## SCHOOL VISION & CONTEXT

Vision: Together we can make a difference! Longfellow Elementary seeks to create and develop a community of life-long learners, empowering all to be active participants in education and the community. Longfellow Elementary seeks to acknowledge, celebrate and use the diversity to make our school and community stronger. Longfellow is a place to raise hopeful and happy learners that use their knowledge and skills to express and advocate for themselves. Our school community takes pride in our unique learning pathways. Mission: Longfellow sets high expectations for all. A partnership among home, school and community promises student success within a safe, engaging and supportive environment. Our educators collaborate in utilizing a rich, rigorous curriculum with differentiated language instruction. We challenge students to achieve academic success while also developing socially and emotionally. Longfellow Elementary School is located in the outer mission district, providing public education with 560 students who live in the surrounding Crocker Amazon community in San Francisco. We are a school with a culturally diverse student population and staff. Our diverse students reflect the neighborhood demographics consisting of 40% Latino, 22% Chinese, 32% Filipino, 4% African American, 2% Pacific Islander. Longfellow offers two language pathways for students in Spanish bi-literacy, and Filipino FLES, Foreign Language and Enrichment in Elementary Setting. We are a school-wide Title I school, serving 80% of our student who are socioeconomically disadvantaged, and 60% are identified as English Language Learners. Our parent community is involved in our school by regularly attending our various family education functions and student celebrations.

### School
<table>
<thead>
<tr>
<th>School</th>
<th>Longfellow Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Alicia Aleman</td>
</tr>
</tbody>
</table>
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

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     - School Climate

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SECTION IV: School Budget & Resource Priorities

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Supplemental Reference Documents

- 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>
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</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</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>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</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: Signatures 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, QEI, 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.sfusd.edu/dpt/roa/aoa/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>- Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>- Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

**Contents**

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document populated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A's and % D & F's for English Language Arts, Math, Science, Social Science and GPA Average
- **NC College Data (high school only)** provides college attendance trends for high school graduates

<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>- Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

- 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.

<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>- Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>- Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>- College and Career Readiness</td>
</tr>
</tbody>
</table>

**Contents**

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new "growth" measure

**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>Smarter Balance 2017 ELA - 31% of our students in 3rd - 5th scored at or above benchmark. Index 9/10, compared to 41% from previous school year. Smarter Balance 2017 Math - 28% of our students in 3rd - 5th scored at or above benchmark, compared to 41% from previous school year. English Learners: There is an achievement gap between our English Language Learners and native speakers. In our SBAC data: ELA: 9% of our ELL’s are at or above benchmark. (drop from 24% from previous year) Math: 9% of or ELL’s are at or above benchmark (drop from 20% from previous school year) F&amp;P: Data trends show our English Learners are still performing below benchmark compared to our other subgroups. F &amp; P comparative results K-2 Beginning of the school year data. Schoolwide: English K-6 to 32% 1-71% to 77% 2-67% to 59% 3- 57% to 50% 4- 51% to 54% 5-54% to 53% Spanish K-5% to 30% 1-50% to 73% 2-17% to 50% 3-50% to 50% 4-47% to 45% 5-31% to 31%</td>
<td>Increase the overall percentage of students at or above grade level by 10%.</td>
<td>-Prioritize instructional time to ensure students are reading designated minutes. -Guided reading across all grade level for students at level M or below -Integrate Academic Conversations in all content areas -Small group instruction across content areas -Provide alignment in instructional practices across grade levels. -Increase the fidelity to the Comprehensive Approach to Literacy. -Continue to develop and revise units of study based on the balanced literacy approach to reading and writing. -Differentiate instruction to support all learners. - Literacy Coach will provide instructional coaching. - All Teachers will meet weekly for to plan, reflect and collaborate in lessons.</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 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>
</table>
Our 2 ARTIFs served 51 K-5 students, in small group or 1:1. The LLi intervention program is used. Based on the progress of students (or lack thereof), we will continue to provide the services for K-5 students. Average years growth from BOY to MOY 1--1.0 2-- .9 3-- .95 4-- .5 5-- .67

Both of our ARTIFs will provide 1:1 or small group reading intervention utilizing LLi for our K-5 students. All students reading below grade level will receive small group or individualized reading instruction at least three times a week from their classroom teacher. Teachers will utilize technology, pull additional strategy groups, provide academic language supports and utilize conferencing to provide additional differentiated support to students as needed.

### 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 SSI?

<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>Based on our data, teachers identified 3-4 students in each class as focal students including EL, Latino, African American and SPED students. School wide data on F&amp;P and writing task 2016-17 for our Latino: GrK-2 W1: 27.7% Change W1toW1: 1.0% Gr3-5 W1: 44.7% Change W1toW1: 7.5% Writing: 10.0% Change W1toW1: -1.8% ELLs GrK-2 W1: 64.6% Change W1toW1: 23.9% Gr3-5 W1: 41.2% Change W1toW1: 18.9% Writing: 5.0% Change W1toW1: -4.8%</td>
<td>100% of the identified focal students make significant gain on the their academic progress.</td>
<td>-Create grade level goals at the beginning of the school year and continue to monitor progress throughout the year - Teachers will select 3-5 focal students - Students identified as focal students will be revisited after each assessment window to determine if changes need to be made - Utilize grade level release time to examine focal student work samples, plan next steps for instruction and discuss progress - Continue alignment in Instructional Practice across grade levels - Increase fidelity to the Comprehensive Approach to Literacy - Continue to develop and revise units of study based on the Balanced Literacy Approach to Literacy - Differentiate Instruction to our below level students through small group instruction. - The CARE Team will communicate with teachers support to monitoring and adjusting intervention strategies to move students towards proficiency</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. WASC Ch.2</td>
<td>School wide data on Math Benchmark and Performance Tasks Benchmark 2016-17 W1: 28.3 Change W1toW2: -12.1 Task 2016-17 W1: 41.3 Change W1toW2: 6.4%</td>
<td>The target goals: to improve the Math Benchmark by 10% Math Task to improve by 10%.</td>
</tr>
<tr>
<td>Allocate time and facilitation of analysis of Math Benchmark and Math Performance Task data in GLM to determine instructional changes.</td>
<td></td>
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</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>Teachers will continue to utilize data to identify and support students needing interventions. Ongoing professional development and utilization of grade level collaboration to deepen understanding of scaffolds, accommodations and intervention strategies Students will be referred to the CARE/SAP Team as needed Increase Afterschool Program collaboration to provide additional support to students after the regular school day</td>
<td></td>
<td></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></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Based on variety of data, teachers identified 3-4 students in each class as focal students including EL students. Close monitoring and strategies were incorporated in daily instruction.

**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. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Longfellow’s ILT and LEAD team consistently analyzing EL students’ performance including CELDT, F&P, SBAC and teachers’ feedbacks. Reclassification is recommended as soon as students meet all criteria.

| Meet AMO goal. Increase the number of students for reclassification. | All of our teachers have appropriate EL certification based on State requirement, and provide support to our English Learners. This coming year we will implement lessons that include students interacting in meaningful ways, learning about how English works and using foundational literacy skills as outlined in the CA ELD Standards. Students who are identified as EL students will receive 30 minutes of Designated ELD. At each grade, the Designated ELD block will be structured in a way that best supports the number of EL students for that grade. Teachers will support EL students throughout the day using Integrated ELD using the CA ELD Standards in conjunction with the standards in content areas. Teachers will use District resources to support the needs of students at each ELD proficiency level. Ongoing professional development to deepen the understanding of supporting EL students in both Designated and Integrated ELD. Regularly engage EL families through ELAC meetings, parent workshops and parent meetings/conferences. At the end of the year we will conduct a Reclassification Celebration to recognize student performance. |

**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>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

For these departments, data is not collected centrally. Consider data points that are internally developed and/ or qualitative.

**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.
**Narrative describing college going culture (using indicators suggested above)**

**What are your targets/goals?**

**What shifts will be required to achieve these goals?**

WASC Ch.2

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**Elementary Schools**

**What is your plan for promoting college and career readiness?**

We are preparing our students to be college and career ready by supporting them in developing 21st Century skills, Growth Mindset and identity by embracing creativity, communication, collaboration and critical thinking skills. Next steps: • Increase emphasis on the Practices Standards outlined in the CCSS-ELA (Student Capacities), CCSS-Math & NGSS. • Foster developing a Growth Mindset Continue the participation in District supported initiatives: NGSS Curriculum Pilot and Computer Science Pilot • Continue to support enrichment opportunities: Mission Science Workshops, field trips, community partnerships • Increase technology use in the classrooms • Continue school community events: Cultural Night, Literacy Night, Math Night, Science Night

**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: IFRs, 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?**

Based on data analysis and staff surveys, Logfellow has identified areas of needs for further professional development. This year, working with ILT and the PBIS Team, we developed a year-long PD calendar including PD twice a month, and weekly Grade-Level planning meeting for all grades. The contents of the PDs were selected based on staff needs as well as district’s expectations of key curriculum implementations. Our site based PD focused on developing grade level goals, analyzing data, and small group instruction, with the emphasis on Comprehensive Approach to Literacy using Reading and Writing Workshop models. Teachers received additional training on the workshops by Teacher College leaders twice a year. In addition, Math teacher leaders worked with our Math TA on implementing lessons. We were also able to provide a monthly half day release to grade levels to work on planning, modeling and reflecting on best practices. To continue the effort of implementing a positive learning environment, we will continue to improve our tier 1 level of support school-wide and work on supports for tier 2 and tier 3. Staff has identified the areas of need for PD and instructional support. We will develop the calendar based on these needs. Meanwhile, staff recognized the need for structured Grade-Level Planning (CPT) to stay focused and bring high quality of work. Each month, we will have two professional development meetings, 4 grade level meetings – with a focus on ELA, MATH, Student work/data/focal students analysis. All PD documents are shared via Google Drive that all teachers and after school staff have access.

**School-Wide Action Step(s)**

- Expand time for grade levels to meet for collaborative learning and reflective practice to weekly grade level planning time during the day - On site PD- two times a month, total 2 hours - Lab sites - ELA and Math - Literacy Coaching - Facilitated Grade Level Collaborative time - Instructional Leadership Team will continue to analyze data and make decisions on upcoming school-wide PD - Continue to use ROCI cycle - Plan and facilitate an ILT retreat in August to draft a PD plan for the year - Engage the ILT to plan and implement a peer observation system in which teachers are released from their classrooms to observe and give feedback to each other around our school’s PD focus - Engage staff in PD on inclusive practices, PBIS, Restorative Practices - Develop a culture of Growth Mindset among students, parents and staff via workshops, activities and school-wide events - Create opportunities for Longfellow staff to collaborate with after school staff on RP/RI strategies and best practices, as well as academic support to students - Provide training and structure for a healthy, safe and engaging school community

**How will you resource this?**

(View Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)

We allocated funds to support the needs for staff development and curriculum support, as well as technology improvement for learning and instruction as indicated in our technology plan. Extended Services fund will be used for teacher PD extended hours, leadership spends, leadership capacity building, peer observation release coverage, assessments, parent workshops and community engagement. Substitute funds will be used to cover teacher release for peer observations and allow our 3-5 release time for F&P assessment. Funds for technology/educational digital devices will allow school to have a chrome book cart in each grade level, and do equipment maintenance and upgrades. This will support students’ 21st century learning and digital literacy skills and increase access to educational and online resources for EL, SPED and Focal students, as well as for all students to access the technology integrated learning.
# 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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analysis of Data</strong></td>
</tr>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
</tr>
</tbody>
</table>

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**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>Longfellow appreciates and embraces the involvement of parents, community partners and after school program provider. School principal, assistant principal and teachers collaborate with PTA, SSC and ELAC committees to design activities and programs that support the needs of Longfellow students and its community. School calendar (on google calendar) reflects community events and meetings. Longfellow has collaborated with Mission Graduates to raise parent leadership with our ELAC committee. There are more parents participating in ELAC meetings. Mission Graduates also provides English classes for our parents. We would like to continue building parent leadership across our diverse population. We would like to have more Asian and Filipino families participate in our ELAC and SSC meetings.</td>
<td>To increase parent involvement of our Asian and Filipino community. To develop strong home and classroom connection.</td>
<td>- Continue weekly Principal Chat - Continue to build leadership capacity with our PTA, SSC and ELAC committees - Continue our partnership with Mission Graduates with parent workshops and English classes - Continue monthly PTA, SSC and ELAC meetings - Align school events with community partnerships - Increase communication - progression of academic learning - Increase the use of paperless communication tools -i.e. school website</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)**

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$3,400</th>
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</thead>
</table>

These funds will be used for instructional supplies/materials for our SPED program.

**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) 07031

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$120,760</th>
</tr>
</thead>
</table>

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

Community Relations Specialist Elementary advisor .5 FTE $31,777.58 Community Relations Specialist Elementary advisor provides bilingual services for ELL families, coordinates family engagement activities, PTA events with staff and parents. Coordinates engagement of ELL and SED families in school governance meetings. Bilingual Paraprofessional .625 FTE $53,570.43 Bilingual Paraprofessional provides primary language and SDAE supplemental instruction and support working with English language Learners to access the core curriculum. The bilingual paraprofessional provides academic interventions in the form of guided reading and small group strategy work to support students in meeting benchmarks and reaching academic goals and proficiency in CELDT. Technical Resource Teacher .25 FTE $24,294.27 Technology teacher supports students, specifically targeting ELL and socioeconomically disadvantaged students by providing supplemental instruction that complements classroom instruction aligned with the common core standards. Targeted intervention in ELA and Math using supplemental technology programs such as Imagine Learning, MyON. ARTIF .3125 FTE $30,367.84 Academic RTI facilitator supports classroom teachers in providing individualized standards driven guided reading lessons to groups of target student who are not meeting benchmark goals. The ARTIF is specialized in differentiated instruction targeting our ELL student population. This pull out intervention and push in class support for students and teachers is designed to strategically target best teaching practices in ELA instruction in service of supporting English Language Learners, African American, Latino students who are not meeting grade level benchmarks as a tier 2 intervention. The ARTIF teacher will use the LLI (levelled Literacy Intervention system) to provide sequential Common Core driven lessons. Instructional Materials $749.48

**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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$0</th>
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</table>

**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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$45,000</th>
</tr>
</thead>
</table>

**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?**

ARTIF .3125 $30,367.84 ARTIF will support students who are far below reading benchmark in upper grades. Academic RTI facilitator supports classroom teachers in providing individualized standards driven guided reading lessons to groups of target student who are not meeting benchmark goals. The ARTIF is specialized in differentiated instruction targeting our ELL student population. This pull out intervention and push in class support for students and teachers is designed to strategically target best teaching practices in ELA instruction in service of supporting English Language Learners, African American, Latino students who are not meeting grade level benchmarks as a tier 2 intervention. The ARTIF teacher will use the LLI (levelled Literacy Intervention system) to provide sequential Common Core driven lessons. $8,000 Mission Graduates to support EL families $6,632.16 - Non Capitalized Equipment - Purchase of chrome books to support student learning in the classroom

**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

<table>
<thead>
<tr>
<th>Allocation</th>
<th>$138,000</th>
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</thead>
</table>

**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)
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?

Technology Resource Teacher.5FTE $48,588.54 Technology teacher supports students, specifically targeting ELL and socioeconomically disadvantaged students by providing supplemental instruction that complements classroom instruction aligned with the common core standards. Targeted intervention in ELA and Math using supplemental technology programs such as Imagine Learning, MyON. ARTIF .875 FTE $85,029.96 Academic RTI facilitator supports classroom teachers in providing individualized standards driven guided reading lessons to groups of target student who are not meeting benchmark goals. The ARTIF is specialized in differentiated instruction targeting our ELL student population. This pull out intervention and push in class support for students and teachers is designed to strategically target best teaching practices in ELA instruction in service of supporting English Language Learners, African American, Latino students who are not meeting grade level benchmarks as a tier 2 intervention. The ARTIF teacher will use the LLI (Leveled Literacy Intervention system to provide sequential Common Core driven lessons. Instructional Supplies $4,381.51

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 = $141,717 (31500)

How do you plan to use these funds?

Computer Resource Teacher, 25FTE $23,731.88 Technology teacher supports students, specifically targeting ELL and socioeconomically disadvantaged students by providing supplemental instruction that complements classroom instruction aligned with the common core standards. Targeted intervention in ELA and Math utilizing supplemental technology programs such as Imagine Learning, MyON. Literacy Coach 1.0FTE $97,177.09 Literacy Coach will support teachers by coaching them in literacy thru grade level facilitation and modeling in the classroom Consultant Fees $7,600.55 - renewal of MyOn $3,446.04 - Parent Workshops thru Mission Graduates $4,154.51 Instructional Supplies - $10,645.49 (purchase guided reading books and classroom library books at student levels - "Just Right Books")

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 = $2,000

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.

A total of $2,000 has been budgeted towards supporting materials (documents, translated documents, refreshments, meeting supplies, etc.) needed for parent workshops, trainings, Principal chats, and/or SSC meetings.

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 = $0

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 = $0 (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 = $0 (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)

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 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>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>1.0 Assistant Principal</td>
<td>.6 VAPA</td>
<td>.8 PE</td>
<td>.8 Librarian</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

Key Strategies: Instructional Guidance: ARTIF will provide guidance and support to teachers through professional development, GLM facilitation, and general resources. Our Family Engagement: Assistant Principal, Community Liaison will coordinate a more culturally and coherent set of protocols for engaging families and developing data tools to engage the teaching staff on addressing the communication gap between parents and teachers. We will build parent leadership, include them in decision making processes, and provide educational workshops. Our Assistant Principal will also support in implementation of core instructional programs as an instructional leader. Supervise, coach and evaluate staff, supervision of students and serve as a testing coordinator for the school site. Socio-Emotional Focus: Our school social worker in collaboration with administration, will provide PBIS PD стратегий to teachers/staff, push in to classrooms to provide support to high need students or 1:1 therapy, manning wellness center for student to practice self regulation, consultation to teachers regarding implementation of behavior plans, facilitate small social groups, and provide PD around Restorative and trauma. Our social worker will also facilitate SAP/CARE Team meetings.
### 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:

<p>| | | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
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<tr>
<td></td>
<td>English Learner Advisory Committee (ELAC)</td>
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<tr>
<td></td>
<td>Community Advisory Committee for Special Education Programs</td>
<td></td>
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<tr>
<td></td>
<td>Other (list)</td>
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<tr>
<td></td>
<td>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.</td>
<td></td>
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<td></td>
<td>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.</td>
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<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
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<td></td>
<td></td>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
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<tr>
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<td>2. One meeting to present plan upon its completion before March 24, 2017.</td>
</tr>
<tr>
<td></td>
<td>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: 9/27/2017</td>
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</tr>
<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td></td>
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<tr>
<td></td>
<td>This school plan was adopted by the SSC on: 9/27/2017</td>
<td></td>
</tr>
</tbody>
</table>
**School Site Council Roster and BSC/SPSA 2017-2018 Attestation**

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>Joanna Maderazo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ella Reyes</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Marti Maes</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Melissa Reyes</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Maryanne Hugo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Ryan Moore</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Iris Garcia</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Sheryl Carrillo</td>
<td>Teacher/Chair</td>
<td></td>
</tr>
<tr>
<td>Cynthia Hauck</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Wayne Chubin</td>
<td>Alternate School Staff</td>
<td></td>
</tr>
<tr>
<td>Alicia Aleman</td>
<td>Principal</td>
<td></td>
</tr>
</tbody>
</table>