs and target instruction.	Identified teachers		1.3	**Int 1** Attendance at trainings and completion of task assignments.	Sharing with SSC, parent leaders, and planning informational nights around new common core work.	Sharing out at staff meetings and CPT, as well as grade level meeting. Walk-throughs.by administrator.
	All grade level teachers and support staff.		1.1	**Int 2** Teachers share best practices in writing, share resources and materials for writing prompts, and look at student data.	Sharing student writing samples at parent conferences and home visits.	
				End Increased writing benchmark scores. Teacher comfortable with process as evidenced by informal observations, and feedback.		
Refine SST process to find most effective strategies, meet regularly on at risk students, Develop a plan to involve support staff in using this information and aligning their instruction and student goal setting and instruction to reflect this work.	All teachers and support staff		1.2	**Int 1** Refine structure, time, and communication at SST meetings, and of use of SST tools and forms. Support staff (RSP, Speech, etc) attend all CPT meetings and align services with school goal areas.	Attendance at SST meetings. Sharing of information regarding parent expectations at home visits, and newsletters, as well as a parent information night.	Feedback from parents and other staff. Achievement of targets by individual students.
				Int 2 Continue to refine structure and success of SST meetings.		
				End Use teacher and parent feedback to continue to monitor the use of this training in support services offered and gauge success of SST format.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Implement CAB benchmark assessments provided by district. Implement school wide (k-4) reading assessments through iRead and System 44 program. Assistance provided through the full time Resource Teacher to focus on supporting program implementation, instructional support, assessment and monitoring support.	All teachers and support staff		1.2	**Int 1** By end of October 2014 Implement iRead and System 44, with Resource teacher designed pull out schedules. Additional support provided to students that are at strategic and intensive levels.	Back to school night ELAC SSC PTA Parent teacher conferences SST Parent Newsletters Connect Ed Coffee with the Principal Healthy Start Translation support School Community Liaison	Assessment windows Progress monitoring Student data Grade level team analysis of student progress during CPT or grade level meetings.
Teachers, Resource teacher, and district training specialist will support teachers in developing units aligned to the Common Core Content Standards in ELA using the District curriculum map, which integrates opportunities for explicit language development through close reading of complex text.			1.1	**Int 2** Analyze student data for formative and summative assessments. REview student progres in intervention groups and make adjustments as needed.		Assessment windows Progress monitoring Student data Grade level team analysis of student progress during CPT or grade level meetings.
Purchase additional materials to support students testing and assessment needs.		District purchase of supplemental ELA instructional materials. Title 1 set aside for supplemental instructional and classroom materials purchase 4310 $18,103	2.3	**End**		CELDT assessment window SBAC assessment window

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Development of a school-wide professional development plan to support academic rigor and improvement for instruction and student learning (e.g. Systematic ELD, GLAD follow-up, CCSS implementation, technology training, reading program, benchmarks and local assessment use, etc.)	All teachers and support staff	Title 1 Parent involvement $3598 for child care, training fees, food communication and printing.	1.3	**Int 1** January 2015, Review implementation and progress of the school-wide professional development plan.	Parent newsletters Open House PTA SSC ELAC	Attendance sign in sheets at trainings, follow up activities, accountability to peers and collective agreements from trainings and CPT conversations.
Purchase additional equipment or supplies necessary for successful implementation. Purchase additional materials or training to support teachers' professional development needs. Share plan with parents.		Title 1 staff development budget $11,211 (5800 see above)	1.2	**Int 2** August 2014 Development of a school-wide professional development plan for 2014-15 and beyond.		
Develop projected achievement targets for all students in reading, writing, math and ELD.. Achievement targets developed for whole school, grade level, and for each student by name for each content area. The goal is for each student to achieve one year of growth for one year of continuous instruction. Develop an Extended Day schedule with dates and remedial instruction.	Classroom teachers including SDC and RSP	Title 1 and LCFF F/R equipment budgets to support annual cost of reading programs $4999 each (4410)	2.3	**Int 1** Fall of 2014, collect and collate achievement data and provide to all grade level teams for informing the target setting discussion.	Information provided to parents at Back to School night, conferences, informal parent meetings, PTA SSC and ELAC, Parent newsletters	Leadership team Grade level teams Data Inquiry Team CPT SSC ELAC
		LCFF F/R 1103 $25,000 LCFF LEP 4310 $16,177	1.2	**Int 2** Winter 2014-15 Whole school, grade level and individual student achievement targets developed, discussed, and agreed upon.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				End Baseline information used to inform instructional decision-making, devleop interventions, monitor student progress, report to parents, and use for forming intervention groups and designing instruction.		
Utilize the Data Inquiry Process to support the analysis of student achievement data from the assessments during CPT. Use district cut points, or develop cut points for each assessment to determine student progress towards grade level standards.	Teachers, Grade level leads Resource teachers Principal District training specialists		1.2	**Int 1** Fall 2014	Provide parents with information on student progress towards achieving grade level standards at conferences, school newsletters. SSC, ELAC, PTA and informal parent meetings with the principal.	Leadership team Grade level teams Data Inquiry Team CPT SSC ELAC
				Int 2 Winter 2014-15	Student data will be posted in the school for parents to view and review. Students will be recognized for achieving grade level standards for each assessment as well as for making improvements (band jumping)	
				End March-April 2014		

Whole School Priority #2

Priority Goal 2	Parent Involvement: Increase opportunities for parents to become involved at the school, and in the classrooms in meaningful ways that will serve the school, and support the academic achievement of their children.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Parent training on suggestions for home conditions that support learning at each grade level. Information for families on skills required for students in all subjects at each grade level. Purchase additional equipment or supplies necessary for successful implementation. Hire a school community liaison to identify parent needs, facilitate conversations and activities, and assist parents with training opportunities.	K-6 teachers and staff SCUSD Parent Engagement Principal FACE office SEL Home Visit APTT	Title 1, Parent involvement $3598 (with Priority #1) LCFF LEP Translators 2903 $1000 Bilingual School Community Liaison funded by LCFF-LEP 2901 $10,506	3.1	**Int 1** Incorporate parent training into special programs, such as Parents as Partners in Schools, PTA training, SSC training, etc. Each trimester during Back to School night, parent teacher conferenc3es and other on-site parent engagement opportunities, use the Academic Parent Teacher Team model to inform parents on skills required for students in all subjects at each grade level through translation support, and focusing on grade level work as it relates to grade level Content Standards.	Parents will provide ideas and feedback to strengthen writing at home ELAC/DELAC/DAC representatives SSC feedback Parent meetings to help parents understand types of effective instruction. Home visits. Parent liaisons are trained to assist with EL parents meetings to help them understand school priorities. Parent liaisons will help facilitate parent meetings to discuss instruction and teaching strategies. Parent teacher conferences. Information in newsletters and posted on website.	Sign in sheets for back to school nights Parent teacher conference logs Sign in sheets for SSC and PTA Parent newsletters

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2 Development of a school stie training calendar for parent tainings conducted before or after school to meet parent's needs.	Coffee with principal and liaison, Parent training opportunities	Parent training calendar Sign in sheets for training
				End Assess the on site parent trainings and obtain input from parents on training opportunities and needs for training for the following year.		Parent survey
Family support programs to assist families with health, nutrition, and other services	Healthy Start School Community Liaison	LCFF- F/R 2301 $41,851 for 2 days of Healthy Start	3.2	**Int 1** Referral system for connecting parents to support services throug Healthy Start and or School Community Liaison, or school nurse. Involvement of support staff in the SST process for connecting parents to support services.	SST Communication of needs to school personnel Parent newsletters Connect Ed Parent/STudent Handbook	Student Study Tam Process Student Study Team calendar Healthy Start logs and sign ins
				Int 2 Review of SST process and support services to assess prgress in meeting student and family needs.		SST members, principal, Resource Specialist, Healthy Start Coordinator, Social Worker, classroom teachers, and other staff members
				End Final review of SST processes and procedures and support services		SST calendar review and Healthy Start referrals
Development of a site parent room or family center for volunteer work, meetings and resources for families	Parent Engagement Center, FACE office, Principal, PTA, SSC, ELAC School Community Liaison		3.1	**Int 1** Locate a classroom onsite for the development of a parent resource center	PTA SSC ELAC Parents and Guardians Connect Ed Parent Newsletters	

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2 Work with Parent Engagement Center in the development of the parent resource center		Principal coordination with the Parent Engagement Center and school committees, as well as parents/guardians in the development of the parent resource center
				End Celebrate the opening of the parent resource center		
Regular schedules, notices, memos, phone calls, newsletters and other communications in the home language, as required	All teachers Staff Principal	LCFF LEP 5745 Duplicating $1500 LCFF LEP 5610 $1500	3.2	**Int 1** Parent notification sent home via memos, newsletters, calendars, phone calls, etc in the home language	PTA, SSC ELAC, Parent Student Handbook Parent newsletters, Connect Ed, Memos	Documentation of parent notifications on file in the main office, classroom teacher files and Connect Ed logs Liaison logs and memos
				Int 2 Monthly newsletters to parents regarding school information and student celebrations		
				End Assess and reveiw the effectiveness of the multiple modes of communication of the all items provided to parents in the language.		Information survey by liaison that parents felt informed and that they were involved and knew of school events and opportunities for engagement.
High functioning school committees, i.e. PTA, SSC ELAC etc. and other opportunities for parent leadership and participation	Parents/Guardians Principal SSC Members ELAC Members PTA	Title 1 Parent involvement funds $3598 (see above and Prioriity #1)	3.2	**Int 1** Conduct informational meeting for parent on various school committees and groups	Parent informational meetings. Use of Parent Liaisons to inform and answer questions.	Calendar of regular meetings, agendas, sign in sheets and minutes

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				Int 2 Conduct nominations and voting processes and procedures for recruiting membership for the parent committees		
				End Develop a calendar for regular meetings and send it home monthly, and develop format for informing and involving parents of leadership opportunities for the coming year		
Family Night programs and activities to provide parents with opportunities to interact with students in curriculum related activities	Principal Teachers PTA Parent Engagement		3.2	**Int 1** Develop a calendar of activities and family night opportunities throughout the year	PTA Parent Engagement Office School Lisison	Calendar of family night activities and sign in sheets

Whole School Priority #3

Priority Goal 3	Intervention and Technology with a focus on Improved Reading To develop a system of identifying, screening, and assessing our lowest students, including our EL students, design classroom activities for differentiated learning which are supported by intense intervention pull out for the lowest students, and design continuous progress monitoring tools. After school activities will target our lowest students also with ASES, Extended Day, After School Tutoring, Homework Club, and Extended Learning Intervention Program

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Create data charts for each classroom to identify EL students who are struggling academically and may need additional language development. Complete CELDT testing and hand score to identify EL levels based on the most current data. Hire substitutes to help with CELDT testing August/September 2014. Develop interim ELD assessments to check for progress and movement between fluency groups, or train more staff on use of the ADEPT test. Purchase additional equipment or supplies necessary for successful implementation. Re-contract with Clark Consulting Services to provide additional ELD training to teachers, and initial training to new teachers.	All teachers, support staf, principal, leadership team, resource teacher.	Outside training in Systematic ELD $25,000 Clark Consulting from LCFF LEP 5800 $10,000 and LCFF F/R 5800 $5,000 Title 1,1903 $8000 (move to 5800), and $2000 moved from LCFF LEP 4310 to 5800 Move $2000 from LCFF LEP 4410 to 5800.	2.2	**Int 1** Fall 2014- Data charts created, groups of students leveled in each grade level, resources identified and shared at CPT meetings, lesson plans developed.	ELAC informational meetings SSC informational meetings Sharing of information with parents by individual teachers, letters home, newsletters etc. Schedule a series of informational meetings for parents, including ways to improve and increase communication, information about CELDT levels, ELD instruction, and how the progression through fluency levels affects students' achievement. Continue to partner with Fremont Presbyterian Church to increase opportunities for enrichment such as field trips, as well as use of Fremont volunteers in classrooms as reading coaches/tutors for all students, including EL students.	Based on data and assessments, teachers will use CPT time to plan ELD instructional, develop assessments, and monitor progress through observation and feedback, assessment data, and progress monitoring. Feedback from teachers and instructional coaches about implementation. Walk--throughs Grade level meeting focus and feedback.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
			1.3	**Int 2** Winter 2014 Evidence of continued language development progress by each fluency level at each grade level as measured by classroom assessment. Continued refinement of delivery of Systematic ELD. Begin developing interim ELD assessments.and spring training of staff to use the ADEPT assessment for progress monitoring. Move to extended time for ELD and add Language focused writing.		Movement to next levels of EL instruction. Progress monitoring.
			1.2	**End** Increase language fluency on classroom-created language assessment for each fluency level and grade level of students. Majority of students are able to successfully move at least one CELDT level at the end of the year, as assessed in the fall of 2014.	Continue to work with Parent Liaisons, Family and Community Engagement office, and teachers to incorporate volunteer activities into the school day in each classroom to better involve parents in their child's learning and expose them to EL strategies we are using.	Walk-throughs Observations Improved writing and other anecdotal evidence of increased Language Acquisition such as use in oral and written work around other grammar verb tenses, improved work usage, etc.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Level students into fluency groups for systematic language development activities using Systematic ELD and the ELD Matrix of Grammatical StrForms Provide information and training to staff around Systematic ELD strategies for less fluent students and appropriate and continuous use of SDAIE strategies for whole class instruction to increase and improve language acquisition.	All teachers and support staff	Outside training in Systematic ELD $25,000 Clark Consulting See above	1.2	**Int 1** Form groups of students based on CELDT levels. Attend coaching and training. Develop materials and lessons.	.Parent information at conferences. Parent night. Parent liaisons led conversations. Home visits. School newletters, and website.	Implementation of strategies taught in GLAD, and incorporation into regular instructional time. CPT planning time to incorporate materials, resources, and new strategies into regular instructional day.
Purchase materials and supplies for teachers to instruct EL students in the regular classroom using GLAD and Systematic ELD strategies. Use carryover funds to equip a room at Earl Warren that can be used as a Parent Resource Center and training room for teachers.			3.1	**Int 2** Continue to refine EL instruction. Continue to refine lesson development and delivery. Continue to develop and modify content lessons to improve EL student success.		
Continue to identify ELD and GLAD training needs of staff and provide appropriate professional development. Provide updated computers to staff and students when funds become available. Purchase additional equipment or supplies necessary for successful implementation.		.LCFF F/R 4310 $12,807 to support program purchases and resources	2.3	**End** Teacher survey and anecdotal evidence of success such as end of year assessments and improved benchmark, CST scores, and CELDT scores next fall.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Link ELD plan to CPT activities for refinement of instructional strategies, sharing of best practices, and specific language development instruction, and assessments.	All teachers and support staff	see above	1.3	**Int 1** Continued focus in CPT yearlong.	All Parent meetings School newsletters and website	Review of student data. Success of students. Movement of student across CELDT levels. Improved student performance on benchmarks, and CST. Admin walk-throughs.
				Int 2 Continued focus in CPT yearlong.		
				End CPT success stories and review of student data.		
Implement the Common Core curriculum and local assessments. Identify school teams for ELA and Math activities at district level to attend trainings and bring back training info to school site. Create a timeline of activities that move students to successful completion of SBAC assessment, and mastery of Common Core anchor standards. Purchase additional equipment or supplies necessary for successful implementation.	All teachers and support staff Instructional aides Principal Grade level leads Resource Teacher	LCFF- F/R 4210 $10,000 5610 $1500	1.3	**Int 1** Identify school needs around assessments that are aligned with the Common Core Smarter Balanced Assessment, share information from team meetings, and use of CPT to create grade level timelines of instruction.	All Parent meetings School newsletters and website Home visits APTT	Teacher evidence gathering and CPT discussions. Sharing of team information with grade level peers. Successful implementation as indicated by SBAC evidence.
			1.2	**Int 2** Continue to monitor all anchor standards at each grade level, the learning progression needs across grade levels, and needs for training, resources, assessments, and instructional strategies and materials.		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
				End Continue to identify learning gaps and needs for additional teacher training, materials and resources to impact student achievement.		
Identify technology needs at each grade level with technology survey to assess professional development needs for technology use, and hire a parttime Computer Lab Technology Aide Purchase additional equipment or supplies necessary for successful implementation. Reassess computer lab tech aid needs by site and expand the use of the lab with extended hours for the tech.	K-6 teachers and staff Principal Computer Lab Technology Aide Resource Teacher	LCFF F/R $14,470 for computer lab aide	2.3	**Int 1** Create a survey for assessing levels of comfort with technology for staff, and identify needs for lab use by students in appropriate areas to prepare them for the SBAC. Develop a schedule for use of the computer lab for all students, and skills needed. for appropriate practice.	Parent meetings Home visits School Newsletters and website APTT Open House Back to School night	Technology survey for PD PD calendar Leadership Team Grade Level Teams CPT SSC ELAC PTA
			2.3	**Int 2** Communicate with SCUSD Tech Department for assistance with professional development, skill building and best programs for developing students' tech needs, and other assistance with integrating technology into the curriculum for improved student achievement.		Budget development plan for purchasing additional support technology tools for students in K-6 classrooms.
			2.3	**End** Students use of technology in the classroom and computer lab for practice, review and composing work, as well as skills practice such as keyboarding, dragging and dropping etc.		Purchase of technology tools for student use, and identification of followup needs.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Continue to maintain the new reading programs with addtional training, additional computers, software and books to support reading programs K-4. Purchase additional equipment or supplies necessary for successful implementation. Continue to fund school library and load reading program onto library computers for student use.	K-6 teachers Principal Computer lab aide, Library Tech Resource Teacher	LCFF LEP 4410 $2999	2.3	**Int 1** Research student needs, appropriate leveled reading materials, an match to a program that will be successful in establishing lexile and reading levels, as well as articulated across grade levels.	All parent groups Newsletters Open House Back to School night	Reading program data charts. Classroom lists and student goals mastered.
		Library tech LCFF- F/R $13,179 LCFF LEP 4210 $5000	2.3	**Int 2** Purchase reading program and set up lab, library, classrooms, and computer lab for testing. Develop plan for sharing improvements and achievement of students reading at improved levels.		
				End Celebrate students who achieve success in mastering improved reading comprehension and grade level lexiles.	Open house APTT meetings	Student charts and data records.
Implement a research-based ELA and/or math expanded learning intervention program for students scoring Far Below and Below Basic as indicated by CST or local assessments. 1. Determine the number and length of interventions sessions, based on the number of students, available staff and funding. 2. Determine supervision, staffing, schedule, and location of intervention sessions. 3. Determine intervention instructional materials and assessment tool based on student academic needs. 4. Determine if additional students identified through local assessment	All staff involved in Intervention Program Principal, Teachers Instructional support staff, Expanded Learning Program staff	See above additional instructional materials, professional development training and resources, as needed	1.3	**Int 1** Goals to meet each students' academic needs will be set: 1. Goal statement must indicate that student will increase by at least one achievement level 2. Goal should be specific to the student outcome 3. Quantitative goals will be set based on the metrics of the assessment tool. Pre assessments will be given to students entering the intervention class using an embedded assessment tool such as program assessment, benchmark assessment or locally devleoped assessments.	By September 2014 1. Teachers will contact parents of BB or FBB student to offer the intervention program. 2. Other students needing support will be added to the groups as indicated by local assessments. 3. Teachers will communicate the intervention goals that address the students' academic need to the parent. 4. Strategies will be shared with parents for at-home practice and support.	Classroom/content teachers monitor student achievement through the examination of student work, benchmark and other formative assessment data, attendance and anecdotal data.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
can be placed in program. 5. Identify SEL needs of struggling students and consider those needs when designing intensive intervention.			1.1	**Int 2** At the midpoint of the intervention program, progress monitoring will be administered. 1. Students will be expected to reach a midway point toward their goal. 2. Instruction will be adjusted according to the results. Progress will be discussed at CPTs/department meetings	Teachers give parents a progress report at midpoint of the intervention. The progress report will specifically address the progress toward pre-set goals.	Classroom/content teachers meet with intervention teachers to review the midpoint progress through an examination of the assessment results, student work, benchmark and other formative assessment data, attendance and anecdotal data.
			1.1	**End** At the end of the intervention period, teachers will look at several indicators to evaluate the effect of the program. 1. Post assessment results to determine whether students have met goals. 2. Results of a survey of student attitude 3. Review of student work 4. Based on multiple indicators, teachers and parents will determine next steps.	Post assessment results and next steps are shared with parents. 1. Post assessment progress toward goal 2. Survey results 3. Next instructional steps for students.	Classroom/content teachers review students' goals and post program assessments in addition to an examination of student work, benchmark and other formative assessments data, attendance and anecdotal data. The team will determine next steps for students.

School Site Council Membership: Earl Warren Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Chair person: Shawn Vasquez	[ ]	[ ]	[ ]	[X]	[ ]
Carolyn B. Olsen	[X]	[ ]	[ ]	[ ]	[ ]
Olivia Winslow	[ ]	[X]	[ ]	[ ]	[ ]
Terry Davis	[ ]	[X]	[ ]	[ ]	[ ]
Mary Anne Palmer	[ ]	[X]	[ ]	[ ]	[ ]
Evelyn Tisdell-Koroma	[ ]	[ ]	[X]	[ ]	[ ]
Manida Oriyavong	[ ]	[ ]	[ ]	[X]	[ ]
Jessica Arriaga	[ ]	[ ]	[ ]	[X]	[ ]
Reudi Perez	[ ]	[ ]	[ ]	[X]	[ ]
Maria Montoya	[ ]	[ ]	[ ]	[X]	[ ]
Numbers of members of each category	**1**	**3**	**1**	**5**	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

School: Earl   Warren   Elementary
School

Programs and Resources included in the School Development and Improvement Plan:

[X] Title I (Schoolwide Program) (including carryover)   [ ] QEIA (Quality Education Investment Act)

[ ] Title I (Targeted Assistance) (including carryover)   [ ] Art, Music and PE Grant (Carryover)

[X] Local Control Funding Formula (LCFF) – Free & Reduced   [ ] Arts & Music Grant (Carryover)

[X] Local Control Funding Formula (LCFF) – English Learner   [ ] Other Grants:

[X] Program Improvement (PI)   [ ] Other Grants:

[ ] Discretionary Block Grant (Carryover)   [ ] Other Grants:

[ ] Other Grants:

This School Development and Improvement Plan has been reviewed and approved by the school staff and the Schoolsite Council (SSC). It will be submitted to the SCUSD Board of Education for approval and implementation in the 2014-15 school year.

Shawn Vasquez   _5-28-14_

_____   _____   _____
SSC Chairperson's Name Typed   **Date**   **SSC Chairperson's Signature**

Evelyn Tisdell-Koroma   _5-28-14_

_____   _____   _____
ELAC Chairperson's Name Typed   **Date**   **ELAC Chairperson's Signature**

Carolyn Olsen   _5-28-14_

_____   _____   _____
Principal's Name Typed   **Date**   **Principal's Signature**

School   Earl Warren Elementary
School

The School Site Council (SSC) recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The Schoolsite Council is correctly constituted, and was formed to accordance with district governing board policy and state law

2. The Schoolsite Council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The Schoolsite Council sought and considered all recommendations from the following groups or committees before adopting this plan (check those that apply)

    [X]   English Learner Advisory Committee (ELAC)
    [ ]   Community Advisory Committee for Special Education Programs
    [ ]   Gifted and Talented Education Program Advisory Committee
    [ ]   Other (list)

4. This School Development and Improvement Plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance

5. This School Development and Improvement Plan was adopted by the Schoolsite Council on:

Attested:

Carolyn Olsen	_Carolyn B Olsen_	_6-19-14_
Typed Name of School Principal	Signature of School Principal	Date
Shawn Vasquez	_Shawn Vasquez_	
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date