2017-2018 Balanced Score Card:  
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>El Dorado Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Silvia Cordero</td>
</tr>
</tbody>
</table>

SCHOOL VISION & CONTEXT

Our intention is to build a community where children are heard and valued as they develop resilience and a strong personal and academic identity. We strive for all of our students to have the strong academic foundation they will need to be successful at any middle school. At El Dorado we provide academically rigorous, standards-based instruction focusing on Language Arts, Math and Science. Students learn in an environment that values their individual identities, nurtures independence and challenges them to be critical thinkers. We enable students to advocate for themselves and others by forming strong, positive relationships with their peers and adults in our school community. El Dorado provides the appropriate support and services needed to meet the unique needs of each student and family within our community. El Dorado teachers and staff are committed educators that work collaboratively to deliver a rigorous standards-based curriculum using instructional practices that promote higher levels of learning driven by student engagement and performance data. Our teacher and staff professional development focuses on building our capacity in balanced literacy, Common Core State Standards for Language Arts and Math and infusing Restorative Practices and Second Step programs. El Dorado students are motivated critical thinkers; college and career ready. They embody a strong sense of self and compassion for others. Students possess a love for learning and problem-solving and willingness to take risks.
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- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- Content Knowledge
- Career and Life Skills
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.)</td>
</tr>
</tbody>
</table>

Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC)/Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Ongoing reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
2. School Site Council Roster*, Signatures, Bylaws & Agendas

- SSC Roster that has been verified to have parity, designating either "staff-alternate" or "parent/community-alternate" for any alternate members selected. Names listed should reflect elected members.

- SSC Signatures (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.**

- SSC Bylaws

- SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts that demonstrate feedback and input in the development of the BSC/SPSA and Budget.

3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

- All 2017-2018 Title I funds should be accounted for in the BSC

4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved *Parent Involvement Policy (PIP)* and *Home-School Compact* in their upload package
### SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfsud.edu/dpt/roa/aaoo/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td></td>
</tr>
<tr>
<td><strong>Contents</strong></td>
<td></td>
</tr>
<tr>
<td>• School Data Puzzle provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report</td>
<td>• Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td>• Acceleration for ELA/Math provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)</td>
<td>• Student-Centered Learning Climate</td>
</tr>
<tr>
<td>• Performance Summary provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)</td>
<td></td>
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<tr>
<td>• Mid-year Chronic Absenteeism Rates</td>
<td></td>
</tr>
<tr>
<td>• Mid-year Suspension Rates</td>
<td></td>
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<tr>
<td>• Illuminate Spring 2017 Assessment Reports provides direct links to the most current data for drilling deeper</td>
<td></td>
</tr>
<tr>
<td>• BSC Revision provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)</td>
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</tr>
<tr>
<td>• Fall Grades Distribution (grades 6-12) provides overall and sub-group grades – % A’s and % D &amp; F’s for English Language Arts, Math, Science, Social Science and GPA Average</td>
<td></td>
</tr>
<tr>
<td>• NSCC College Data (high school only) provides college attendance trends for high school graduates</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td></td>
</tr>
<tr>
<td><strong>Contents</strong></td>
<td></td>
</tr>
<tr>
<td>• Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.</td>
<td>• Instructional Core: ELD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td></td>
</tr>
<tr>
<td><strong>Contents</strong></td>
<td></td>
</tr>
<tr>
<td>• Overall and sub-group SQLI domain and metric data, and change in index level from previous year.</td>
<td>• Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td>• Metric definitions,</td>
<td>• Student-Centered Learning Climate</td>
</tr>
<tr>
<td>• CORE thresholds for each metric</td>
<td>• College and Career Readiness</td>
</tr>
<tr>
<td>• Powerpoint related to the new “growth” measure</td>
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</tr>
</tbody>
</table>

**NOTES:**

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data.
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state’s priorities. These align well with SFUSD’s articulated performance indicators and the work we’ve done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- What are the implications of the data, based on your analysis?
- Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school’s context?
- In each area, identify targets/outcomes that measure impact on student achievement.
- What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning. Transform Lives.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review “Strategies in Action: Classrooms” prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

Academic Tier One- Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>All students will be approaching or meeting proficiency in writing by the end of the 2017-2018 SY. Students will build a positive writing identity and write with confidence through multiple genres. Both teachers and students will have a clear understanding of, and be able to articulate grade-level proficiency and the steps, skills and strategies necessary to reach it.</td>
<td>Teachers will include all elements of a minilesson (connection, teaching, active engagement, link, mid-workshop teaching point, and share) in their writing instruction and provide students with sufficient time for independent writing with differentiated feedback, including conferencing with individuals and strategy-based small groups. Teachers will monitor student progress by engaging in mini lessons, daily small group differentiation and conferencing. Use writer’s notebooks as a way to collect ideas and use writing folders to hold ongoing work projects.</td>
</tr>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

In 2015-2016, 0% of our 3rd graders were proficient on the Integrated Writing Assessment, African American students scored 1.65 on a scale of 1-6 with proficiency being 4. In 2016-2017, 10% of our 3rd graders were proficient on the IWA. Mid-year Fountas & Pinnell reading assessments indicate that El Dorado students, K-5 are performing at 55% proficiency. Mid-year Reading Inventory indicate that students, 3-5 are performing at 23% proficiency.

Academic Tier Two-What intervention strategies will you use to serve students who need additional support to be successful in the core Language Arts program? If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-wide F &amp; P scores increased from 29% proficient to 43% proficient from window 1 to window 2.</td>
<td>By the end of the 2017-2018 school year, 60% of our students will be proficient or higher in Reading according to F &amp; P data. By the end of the 2017-2018 school year, 50% of our 3-5 students will be proficient or higher in Reading according to Reading Inventory data.</td>
<td>Teachers will facilitate data-driven strategy groups. Goal setting individual conferences with follow-up conferences. ARTIF will provide small group and individual pull-out reading instruction for students reading below grade-level for K-2 students.</td>
</tr>
</tbody>
</table>

Focal Group: For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-</th>
<th>Based on the analysis of the results, what are</th>
<th>What interventions are required to ensure</th>
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</table>
## Focal Group

<table>
<thead>
<tr>
<th>your targets/performance goals?</th>
<th>all students reach mastery?</th>
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</thead>
<tbody>
<tr>
<td>Mid-year Fountas &amp; Pinnell reading assessments indicated that El Dorado African American students, K-6, are performing at 37% proficiency, compared with 55% of the school total. However, there was no gap in performance on the grades 3-5 Reading Inventory, 23%.</td>
<td>Classroom teachers will facilitate strategy groups with targeted language goals for ELLs and students with special needs. Targeted one-on-one conferences with African-American students to make curricular adjustments and ensure goals are being monitored. Analysis of AA student work during GLC’s and Coaching Cycles with literacy coach and IFP. ARTIF will provide small group and individual pull-out reading instruction for students reading below grade-level.</td>
</tr>
</tbody>
</table>

### Mathematics Core Curriculum

#### Academic Tier One - Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Students will feel confident in using multiple strategies to problem solve. Students will consistently demonstrate academic resilience (PART). El Dorado students will reduce the difference to less than 10% of the district’s average on formal district assessments and will accelerate at an “average” rate compared to other like students in the district. In order to support the implementation and facilitation of small group instruction that focuses on creating a safe and effective learning environment, we must provide responsive PDs, coaching, peer observation opportunities and timely feedback to teachers. Administration team will visit all classrooms together to gather data on student learning and teaching practices on a weekly basis. Leadership Team members will participate in walkthroughs on a monthly basis. Administrators and Coaches will meet biweekly to debrief the work and monitor progress toward the goals. Support will be provided to teachers to implement specific teaching practices. Instructional Leadership Team will articulate the conditions needed for an optimal learning environment. Teachers will self-identify their areas of strengths and opportunities for growth in order to inform PD and other support support.</td>
<td>Teach problem-solving and computation strategies through math talks. Hold all students accountable by using equity sticks, wait time, cold calls, and weekly quizzes. Increase opportunities for student discourse and hold students accountable for producing explanations that their classmates can understand by using precise math content language, probing questions, and a clear criteria for success. Support the use of academic language in writing about math by using anchor charts, journals, and sentence frames.</td>
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</tbody>
</table>

16% of our 3-5 grade students scored at proficient on this year’s IAB test, which is the same as last year. On the Math task, we saw an increase from 36% to 41% proficient over the same time span. However according to SBAC Math results, we saw a decrease in proficiency from 24% to 19%.

#### Academic Tier Two - What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic RTI Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compared to 2015-2016 (22%), ELLs in 2016-2017 (15%) saw a decrease in Math Proficiency on the IAB mid-year assessment. Similarly, ELLs proficiency rates dropped from 25% to 15% on the SBAC Math assessment over the same time span.</td>
<td>30% of our ELLs will perform at proficiency or above on the IAB and SBAC mid-year assessment for the 2017-2018 school-year.</td>
<td>Small group instruction to support reading in math to give students access to grade level text. Small group instruction to support focused, targeted instruction. In addition, GLC’s will engage in calibrating the scoring of math tasks, supporting collaboration and partnership, participating in collegial observations, and monitoring focal students. Provide newcomers, ELLs, and students with special needs with visuals and dictionaries to provide contextual understanding of vocabulary. Frontload vocabulary where appropriate.</td>
</tr>
</tbody>
</table>
**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>10% of our African American students scored proficient in the 2nd Math IAB test, which is 37% lower than our total school population. Only 30% of our students scored proficient on the 2nd Milestone Task, compared to 41% of the total school population.</td>
<td>Instructional Reform Facilitator will design and facilitate biweekly PDs and Grade-Level Collaborations. Included will be: K–5 Content Progressions, addressing misconceptions and student needs through small group instruction, and using rich math tasks to support application and mastery.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

School sites are implementing comprehensive Designated and Integrated ELD instruction based on the 2012 California ELD Standards. This happens by working in tandem with ELA and other content standards as a pathway towards accelerated language learning, so English Learners can fully access the core curriculum and grade-level appropriate tasks and texts.

Reflecting on your school site data, including CELDT, what will you do to ensure that all students have access to and success in English Language Development and become Reclassified Fluent English Proficient (RFEP)?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>Our goals is to continue to have all students grow at one proficiency level and to have 100% of our long-term ELs obtain CELDT proficiency before graduating from El Dorado</td>
<td>We will continue to provide daily 30 minutes of levelled ELD instruction for EL students. We will continue to integrate Academic Conversation and language forms into our comprehensive ELD lessons as well as our Tier 1 instructional practices. Additionally, we will support our EL students in class by utilizing close reading protocols, focusing on Academic vocabulary and providing scaffolds such as dictionaries, visuals, and sentence starters that students can then use to explain their thinking orally and in writing. We will also front/load vocabulary when appropriate.</td>
</tr>
</tbody>
</table>

**Other Subject Areas (Secondary Schools, optional for Elementary)**

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**College and Career Readiness**

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators**: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

**Middle Schools Indicators**: AVID, High School Readiness, College visits, college and career plans

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?
We will continue to promote and inform our community about our graduate profile which represent the traits we see as key to a successful academic and social life; they are Perspective, Agency, Resilience, and Thinking Critically and Creatively. Those traits are interwoven and celebrated in all aspects of school life. Teachers and support staff recognize students for demonstrating their growth and development of these traits regularly. We will also recognize and celebrate our students every trimester.

Strategies in Action: Schools

In Transform Learning, Transform Lives, the “Strategies in Action: Schools” section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

School teams are encouraged to refer to “Strategies in Action: Schools” as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

How will you structure site-based and district professional development/learning?

During early Release Thursdays the IRF, Literacy Coach, and Wellness Team will provide 2 hours of biweekly Professional Development on data-driven Language Arts and Math planning and Instruction and SEL strategies. Coaching Team will also facilitate bi-weekly Grade-Level Collaboration to plan, analyze student work, and follow up with PD content. Grade Levels will have a half day release to unit plan for literacy and math. Administration Team will engage in weekly instructional rounds with coaches and teacher leaders from ILT. Coaching Team and Administrators will meet biweekly to assess PD and GLC implementation and provide support and guidance. ILT will use data from classroom visits to analyze levels of implementation of school foci. Administration will engage in 1:1 data/end of cycle meetings to reflect on and guide teacher practice ensuring next steps are data informed and responsive to student needs and building off strengths. Each coach will receive 2 individual coaching sessions in 6-week cycles facilitated by a member of the coaching team. New teachers will be paid to come a week prior to regular reporting time, to begin orientation, coaching cycle, classroom set-up, and planning for classroom environment.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biweekly facilitated GLC meetings for 60 minutes. Biweekly Professional Development on early release days, Grade level unit planning half day release, 6 week coaching cycles, each teacher will participate in 2 cycles during the school year. 1:1 data/end of cycle meetings between administration and teachers. Extended Contract time for new teacher orientation and instructional planning.</td>
<td>IRF, Literacy Coach, and school social worker will facilitate GLC and deliver professional development; AP and Principal will attend as additional support/resource. Using site funds, we will pay for substitute release days for half day unit planning, data/end of cycle 1:1 meetings, coaching time, teacher leader release for monthly instructional rounds participation. Site funds will pay for extended calendar for coaches and new teachers to participate in orientation and instructional planning.</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

As you complete the table below, consider what shifts would be necessary to create a positive school and classroom climate in which all students are in classrooms, supported, learning and engaged, in the least restrictive environment?

Consider the following items as they relate to each category:

Students with Disabilities/ Promotion of Inclusive Practices: percentage of students in Special Education schoolwide (identified internally) and number of referrals to Special Education (total & for subgroups- AA, EL). Your community is called upon to consider SFUSD’s commitment to full inclusion and increased expectations for students with disabilities.

Student Engagement/Attendance: school attendance rates, chronic absenteeism rates

School Climate: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
of Inclusive Practices

We will continue to promote and inform our community about our graduate profile which represent the traits we see as key to a successful academic and social life; they are Perspective, Agency, Resilience, and Thinking Critically and Creatively. Those traits are interwoven and celebrated in all aspects of school life. Teachers and support staff recognize students for demonstrating their growth and development of these traits regularly. We will also recognize and celebrate our students every trimester.

30% of our 3-5 grade SPED students will perform near, at, or above standard on midyear Math Milestone Task. 29% of our 3-5 grade SPED students will perform near, at, or above standard on midyear Math IAB. 20% of our SPED students (K-5) will meet or exceed standard in F&P reading assessment compared to 30% school total. We will maintain our rate of 25% of our SPED students meeting or exceeding standard on the Reading Inventory.

Students will receive daily support with RSP teacher and SPED para for the allotted amount of time determined in IEP. The support will be either in the classroom or pulled out for small group or 1:1 as needed and outlined in IEP. RSP will collaborate with General Education teachers to plan and modify student work on an ongoing basis. Continue emphasizing a collaborative model where we maximize services provided for students with IEP’s by collaborating between classroom teachers, RSP team, and our intervention teachers. Continue to follow inclusive practices such as co-teaching to meet students learning needs. Our SPED teacher will work with students in multiple formats: pull out 1:1 services, small intervention groups, and push-in support depending on their IEP goals.

Student Engagement/Attendance

23% of our students are chronically absent, a slight increase from last year. 23% of our AA students are chronically absent a slight decrease from last year.

We will reduce the number of students chronically absent to 15%. We will reduce the number of AA students chronically absent to 15%.

We will continue to publicly recognize individual students with monthly excellent attendance with monthly certificates and smoothie parties. We will continue to publicly recognize classrooms with best attendance rate on a weekly basis with a popcorn party. We will continue to participate in the Truancy Action Partnership (TAP) Program that meets onsite with families with the highest attendance concerns; city agencies are in attendance to offer supports families may need. We will continue to hold weekly SART meetings to monitor student attendance. We will provide parent information workshops regarding attendance policies and our incentive plans, specifically targeting incoming K families.

School Climate

According to the student report cards, 34% of our students exhibit a growth mindset. According to the student report cards, 24% of our students exhibit self-efficacy. According to the student report cards, 41% of our students exhibit self-management. According to the student report cards, 60% of our students exhibit social awareness.

According to the student report cards, 50% of our students will exhibit a growth mindset. According to the student report cards, 45% of our students will exhibit self-efficacy. According to the student report cards, 60% of our students will exhibit self-management. According to the student report cards, 80% of our students will exhibit social awareness.

We will achieve this by continuing to have daily community circles, a school-wide PBIS, student-centered classrooms, Restorative Practices, and utilize Second Step and as our SEL curriculum. ALL staff trained on RP and revisited often. Staff coached on how to lead RP conversations. Continued use of in class and out of class supports (calm it down corner, make it right space, and wellness center). Develop Social Emotional Learning Skills (SEL) in the areas of Growth Mindset, Self-Management, Self-Efficacy, Social Awareness, by utilizing Habits of Mind lessons. In all meetings with our staff (GLC, Staff, Inquiry, etc) we will include a community builder.

Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.

Family Engagement: Your school’s family engagement strengths and challenges (And how you know…)

Deepening A Community Schools Approach: the depth and breadth of CBO partnerships that are essential to your school community.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative describing Parent-School-Community culture</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Who you are reaching / missing (And how you know...)</th>
<th>Impact of the strategy on instructional, culture / climate, and social emotional goals (And how you know...)</th>
<th>What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SF Ed Fund Literacy Volunteers have logged over 320 hours of 1:1 literacy support to K-2nd students. ROCK after school program averages their daily attendance to be 98 students in their after school program out of 130 enrolled. ROCK staff provide 400 hours of reading intervention during the school day to 1st and 4th graders. We averaged 120 community members attending our family night events. We currently are able to translate to Spanish with current staff onsite. We averaged 7 parents at the monthly Principal Chats.</td>
<td>Increase Ed Fund Volunteers to be present in all classrooms K-5 logging over 650 hours. Increase daily attendance to 120 average with 140 students enrolled. Increase to 500 hours of reading intervention Increase to 150 community members in attendance at family night events. We will be able to provide translation to Vietnamese and Cantonese speaking families. Increase parent attendance to Principal Chats to average 11.</td>
<td>This will impact our students’ academic identity with 1:1 interactions with a caring adult they will build their confidence. Students will have a well-rounded experience at El Dorado; students will have opportunities to apply what they are learning in the day program through enrichment activities offered in after school. This will improve literacy skills needed to access learning in all content areas. Celebrations are a great way to have families and staff members mingle and get to know each other and build strong relationships. Provide access to information in languages our community members are comfortable with. This is a consistent way to keep families connected and informed about the school.</td>
</tr>
</tbody>
</table>
## SECTION IV: School Budget & Resource Priorities

### Weighted Student Resources in WSF and Other LCFF-Funded Allocations

In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

#### Special Education Weighted Student Formula (WSF-SpEd)

**Allocation = $1,050**

$1050 = Supplemental supplies (4313) to ensure scaffolding and access to core content (such as journals, index cards for vocabulary, special lined paper, etc.)

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Supplemental Concentration Grant-English Learner (SCG-EL) 07091

**Allocation = $27,094**

How will your site use SCG-EL resources to increase and improve services for English Learners? Why is that the best use?

$27,094 = additional leveled books (4310) for EL’s to develop their literacy skills in English.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Supplemental Concentration Grant - Low Income (SCG-LI) 07090

**Allocation = $0**

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

No funds allocated to El Dorado from this funding source.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### LCFF Concentration Grant (SCG-C) 07092

**Allocation = $45,000**

If your school site receives a Concentration allocation, how will these additional resources be used to increase and improve services for these (EL/LI) populations? Why is that the best use?

$13,925 = Supplemental supplies (4313) to ensure scaffolding and access to core content (such as journals, index cards for vocabulary, special lined paper, etc.) $8,075 = Pays for Americorps Intern (2902) who will support our Membring for Success program and Wellness Center; intern will improve student engagement and school climate. $13,000 = Purchasing of technology (4490) (i.e. ipads and/or chromebooks) for independent center work time where students can engage in targeted intervention to accelerate in ELA and Math. $10,000 = Secure licensing of online academic learning programs (5803) in both ELA (News ELA) and Math to serve as extended learning and targeted intervention.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

### Targeted Instruction Improvement Grant (TIIG) 07940

**Allocation = $279,000**

If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these populations? Why is that the best use?

$194,396 = Pays for 2.0 FTE classroom teachers. $29,366 = Sub release days (1102) for teachers to collaborate on unit planning (in math and ELA), coaching, and other professional development opportunities throughout the year; principal will also meet with teacher 1:1 at the end of each benchmark cycle to review data. $19,790 = Extended hours (1105) for new teachers to plan in August 2018 with Literacy Coach and IRF; grade level teams will unit plan during the summer with support from academic coaches. $13,387.93 = Teachers will travel (5202) to Teachers College Readers/ Writers Workshop training in New York City. $723.12 = Technology purchase to fill gaps in technology needs (4490) $12,371.98 = General supplies(4313) for everyday use in the school (paper, pencils, erasers, etc.) $9,000 = Consultant fees (5809) to cover partial cost of consultant working with ILT.

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Categorical Expenses

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

| Title I | $52,926 | (31500) |

How do you plan to use these funds?

$15,889 = 0.25 FTE of Elementary Advisor will support students and attendance efforts. $31,778 = 0.5 FTE of Family Liaison position will support family outreach, attendance efforts, and school wide events; these actions will improve our family engagement with families historically disengaged from school. $5,560.03 = Purchase supplies (4313) and material to improve communication with families and to ensure scaffolding and access to core content (such as journals, index cards for vocabulary, special lined paper, etc.).

Select the BRY Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

1% Title I Parent Set Aside = $529

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.

$529 = This money will be used to purchase supplies (4313) to improve communication with families by producing weekly newsletters, brochures for recruitment of new families, and to promote school events.

Date your school’s Parent Involvement Policy was reviewed by your School Site Council:

Select the BRY Essential that most aligns to the use of these funds:
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards

Referencing your plan, how do you plan to use these funds?

Select the BRY Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Principal’s Innovation Fund = ________

(For Middle Schools and PK-8 Schools as applicable)

How do you plan to use these funds?

Select the BRY Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Equity Grant = ________

(as applicable 16-17)

Identify Sub-group & specific actions

Select the BRY Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Other (PTA, external sources, School Quality Pairing/CoP work) = ________

How do you plan to use these funds to support your school-wide actions?

Select the BRY Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
Parent-School-Community Ties (CAP Priorities: Parental Involvement)
Central Supports & Resources

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

NOTE: If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75"

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td>0.5</td>
<td>0.5</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>0.75</td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
<td>yes</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>Assistant Principal 1.0</td>
<td>VAPA artists 0.4/Instrumental Music 0.2</td>
<td>Librarian 1.0</td>
<td>PE 0.6</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Our Wellness Team—made up of our school social worker, nurse, elementary advisor, T10 and "healthy choices Americorps intern" (funded centrally 0.535; ran out of space above)—will support our school wide social emotional efforts by running our Wellness Center, facilitating small social groups, supporting 2nd Step implementation, and organizing monthly Mentoring for Success activities. Our ARTIF and Librarian will provide direct service to students who have been identified as "at risk" and needing Tier II supports in literacy. They will meet with grade level teams regularly to identify students needing extra support, create a schedule and share student progress. Our Family Liaison and Assistant Principal will strengthen relationships with counterparts from ROCK and Hope SF to better serve and reconnect disengaged families with our school; they will also communicate importance of attendance and celebrate improvements.
SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

The School Site Council has voted on this school plan and its related expenditures and passes it on to the district governing board for approval, assuring the board of the following:

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC 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.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school 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.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on:
<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silvia Cordero</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Rex Ridgeway</td>
<td>Parent/Chair</td>
<td></td>
</tr>
<tr>
<td>Craig Berger</td>
<td>Assistant Principal (alternate)</td>
<td></td>
</tr>
<tr>
<td>Genece Washington</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Eddie Samaniego</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Chelsea Jodsaas-Biondini</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Rafael Directo</td>
<td>Family Liaison/Classified Staff</td>
<td></td>
</tr>
<tr>
<td>Esmeralda Michel</td>
<td>Parent/ELAC/Secretary</td>
<td></td>
</tr>
<tr>
<td>Ericka Arauz</td>
<td>Parent/ELAC</td>
<td></td>
</tr>
<tr>
<td>Yoseline Ortega</td>
<td>Parent/Vice Chair</td>
<td></td>
</tr>
<tr>
<td>Yanira Henriquez</td>
<td>Parent, ELAC</td>
<td></td>
</tr>
<tr>
<td>Olivia Ray</td>
<td>Librarian (alternate)</td>
<td></td>
</tr>
</tbody>
</table>