SCHOOL VISION & CONTEXT

Lowell is an award-winning school with a 160-year tradition of academic distinction. As a nationally ranked public high school we strive for excellence in every avenue; from classrooms and athletic fields, and performing arts arenas to robotics and mathematics competitions. Our students exhibit a strong work ethic, hold high standards of academic achievement and contribute their time and energy to the community through volunteerism and civic responsibility. We celebrate the multicultural diversity of San Francisco's heritage; evident from the high degree of student engagement in a diverse array of extracurricular activities, clubs, sports and cultural events. Students on this campus are highly motivated and are supported by the faculty and staff to fully participate in the school's culture. We continually work to promote a close-knit community and often refer to the school and its wider support system that encompasses alumni, parents and volunteers as our “Lowell family”. Our areas of strengths include high expectations and standards for all students coupled with a hard-working, professional staff who are dedicated to the success of all students. Other areas of strength include a well-articulated governance with strong cross-departmental leadership, inclusion of student voice in making school wide decisions, and strong community support. We continue to provide a culture of college and career readiness. We have continued to increase the level of communication with families both in terms of numbers of contacts and the quality of the conversation. Our school is focused on addressing two challenging areas as our priority for the 2016-17 school year.

1. Closing of the achievement gap between African American, Latino and other underrepresented minority students and Caucasian and Asian students.
2. Addressing student stress on a school-wide basis. Creating a shift from a highly competitive, grade and test-score driven culture one where alternate accomplishments and metrics are used to measure success. Our key strategies include:
   1. Continuing to build the caring and supportive community to close the achievement gap. Implementing an action-based, integrated program to address the learning goals of all students who are not meeting their academic and social potential. We are using a multi-tiered approach for student support. Primary support is provided by teachers, coaches and counselors who tutor, coach, mentor and counsel students. We are coordinating the efforts of the Counseling department, the African American Common Core Educational Support program (AACCES), Academic Literacy Program, the Wellness Center. A comprehensive review of student records catches students who are in danger of failing a course or who are not on track for graduation. Positive Behavior Intervention and Support Strategies are being implemented school wide through workshops and trainings of the staff. Community and parent meetings to include the voices of the families of traditionally under-represented minority students are held in conjunction with regularly scheduled PTSA meetings, Black Student Union meetings and the Principal's outreach to Latino and African American parent meetings.
   2. Providing professional development for staff to re-evaluate the role of stress-inducing practices in teaching (homework, testing protocols, inflexible deadlines). Examining student schedules and providing guidance in course selection to ensure students are choosing programs which are in line with their individual academic goals and are not driven by peer pressure, incorrect assumptions of what is expected for college admission and other, externally-driven factors which do not serve student’s mental and physical health requirements. Providing parents with evening workshops and forums to address concerns of student stress, mental health, college readiness and financial aid for college.

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.

What Has Changed?

| The School Data Profile section has been added | 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. |
| The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression. | 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.) |

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>
</table>
| Mid-Year Performance Metrics* (School-wide and sub-group performance in comparison to the district) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate | 2015-16 Chronic Absenteeism Rates, IAB ELA and Math, F&P English and Spanish, SRI, Math Task and Writing Task |
| CELDT Performance and Trend (3-year AMAO Trends and current year school-wide and sub-group performance) | • Instructional Core: ELD | Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 3-years, 2015-16 CELDT Performance Levels |
| SQII 2014-15 (SQII Performance, definitions, thresholds and targets) | • Instructional Core: ELA, ELD and Math  
• Student-Centered Learning Climate  
• College and Career Readiness | Overall and sub-group SQII domain and metric data, metric definitions, CORE thresholds and SFUSD suggested targets |
| Fall 2015 Grades Summary Gr 6-12 (School-wide and sub-group performance in 4-Core Content areas) | • Instructional Core: ELA, Math, Other Subject Areas  
• College and Career Readiness | Overall and sub-group grades – % A’s and % D&F’s for English Language Arts, Math, Science, Social Science and GPA Average |
| College Readiness School Profile** (Performance on college readiness indicators) | • College and Career Readiness | 3-year trend data on SAT, ACT, AP and EAP with number tested and average scores |

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. <strong>WASC Ch.2</strong></td>
<td>Increase number of sections of AP English courses. Increase the number of AA and Latino Students in upper division, AP ELA programs. Close gaps between Hispanic, AA students and Asian and Caucasian students. Spring 2015: 75% Hispanic meet or exceed ELA standards compared to 96% for both Asian and Caucasian students. (Too few AA students were tested for results to be reported on SBAC - requirement for subgroup = 20 students) Fall update: Above goal met.</td>
<td>Open up enrollment to AP Courses to students who were not on &quot;Honors&quot; track but have potential to be successful in these courses. Fall Update: The English Department added 2 additional AP Language and Composition classes this year, meeting our target. The open enrollment policy for the Honors classes has also resulted in the addition of 2 Honors English classes at the sophomore level. Allocate funds from PD budget for AP training of more members of English department to become College Board certified. Continued examination and analysis of student course-taking trends with respect to student demographics to ensure equity and access to AP courses by AA, Latino and under-represented minority students. Focused meetings held within English department to discuss results of analysis and plan for next steps in implementation.</td>
</tr>
</tbody>
</table>

The language arts program has a varied and richly diversified curriculum. The results of Spring 2016 SBAC indicate 94.3% meet or exceed standards. This represents a 2.2% gain from the 2015 administration. The numbers of students taking AP classes across the curriculum and the relative number of students in AP Language Arts classes indicates that there is a potential for more students to enroll successfully in AP ELA classes. For the 2016-17 SY the English Department is expanding AP offerings with the goal of attracting more students who previously may not have chosen an AP English class.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The goal of 3% growth for 2015-16 were exceeded for the subgroups of AA and Hispanic students with respect to ELA scores on the SBAC. Higher scores on SBAC ELA of subgroups. Target: 3% growth rate for AA, Latino and Students with disabilities. This goal will remain in place.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals?

Teachers of students not meeting academic standards will examine data from SBAC performance and IWA (for ninth graders) to access the areas in which students are not meeting the standard. Intra-departmental analysis will target skills to be explicitly taught at grade level. For the 2016-17 school year, ninth graders will remain with their English teacher for both semesters. This is a significant change over past practices and it is expected that students will perform significantly better on the IWA. The English department will work collaboratively to focus on strategies for EL learners to be used within the English curriculum. A consultant was approved by the SSC to assist our Filipino and Pacific Islander students to make significant academic gains in this area.

What instructional shifts will be required to achieve these goals?

The goal to maintain or increase numbers of students enrolled in AP Math courses while trying to achieve pass rates of 85%, on the Smarter Balanced test was achieved. The number of students taking the AP Computer Science exams increased Spring 2016 - 125 vs 68 in 2015. The new AP Principles of Computer Science has 177 students enrolled and the addition of this option has drawn some students from the APCS course as the number enrolled has dropped to 105. However, overall the number of students taking an AP course in the Computer science is up and the expansion of the program has drawn in relatively more female students and under-represented minority students.

In Math we need to accommodate the restructuring of the curriculum under CCSS. Fewer students may be entering with the Algebra necessary to progress on a pathway to AP Calculus without doubling up courses. At this time 9th grade math placement as envisioned by the Math Placement Act of 2015 seems to be on hold, but changes may be coming which would allow placement by demonstrated skills. In the meantime we need to accommodate the needs of our students by either allowing some to double up or to compress math courses while ensuring ALL State content standards are met. Fall of 2016 additional Geometry classes were added after the start of the school year to accommodate the “doubling up” of students taking both Algebra and Geometry. While this is one strategy to provide an avenue for students to progress towards their desired goal of taking AP Math courses, this may have unintended consequences of increased stress on freshmen and a decrease in enrollment in other departments.
**Analysis of Results for Mathematics Intervention**

<table>
<thead>
<tr>
<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>A significant Tier 2 support provider is our off-semester program. These classes are often smaller and do provide the extra in-class support and activities to ensure successful mastery of the required standards by tier two students. ALEKS is used to provide extra support for Algebra students and increased use of manipulatives is instilling a better feel for mathematical concepts. Through PTSA’s Art Cart and increased use of Chromebooks, graphing and non-graphing calculators, and compasses for geometric constructions, we are covering all instructional modalities.</td>
<td>Continued funding and support of twice a year registration and continuation of the off-semester program with its extra support.</td>
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</table>

**Analysis of results for Mathematics-Focal Group**

<table>
<thead>
<tr>
<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>Analysis of results: Only 43% of African American Students (n=14) met or exceed standards in math whereas the next lowest performing group are Latinos/Hispanic at 57% meeting or exceeding standards (n=22). While these percentages are a decline from the previous year, the relative weight of individual scores have a relatively high impact on these statistics. Nevertheless the goal remains to increase the percentage of students meeting and achieving standards for students in these focal groups. It is also well known that females are underrepresented in the technology workforce. At Lowell our computer classes also reflect this trend.</td>
<td>We need to ensure all students are getting the foundations necessary for higher level math classes through effective instruction and out-of-class support. This can be done by working with the student and using the school consultant to identify any systematic deficiencies in our program in dealing with these students. Encourage female representation in computer classes through clubs like Girls who Code, and through new courses such as AP Principles of Computer Science. Actively work with technology companies in the Bay Area to encourage enrollment in technology courses.</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)**?

**Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)**

<table>
<thead>
<tr>
<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>We need to ensure all students are getting the foundations necessary for higher level math classes through effective instruction and out-of-class support. This can be done by working with the student and using the school consultant to identify any systematic deficiencies in our program in dealing with these students. Encourage female representation in computer classes through clubs like Girls who Code, and through new courses such as AP Principles of Computer Science. Actively work with technology companies in the Bay Area to encourage enrollment in technology courses.</td>
</tr>
</tbody>
</table>
What shifts will be required to achieve these goals? WASC Ch.5
College & Career Site goals and actions to promote college/career going culture include exclusive class meetings that have appropriate information to align freshmen, sophomore, junior and senior students toward graduation and post-graduation plans. Our site conducts an annual career day for freshman which is in conjunction with our college & career readiness program under the auspices of the district program, Plan Ahead. Our site hosts college going information nights throughout the school year: Financial Aid Night, College Night, and Parent Info Night which is designed to answer parent questions regarding college and to encourage parent support for the college-bound student. The College Night hosts representatives from 3 higher education systems: UC, CSU, and Private. Our Financial Aid Night hosts representatives from PACT, Inc., and the district program, Cash 4 College. Our site participates in supporting the percentage of community-college going students by taking an annual field trip to CCSF where students are tested and registered immediately for classes. Our site hosts annual writing workshops to support our college-bound students’ essay content as they apply to college. Our site is equipped with a college and vocation information center where out-of-state private colleges and universities meet prospective admits. The center houses up to date college material, scholarship information and summer/internship opportunity information.

College Readiness: The Excellence and Readiness Report from the College Board indicates the percentage of students who have scored a 3 or higher on at least 1 AP exam. Scoring 3 or better on any AP exam is a predictor of student success in college. Spring 2016 data indicates that 87.6% of the graduating class received a 3 or better on at least one AP exam between their sophomore and senior year at Lowell. Sixty percent of sophomores in 2016 scored a 3 or better, Of the juniors who took an AP exam, 81% achieved a 3 or better, and 78% of seniors achieved this mark. AP course taking trends indicate that students continue to challenge themselves with AP classes, a total of 4,017 exams were given to 1,669 students in 2016. As performance on an AP exam is a predictor of college readiness, it is a desirable achievement for students who are preparing for college matriculation directly after high school. Lowell continues to make gains in this performance area, analysis of the demographics of students taking these courses reveal positive growth in this area. Goal for 2017: gain in number of Latino/Hispanic, African American and Pacific Islander students who enroll in an AP course. The addition of 2 sections of AP English and addition of Principles of Computer Science may assist in this effort. Analysis of score reports by department heads, subject area teachers and counselors. Active recruitment and encouragement of under-represented minority students to take at least 1 AP course by their senior year. Counselors to pay particular attention to these students when reviewing their transcripts in preparation for college.

Elementary Schools

What is your plan for promoting college and career readiness?

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?
### School-Wide Action Step(s)  How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)

- **Continuing to provide regulating scheduled School wide PD opportunities during Monday meetings, as well as after school**
  - Using QTEA money for after school PD and trainings to address priority areas.

- **Continuing the practice of teachers making classroom observations interdepartmentally. This practice started this year and early data collection indicates that it is a useful strategy to promote best instructional practices as well as promote positive school culture.**
  - PD grant money, site funds and conducting this work as part of the school day.

- **Continue focus on Equity and Access; provide series of workshops to address multicultural diversity, systemic racism and strategies to ensure inclusion within classrooms and the culture of the school.**
  - Use PD grant money, budget and centralized resources to provide ongoing professional development.

- **Promotion of equity culture through readings and discussion groups. Empower teachers to make changes within curricula and practice by giving them time and tools to collaborate together.**
  - Use of site funds, after-school PD hours and extended calendar resources.

### 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

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### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase level of proficiency on SBAC for all diploma track Special Education students. Continue to monitor compliance in SEIS to ensure that all Special Education students are up to date on IEPs and all amendments and triennial assessments are met within the specified time limits.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Our school has 9 special education programs serving 108 students. These programs are 2 Mild/Moderate special day classes; 2 Moderate/severe special day classes; 2 Rethink Autism Focused special day classes and 2 community access transition programs. Students are integrated within the general education classrooms, cafeteria, hallways library etc. 22 RSP students are fully included in general education courses and are on track to graduate with diplomas. Students in mild/moderate and moderate/severe special day classes receive core academic instruction in the SDC setting, with opportunity to take any general education class as deemed meaningful and appropriate by their IEP team.

<table>
<thead>
<tr>
<th>Student Engagement/Attendance</th>
</tr>
</thead>
</table>
| **Chronic absenteeism** is one of the factors that contributes to the socio-emotional and climate-culture (SECC) domain of the School Quality Improvement Index. Total school rate reported was 2.4% which is an improvement over last year's 3%. This translates into a score of 6.67/6.67. There remains a significant gap between the general education population and our students with disabilities; though this rate has also improved from 17% chronically absent in 2014-15 to 13%. The lowest performing racial/subgroup is also counted in this measure. Pacific Islanders student attendance indicates a chronic absenteeism of 9%; and African American students have a chronic absenteeism of 8%, the same as the previous year. These will reflect on the SQII as a weighted score of 1.50/1.67. Lower the rates of absenteeism for both the students with disabilities and the African American students by 3% for LR students and 5% for AA students. Fall update: We did meet the goal for students with disabilities, but not for African American students. This is an area that will be addressed by the newly formed CORE Student Success team which meets bi-weekly.

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The chronic absenteeism rate of SDC students has been carefully examined; totals for each student in LR have been tabulated. Eight students are designated as having “Severe/Chronic” rates of absenteeism. These individuals, are closely monitored and SDC teachers, the psychologist and LR department head are in communication with families to address IEP issues, including attendance. Some of the students in this program have medical and health reasons for higher rates of absenteeism. Continue to work with families to address this issue.

<table>
<thead>
<tr>
<th>School Climate</th>
</tr>
</thead>
</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</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td>An increase in participation of African American, Latino, Hispanic and other under-represented minority parents is a desired goal of the PTSA. To achieve this goal, specific community outreach meetings have been held for African American parents and Latino parents.</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>

| Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know….) | | |

Lowell has taken steps to make its physical environment more inclusive. Over the summer of 2015, four SDC classrooms that were formerly located in portable classrooms far from the main building were moved into the main building and spread out among general education classrooms. This change has resulted in greater opportunity and access of SpEd students to work with other staff members in the building and enjoy a less restrictive environment. This change has facilitated the implementation of a “coffee cart” program which gives students work experience within the school and promotes interaction with general education teachers and staff. Continuing to increase the communication between general education faculty and the Learning Resources Department through use of School Loop and IEP master calendar to promote greater participation of general education teachers in IEPs.
Lowell PTSA connects Lowell families, students and teachers and is dedicated to optimizing the education, health and welfare of all Lowell students. The Lowell PTSA contributes to the funding of art and music programs, world language classes, field trips and other school activities. It also sponsors community building events, sponsors educational workshops for parents, and partners with our neighborhood schools and businesses to build a stronger community. Our PTSA is committed to creating an inclusive environment that recognizes and celebrates the diversity and talents of our community. The Principal's outreach program to African American and Latino parents continues and the number of after school meetings both on and off campus has increased from a few meetings each year to multiple meetings within each semester. The parents of incoming students have multiple opportunities to join our PTSA, participate in school-wide improvement efforts and engage in the community. As result of this continued effort to engage our families, there is a broader base of community support with more visible parent involvement.

The PTSA invests in and empowers student engagement and achievement by supporting the school in providing both financial resources and volunteer time in all of the following events and activities: Back to School Night, Eighth Grade Night, Workshops for teachers such as “Mental Health First Aid”, Purchasing computers for Learning Resources, Architecture and other programs Supporting extracurricular activities: Forensics, Choir, Athletics, Robotics Student for a Day, Beautification Day. Success is measured in the level of membership, and participation which continues to be very high.
## 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** = 9,300

$7,300 to be used for classroom and educational supplies for Special Education Classrooms. $2,000 for Professional Development of Special Education Staff to promote the goals of Special Education Department.

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** = 15,416

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

$3,000 for Professional Development for Classroom Teachers of EL students $1500. translation services $10,916 materials and supplies for English Learners

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** =

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?

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** =

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?

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**

31500

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)

1% Title I Parent Set Aside:

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.

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)
- 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)
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>Support</th>
<th>FTE</th>
<th>Other Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nurse</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Family Liaison</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>1.0</td>
<td>CHOW:</td>
</tr>
<tr>
<td>CHOW</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>Elementary Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>T10</td>
<td>6.0</td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Literacy Coach:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Rtl Facilitator</td>
<td>6.0</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Academic Rtl Facilitator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hard To Staff:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>0.4</td>
<td>Geometry classes: 0.4</td>
</tr>
<tr>
<td>Other:</td>
<td>VAPA</td>
<td>VAPA 0.4</td>
</tr>
<tr>
<td>Other:</td>
<td>Librarian</td>
<td>Librarian 0.5</td>
</tr>
<tr>
<td>Other:</td>
<td>JROTC</td>
<td>JROTC 0.45</td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

$40,000 of WSF funds will be utilized for the Principal's ACCES, and LEAP programs to support African American Latino and Hispanic students as described in the above sections. This year the support will extend to underperforming Asian, Anglo Filipino and Pacific Islanders. Counseling of students and tracking their course-taking choices to provide access and equity to higher division courses and AP courses will be a focus for this year. Professional development to focus on community building and inclusion of all students into academically challenging classes. Departments to analyze course-taking trends and success rates of students within their subject areas. Meetings to share best practices for student success in academically challenging classes such as AP classes.
## 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:

<table>
<thead>
<tr>
<th>Assurances</th>
<th>✔️</th>
</tr>
</thead>
<tbody>
<tr>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
<td></td>
</tr>
<tr>
<td>English Learner Advisory Committee (ELAC)</td>
<td>✔️</td>
</tr>
<tr>
<td>Community Advisory Committee for Special Education Programs</td>
<td>✔️</td>
</tr>
<tr>
<td>Other (list)</td>
<td>✔️</td>
</tr>
<tr>
<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>
</tr>
<tr>
<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>
<td>✔️</td>
</tr>
<tr>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
<td>✔️</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
<td>✔️</td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
<td>✔️</td>
</tr>
<tr>
<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: 9/19/2016</td>
<td>✔️</td>
</tr>
<tr>
<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>
<td>✔️</td>
</tr>
<tr>
<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>
<td>✔️</td>
</tr>
<tr>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
<td>✔️</td>
</tr>
<tr>
<td>This school plan was adopted by the SSC on: 9/19/2016</td>
<td>✔️</td>
</tr>
</tbody>
</table>
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>Terence Abad</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Andrew Jensen</td>
<td>Community Member</td>
<td></td>
</tr>
<tr>
<td>Missy Sue Mastel</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Laura Telep</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Michael Woo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Andrew Ishibashi</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Douglas Bullard</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Thomas Chambers</td>
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<td></td>
</tr>
<tr>
<td>Karl Hoffman</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>John Raya</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Katherine Melvin</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Carolyn Nickels</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>A.J. Frazier</td>
<td>Classified Staff</td>
<td></td>
</tr>
<tr>
<td>Ivan Yee</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Alex Hsieh</td>
<td>Classified Staff</td>
<td></td>
</tr>
<tr>
<td>Alvin Cai</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Evan Chan</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Claire Garcia</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Alayna Kwan</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Kyi There Min</td>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>