

Washington Elementary School		<b>Single Plan for Student Achievement (SPSA)</b>		Maricela Alcala-Franco	
3 Year Plan: August 2017 - June 2020					
San Jose Unified School District					
Washington Elementary School					
3 Year Plan: August 2017 - June 2020					
<p>The Single Plan for Student Achievement (SPSA) is an articulated plan of strategies and actions grounded in current student achievement data for a school that aims to further accelerate and improve student learning. This plan and its contents align directly to the school district's strategic plan. The school district's strategic plan is the set of strategies that the organization is using to ensure fidelity to both Board Policy 0210 (Equity Policy) and the Voluntary Integration Plan (VIP). Further, this plan and its contents conforms to all applicable state and federal law. Additional information, including how the SPSA aligns to the Local Control Accountability Plan (LCAP) can be found in Appendix A (footnote).</p> <p>For additional information about this plan, other inquiries about this school's program, and how you can become involved locally, please contact:</p>		<b>About this School:</b>			
		Grades Served:		Pre-K & TK-5th	
		Total Students:		479	
		Ethnic Breakdown:		White	1%
				Hispanic	95%
				Black	1%
				Other	3%
		Free lunch		73%	352
		Reduced lunch		14%	67
		Total FRPL		87%	419
		EL		69%	332
EO		19%	92		
<b>Contact:</b>	Maricela Alcala-Franco		Foster Youth		
<b>Position:</b>	Principal				
<b>CDS Code2</b>	43-69666-6048748		Special Education	15%	70
<b>Telephone:</b>	408-535-6261				
<b>Email:</b>	malcalafranco@sjusd.org		Program Offerings		
<b>Address:</b>	100 Oak St., San Jose, CA 95110				
California Dashboard : State Indicators by Site					
Performance Category (High to Low)					
Blue	Green	Yellow	Orange	Red	
Academic Indicator: E/LA (3-8)	Academic Indicator: Math (K-8)	Suspension Rate	English Learner Progress		
O	O	G	G		
<p>* The performance level (color) is not presented or included for accountability purposes when there are less than 30 students in any year used to calculate status and change.</p> <p><a href="https://www.caschooldashboard.org/#/Home">https://www.caschooldashboard.org/#/Home</a></p>					
PLAN SUMMARY					
Provides an overall theory of action statement for this school during the academic year.					
SAMPLE Elementary continues to be primarily focused on raising student achievement in early literacy in grades TK through 2nd grade. In addition, all staff at the school will continue to engage stakeholders in order to achieve the					

following goals.

**LANGUAGE ARTS:**

By June 2019, a minimum of 85% of all students in TK-2 will score above expectations as demonstrated by the CPAA.

By June 2019, a minimum of 50% of all students in grades 3-5 will score at or above standard on the SBAC ELA.

**MATHEMATICS:**

By June 2019, a minimum of 75% of all students in TK-2 will score above expectations as demonstrated by the CPAA.

By June 2019, a minimum of 40% of all students in grades 3-5 will score at or above standard on the SBAC Math.

**ENGLISH LANGUAGE LEARNERS:**

By June 2018, all English Learners will grow one or more levels on the CELDT test.

By June 2018, 85% of students eligible for reclassification will be reclassified.

**SCHOOL CLIMATE:**

By June 2019 the percent of high responses to quality learning environment will increase by 10 %.

By June 2019 the percent of high responses to caring environment will increase by 10%

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3 Year Plan: August 2017 - June 2020					
COMMUNITY ENGAGEMENT					
GUIDING QUESTIONS					
1. How have parents, community members, students, and other stakeholders been engaged and involved in developing, reviewing, and supporting the development of this Single Plan for Student Achievement (SPSA)?					
2. What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the priorities and used by the school to inform the SPSA goal setting process?					
3. What changes, if any, were made in the SPSA prior to adoption as a result of written comments or other feedback received by the school/SSC through the school's engagement process?					
4. How will the involvement of these stakeholders support improved outcomes for pupils related to the school/district priorities?					
Describe the process that involved and engaged school and community stakeholders in the development of the SPSA. Include meeting dates and number of stakeholders attended.			Describe how school and community stakeholders will be involved in the implementation and review of SPSA strategies (plan/dates)		
<p>Development: The SPSA was developed with input from the following stakeholders, a series of open forums were held, including parents, teachers, and community members: School Site Council/SELAC, Leadership Team, and Principal weekly meetings. Process: The process used to collect input was as follows: Scheduled and held meetings for the various stakeholders. Conversations, ideas, and feedback were utilized to continue to fine tune SPSA goals and actions. All members of the community were invited to attend a Principal's Coffee and School Site Council meetings via Parent Link and the school newsletter to brainstorm ideas for the development of implemented actions for the SPSA, based upon presented data. During the 2017-18 school year, the SPSA will be periodically reviewed and revised as needed by multiple stakeholders.</p>			<p>Monitoring: The following dates were scheduled to engage the community in planning for the 2015 -2016 school year: Principal Morning Coffees 3/2, 3/9; School Site Council meetings 3/6, 3/20. All identified stake holders responsible for action items reported progress and updates during these meetings. Any revisions necessary, based on current data, will be put forth to all stakeholders and action items will be modified as needed. Intervention Specialists will provide targeted support in literacy and mathematics for identified students in need, based upon data. I.S.s will consult with classroom teacher, provide recommendations and support materials, as well as pull-out and push in as appropriate. During the 16-17 school year, various meetings were held. In 2017 we started the year with parent meetings presenting information about the budget and school plan (Spanish on 9/14/17 and English on 9/15/17). The SPSA was shared with staff via email, and School Site Council held the first meetings to vote and approve the SPSA on 9/25/17 and 10/29/17.</p>		
Total number (#) of stakeholders took some action, e.g., survey, attended meeting, etc.:			60		
Total number (#) of stakeholders reached, e.g., sent information about SPSA:			500		

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3 Year Plan: August 2017 - June 2020									
LANGUAGE ARTS: Strategic Plan Alignment & Content Goals									
Select one strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).									
Opportunity21 Strategy (Select One):		Objective 1. A rigorous curriculum that inspires all students to discover their own greatness.							
Goal 1:		By June 2019, a minimum of 85% of all students in TK-2 will score above expectations as demonstrated by the CPAA.							
Goal 2:		By June 2019, a minimum of 50% of all students in grades 3-5 will score at or above standard on the SBAC ELA.							
LANGUAGE ARTS DATA									
Provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the									
2017-18 Language Arts: SBAC									
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2016-17 % Standard Met & Exceeded	2015-16 % Standard Met & Exceeded	
Overall							33%	36%	
Grade 3							26%	23%	
Grade 4							38%	39%	
Grade 5							37%		
2018-19 English Language Arts: CPAA									
Grade Level	TK	K	1	2					
2018-19 Fall 1 - % Stds Above Expectation									
2018-19 Fall 2 - % Stds Above Expectation									
2018-19 Winter % Stds Above Expectation									
2018-19 Spring % Stds Above Expectation									
2017-18 Spring % Stds Above Expectation		18%	4%	27%					
2016-17 Spring % Stds Above Expectation		10%	48%	39%					
2018-19 English Writing Performance Assessments (WPAs)									
Grade Level	TK	K	1	2	3	4	5		
2018-19 % Stds At/Above Grade Level: Fall									
2018-19 % Stds At/Above Grade Level: Winter									
2018-19 % Stds At/Above Grade Level: Spring									
2017-18 % Stds At/Above Grade Level: Spring		0%	23%	6%	5%	3%	0%		
2016-17 % Stds At/Above Grade Level: Spring		0%	15%	0%	15%	3%	9%		
2018-19 Spanish Language Arts: CPAA									
Grade Level	TK	K	1	2					
2018-19 Fall 1 - % Stds Above Expectation									
2018-19 Fall 2 - % Stds Above Expectation									
2018-19 Winter % Stds Above Expectation									
2018-19 Spring % Stds Above Expectation									
2017-18 Spring % Stds Above Expectation	56%	50%	77%	77%					
2016-17 Spring % Stds Above Expectation	42%	47%	65%	43%					
2018-19 Spanish Writing Performance Assessments (WPAs)									
Grade Level	TK	K	1	2	3	4	5		
2018-19 % Stds At/Above Grade Level: Fall									
2018-19 % Stds At/Above Grade Level: Winter									
2018-19 % Stds At/Above Grade Level: Spring									
2017-18 % Stds At/Above Grade Level: Spring		27%	9%	23%					
2016-17 % Stds At/Above Grade Level: Spring		19%	33%	33%					
LANGUAGE ARTS: Actions to Support & Achieve Goals									
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.									
Action Description (Responsible Party)		Complete Date	Resource		Object		Amount		
2.0 Intervention Specialists target students (district allocated)									
0.25 Library Media Center Tech (site allocated)									
Weekly/monthly trainings held after school will provide interested teachers with needed training to support students' academic needs in Language Arts (as well as adaptive learning programs, technology, writing, math, ELD . . .).Teachers Nuturing Teachers (TNT) will present professional development based upon teacher request or when site principal determines a need.		6/19/2019	Title 1 Instruction (Res 3010, Pam 100)		Certificated Extra Duty		2,000.00		

[illegible]

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MATHEMATICS: Strategic Plan Alignment & Content Goals									
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).									
Opportunity21 Strategy (Select One):			Objective 1. A rigorous curriculum that inspires all students to discover their own greatness.						
Goal 1:			By June 2019, a minimum of 75% of all students in TK-2 will score above expectations as demonstrated by the CPAA.						
Goal 2:			By June 2019, a minimum of 40% of all students in grades 3-5 will score at or above standard on the SBAC Math.						
MATHEMATICS DATA									
Provides the most recent, summary information about the school's student outcomes in this subject. This should be supplemented by further disaggregated data from the									
2017-18 Mathematics: SBAC									
Grade Level	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Standard Exceeded	n =	% Standard Met & Exceeded	2016-17 % Standard Met & Exceeded	2015-16 % Standard Met & Exceeded	
Overall							30%		
Grade 3							36%		
Grade 4							33%		
Grade 5							20%		
2018-19 CPAA - English									
Grade Level	TK	K		1		2			
2018-19 Fall 1 - % Stds Above Expectation									
2018-19 Fall 2 - % Stds Above Expectation									
2018-19 Winter % Stds Above Expectation									
2018-19 Spring % Stds Above Expectation									
2017-18 Spring % Stds Above Expectation		28%		12%		19%			
2016-17 Spring % Stds Above Expectation		15%		48%		22%			
2018-19 CPAA - Spanish									
Grade Level	TK	K		1		2			
2018-19 Fall 1 - % Stds Above Expectation									
2018-19 Fall 2 - % Stds Above Expectation									
2018-19 Winter % Stds Above Expectation									
2018-19 Spring % Stds Above Expectation									
2017-18 Spring % Stds Above Expectation	39%	50%		44%		64%			
2016-17 Spring % Stds Above Expectation	60%	15%		37%		26%			
MATHEMATICS: Actions to Support & Achieve Goals									
Action Description (Responsible Party)				Completion Date		Resource	Object	Amount	
Principal and assistant principal walkthroughs targeting math instruction				6/5/2019					
Pay for subs for teachers to observe others during instructional rounds related to math				5/1/2019		Title 1 Instruction (Res 3010, Pgm 100)	Certificated Subs	2,000.00	
Based on SBAC scores we need intervention for students struggling with math concepts so we will provide after school intervention for target students. The effectiveness of this strategy will be assessed based on SBAC and internal math assessments.				5/1/2019		Title 1 Instruction (Res 3010, Pgm 100)	Certificated Extra Duty	8,000.00	

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3 Year Plan: August 2017 - June 2020									
ENGLISH LANGUAGE LEARNERS: Strategic Plan Alignment & Content Goals									
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measureable, aligned, rigorous, and time-based (SMART).									
Opportunity21 (Select One):			Objective 3. A Unified community that elevates opportunities for all.						
Goal 1:	By June 2018, all English Learners will grow one or more levels on the CELDT test.								
Goal 2:	By June 2018, 85% of students eligible for reclassification will be reclassified.								
ENGLISH LANGUAGE LEARNER DATA									
This data provides the most recent information about this school's student performance. For information on CELDT, including AMAOs, see the Appendix tab.									
2018-19 English Learner Enrollment									
Grade Level	TK	K	1	2	3	4	5		
Number (#) of EL students	18	49	62	57	49	56	41		
2017-18 CELDT Performance Levels by Grade									
Proficiency Level	TK	K	1	2	3	4	5		
Beginning - % Students	75%	56%	100%					100%	
Early Intermediate - % Students	20%	24%	0%					0%	
Intermediate - % Students	0%	13%	0%					0%	
Early Advanced - % Students	5%	7%	0%					0%	
Advanced - % Students	0%	0%	0%					0%	
2017-18 ELPAC Performance Levels by Grade									
Proficiency Level	TK	K	1	2	3	4	5		
Level 1									
Level 2									
Level 3									
Level 4									
Reclassification Rates									
2018-19									
Grade Level	1	2	3	4	5				
% Students									
2017-18									
Grade Level	1	2	3	4	5				
% Students	6%	4%	0%	5%	0%				
2016-17									
Grade Level	1	2	3	4	5				
% Students	9%	10%	22%	16%	2%				
CELDT/ELPAC: 3 Year No Performance Level Growth									
Grade Level	K	1	2	3	4	5			
Number of students									
% of Students									
ENGLISH LANGUAGE LEARNERS: Actions to Support & Achieve Goals									
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.									
Action Description (Responsible Party)			Complete Date	Resource	Object		Amount		
1.5 Program Assistant - Primary Language (district allocated)									
0.125 Program Assistant - Primary Language (site allocated)									
1.2 Supplemental FTE to support target population (district allocated)									
Pay for student planners									
After School Intervention for 3 year no growth & reclass			5/1/2019	Title 1 Instruction (Res 3010, Pgm 100)	Certificated Extra Duty		8,000.00		
Based on SBAC scores we need a stronger focus on Language Arts. Students need more options for reading connected to the instruction and a variety of reading levels in both English and Spanish. Purchase more books to improve the library collection			1/8/2019	Title 1 Instruction (Res 3010, Pgm 100)	Books and Supplies		20,000.00		
Run an ESY program for two weeks to support English learners who are not reading at grade level or who need more support in writing									



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3 Year Plan: August 2017 - June 2020							
CLIMATE: Strategic Plan Alignment & Content Goals							
Select one Opportunity21 strategy that is most closely aligned to the school's goals. The goal(s) that are identified for the school must be specific, measurable, aligned, rigorous, and time-based (SMART).							
Opportunity21 Strategy (Select One):		Strategy 3.1. At least 80% of students will feel supported and have positive adult connections.					
Goal 1:	By June 2019 the percent of high responses to quality learning environment will increase by 10 %.						
Goal 2:	By June 2019 the percent of high responses to caring environment will increase by 10%.						
CLIMATE GOAL							
This data provides the most recent information about this school's student performance.							
2017-18 CLIMATE SURVEY RESULTS: Students							
Climate Survey Constructs	3	4	5				
Safe Environment - % High	53%	46%	43%				
Caring Environment - % High	43%	48%	52%				
Quality Learning Environment - % High	38%	41%	46%				
Enjoys Learning - % High	61%	48%	50%				
Academic Perseverance- % High	47%	46%	35%				
2016-17 CLIMATE SURVEY RESULTS: Students							
Climate Survey Constructs	3	4	5				
Safe Environment - % High	46%	52%	59%				
Caring Environment - % High	46%	43%	62%				
Quality Learning Environment - % High	35%	43%	47%				
Enjoys Learning - % High	46%	52%	46%				
Academic Perseverance- % High	47%	41%	47%				
2017-18 Parent Involvement							
	Always / Most of the time						
I am invited to participate in decisions that affect the school community.	61%						
I participate in decisions that improve school achievement.	40%						
	Agree / Strongly Agree						
I feel welcome when I visit my child's school.	93%						
* Parents take this survey for the youngest SJUSD student in the family							
2016-17 Parent Involvement							
	Always / Most of the time						
I am invited to participate in decisions that affect the school community.	65%						
I participate in decisions that improve school achievement.	38%						
	Agree / Strongly Agree						
I feel welcome when I visit my child's school.	90%						
* Parents take this survey for the youngest SJUSD student in the family							
2018-19 SUSPENSIONS AND EXPULSIONS							
Grade Level	TK	K	1	2	3	4	5
Suspension -Students As # Overall							
Suspension - Hispanic Students As # Overall							
Expulsion - Overall #							
Expulsion - Hispanic Students As # Overall							
CLIMATE: Actions to Support & Achieve Goals							
This action plan should be grounded in the goals and data identified above, including a cycle of inquiry.							
Action Description (Responsible Party)	Complete Date	Resource	Object	Amount			
1.0 Supplemental Assistant Principal for target students (district allocated)							
0.25 Parent Liaison (district allocation)							
0.250 Parent Liaison (site allocation)							
Academic and Enrichment for students to take educational field trips							

[illegible]

[illegible]

[illegible]

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AVAILABLE BUDGET						
The dollar amounts below are the resources available to be allocated at your school site.						
Washington Elementary School						
Resource Name		Resource #	Program #	Budget	Planned For	Available
Site Flex (Res 0002, Pgm 100)		0002	100	22,891	0	22,891
Supplemental (Res 0010, Pgm 100)		0010	100	45,129	0	45,129
Title I Instruction (Res 3010, Pgm 100)		3010	100	76,608	76,608	0
Title I Parent Involvement (Res 3010, Pgm 025)		3010	025	1,561	1,561	0

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3 Year Plan: August 2017 - June 2020																						
SCHOOL SITE COUNCIL (SSC) MEMBERS																						
<p><i>The SSC shall be constituted to ensure parity between the principal, classroom teachers, other school personnel, parents, and other community members. The presence of 51% of the SSC membership in attendance at the meeting will constitute a quorum. No decisions of the SSC shall be valid unless a quorum is present. A secondary school must have at least 12 members on their SSC. Parent or guardian can not be employed at the school site. For additional information, including examples, see Appendix A.</i></p>																						
<table border="1"> <tr> <td colspan="4">School Site Council (SSC) Officers</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Chair</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Co-Chair</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Secretary</td> </tr> </table>							School Site Council (SSC) Officers						Chair				Co-Chair				Secretary	
School Site Council (SSC) Officers																						
		Chair																				
		Co-Chair																				
		Secretary																				
Classroom Teachers					Principal																	
					Parents/Community Members																	
Other School Personnel																						
SCHOOL ENGLISH LEARNER ADVISORY COMMITTEE (SELAC)																						
<p><i>A school with more than 20 English Language Learner (ELL) students shall establish a school-level advisory committee. Parents or guardians, or both, of ELL students who are not employed by the school district shall constitute a majority of the committee. For additional information, see Appendix X.</i></p>																						
Classroom Teachers					Principal																	
					Parents/Community Members																	
Other School Personnel																						
(If the members of a properly constituted SELAC voted to give over their governance to the SSC, please list the names of those people who voted. Give the date of the vote.)																						
<table border="1"> <tr> <td colspan="4">School English Learner Advisory Committee (SELAC) Officers</td> </tr> <tr> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td colspan="2"></td> <td colspan="2"></td> </tr> <tr> <td colspan="2"></td> <td colspan="2"></td> </tr> </table>							School English Learner Advisory Committee (SELAC) Officers															
School English Learner Advisory Committee (SELAC) Officers																						
The SELAC has voted to give governance to the SSC on this date:																						
The name of the parent SELAC representative to the SSC is:																						
Council Size	Principal	Classroom Teachers	Other School Personnel	Parent/ Community Members																		
10	1	3	1	5																		
12	1	4	1	6																		
14	1	5	1	7																		
16	1	6	1	8																		
18	1	7	1	9																		
20	1	8	1	10																		

The council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. The presence of 51% of the council membership in attendance at the meeting will constitute a quorum. No decisions of the council shall be valid unless a quorum of the membership is present. The smallest size of an elementary council consists of 10 members							



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3 Year Plan: August 2017 - June 2020					
<b>SCHOOL SITE COUNCIL (SSC)</b>					
<b>RECOMMENDATIONS AND ASSURANCES</b>					
School:	Washington Elementary School				
School Site Council recommends this plan and proposed expenditures to the Board for approval and assures the Board of the following:					
<p>1. The School Site Council is correctly constituted and was formed in accordance with board policy and state law.</p> <p>2. The School Site Council reviewed its responsibilities under state law and board policies, including those board policies relating to material changes in this plan requiring board approval.</p> <p>3. The School Site Council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply.)</p>					
		English Learner Advisory Committee			
		Other (list)			
<p>4. The School Site Council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in board policies and in the LEA Plan.</p> <p>5. This plan is based on 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.</p>					
6. This plan was adopted by the School Site Council at a public meeting on:					
Attested:					
School Principal Name		Signature of School Principal		Date	
(use blue ink)					
SSC Chairperson Name		Signature of SSC Chairperson		Date	
(use blue ink)					

[illegible]

**[6] From the SJUSD 06-22-17 Special Session Board Meeting**

San José Unified is renewing its commitments to the district's community through an updated strategic plan. The district's updated vision, strategic plan, and strategic measures are included as part of the 2017-2020 local control and accountability plan (LCAP) and budget, all of which are accessible at: <https://sjusd.box.com/v/2017-2018-LCAP-Budget>  
Education Code 52062(b)(2) requires that a governing board of a school district shall adopt a local control and accountability plan or annual update to the local control and accountability plan in a public meeting. This meeting shall be the same meeting as that during which the governing board of the school district adopts a budget pursuant to Section 42127(a)(2).

Further, Education Code 42127(a)(2) requires that the governing board of each school district shall adopt a budget. Not later than five days after that adoption or by July 1, whichever occurs first, the governing board of the school district shall file that budget with the county superintendent of schools. The budget and supporting data shall be maintained and made available for public review. For the 2014-2015 fiscal year and each fiscal year thereafter, the governing board of the school district shall not adopt a budget before the governing board of the school district adopts a local control and accountability plan, if an existing local control and accountability plan or annual update to a local control and accountability plan is not effective for the budget year. As described and detailed in the budget document, San José Unified is submitting a qualified budget for the 2017-2020 fiscal years as changes will be necessary in order for the district to meet its financial obligations in the 2019-2020 school year.

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Additional Data & Reports can be found at the <a href="#">SJUSD Data Warehouse wiki</a> .					

