## SCHOOL VISION & CONTEXT

Vision (our destination): Our overall objective is to guide the development of a well-rounded human being who has the ability, skills and attitude to become a contributing asset to self, family, community and society. We strive to have our students cherish and preserve their ethnic and cultural identity, serve and determine the future of our community and have a passion for peace, justice and the dignity of all people. Mission (the plan specific to OUR context of how we’ll get there): Our mission at Paul Revere School is to achieve academic excellence while celebrating diversity and building a strong family - school - community connection. We provide a distinctive and high-quality education with our dedicated staff, small class sizes, commitment to bilingualism and a safe, nurturing learning environment, so that students may lead full and productive lives. At Paul Revere students will develop the grade level appropriate skills, independence and perseverance necessary to independently access multiple sources of information, break down tasks and apply those tools appropriately in order to apply their learning to novel situations. Classroom experiences will support students to engage in building academic endurance and risk-taking.

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 metrics and targets used as part of the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.
- 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, 2018.
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.</td>
<td>· Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups, so that students are meeting grade level standards. There is a need to focus on improving student independent reading performances for our demographic subgroups in grades 3, 4, 5 and 8. ELA/SLA Reading goal: · Students at or above Grade Level at BOY (Beginning of Year) will stay there · Students approaching Grade Level will make 1+ years growth · Students not yet meeting Grade Level will make 1.5+ years growth As Measured by: · F&amp;P and SRI Writing goal: · Students can clearly express their thinking and learning through writing and defend their ideas with evidence based on close reading from texts, as measured by administering and scoring an assessment using a common rubric 3 times this year, narrowing our focus to 3-4 focal students. · Every student will improve in at least one area at each assessment</td>
<td>· WASC Ch.2</td>
</tr>
</tbody>
</table>
Our School Quality Improvement Index which reflects the performance of students in grades 3-5 during the 2014-2015 school year in academic achievement, Paul Revere is average with a score of 5/10-23% of our students met benchmark standards and 7/10-33% of students met benchmark standards 6-8

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The following Tier 1 interventions are required to ensure all students reach mastery in grade level English Language Arts and Spanish Language Arts: On going grade level planning meetings and professional development. Literacy coach provides teachers with ongoing planning and coaching to support them with teaching the workshop models with fidelity. SFUSD ELA Spirals Culturally responsive pedagogy and practices when teaching ELA. Guided Reading: small group targeted instruction, running records, strategy groups to teach specific skills. Reader’s Workshop: mini lesson, independent practice, confering with students, reading notebooks, partner and group work. Writer’s Workshop: mini lessons, independent practice with choice of topic, assessment rubric, confering, self editing, writing notebooks, editing and reflecting, publishing. Shared Reading with complex texts Shared Writing Interactive reading and writing Close reading: multiple reads of a text to with a purpose and closely analyze text. Parent Involvement Pre-K-1st grades: Raising a Reader take home books The literacy coach will provide third, fourth and fifth grade teachers support with implementing guided reading and skills based groups during reading and writing workshop. EL students that are newcomers will be provided specific instruction using curriculum that is targeted for increasing language proficiency in ELs. The literacy coach, elementary advisor, and classroom teachers will use this curriculum and leveled books to increase literacy skills for the EL students. ELA/SLA Reading: ● Workshop Model ● Independent Reading ● Guided Reading ● Use assessments (F&P and SRI) to inform instruction ● Students know their F&P/SRI scores and use them to access leveled books ● Apply mini-lesson skill to reading Writing: ● Workshop model

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### 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>Paul Revere School implements many Tier 2 strategies to assist in improving student literacy skills. Weekly SAP meetings, SST meetings, Individual Learning Plans for focal students are ongoing. The literacy coach provides needed support to teachers and students. The classroom teachers use the Reading and Writing Workshop models for literacy instruction targeting those students who are below grade level by using the small group intervention.</td>
<td>Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to focus on improving student independent reading performances for our demographic subgroups in the third fourth and fifth grades, with continued RtI interventions using LLI for these students and early support in K and 1. Our RtI also includes supports for our MS students with push in support and implementation of AVID and a Study Skills elective ELA/SLA Reading goal: - Students approaching Grade Level will make 1+ years growth - Students not yet meeting Grade Level will make 1.5+ years growth As Measured by: - F&amp;P and SRI Writing goal: - Students can clearly express their thinking and learning through writing and defend their ideas with evidence based on close reading from texts, as measured by administering and scoring an assessment using a common rubric 3 times this year, narrowing our focus to 3-4 focal students. - Every student will improve in at least one area at each assessment.</td>
<td>We will continue to use our Reading intervention teacher to target those students who continue to be below grade level. We will pay for .5 of the teacher so that he or she can serve more students. We will also have training for third, fourth and fifth grade teachers so they can do guided reading groups for students who are not at grade level.</td>
</tr>
</tbody>
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**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?

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Based on the analysis of the results, what are your targets/performance goals? What interventions are required to ensure all students reach mastery?

### 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>Our School Quality Improvement Index which reflects the performance of students in grades 3-5 during the 2014-2015 school year in academic achievement, Sheridan is average with a score of 6/10. 21% of our students met benchmark standards.</td>
<td>Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to focus on improving student performance for our demographic subgroups. MATH Goal: 70% of students will perform proficient on the end of unit open response milestone tasks as determined by each milestone task rubric.</td>
<td>The following Tier 1 strategies are implemented to ensure that all students reach mastery in math: Ongoing grade level planning meetings and professional development using the following: SFUSD Math Common Core Professional Development SFUSD Math Curriculum Units Math Practices and Principles Strategies from the SFUSD math departments toolkit Culturally responsive pedagogy and practices when teaching math: math talks read protocols math notebooks partner work math review centers multi-sensory activities showing thinking in multiple ways culturally responsive and relevant pedagogy teaching using supplemental materials, in addition to the SFUSD provided materials access to online math applications parent involvement through parent teacher conferences and math night. Math: ● Language practice with specific math terminology ● Use and explicitly name Rule of 4 ● Explicitly teacher Math Norms and Standards for Mathematical Practice.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to focus on improving student performance for our demographic subgroups.</td>
<td>Implementing the a Math RtI protocol with an expanded RtI team and using an evidence based program to systematically monitor student progress. Math: ● Language practice with specific math terminology ● Use and explicitly name Rule of 4 ● Explicitly teacher Math Norms and Standards for Mathematical Practice.</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>Our SBAC data shows that 8% of our AA students and 6% of our identified ELs in elementary schools have met or exceeded the standard. 27% of our AA students and 9% of our identified ELs in middle schools.</td>
<td>When we create our reading intervention schedule, our AA and EL students will have priority. Also during our ROCI cycle, our focal students will be mostly AA and EL students. Using our focal student to plan and check our plans in integral to supporting and monitoring growth for our students. In order to help our students be more interested in reading, it was important for us to add books to our library and classroom library that had characters and experiences that reflect the students in our classrooms. Our AA and EL students will be a priority for RTI intervention.</td>
<td></td>
</tr>
</tbody>
</table>
Our target goals include closing the achievement gap by 5-10% for each of our demographic subgroups. There is a need to focus on improving student performance for our demographic subgroups.

Implementing a Math RtI protocol with an expanded RtI team and using an evidence-based program to systematically monitor student progress. Focal student work analysis with continued focus in all academic areas. To ensure that all students meet mastery, we will implement the following interventions: Math Common Core instruction in class everyday, Focus on Academic Language, Group Work, and Math Talks. Teachers and Leaders lead our staff in Common Core math Professional Development. Use small group instruction on a more frequent basis including beginning to use math centers where instruction can be differentiated.

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEls, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school.</td>
<td>Annual growth on AMAO 1 on CELDT 46.6% % of identified ELs achieving English proficiency 13.8% missing the target of 25% % of identified Long-term ELs English proficiency 39.1% missing the target of 52%</td>
<td>Designated site ELD instruction leaders meet with grade level teachers to plan daily ELD instruction to benefit all EL students and promote an increase in English language proficiency. EL students are grouped according to proficiency levels K, 1st-2nd, and 3rd-5th and these groups are provided 30 minutes of designated ELD instruction daily. Create a library that holds ELL access English books that they can read independently in classrooms. After school tutoring is provided to new comers that speak Spanish. A Spanish Immersion teacher provides them English instruction. Teachers will conference with parents of students that are qualified to be reclassified during the first and second trimester Parent/Teacher Conferences. Continued schedule that holds 30 designated daily ELD. Teachers will continue to use FOSS Science in grades k-5 for designated ELD time. Teachers will work on an articulated ELD learning ladder to support language goals during embedded ELD.</td>
</tr>
</tbody>
</table>

**Analysis of Results - All Students**

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

**WASC Ch.2**

**Based on the analysis of the results, what are your targets/performance goals?**

**ELD Goal**: We will reclassify 30% of all long term English Language Learners. Of those eligible for possible reclassification, we will reclassify 80%.

**WASC Ch.5**

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

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

**WASC Ch.2**

**What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?**

**WASC Ch.5**

**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)

**WASC Ch.2**

At Paul Revere we believe that college is a right of all students. To that end, we engage in the many activities to support a college-bound school climate. We invite the staff at K2C to attend major school-wide events in order to discuss the importance of saving for college. Our middle school students attend events and San Francisco State University and UC Berkeley and have opportunities to engage with current college students.

**What are your targets/ goals?**

Students will increase growth in critical thinking skills, phonological awareness, self-regulation, pro-social interactions, and problem-solving real classroom experiences. Adding an Avid Excel class to better support our students with college going culture.

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

Graduate Profile Vision 2025- The knowledge, skills and experience to navigate the "real world" and solve problems that arise in everyday life and in the workplace. Looking at the Graduate Profile, Career and Life Skills is a logical place for Paul Revere to start. We have one to tone technology and teachers to support students. Our goal linked with technology to provide students with projects and group experiences where they are dependent on each other and reach out to the community to support their learning. Having students engage in college tours, school sponsored trips and participate in Washington D.C. trip.

### Elementary Schools

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

- K-Readiness workshops for parents
- K-Readiness visits to K classrooms for PreK
- Curriculum spirals to include “careers” of community workers
- Career Day for community workers to serve as guest speakers
- Field trips to college/university campuses
- Partnership with college/university volunteers
- Parent to Parent welcome and orientation for Kinder families

### 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?**

Paul Revere's staff members willingly participate in professional developments that help to support their teaching, in order to ensure student social, emotional, behavioral, and academic success. Balanced Literacy: SFUSD Humanities Department: Teacher Leader PD, Reader's and Writer's Workshop, Level Literacy Intervention Training Literacy Coach PD SFUSD Math Department: Teacher Leader PD, Principal PLC ELD Standard PD Next Generation Science Standards PD California Association of Bilingual Education Conference MPD: Professional Development for Spanish Immersion Teachers School Climate(ongoing PD) Culturally and Linguistically Responsive Pedagogy and Practices RTI Behavioral and Academic Restorative Practices Social Emotional Workshops PD for Physical Education PD for Playworks PD for Self Care and SEL curriculum (Second Step) Early Education PD for Pre-K teachers (SFUSD Funded)

### 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)

The following resources will be used for professional development: SCG-EL- Substitute Teachers and/or extended hours Prop-A TIIG-Substitute Teachers and/or extended hours SCG-C-Substitute Teachers and/or extended hours
At Paul Revere we have been working on aligning the systems that support teachers and classroom alignment. Our work this past school year has truly helped to focus the work of all our instructional teams - administrative, systems, ILT, and grade level. We have worked to apply ROCI to our teams and their work with Professional Development. As the systems team shares the instructional focus and checks that focus through classroom visits, the information from that visit gives trends then shared with the ILT. ILT examines data and goals to help set professional development work school-wide. From professional development, grade level teams are to take and turn PD best practices into their classrooms. Work on tightening this cycle for our teachers and the GLCs. Some of the implications for future GLC work is listed below:

Grade Level Teams
- Collaboratively score focal student writing assessments
- Clarification and calibration of grade level expectations for writing
- Math Milestones: ○ Backwards plan from task ○ Prioritize task dates and data collection to support school-wide decisions ○ Synthesize data based on SMP/ rule of 4 / math norms to inform instruction ○ Gather information through Checking for Understanding tools
- Professional Development: ○ Focused and differentiated PD on workshop model ○ Teachers observe workshop in other classrooms

**Student-Centered Learning Climate**

A school environment that is safe and orderly communicates an expectation that all students will achieve social emotional and academic success. In keeping with a Response to Instruction and Intervention (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></td>
<td>4% proficient on SBAC in Math and ELA 30% Chronic Absenteeism</td>
<td>All special education students with IEPs</td>
</tr>
<tr>
<td><strong>Student Engagement/Attendance</strong></td>
<td>4.4% suspension rate 16.2% / 7.8% chronic absenteeism for Elementary/Middle School</td>
<td>Students that lack self regulation skills resulting in suspension and time out of class We endeavor to decrease our chronic absentee rates by 5% for both elementary and middle</td>
</tr>
</tbody>
</table>
There is a need to build conflict resolution and self-regulating skills in students that find it difficult to express themselves. This is the work of the BRtI Team. There is also a need to make PBIS matrix visible and vibrant throughout the school and articulate 4 SEL skills that all students in all classroom are working on. The elementary advisors shares attendance data at weekly SAP meetings and provides us with strategies that have helped to decrease chronic absenteeism. We need to continue to build trusting relationships with families. Possibly turning to our OSI as a way to offer Parent to Parent support for new families.

**School Climate**

The interesting thing about having a school climate that is fair for all students is the fact that your targets that need support can always change. We provide support for all students, but the students that need the most support are the students that are learning to self-regulate.

**Culture/Climate Goal:**
- Growth in all four SEL (Social-Emotional Learning) skills as measured by end-of-year survey.
- Students are able to authentically speak on each of the SEL skills and how using those skills has impacted their academic mindsets.
- Improved attendance As measured by:
  - Classroom visits & Review of student work
  - Student voice (interviews & survey)
  - Time in/out of class (Sweep team & discipline data)

There is a need to increase support staff school-wide. These are the following strategies and interventions that are being implemented:

- **RTI:** Response To Interventions (Behavioral and Academic)
- **PBIS:** Positive Behavior Intervention School Restorative Practices
- School social worker/social skill small groups/family support
- **SAP:** Student Assistance Program Team
- **Seconde Step Curriculum**
- **SFUSD Pupil Services BAT Team support**
- **Social Emotional training for teachers and families**
- **Mindfulness in some classrooms**
- **Student artwork and classwork displayed throughout the school.**
- **After School Programs online resources**
- **Staff Appreciation**
- **Community work days**

The following is needed to ensure a safe and fair school climate: Volunteer training (Americorp volunteers, social worker interns) Appropriate sensory break space for students Replenished and supplied cool down kits in all classrooms Common Language that is used school-wide to support students with SEL needs more noon monitors, trained in behavioral RtI, to provide more support at lunch recess school nurse Immediate changes also include: Change to back to school procedures to have a classroom or grade level letter in the summer and immediate notification to families of classroom assignments. Work on the One School Initiative to support classroom out communication and a volunteer pool from the varied Paul Revere community.

**Parent-School Communities Ties**

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

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

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

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.
<table>
<thead>
<tr>
<th>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...) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td>Parents of students that are underperforming need specific strategies to use at home with their child to help them increase academic achievement. Trend data shows that our families find that the school communicates well with the families by sending home communications in various languages. Parents also believe that the staff supports student academic and social growth. Parents of EL and African American students are participating more in school events.</td>
<td>Workshops on restorative practices and social emotional learning will be offered to families. AAPAG and ELAC meetings will continue to be supported and provided for all families. We will also continue to host Principal/Parent chats. These informational meetings have helped parents to understand the services that are provided to their children. We have been able to build relationships with the parents and we were able to grow our ELAC. AAPAG leaders linked in with AAALI and ILab to design an outreach to AA families at Paul Revere. This partnership will continue and dovetail with the beginning work with the Huddle Up grant that specifically aims to address African American reading proficiency by third grade.</td>
</tr>
</tbody>
</table>

Parent Survey shows that families feel included at the school. Parents enjoy family/school events. They understand the school rules but are not quite understanding of the fairness of the rules. Since our school community is very diverse, it is important that there be a respect for all cultures in order to build a stronger school community. This year we were able to continue our African American Parent Advisory Group (AAPAg) and ELAC. The AAPAG also mets with AAPACs from other schools and link in with the larger district-wide AAPAC.
**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 = 4,600**

The entirety of these funds will be used by Special Education teachers to provide students with IEPs with the necessary equipment to access the core curriculum and address individualized IEP goals.

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 = 78,549**

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

We fund our Kindergarten N10S Spanish support paraprofessional with these funds to ensure our newest learners have a lower ratio and teachers are afforded extra language support. We also fund .375 of 1/3 of our RTI support staff. Our target student group based on school-wide initial and progress monitoring assessments include our English learners who are at risk of becoming LongTerm English learners or who have already been classified as such. Based on the recommendation from the ELAC we also seek to support classroom teacher with a viable English Language Development supports to aide the structured and embedded ELD classroom time.

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

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

**Allocation = 0**

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

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

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

**Allocation = 35,000**

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

We fund .25 of 1/3 of our RTI support staff. Our target student group based on school-wide initial and progress monitoring assessments include our English learners who are at risk of becoming LongTerm English learners or who have already been classified as such. Based on the recommendation from the ELAC we seek to increase the FTE of our 3rd RTI support staff from .35 to 1.0 FTE and shift their focus to Mathematics, still keeping in mind the target student populations.

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 = 489,312**

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?

TiIG funds are critical to our success as a Community School. We fund four positions, including 1.5 Bilingual classroom teachers, a Computer Technology Specialist and .5 Restorative Practices coach and .4 our Community School Coordinator. We included extended hours for teacher articulation of learning ladders in several areas for a vertical articulation of standards across subject areas K-8. We have also ensured continued partnerships with community based organizations that support classrooms and teachers such as Mission Graduates, OMEGA boys, etc.

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

Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
### 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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>111,947</th>
</tr>
</thead>
<tbody>
<tr>
<td>31500</td>
<td></td>
</tr>
</tbody>
</table>

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

These funds are allocated for .6 of community school coordinator who’s main goal is to align Extended day programming with school day goals and to align partnerships with community based organizations to directly serve and support our academic and SEL goals for our target student populations. These funds also to support .1875 to further extend the day of our Elementary advisor who supports students and families needs around attendance and school/home connection.

**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: 1,031

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.**

Our school has three large cultural events each school year. In planning for those events, we have site committee meetings that include parents, staff, and community organizations. These funds would be used to provide supplies, babysitting, and printing for these events and other parent events held throughout the school year. Supporting the involvement at PR requires a host of materials including, photocopying, childcare, food and other materials. On a monthly basis we hold our English Learner Advisory Committee (ELAC), AAPAG, PTA meetings and support those meetings with the above-mentioned materials and services.

**Date your school’s Parent Involvement Policy was reviewed by your School Site Council:** 5/10/2016

**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: 100,000

*(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)

#### 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>Role</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor: 1</td>
<td>Social Worker: 1</td>
<td>Nurse: 1</td>
</tr>
<tr>
<td>Wellness Coordinator: 1</td>
<td>CHOW:</td>
<td>Elementary Advisor: .75</td>
</tr>
<tr>
<td>IRF: 1</td>
<td>Literacy Coach: 1</td>
<td>Academic RtI Facilitator: 1</td>
</tr>
<tr>
<td>Other: 1</td>
<td>Other: 1</td>
<td>Other:</td>
</tr>
<tr>
<td>Playworks Allocation 1FTE</td>
<td>Assistant Principal</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

With the expanded counselor role supported by MTSS we plan to use our counselor and ARF to form a counseling and BRtI support for our students to better case manage SEL and academic needs for our Middle School students and included our fourth and fifth grade students. Our Playworks allocation is integral to the safety and health of our students. We fully intend to take full advantage of a Playworks coach to revise the newly added spaces from our ending renovation and mapping out our four play yards to be programmed for student use. We see our coach as part of staff, school community and a vital part of school culture. Our ELAC has made a plea continuously to have a full time, Spanish speaking Parent Liaison. This role is vital in our day to day programming for parents. Our parent liaison provides a point person for community resources, communication and advocacy. We would like our PL to support with our One School Initiative.
Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

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

| ☑️ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ☑️ The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ☑️ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☑️ English Learner Advisory Committee (ELAC) |
| ☐ Community Advisory Committee for Special Education Programs |
| ☐ Other (list) |
| ☑️ The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ☑️ This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ☑️ The school held two (2) community meetings prior to the completion of the school site plan. |
| 1. One meeting to gather input from the school community including all advisory committees. |
| 2. One meeting to present plan upon its completion before March 25, 2016. |
| ☑️ The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: |
| ☑️ For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☑️ Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☑️ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☑️ This school plan was adopted by the SSC on: 4/11/2016 |
School Site Council Roster and BSC/SPSA 2016-2017 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>Glamis Rory</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Richard Abrahamsen</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Maria Ramos</td>
<td>Parent (ELAC)</td>
<td></td>
</tr>
<tr>
<td>Ashley Cattros</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Roberto Garcia</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Starlette Jones</td>
<td>Elementary Advisor</td>
<td></td>
</tr>
<tr>
<td>David Russitano</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Joshua Zappala</td>
<td>Teacher</td>
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<tr>
<td>Ana Rosa Maldonado</td>
<td>Teacher</td>
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<tr>
<td>Rebecca Padilla</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Kate Drace</td>
<td>Parent (alternate)</td>
<td></td>
</tr>
</tbody>
</table>