2016-2018 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Guadalupe Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Maria Luz Agudelo</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Guadalupe is Pre-K - Grade 5 elementary school located in San Francisco's Excelsior District. We have a primarily veteran teaching staff each with over 10 years experience serving over 500 students in 24 classrooms, including 21 K-5 classrooms and three Pre-K classrooms. We also have a full time computer teacher and two student advisers. Guadalupe serves a diverse population of children from the community, including Latino (57%), Asian (14%), Filipino (13%), and African American (4%). We have a group of dedicated teachers that are focused on integrating Common Core standards into their language arts and math instruction. With a 62% English Learner population our teachers work diligently to support our students in acquiring academic English skills through best practices in English Language Development. Guadalupe also has a K-3 strand of Spanish Bilingual classrooms in which students develop their foundational skills in their native language in order to transfer those skills to English. Our 4th and 5th grade Bilingual students receive small group instruction to continue to enhance their Spanish literacy skills. Guadalupe's three main areas of focus are in solidifying our language arts program through SFUSD’s Comprehensive Approach to Literacy model, enhancing our students socio-emotional well being through Behavioral Response to Intervention/PBIS, and deepening our community bonds through increased parent participation in school-wide activities and leadership roles in the PTA and SSC.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school’s top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, “what is the school mainly working on right now,” what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
- Vision 2025 Graduate Profile
- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
- Site-Based Budget 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.

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 2015-2016 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 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.
- Onsite 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 25, 2016.
### 1. Balanced Score Card/ Single Plan for School Achievement

- All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

### 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
- SIG Carryover Expenditures
- All 2016-2017 Title I funds should be accounted for in the BSC
- Quality Education Investment Act (QEIA) Schools – All 2015-2016 carryover QEIA funds are 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

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*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
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.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

<table>
<thead>
<tr>
<th>Report Title (Description)</th>
<th>Contains data for the following Strategies in Action</th>
<th>Data in Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district)</td>
<td>• Instructional Core: ELA, ELD and Math&lt;br&gt;• Student-Centered Learning Climate</td>
<td>2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&amp;P English and Spanish, SRI, Math Task and Writing Task</td>
</tr>
<tr>
<td>CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance)</td>
<td>• Instructional Core: ELD</td>
<td>Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels</td>
</tr>
<tr>
<td>SQII 2014-15 (SQII Performance, definitions, thresholds and targets)</td>
<td>• Instructional Core: ELA, ELD and Math&lt;br&gt;• Student-Centered Learning Climate&lt;br&gt;• College and Career Readiness</td>
<td>Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets</td>
</tr>
<tr>
<td>Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas)</td>
<td>• Instructional Core: ELA, Math, Other Subject Areas&lt;br&gt;• College and Career Readiness</td>
<td>Overall and sub-group grades – % A’s and % D&amp;F’s for English Language Arts, Math, Science, Social Science and GPA Average</td>
</tr>
<tr>
<td>College Readiness School Profile** (Performance on college readiness indicators)</td>
<td>• College and Career Readiness</td>
<td>3-year trend data on SAT, ACT, AP and EAP with number tested and average scores</td>
</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 Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- 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>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

The target performance goals for the 2015-2016 SQII are to increase student achievement in English language arts by 6%, increasing students meeting or exceeding benchmark to 29%. We would like to see a 10% increase in students meeting benchmark in both the the F&P assessment for K-2 and the SRI for 3-5.
According to the results of the School Quality Improvement Index (SQII) from the 2015-2016 school year, which reflects the performance of students in grades 3-5, indicates that only 21% of Guadalupe’s students met benchmark standards in language arts representing an index level on the SQII of 5. Subgroups within the school population are performing below the whole school percentage. 12% of Latinos are performing at or above grade level with a SQII Index of 2. 7% of our English Language Learners are performing at grade level with an index level of 1. 18% of students identified as socioeconomically disadvantaged are performing at or above grade level with an index level of 4. Our K-2 F&P English reading scores from Window 2 indicate that 52% of our students met or exceeded grade level standards. This is a 17% increase from Window 1. Our K-2 F&P scores in Spanish from Window 2 indicate that 63% of our students in the bilingual strand are meeting or exceeding benchmark. This is a 25% increase from our assessment in Window 1. Our SRI English reading scores for grades 3-5 from Window 2 indicate that 26% of our students are meeting or exceeding benchmark. This is a 7% increase from Window 1. Our district IAB for results for ELA in grades 3-5 indicate only 18% of our students are meeting benchmark or above. These results indicate that although the percentage of students reaching benchmark in reading is increasing, the majority of our students are not meeting grade level standards. We see that there is a need for students to acquire higher order reading skills that allow them to read to learn. We must focus on increasing our students’ depth of knowledge and academic literacy skills.

Currently, Guadalupe grade level teams are in the initial stages of understanding and developing formative assessments that will allow for frequent and relevant data that can drive instruction. Each grade level meets once a week collaboratively for 40 minutes and dedicates the discussion around ELA only. The ILT has also moved forward to lead in building the capacity of ELA instruction and dig deeper into ways to raise the percentages of students achieving grade level performance. Anecdotal evidence leads us to question the assess students have to materials to support reading at home. Grade level teams are working towards completing unit plans that detail: weekly learning outcomes, daily teaching points and anchor charts that provide visual support for the students. The goal is to have 4 spirals that cover 8 week cycles for K-5. Formative assessments need to be issued on a weekly basis and analyzed to inform instruction. Additional instructional shifts that will be required to achieve these goals include: -Full implementation of Reader’s Workshop, with a focus on developing cohesive grade level units and mini-lessons as well as small group guided reading and 1:1 conferencing - More opportunities to review evidence of student work and assessments and use that data to inform planning and instruction - A focus on higher order teacher questions and more opportunities for student voice during mini-lessons. Professional Development on Specific Components of CAL: - Guided Reading · Small Group Work · Reading Conferences · Interactive Read Aloud (specifically to push academic language and actively engage students in thinking and talking about text) · Knowledge of Bloom’s Taxonomy levels and how to implement in ELA Reading/Writing. Mini lessons go past strategies to analysis of texts. Continue weekly ongoing facilitated collaboration with grade level teams in ELA. Insure all classrooms have organized, labeled, leveled books, and an inviting space for students to access the classroom library. Continue Developing Anchor Charts to create rooms for/by students and promote the classroom as teacher. Environmental walk-through during the school year will lead to collected data that can further be analyzed. Building formative assessments on a weekly basis and using the data derived during grade level team collaboration to discuss best practices. For the 2016-2017 school year, Guadalupe has nine new teachers, mostly in their first year, and a long term substitute for a maternity leave. In order to provide support for new teachers we established a meeting before the school year began designed to inform teachers on school wide goals. We also have a weekly meeting to provide additional support for teachers around CAL and other topics. We have been working with their i3 induction coach to make sure they get support in areas related to literacy, language development, and classroom management. Our Pupil Services coach has also provided professional development around additional support to be success in the CAL Language Arts program. If you have a centrally allocated Academic RtI Facilitator, please articulate how that staff will be utilized in pursuit of these initiatives.

<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>Our targets are to improve reading scores in both F&amp;P and SRI.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals?

**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-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>Our Latino students and English Learners (EL) are our lowest performing focal groups. Our Latino students were at index level two of the SQII, with only 16% performing at benchmark. 17% of our Latino students were meeting or exceeding standards on the Scholastic Reading Inventory in grades 3-5. Our EL reclassification rate was at 5% for the 2014-2015 school year with an SQII index level of one. According to SQII, only 11% of our EL students in grades 3-5 are performing at proficient or above.</td>
<td>It is crucial to raise the reading ability and performance level of our Latino and EL students. Increasing our EL reclassification rate will be a high priority at Guadalupe.</td>
<td>The interventions required for all students to reach mastery include: -Professional Development related to ELD instruction extended beyond the state mandated 30 minute block. -Small group guided reading intervention. -Academic Language Development -Use of sentence frames and other forms of modeling. -The use of MyOn.com as a focus for reading development.</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>Our target goals are to: -Increase SQII results by 9%, moving to 28% of student meeting or exceeding benchmark -Increasing IAB results for math</td>
<td>The instructional shifts that will be required to achieve these goals include: -Professional Development led by the Math Teacher leaders on best practices -Continue to implement the SFUSD Common Core Math Standards -Use of SFUSD math milestone tasks and IABs to measure student performance. -Use of the 40 minute grade level collaboration to focus on math planning and review of student data. -Increase opportunities and support for student discourse -Have students work in pairs or groups to solve math tasks -Visual and oral presentations of directions, ideas, and concepts -Teachers provide math tools and manipulatives to expand understanding of number and operations in everyday activities -Teachers practice re-engagement which focuses on examining the task from a different perspective rather than doing the same task over and over, or critiquing approaches and making connections rather than adding more practice of learned procedures -The use of computer technology as a part of seeking mathematical answers, processes, and practicing skills</td>
</tr>
</tbody>
</table>
### 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>IAB Window 2 shows that only 23.5% of Latino students were near, at or above standard.</td>
<td>Our targets/performance goals are to improve performance for our Latino students</td>
<td>The interventions required to ensure all students reach mastery include: -Implementation of the SFUSD designed math program -Providing short term targeted instruction via small groups, re-engagement lessons, individual extensions, or math games -Providing sentence frames, conversation starters, use of extended wait time, additional conferencing and peer partner -Direct instruction and opportunities to use math related vocabulary associated to -The use of computer technology as a part of seeking mathematical answers, processes, and practicing skills</td>
</tr>
</tbody>
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**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>Our Latino students and English Learners (EL) comprise our focal groups for mathematics. According to the SQII results for 2015-2016, only 10% of our Latino students met proficiency. Our Window 2 IAB assessments show that only 23.5% of our Latino students met benchmark. Only 26.7% of our ELs met benchmark.</td>
<td>Increasing our Latino and English Learner math performance by at least 10%.</td>
<td>The interventions required to ensure all students reach mastery include: -Identify Latino and EL students who are struggling with math tasks. -Provide small group and 1:1 support for these students. -Provide increased opportunities to use computer technology for these students. -Use of manipulatives and math tools to support acquiring both basic and advanced skills</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, LTEls, 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.</td>
<td>Our performance goal is to Increase student CELDT growth by 10%.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

62% of Guadalupe Elementary School’s students are designated as EL. The 2015-2016 CELDT results indicate that of the 291 students tested: 13.7% Beginning, 19.9% Early Intermediate, 39.5% Intermediate, 21.3% Early Advanced, and 5.5% Advanced. Our EL re-designation rate was at 5% for the 2014-2015 school year with an SQII index level of one. According to SQII, only 11% of our EL students in grades 3-5 are performing at proficient or above. With only 54.7% of students gaining one proficiency level on the CELDT, Guadalupe did not meet the AMAO 1 - Annual Growth on CELDT target of 62%. According to our data trends our EL students are not meeting yearly goals and are reclassifying at very low percentage. With 39.5% of our ELs at the intermediate level, it is crucial to move students out of this zone as it can become an area where students results become static.
The interventions that are required to ensure all students meet mastery include:

- Grouping students by CELDT level for designated ELD
- Discussing strategies for EL support and re-designation during grade level collaboration meetings and staff meetings
- Using CA ELD standards along with SFUSD’s Core Curriculum to support linguistic and academic progress of ELs
- Using the following 5 best practices:
  1. Clarify new language and concepts using a variety of strategies and modalities
  2. Strategically plan and integrate focused academic language study
  3. Teach students to analyze, write, and create complex text
  4. Foster heterogeneity and collaboration
  5. Use formative assessment to inform instruction
- Bringing in district sponsored PD on Integrated and Designated ELD for understanding components of best practices
- Identifying focal students
- Results Oriented Cycles of Inquiry (ROCI)
- Using technology (MyOn.com) to provide extra practice in reading skills
- Working with the Multilingual Pathways department to inform best practices in our bilingual strand
- Focusing on enhancing native language skills for students in the Spanish bilingual strand to support transference to English
- A special teacher provided by the Multilingual Pathway Department will work with students in grades 4-5 to continue to build their Spanish skills in order to support English language transference

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.</td>
<td>Based on analysis of results, our targets are the 80% of students that do not meet State Standards. The goal is to increase performance yearly by at least 25% so that the entire school can be proficient by the end of three years.</td>
<td>This shift will require a full time computer teacher who can continue to do reading clubs for critical students who are reading far below grade level. This position requires a teacher with classroom experience at both lower and upper elementary with a bilingual credential and technology supplement in order to help students achieve college and career readiness by the end of elementary school.</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>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Elementary Schools

What is your plan for promoting college and career readiness?
Guadalupe Elementary has a 0.8 Library Specialist and 1.0 Computer Specialist that promote learning of 21st century skills. Our librarian provides student with lessons on researching information and navigating different text based resources. Our Computer Specialist provides students with a variety of lessons related to using technology, including typing, research, test taking, and the use of Myon.com’s reading program. Guadalupe field trips include trips to SF Symphony, Academy of Science, and museums to foster curiosity and exploration of a variety of fields.

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?

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Staff Meetings that focus on ELA, MATH, RTI, School Operations, and Data Analysis. -Grade level planning time during the school day to promote grade level collaboration and cohesion in math and ELA. -Use Instructional Reform Facilitator (IRF) to support Implementation of the Comprehensive Approach to Literacy. -Use IRF to support EL instruction. Provide teachers with three release days during the school year for data analysis and planning. -Use of committees to promote development in key academic areas. Committees include Instructional Leadership Team (ILT), Math Teacher Leaders, Bilingual Strand Collaboration, Response to Intervention (RTI), and Student Assistance Program (SAP), Coordinated Services Sped.</td>
<td>-Union contract provides time for two staff meeting per month. -Union contract provides time for up to 6 additional hours of site-based meetings. -IRF is funded by central office. School Budget will allocate monies for six half day collaboration days.</td>
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</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 (RTI2) 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

Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices: Students with Disabilities at Guadalupe are performing at below school averages in reading and math based on IAB, SRI and F&amp;P data.</td>
<td>Students with Disabilities will increase in their academic performance for ELA and Math.</td>
<td></td>
</tr>
</tbody>
</table>
1. Students with RSP services will receive support in the classroom to promote inclusive practices. 2. Teachers will be provided with copies of the students’ IEPs and routinely check in with the RSP in order to support student learning and ensure both the classroom teacher and RSP teacher are working together toward helping students reach IEP goals. 3. Students will receive modified instruction that will help them meet IEP goals and access the curriculum. 4. Hold IEP meetings to both review and set goals. 5. Evaluate students in an efficient and timely manner to ensure they get the support they need. 6. Hold 504 Plan meetings for students who require special accommodations, but do not have an IEP.

<table>
<thead>
<tr>
<th>Student Engagement/Attendance</th>
<th>11% of Guadalupe students were chronically absent during the 2014-2015 school year. 23% of our African American students and 9% of our English learners were chronically absent during the 2014-2015 school year.</th>
<th>Reduce out of class time -Reduce truancy rates</th>
<th>1. Attendance Awards 2. Setting up group and individual meetings with chronically tardy or absent students. 3. Setting up SARB meetings with families with excessive absences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Climate</td>
<td>During the 2015-2016 school year six students have been suspended for multiple aggressive acts.</td>
<td>Reduce number of suspensions -Reduce instances of physical aggression</td>
<td>Establishment of School-wide expectations. -Establishment of Superstars for motivational purposes. -Establishment and use of peace comers in every classroom -Second Step and/or PAX as part of the curriculum in every classroom -Wellness Center – extended hours (all day if possible) -Uses de-escalation, cool down space, restorative practice, conflict mediation, groups, lunch bunch -Have person assigned to Wellness Center- Americorps, intern, or Social Worker -Launch mentoring program -Implement Tier 2 interventions with fidelity -Check in/Check out -Behavior Charts -Behavior contracts -Attendance incentives – school-wide, classroom &amp; individual Beginning of the year -Setting up peace comers -Incorporating Second Step into routine curriculum -Restorative practices -De-escalation – How to avoid power struggles – Safety care (verbal only) Ongoing: -De-escalation – Safety Care -Trauma Informed Practice -Restorative Practices</td>
</tr>
</tbody>
</table>

**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.

**Parent-School-Community Engagement**

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
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</tbody>
</table>
Guadalupe Elementary has a small group of parents that consistently attend ELAC, SSC, and PTA meetings. There is a significant need to grow our community participation and bring in more parents into leadership roles and for more families to participate in community events. Currently we hold two SSC Community meetings a year, A Literacy Night, and an Art Crawl. The PTA holds monthly general meetings/dinners and two Walk-a-thons a year. We also have a large Halloween Carnival which draws in a large number of parents and guardians to the school. The JCL provides English classes to our parents once a week. Guadalupe sent out its own survey to gather information on what families think about the school. The goal was to identify what families feel the areas of strength are and what improvement they feel are needed. Guadalupe sends a weekly Wednesday Envelope to families with timely information.

- Increase parent participation in our Parent Teacher Association and ELAC committee
- Add community events including, a Math Night and End of Year celebration
- Provide more opportunities for family voice
- Update the parent database of cell numbers to take advantage of School Messenger.

We will continue our partnership with JCL (Jewish Coalition on Literacy) to bring volunteers into our classrooms with the greatest need and provide parent education in reading with children at home. Literacy Week will continue providing an ELA activities evening for families to share with their children, guest readers in the classroom and reading activities in the classroom throughout the week. --Getting books to go home with students; rethinking homework to be more writing/reading

We will continue our Family Literacy Night and Art crawl and add a Math Night. We will continue to have our two SSC Community Meetings. We will add an end of year celebration for the whole school.
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 = 1,900

This allocation will be used for instructional materials and supplies for students with IEPs.

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 = 103,508

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

This allocation will be used to fund a 1.0 Curriculum and Technology Integration teacher that will implement MyOn and Imagine Learning to support the reading of ELs. This teacher will also collaborate with the classroom teachers to implement aligned reading standards. Besides, EL families will be supported with translations into Spanish and Chinese. Funding will be used to support ELs with supplemental instructional materials.

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 =

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

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 = 35,000

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?

This funding will be used in part for release time for teachers to collaborate to analyze data and plan for instruction. Teachers and administrators will collaborate during the summer to plan professional development and school climate structures. Instructional materials will be used to support students and parents. This grant will also be used to pay for a Health consultant for the fifth grade. It will also pay in part for class size reduction in the second and third grades.

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 (TIIBG) 07940
Allocation = 111,750

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

It will be used to pay administrator and teacher collaboration. This will also be used to pay in part for class size reduction at the second and third grade levels. It will pay in part for teacher collaboration at the Instructional Leadership Team, Literacy Night, and School Site Council meetings. It also pays in part for an elementary school advisor and secretary to support students and parents.

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 = 101,799**

**How do you plan to use these funds?**

These funds will support our Spanish and Chinese student population and their families by providing student advisor services and translations. Each student advisor is paid 0.7795 FTE to support translations at SSTs, Parent Teacher Conferences, Community Meetings and Events, Communication home via weekly letter and auto-dialer calls, and to support the academic and emotional development of students by providing translations for teachers to communicate with parents. $5,000 is designated for extended hours for teachers for planning literacy and math nights, and other community events for parent involvement. It will also be used for stipends for the two student advisors to coordinate community events. It will also be used to support literacy instruction with MyOn in the computer lab.

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)

**1% Title I Parent Set Aside: 938**

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.**

Parents participate in surveys to provide feedback into the development and implementation of the BSC and Budget for the school. Community meetings and parent evening events are offered to engage parents. The SSC and the PTA are supported in implementing community events.

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

Select the Bryk 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 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)

**Principal's Innovation Fund: (For Middle Schools and PK-8 Schools as applicable)**

How do you plan to use these funds?

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)

**Equity Grant = (as applicable 16-17)**

**Identify Sub-group & specific actions**

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)

**QEIA Carryover =**

How do you plan to use these funds?

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
How do you plan to use these funds to support your school-wide actions?

Currently, the PTA is an emerging entity. If any funds arise, we will use them to organize community events that involve parents, students and staff.

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)
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>
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<table>
<thead>
<tr>
<th>Wellness Coordinator</th>
<th>CHOW</th>
<th>Elementary Advisor</th>
<th>T10</th>
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<table>
<thead>
<tr>
<th>IRF</th>
<th>Literacy Coach</th>
<th>Academic Rtl Facilitator</th>
<th>Hard To Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
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<table>
<thead>
<tr>
<th>Other</th>
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<table>
<thead>
<tr>
<th>Other</th>
<th>1.0 A.P.</th>
<th>1.0 4/5 ELD Support</th>
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</table>

Two to three high leverage strategies that will be accomplished:

1. Continued implementation of tiers 1, 2, 3 in behavior RTI. 2. Continued implementation of grade level collaboration around the Comprehensive Approach to Literacy. 3. Continued implementation of schoolwide structures in support of students, families and staff. 4. 4/5 ELD teacher supports students in the Spanish Bilingual pathway by providing Tier 3 reading and writing interventions.
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) PTA
- 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 25, 2016.
- 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: 10/6/2016
- 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: 10/6/2016
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”).

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Luz Agudelo</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Xia Zeng</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Rebecca Bickel</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Joseph Bustamante</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mei Yu</td>
<td>Other School Staff</td>
<td></td>
</tr>
<tr>
<td>Alanna Merchant</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Misael Pineda</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Lai Leng Wong</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>David Mohan</td>
<td>Teacher</td>
<td></td>
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<tr>
<td>Javier Fernandez</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Christiane Brossi</td>
<td>Teacher/Alternate</td>
<td></td>
</tr>
<tr>
<td>Estrella Mendoza</td>
<td>Parent/Alternate</td>
<td></td>
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