

Sutterville Elementary School

School Name



2014-15 School Development and Improvement Plan

Sutterville Elementary School Vision and Mission

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:

At Sutterville Elementary School, we nurture the leadership potential of each child through rigorous, student-centered instruction that fosters critical thinking and joy for learning.

Our Core Values:

- * Honoring diversity
- * Building on strengths
- * Collaboration
- * Welcoming and inclusive school environment

Mission:

To inspire leaders who are independent, engaged learners and thoughtful problem solvers.

Profile of School (DATA)

Guide To Success: Site Level Metrics

GUIDE TO SUCCESS FRAMEWORK OVERVIEW						
Area of Interest	Indicator	Metric	Measurement			
CAREER AND COLLEGE READINESS	1. State Academic Performance	CST "proficiency" in ELA		2012-13	2013-14	2014-15 Target
			Schoolwide	59%		
			Black or African American	47%		
			American Indian or Alaska Native	83%		
			Asian	57%		
			Filipino	67%		
			Hispanic or Latino	42%		
			Native Hawaiian or Pacific Islander	100%		
			White	75%		
			Two or More Races	56%		
			Socioeconomically Disadvantaged	49%		
			English Learners	33%		
Students with Disabilities	41%					

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement				
				2012-13	2013-14	2014-15 Target	
		CST “proficiency” in Math		68%			
			Schoolwide	68%			
			Black or African American	63%			
			American Indian or Alaska Native	67%			
			Asian	76%			
			Filipino	33%			
			Hispanic or Latino	52%			
			Native Hawaiian or Pacific Islander	100%			
			White	78%			
			Two or More Races	67%			
			Socioeconomically Disadvantaged	61%			
			English Learners	50%			
		Students with Disabilities	48%				
		“Proficiency” in Science			2012-13	2013-14	2014-15 Target
			Schoolwide	65%			
			Black or African American	50%			
			American Indian or Alaska Native	33%			
			Asian	50%			
			Filipino	100%			
			Hispanic or Latino	58%			
			Native Hawaiian or Pacific Islander	100%			
			White	78%			
Two or More Races	75%						
Socioeconomically Disadvantaged	55%						
English Learners	41%						
Students with Disabilities	73%						

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		5.49%		
		Staff attendance	Certificated	96.66%		
			Non-Certificated	94.05%		

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	0.8
			Percent of school year missed (in days) from suspensions	0.01%
TRANSFORMATION	7. State Academic Performance of Target Demographics	CST "catch-up/keep-up" in ELA	Grd. 3 43.24%	
			Grd. 4 79.31%	
			Grd. 5 54.32%	
			Grd. 6 52.63%	
		CST "catch-up/keep-up" in Math	Grd. 3 72.97%	
			Grd. 4 73.56%	
			Grd. 5 49.41%	
			Grd. 6 58.62%	
		CST "catch-up/keep-up" in Science		
		CST Cohort Performance in ELA (2+ consecutive years at site)	Grd. 3 43.48%	
			Grd. 4 81.08%	
			Grd. 5 58.90%	
			Grd. 6 52.73%	

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement				
		CST Cohort Performance in Math (2+ consecutive years at site)	Grd. 3	75.36%			
			Grd. 4	75.68%			
			Grd. 5	51.95%			
			Grd. 6	60.71%			
		CST Cohort Performance in Science (2+ consecutive years at site)					
		Achievement Gap Performance CST ELA			Number Taken	Percent Passed	Gap
			White	166	74.70%	N/A	
			African-American	43	46.51%	28.19%	
			Asian	75	57.33%	17.37%	
			Hispanic/Latino	114	42.11%	32.59%	
			American Indian	6	83.33%	-8.63%	
			Filipino	3	66.67%	8.03%	
			Pacific Islander	3	100.00%	-25.30%	
			Two or more ethnicities	27	55.56%	19.14%	
			Non-Special Ed	397	61.21%	N/A	
			Special Ed	40	42.50%	18.71%	
			Non-ELL	351	63.82%	N/A	
			ELL	64	32.81%	31.01%	
			Non-Foster Youth	500	55.60%	N/A	
			Foster Youth	4	25.00%	30.60%	
Non-FRPL	238		68.07%	N/A			
FRPL	199	49.25%	18.82%				

GUIDE TO SUCCESS FRAMEWORK OVERVIEW

Area of Interest	Indicator	Metric	Measurement			
			Number Taken	Percent Passed	Gap	
		Achievement Gap Performance CST Math	White	166	77.71%	N/A
			African-American	43	62.79%	14.92%
			Asian	75	76.00%	1.71%
			Hispanic/Latino	114	51.75%	25.96%
			American Indian	6	66.67%	11.04%
			Filipino	3	33.33%	44.38%
			Pacific Islander	3	100.00%	-22.29%
			Two or more ethnicities	27	66.67%	11.04%
			Non-Special Ed	397	70.53%	N/A
			Special Ed	40	45.00%	25.53%
			Non-ELL	351	70.09%	N/A
			ELL	64	50.00%	20.09%
			Non-Foster Youth	500	64.60%	N/A
			Foster Youth	4	0.00%	64.60%
			Non-FRPL	238	74.37%	N/A
			FRPL	199	60.80%	13.57%
			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
		Achievement Gap AP/IB Enrollment	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		

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 Gap UC/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

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	865	851	A	-14	Yes	852	842	A	-10	Yes					
Black or African American	836	847				847	841								
American Indian or Alaska Native															
Asian	926	914	A	-12	Yes	915	841	A	-74	Yes					
Filipino															
Hispanic or Latino	801	760	A	-41	No	761	775	5	14	Yes					
Native Hawaiian or Pacific Islander															
White	880	882	A	2	Yes	883	885	A	2	Yes					
Two or More Races		842				842	829								
Socioeconomically Disadvantaged	811	803	A	-8	Yes	803	796	A	-7	No					
English Learners	811	742	A	-69	No	742	737	5	-5	No					
Students with Disabilities	742	663				661	728								

Adequate Yearly Progress (AYP) Components – Sutterville 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	75	--		100	--					75	--		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	Yes		100	Yes					100	Yes		100	Yes				
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	ER	100	Yes	ER				100	Yes	ER	100	Yes	ER			
Students with Disabilities	100	--		100	--					100	--		100	--				

Adequate Yearly Progress (AYP) Components – Sutterville 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	66.2	No		61.5	No					70.0	No		70.5	No				
Black or African American	65.8	--		54.5	--					60.5	--		69.7	--				
American Indian or Alaska Native	--	--		--	--					--	--		--	--				
Asian	75.4	No		58.9	No					88.4	Yes		76.7	No				
Filipino	--	--		--	--					--	--		--	--				
Hispanic or Latino	46.5	No		44.3	No					48.5	No		56.6	Yes	SH			
Native Hawaiian or Pacific Islander	--	--		--	--					--	--		--	--				
White	73.5	Yes	SH	74.8	Yes	SH				77.3	No		77.9	Yes	SH			
Two or More Races	71.4	--	N/A	52.2	--					64.3	--	N/A	65.2	--				
Socioeconomically Disadvantaged	56.9	Yes	SH	51.0	No					60.4	No		63.9	Yes	SH			
English Learners	42.6	No		38.9	No					57.4	No		56.9	No				
Students with Disabilities	36.8	--		45.3	--					50.0	--		52.8	--				

Adequate Yearly Progress (AYP) Components – Sutterville 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	865	Yes		852	Yes						N/A			N/A				

Profile of School (DATA)

Adequate Yearly Progress (AYP) Safe Harbor Targets for Sutterville 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.



- [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 priorities
- [X] Merge actions, create time line and identify funding
- [X] Design evaluation process and structures
- [X] Inclusive list and dates of collaborative stakeholder meetings

Principal presented the work around social-emotional learning (SEL) that would prepare students for the collaborative work required by the California Common Core Standards. Principal shared plan draft with Site Council. Parents gave input regarding including SEL as a separate action priority, and suggestions regarding parent engagement strategies.

April/May 2013--School Site Council reviewed progress on plan, and discussed changes to be made for 2013-14.

Spring 2013--Principal met with student leadership council to discuss what is working well at Sutterville, and what could be improved. The student council established procedures for reporting (via class representatives) student council goals and actions, as well as receiving student concerns. Students recommended continuation of spirit days, and music at lunch.

August 2013--During pre-service, teachers analyzed and discussed STAR data and student writing to find Big Messages. Plan writing team of teachers and principal met to analyze data.

Principal presented 2013 STAR data to the staff, and identified focus areas for amending the SDIP. Teachers reviewed “big messages,” proposed priorities, and actions. They prioritized goals as grade level teams and brainstorm what support they need in order to achieve priorities. The SSC and ELAC heard suggestions by members regarding actions to support priorities.

September 2013--Leadership Team met to review the plan revisions.

October 2013--ELAC contributed input regarding service for English learners (ELs). Parents suggested bilingual after school activity and academic support club. Purpose: to support academics and encourage physical activity.

October/November 2013--reviewed 2013 STAR data and progress towards completion of 2012-13 SDIP action priorities.

December 2013--School Site Council (SSC) approved adjustments/additions recommended by the principal and staff.

April 2014--Principal met with ELAC parents to review SDIP goals and actions, and to share proposal for technology purchase to assist with "Club Familiar." Parents approved of plan concepts, and affirmed that they did want to continue and expand "Club Familiar" for the 2014-15 school year.

May 2014--School Site Council reviewed progress on the plan and made suggestions.

June 2014--ELAC and School Site Council approved the 2014-15 SDIP.

Big Messages

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

ELA

Continued focus is needed on Reading Comprehension (especially figurative language, character analysis, plot/theme/motivation) and Writing Strategies (especially topic sentence and supporting details, strong conclusion).

Math

Continued focus needed on Number Sense, Algebra & Functions, and Measurement & Geometry, especially problem-solving.

Our students need more opportunities to share their thinking in discussions of complex issues and to discover their own understanding of content, and to construct meaning. A school-wide focus on instructional planning is needed to refine use of instructional objectives, and the teacher's ability to make purposeful, connected and relevant for students. (CCSS Planning Template)

Improve the impact of our instruction on our students' learning through a focus on writing and critical thinking.

Build consistency across school with regard to instructional practices and positive behavior management.

Ensure that all students receive the interventions they need, and that our interventions are effective. Continue Inclusive Practices implementation with refined co-teaching and use of data to inform instruction.

Continue focus on instructional practices that work for our underserved sub-groups (African American, Hispanic/Latino, English Learner, Socially-economically Disadvantaged, and Special Education students).

Work together effectively and collaborate as a staff and with our parents/community to meet the needs of our students.

Social Emotional Learning is essential for our students to be able to think critically, collaborate, and persevere, not only in order to be successful meeting the Common Core Standards in ELA and Math, but in college, career and life.

Priority 1:	Moving into full implementation of the Common Core State Standards (CCSS) in 2015-16 and with the support of district CCSS coaches and principal, teachers design and lead the professional learning around the content, instructional shifts and standards of mathematical practices contained in the California Common Core Standards (CCSS) to ensure that our students are college and career ready.
Priority 2:	Conscientiously implement the Response to Intervention model and Inclusive Practices to ensure that all students receive the appropriate academic and behavior interventions and supports they need in order to access to the core curriculum and make progress towards grade-level standards.
Priority 3:	Recognizing the critical nature of key social and emotional competencies for students' success in college and career, set the conditions for social emotional learning (SEL) so that our students develop the ability to work together, think clearly, choose wisely, and act deliberately. Integrate SEL into everything we do at Sutterville Elementary, including explicit SEL skills instruction, instructional strategies, relationships with students, families and staff; and school climate.

2014-15 Allocations of Categorical Funds

Title I	LCFF – F/R	LCFF - EL	QEIA	Other:	Other:
	\$67661	\$17326			

**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 of 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	Moving into full implementation of the Common Core State Standards (CCSS) in 2015-16 and with the support of district CCSS coaches and principal, teachers design and lead the professional learning around the content, instructional shifts and standards of mathematical practices contained in the California Common Core Standards (CCSS) to ensure that our students are college and career ready.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
The Leadership Team will design professional learning, and collaborative planning time to ensure teacher readiness to fully implement the common core state standards in English Language Arts (ELA) and Mathematics.	Aoun Leadership Team: Essery Hose Cann Grimes Mayer Decant Isaguirre All Teachers	N/A	1.1	Int 1 August 2014 Meeting content, learning targets and implementation benchmarks will be mapped out for the 2014-15 school year using teacher survey data as formative assessment	Progress and expected outcomes will be shared with School Site Council (SSC) on an on-going basis.	Formative Assessment: SCUSD CCSS Implementation Survey of Teachers, September 2014; one-on-one meetings with teachers to set goals 2014-15 PL Calendar Meeting Agendas & Minutes from Leadership Team, CPT and faculty meetings Schedule of CPT and faculty meeting expected outcomes ("deliverables")
	Same	N/A	1.1	Int 2 January 2015 Meeting content will be revised using data from teams regarding progress toward full implementation (benchmarks from online survey/ formative assessment data) of CCSS	Parents will be invited to attend SCUSD CCSS information sessions.	Revised calendar & faculty meeting and CPT expected outcomes Meeting Agendas & Minutes from Leadership Team, CPT and faculty meetings indicate time for teachers to share and check on progress

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Same	N/A	1.1	<p>End June 2015 Leadership Team will debrief and draft updated plan for on-going improvement of CCSS implementation</p> <p>Leads ensure that all deliverables are submitted.</p>	Example CCSS ELA and Math tasks, rubrics and student work exemplars will be shared with parents during Open House.	<p>Post-assessment survey of teachers' next steps to continue improvement of the CCSS in 2015-16.</p> <p>Evidence collected by team leads demonstrates growth of teacher understanding and implementation of CCSS.</p> <p>Principal observations confirm evidence collected by Grade Level leads.</p>
Grade-level Teams establish collegial expectations re: common assessments, SCUSD Common Core lesson planning process, rubrics, formative assessments/ performance tasks, and scoring student work collaboratively.	Grade-level Teams	N/A	1.3	<p>Int 1 November 2014 Grade-level Teams have selected common assessments to complete universal screening.</p>	Parents receive communication via e-mail, newsletter, backpack mail regarding their child's academic progress and achievement, at least every 8 weeks.	Common Assessments & Parent Communication Protocol graphic organizers submitted to principal
	Same	N/A	1.3	<p>Int 2 February 2015 CCSS leads will share learning from district professional development sessions so that all grade-level teams understand the SCUSD lesson planning process.</p>	Integrate parent education regarding CCSS shifts and practices into Literacy & Science Family Nights.	<p>Agendas from Faculty Meetings and Team Meetings (CPT)</p> <p>Evidence of professional learning-minutes, products (e.g., units of study, rubrics, exemplars, etc.), collegial and principal observations</p>
	Same	N/A	1.3	<p>End May 2015 Grade-level teams will have administered four CCSS performance tasks (assessments), and scored them together.</p>	Performance tasks and exemplars of student work will be presented to parent advisory groups (ELAC, School Site Council, PTA) as evidence of Sutterville's implementation of the CCSS.	Teachers have chosen exemplars of all points of the performance task rubrics to be kept as reference point for 2015-16.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>With guidance of CCSS coaches and principal, Grade-level Teams will plan and implement professional learning experiences (including analysis of student progress and collaborative planning) for full implementation of Common Core State Standards.</p>	<p>All Teachers</p>	<p>District CCSS grant, and Sutterville site LCFF-F/R (0007/1102) \$2,700 and (0009/1102) \$600 for substitute teachers to release grade-level teams to work with or observe each other</p> <p>LCFF-F/R (0007/4320 [\$200] & 5745 [\$400]) \$600 and LCFF-LEP (0009/4320) \$200 for stamps, duplicating and food for parents meetings.</p>	<p>1.3</p>	<p>Int 1 October 2014 Begin collaborative process of continuous improvement across grade-level teams: learn --> observe colleagues --> plan together --> try new strategies --> debrief --> learn...</p>	<p>Keep SSC and ELAC parents informed regarding progress of grade-level teams, per above.</p>	<p>Professional Learning Plans developed by Grade-level Teams</p> <p>Agendas and evidence of implementation of professional learning plans</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Same	District CCSS grant, and Sutterville site LCFF-F/R (0007/1102) \$3,000 (0009/1102) \$600 for substitute teachers to release grade-level teams to work with or observe each other	1.3	Int 2 January 2015 Grade-level Teams continue implementation of their professional learning plans.	Share at SSC and ELAC. Publish article in the Sutterville family newsletter explaining the instructional shifts and standards of practice students will be demonstrating as they work toward meeting the Common Core State Standards.	Teacher-designed performance tasks demonstrate understanding and ability to apply knowledge of the elements of effective, challenging CCSS instruction.
	Same	District CCSS grant, and Sutterville site LCFF-F/R (0007/1102) \$1,500 (0009/1102) \$600 for substitute teachers to cover classes while grade-level teams observe their colleagues and debrief.	1.3	End March 2015 Conduct inter-classroom observations tied to grade-level planning and implementation of the CCSS.	SSC and ELAC given status report regarding implementation of the Common Core Standards.	CPT agendas & minutes Reflection sheets from inter-classroom visits show growth of teachers' understanding of CCSS. Classroom observation and work samples indicate students' development of behaviors required for success in the CCSS (e.g., citing evidence, explaining their thinking and critiquing the thinking of others, attention to precision, etc.) Student Interviews: 4 of 5 students can: * cite evidence from text in support of their thesis/argument in ELA. * explain their problem solving process using flexible means to demonstrate their knowledge (e.g., drawings, models, equations) in Math.

Whole School Priority #2

Priority Goal 2	Conscientiously implement the Response to Intervention model and Inclusive Practices to ensure that all students receive the appropriate academic and behavior interventions and supports they need in order to access to the core curriculum and make progress towards grade-level standards.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>ASSESSMENT Universal Screening and Benchmark Assessment of all students K-6</p> <p>Refine the use of multiple data sources to identify appropriate academic and behavioral interventions during the Student Study Team process.</p> <p>Monitor the progress of all students receiving interventions, according to schedule and based on interventions received.</p>	<p>Support Staff (teachers & para-professionals)</p> <p>Classroom Teachers</p> <p>Principal</p>	<p>N/A (No budget available; if funding were available, laptop computers for teachers to facilitate planning & instructional planning would be first priority.)</p>	<p>1.2</p>	<p>Int 1 October 2014 All students have been screened using common universal screening assessment measures.</p> <p>Teachers have received review training regarding data sources for meetings with parents.</p>	<p>Parents will be informed of results of universal screening, and will participate in the educational decision-making process via Parent/Teacher conferences, Student Study Team, IEP, and/or 504 meeting.</p>	<p>Early Literacy and Reading Inventory Common Assessment data, along with on-going progress monitoring data from intervention programs (SIPPS, and ELA/Math curriculum-embedded and CCSS performance task assessment) are readily accessible.</p> <p>Protocol for updating parents has been established by grade-level teams.</p> <p>SST/IEP/504 notes and records reflect a high-level of assessment literacy, and multiple sources of data used to identify student learning needs and supports.</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Same	Same	1.2	Int 2 January 2015 Progress monitoring continues, and adjustments made based on student's response to the interventions they receive.	Parents will receive updates every 6-8 weeks regarding the interventions received and progress made by their children.	Parents continue to receive updates on their child's progress (per protocol above), especially if their child receives academic intervention. Data are reviewed to determine if there are students not receiving services who should be or if adjustments need to be made.
	Same	Same	1.2	End April 2014 Support staff reviews intervention data to evaluate effectiveness of our intervention program.	Parent Education Nights held regarding RtI Model, SEL/7 Habits & PBIS, Interventions and Inclusive Practices	Student learning outcomes and progress monitoring indicate that students were appropriately placed in interventions. Evaluation of intervention effectiveness is used for 2015-16 planning.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Provide services according to the RtI model that meet the needs of all students achieving below grade level.	Support Staff (teachers & para-professionals) Classroom Teachers	LCFF-F/R (0007/1103) \$24,000 and LCFF-LEP (0009/1103) \$10,000 to fund per diem teacher to provide interventions for students below grade level; and LCFF-F/R (0007/2103) \$8,000 and LCFF-LEP (0009/2103) \$1,000 to fund per diem instructional assistant to provide interventions before- and after-school.	1.2	<p>Int 1 October 2014 Interventions in place are reviewed for adjustment.</p> <p>Multiple data sources are reviewed during collaboration time and Student Study Team (SST) meetings to ensure all students needing interventions receive them.</p>	Parents will receive updates every 6-8 weeks regarding the interventions received and progress made by their children.	<p>Intervention schedule shows student placements and services provided.</p> <p>Data is reviewed to determine if there are students not receiving services who should be.</p>
	Same	Same	1.2	<p>Int 2 January 2015 Interventions in place are reviewed for adjustment.</p> <p>Multiple data sources are reviewed during collaboration time and Student Study Team (SST) meetings to ensure all students needing interventions receive them.</p>	Parents continue to receive updates on their child's progress, especially if their child receives academic intervention.	<p>Intervention schedule shows adjustments due to changing student needs and continual re-evaluation of interventions and review of student data.</p> <p>Data is reviewed to determine if there are students not receiving services who should be.</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Same	<p>Same, plus LCFF-F/R (0007/2903) \$9,000 for per diem community liaison time to facilitate communication with parents, and (0007/5745) \$600 for duplication for parent meetings and communication re: student intervention outcomes.</p> <p>LCFF-LEP (0009/2903) \$1,000 to fund interpretation and translation services to facilitate our parents' communication with school staff.</p> <p>LCFF-LEP (0009/5810) \$1,000, (0009/2253) \$500 and (0009/4320) \$1,000 to conduct training and</p>	3.2	<p>End May 2015 Support staff reviews allocation of staff time and effectiveness of interventions. Makes recommendations for adjustments for 2014-15.</p>	Parents continue to receive updates on their child's progress, especially if their child receives academic intervention.	<p>Parents receive an end-of-the-year progress report for their children receiving interventions.</p> <p>Progress monitoring data show that interventions are effectively moving students toward grade-level standard.</p> <p>Time allocation recommendations used for 2015-16 planning.</p>
The Single Plan for Student Achievement Realizing the Vision		meetings for our ELAC parents, and to acknowledge our EL students' successes.		Page 32		7/3/2014

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Collaborate for Co-teaching in order to meet the needs of all students in the general education classroom. Differentiate instruction and modify curriculum	Support Staff (teachers & para-professionals) Classroom Teachers	LCFF-F/R (0007/1903) \$5,000 and LCFF-LEP for teaching staff training regarding co-teaching, strategies for differentiation.	1.3	Int 1 September 2014 Support staff and classroom teacher have routine for meeting to collaborate and develop materials. Co-teaching structure, efficacy, and use of time is evaluated, and adjustments are made to better meet the needs of students.	As services are adjusted, parents are consulted about their observations are regarding their child's needs.	Co-teachers establish agreements for working together using "Team Foundations" and work styles graphic organizer. Support staff schedule
	Same	N/A	1.3	Int 2 February 2015 Same as above		Support staff schedule Example student work modified to meet needs.
	Same	N/A	1.3	End May 2015 Same as above		Students with IEPs who are integrated into the general education classrooms make more than one year's academic growth. Example student work modified to meet needs. Support staff and classroom teacher evaluation/debrief is used to plan for 2015-16.

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
<p>Curriculum materials and assessments are differentiated to meet the learning needs of students and the goals/ objectives of students with IEPs in the general education classrooms.</p>	<p>Support Staff (teachers & para-professionals) Classroom Teachers</p>	<p>LCFF-F/R (0007/4310) \$5,000 for instructional materials, (0007/4210) \$7,000 for library books and (0007/4110) \$1,000 for texts for differentiated instruction and intervention. LCFF-LEP (0009/4310) \$1,026 for instructional materials and books for EL intervention.</p>	<p>1.2</p>	<p>Int 1 October 2014 Support staff and classroom teacher have routine for meeting to collaborate and develop materials. Materials are reviewed and additional instructional materials may be purchased to meet student learning needs. A review of IEP goals and objectives indicates that the curriculum materials are adequately adapted to provide the student access to the core grade-level curriculum standards.</p>		<p>Modified materials are in use in the classroom 90% of students with IEPs successfully meet benchmarks as stated on their IEPs. Purchase orders for additional materials to meet special needs of students (504, intervention materials, etc.)</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Same	Same	1.2	<p>Int 2 March 2015 Support staff and classroom teacher have routine for meeting to collaborate and develop materials.</p> <p>Materials are reviewed and additional instructional materials may be purchased to meet student learning needs.</p> <p>A review of IEP goals and objectives indicates that the curriculum materials are adequately adapted to provide the student access to the core grade-level curriculum standards.</p>	Parents are invited to learn about activities they can use to support their child's academic progress.	Same as above, just updated.
	Same	Same	1.2	<p>End June 2015 Same as above.</p> <p>Staff evaluates successes and challenges, and notes to be used by support personnel the following year.</p>		Evaluation is used for planning for the 2015-16 school year.
Positive Behavior Intervention and Support (PBIS) used to build consistency of behavioral expectations across the school.	Entire Staff	N/A	1.2	<p>Int 1 September 2014 PBIS expectations, office referral forms, and rotations to teach expectations are routine.</p>		

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Same	N/A	1.2	<p>Int 2 September 2014 PBIS Kick-off Assembly Posters, acknowledgement, behavior expectations published in Family Handbook</p> <p>Behavior Assemblies held after winter and spring breaks (January & April 2015)</p>	<p>Parents will be surveyed for input about our school climate and discipline.</p> <p>Family Handbook will be distributed.</p>	All students participate in the PBIS Kick-off and behavior expectation rotation
	Same	(LCFF-F/R (\$1,000 for printing Family Handbook)	1.2	<p>End June 2015 Positive school climate and consistent reinforcement of behavior expectations, including interventions for those needing them are in evidence.</p>		<p>Student, parent and staff surveys indicate positive school climate.</p> <p>Behavior referrals indicate (by decrease in incidence of serious offenses) that behavior interventions are effective.</p>
Provide before- and after-school tutoring for students who need support math and English language arts, especially our English learners.	<p>Greene, First Grade Literacy</p> <p>Gorbenko and Kuennen-Apperson, Homework Club & Math</p> <p>Bertacchi (or other teaching staff TBD), EL "Club Familiar"</p>	Same as above (service provision).	1.2	<p>Int 1 October 2014 First grade literacy and Homework Club extended-day programs have started, based on need identified through classroom assessment data.</p>	Parents are consulted regarding interest in having their child/ren participate in the extended-day program.	<p>Pre-intervention data</p> <p>Information letter and permission slips from parents</p>

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Same as above.	Same as above.	1.2	Int 2 November 2014 EL Intervention groups have also started based on classroom assessment data.		Pre-intervention data Information letter and permission slips from parents SST referral for students not making expected progress.
	Same as above	Same as above	1.2	End May 2015 Post-data indicates increased fluency, comprehension, academic vocabulary and writing competence.	Post-assessment data will be shared with parents.	Post-data on same assessments as pre-data indicates improvement. Follow-up SST and/or full-team assessment referral will be considered for students not responding to the in-school and extended-day interventions.
Planning for 2014-15 <ul style="list-style-type: none"> assessment schedule analysis of student needs/IEPs intervention structure student placement co-teachers (at least one per grade level) 	Support Staff: Aoun Ferrante Eshom Haugland Hogan Walker	N/A	1.3	Int 1 March 2015	Share learning from 2014-15 with SSC and ELAC.	Debrief of 2014-15 is recorded Teacher assignment survey results
	Same	N/A	1.3	Int 2 June 2015 Student needs/IEP analysis Intervention Structure Co-teachers		Updated student needs/IEP analysis for current students completed Tentative teacher assignments Tentative intervention structure and student placement

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Same	Same as above.	1.3	End August 2015 Planning process is completed for the new school year	Hold parent information meeting before school re: Orientation and Inclusive Practices. Share plans for provision of services with SCC and ELAC for the 2014-15 school year at first meetings of the year.	Teacher assignments and student placements finalized Assessment schedule Intervention structure and schedule finalized

Whole School Priority #3

Priority Goal 3	Recognizing the critical nature of key social and emotional competencies for students' success in college and career, set the conditions for social emotional learning (SEL) so that our students develop the ability to work together, think clearly, choose wisely, and act deliberately. Integrate SEL into everything we do at Sutterville Elementary, including explicit SEL skills instruction, instructional strategies, relationships with students, families and staff; and school climate.
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Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Professional Learning to Facilitate Development of Adult SEL competencies	Aoun	N/A	2.2	Int 1 October 2014 All teaching staff has completed SEL Leadership Self-assessment Tool and set at least one goal	Home visits for at-risk families, as needed to assist with academic, social and emotional needs.	Principal Records of Teacher Goal-setting Sheets
	Aoun CASEL Consultants Sutterville Leadership Team	N/A	2.2	Int 2 March 2014 Principal has developed module(s) with the CASEL consultants for training teacher leaders. April 2015 Teacher self-reflection re SEL goal reveals growth of self-awareness.	Offer topical SEL parent education sessions at events (e.g., parenting, cyber bullying)	Professional Learning Modules Schedule of events
	Aoun CASEL Consultants Sutterville Leadership Team	N/A	2.2	End June 2015 Sutterville Lighthouse Team facilitates adult learning at each faculty meeting.		Faculty Meeting agendas and outcomes Pre-/Post-assessment conducted as part of The Leader in Me implementation

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Integrate SEL into all activities of the school	Aoun CASEL Consultants Sutterville Leadership Team	Collaborative for Academic, Social and Emotional Learning (CASEL) Grant	2.2	Int 1 February 2015 Professional learning provided focused on connections between Common Core Standards and SEL. Scheduled team collaboration includes SEL competencies within Understanding by Design planning framework.	Plan for Professional Learning will be shared with School Site Council, ELAC and PTA.	SEL Professional Learning Plan
	Aoun CASEL Consultants Sutterville Leadership Team	CASEL Grant	2.2	Int 2 March 2015 Continuing focus on SEL through all PD, including PBIS, instructional planning, discipline policy development.		
	Aoun CASEL Consultants Sutterville Leadership Team	CASEL Grant	2.2	End June 2015 Leadership Team will assess progress and develop next steps for 2015-16	Staff Assessment of SEL progress/next steps will be shared with parent groups.	SEL Assessment of competencies- -students, staff and parents

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
Implement Research-based Program to Develop Systematic SEL Skills	Aoun Sutterville Leadership Team	TLiM Grant CASEL Grant	2.2	Int 1 August 2014 Franklin-Covey Implementation training for The Leader in Me (7 Habits) Survey of 4-6 Teachers regarding their implementation of Steps to Respect		Purchase orders Teacher & student feedback
	Aoun Sutterville Leadership Team	TLiM Grant CASEL Grant	2.2	Int 2 March 2015 Continued training and reinforcement of The Leader in Me (7 Habits)		Training records PBIS/SWiS Data re behavior
	Aoun Sutterville Leadership Team	TLiM Grant CASEL Grant	3.2	End June 2015 On-going training and implementation	Report to School Site Council, ELAC and PTA parents re PBIS/SWiS Data	Staff self-evaluation and principal observation records of program implementation School Leadership Day, May 2015 provides opportunity for students to experience and share their learning about what it means to be a leader.
Use Data to Improve School Culture and Climate & to Assess Progress Toward 5 SEL Competencies	Aoun Sutterville Leadership Team	CASEL Grant TLiM Grant	1.3	Int 1 October 2014 Conduct surveys of parents, students and staff regarding school culture and climate, and SEL Competencies. Incorporate data into data notebooks/personal goals and objectives for 2014-15.	Inform SSC, ELAC and PTA parents, and student leadership of results, and begin improvement process.	Data from surveys

Action	Personnel	Budget	LCAP Goal	Success Criteria	Parent Engagement and Partnership Activities	Ongoing Monitoring
	Aoun Sutterville Leadership Team	TLiM Grant CASEL Grant	1.3	Int 2 December 2014 Use data collected to work collaboratively with parent groups and student leadership to make improvements in procedures/ policies as indicated. January 2015 Monitor progress by checking on self-created goals and objectives.	Determine improvements and report to stakeholder groups. Hold Parent Ed Night regarding school climate, PBIS and TLiM.	Improvement Plan Agenda, flyer from Parent Night
	Aoun Sutterville Leadership Team	TLiM Grant CASEL Grant	1.3	End May 2015 Conduct pos-assessments of parents, students and staff regarding school culture and climate, and development of SEL competencies.	Inform SSC, ELAC and PTA parents, and student leadership of results, and note progress/lack thereof.	Data from surveys; record of parent and student feedback.

School Site Council Membership: Sutterville 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
Lori Aoun	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carolyn Montgomery	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diane Sharp	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crystal Au	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Petra Essery	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiffany Ballard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sarah Ferris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Michael Watanabe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Doyal Martin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members of each category	1	3	1	4	

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.

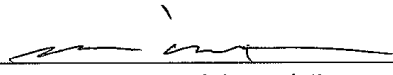
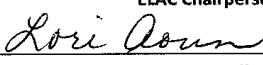
Sacramento City Unified School District
School Development and Improvement Plan 2014-15
Programs and Funding Resources

School: Sutterville Elementary
School

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

- | | |
|---|---|
| <input type="checkbox"/> Title I (Schoolwide Program) (including carryover)
<input type="checkbox"/> Title I (Targeted Assistance) (including carryover)
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Free & Reduced
<input type="checkbox"/> Local Control Funding Formula (LCFF) – English Learner
<input checked="" type="checkbox"/> Program Improvement (PI)
<input type="checkbox"/> Discretionary Block Grant (Carryover) | <input type="checkbox"/> QEIA (Quality Education Investment Act)
<input type="checkbox"/> Art, Music and PE Grant (Carryover)
<input type="checkbox"/> Arts & Music Grant (Carryover)
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> Other Grants:
<input type="checkbox"/> 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.

Michael Watanabe	6/6/2014	
SSC Chairperson's Name Typed	Date	SSC Chairperson's Signature
Maria Muniz		
ELAC Chairperson's Name Typed	Date	ELAC Chairperson's Signature
Lori Aoun	6/13/2014	
Principal's Name Typed	Date	Principal's Signature