

# **Houston Independent School District**

## **181 Janowski Elementary School**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: C**



# Mission Statement

Through rigorous and engaging instruction provided within a safe and structured environment Janowski Elementary prepares Pre-Kindergarten thru 5th grade students for higher education and beyond.

## Vision

Our vision at Janowski is to develop well rounded, confident and responsible students who aspire to achieve their highest success in education. We will do this by providing a welcoming, happy, safe and supportive learning environment in which individual student needs are addressed in their learning and all achievements are celebrated.

## Value Statement

We will create a culture of academic excellence by providing the necessary learning environment for all our students.

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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

#### i. Discuss how high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments are used daily

High-quality instructional materials, aligned with instructional planning calendars and supported by interim and formative assessments, are pivotal for daily instruction. These materials offer a structured curriculum that ensures content is taught in accordance with educational goals. Teachers use them as the basis for daily lesson planning, while ongoing assessments provide real-time feedback on student progress. This data-driven approach allows educators to adapt instruction, support diverse learning needs, and make timely interventions. Professional development opportunities often accompany these materials, fostering teacher expertise. Moreover, their use promotes consistency across the institution and encourages parental involvement in students' education, ultimately enhancing the overall learning experience.

#### ii. Discuss what effective classroom routines and instructional strategies are used.

Effective classroom routines are essential for maintaining an organized and engaging learning environment. These include morning routines, transitions, classroom management, materials organization, and homework collection. Instructional strategies like differentiation, scaffolding, and active learning cater to diverse student needs and encourage interactive learning. Formative assessments provide real-time feedback, while cooperative learning and technology integration foster collaboration and engagement. Clear objectives, feedback, reflection, and assessment for learning ensure that students grasp lesson outcomes and progress effectively, promoting a positive and productive learning atmosphere.

#### iii. Provide examples of how data is used to drive instruction

Data-driven instruction is integral to effective teaching. In Professional Learning Communities (PLCs), educators collaboratively analyze assessment data to identify areas where students may be struggling and make informed instructional adjustments. This real-time monitoring ensures that learning goals are met. Scaffolding and differentiation are employed to adapt instruction to individual student needs based on data, offering additional support to those who require it and challenging those who excel. Through ongoing analysis of formative assessment results, teachers can refine their teaching strategies, reteach as necessary, and ultimately provide a tailored and responsive learning experience that maximizes student achievement.

## Student Achievement Strengths

### Areas of Strength:

**Reading:** In the 2021-2022 academic year, 62% of students at Janowski Elementary approached or met the reading standards, which is a significant strength.

**Math:** In the 2022-2023 academic year, there was a notable improvement in math. The percentage of students meeting the math standards increased from 29% to 39%, indicating a strength in math.

### Academic Improvements:

**Math:** In the 2022-2023 academic year, there was a remarkable improvement in math. The percentage of students meeting the math standards increased from 29% to 39%. This represents a significant academic improvement in math.

## Areas where Students Excelled:

In the 2022-2023 academic year, students at Janowski Elementary excelled in the "Masters" category in both Math and Reading. In Math, 12% of students achieved the "Masters" level, and in Reading, 13% of students reached the "Masters" level.

## Problems of Practice Identifying Student Achievement Needs

**Problem of Practice 1 (Prioritized):** At Janowski Elementary, there is not a consistent writing system being used across all grade levels to help support students when responding to text. **Root Cause:** Due to the recent shift in reading standards by the state to include more evidence-based writing within reading, teachers did not fully understand how to support students when writing constructed responses. The professional development previously provided by the campus did not fully align with the current expectations set by TEA during the STAAR redesign.

**Problem of Practice 2:** At Janowski Elementary, there is not a consistent system in place to ensure special education compliance resulting in deadlines not being met at 100%. Additionally, students are not guaranteed delivery of special education services and accommodations.. **Root Cause:** Due to a lack of experienced local professionals, the district permitted hiring from abroad. While these teachers had classroom experience, they were unfamiliar with our special education compliance requirements. Campus support was offered by the special education chair, but was limited by time constraints. Despite requests for district assistance, the aid was inconsistent & training unavailable.

**Problem of Practice 3:** Although 13% of students achieved "Masters" level in Reading and Math, ensuring sustained excellence is essential. Maintaining and enhancing the learning experience for these high-achieving students is critical for their continued growth. **Root Cause:** The root cause hypothesis suggests a need for tailored challenges and support for high-achieving students. Specialized interventions, such as advanced coursework, mentorship initiatives, and differentiated challenges, are essential. Addressing this demands personalized strategies to ensure sustained mastery and continued growth for high-achieving students in both Math and Reading.

# School Culture and Climate

## School Culture and Climate Summary

Overall, the students and staff often describe the culture and environment at Janowski Elementary as being positive, supportive and safe. This is characterized by the low number of disciplinary issues reported on a daily basis. Janowski Elementary has a veteran staff that works collaboratively to ensure student success and student safety.

## School Culture and Climate Strengths

The following strengths were identified based on a review of the 2022-2023 data: Janowski Elementary's areas of strength include a low number of teacher turnover and a faculty and staff that is familiar with all students on campus. Janowski has established many community partnerships to support families, community members and students. These partnerships include, but are not limited to Avance Early Head Start, Avenue CDC, Boys Scouts, Girl Scouts, 21st Century After School Program, Memorial Hermann Clinic, The Houston Public Library, The Houston Food Bank, The Lowrider Extravaganza, Wraparound Program and Fresh Fruits and Vegetable Program from the Texas Department of Agriculture.

## Problems of Practice Identifying School Culture and Climate Needs

**Problem of Practice 1:** At Janowski Elementary, our attendance rate is low for all students however, students in our Pre-Kindergarten and Kindergarten classes have a higher absence rate than other grade levels. **Root Cause:** Though we have dedicated extra resources, such as partnering with the AVANCE program, to engage students and parents, attendance in Pre-Kindergarten and Kindergarten continues to be low due to the lack of parent awareness of the importance of early childhood education.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### What does evaluation and student growth and achievement data reflect regarding teacher quality on campus?

The data from Janowski Elementary School shows variations in teacher quality and student performance across different subjects and years. In the 2021-2022 academic year, in math, 47% of students did not meet the standards, with 29% reaching the mastery level. Reading performance was relatively better, with 38% not meeting the standards and 35% achieving mastery. In science, 45% of students did not meet the standards. The following year saw improvements in math, with only 27% not meeting the standards and 39% achieving mastery. Reading performance also improved slightly, with 29% not meeting the standards and 38% achieving mastery. However, science remained a challenge, with 48% not meeting the standards. This data indicates a need for ongoing support and targeted professional development, particularly in science, to enhance teacher quality and student achievement at Janowski Elementary School.

### What are staff attendance rates, retention rates, turnover rates? How are you recruiting highly effective staff?

At Janowski ES, there were 32 teachers as of June 1, 2023. Seven teachers left the campus by October 25, 2023, resulting in a turnover rate of 22%. The staff attendance rate was 97%, indicating a strong commitment from our staff. To recruit highly effective staff, we actively facilitate teacher apprenticeships and participate in job fairs, exemplifying our proactive approach in attracting exceptionally skilled educators to our school.

### How are you using data to inform the selection and development of targeted professional development for staff?

We leverage data from multiple sources including staff surveys, student achievement metrics, and classroom observations to identify areas for professional development. This data-driven approach ensures that the training is directly aligned with the district's mission and the specific needs of our educators. This enables us to offer targeted, high-impact professional development sessions that contribute to improved teaching and learning outcomes.

### What types of professional development have staff attended, how is implementation of learned strategies monitored, what impact has it had on performance, what follow-up is provided?

Staff have attended professional development sessions covering a range of topics including Teacher Evaluation Systems, HISD Instructional Characteristics, Multiple Response Strategies, Science of Literacy, Coaching and Instructional Feedback, Annotations and Short Constructive Responses, SPED for General Education, NWEA, Curriculum Training, and High-Quality Instruction. Implementation of these learned strategies is closely monitored through PLCs (Professional Learning Communities) and involves 10 observations per week on campus. During these observations, on-the-spot feedback is provided, and 1-1 feedback sessions are conducted. The impact of these professional development efforts on staff performance has been positive, leading to improved instructional quality and student outcomes. To ensure continued growth, follow-up support and additional training are provided as needed to address specific needs and challenges identified during the monitoring process.

### What systems are in place to build capacity and support?

Supporting teachers and staff at the campus level is crucial for the growth and success of educational institutions. This can be achieved through various strategies and systems. These include offering regular professional development opportunities covering diverse topics, establishing mentorship programs for knowledge sharing, fostering professional learning communities for collaboration, implementing feedback and evaluation processes, using data for informed decision-making, and assisting with curriculum design and updates. Observing colleagues in the classroom, involving parents and the community, and creating a culture of continuous improvement are equally essential. Identifying and nurturing potential leaders and providing resources for diverse student needs further enhance the capacity and support for campus educators.

## Staff Quality, Recruitment, and Retention Strengths

The following strengths were identified based on a review of the 2022-2023 data:

Based on the data provided for Janowski Elementary School, the strengths in the campus's current recruitment, retention, and professional development practices can be inferred as follows:

- **Balanced Gender Representation:** The campus has a well-balanced gender representation among its staff, with a significant majority being female (18 out of 19). This balance can indicate that the school is committed to diversity and equity in its hiring practices.
- **Experienced Educators:** The school has a notable number of educators with more than 10 years of experience (11 out of 19). This suggests that the campus is successful in retaining experienced teachers, which can contribute to the stability and quality of education.
- **New Teacher Support:** The presence of 7 staff members with 5 or fewer years of experience indicates that the school is actively recruiting and supporting new educators. This focus on supporting early-career teachers can contribute to their professional growth and retention.

Janowski Elementary School demonstrates strengths in its recruitment, retention, and professional development practices. These strengths are likely attributed to practices such as mentorship programs, targeted recruitment, professional learning communities, ongoing training, and inclusive hiring. These strategies have led to a well-balanced and diverse teaching staff that includes both experienced educators and those in the early stages of their careers.

## Problems of Practice Identifying Staff Quality, Recruitment, and Retention Needs

**Problem of Practice 1:** The data from Janowski Elementary School reveals variations in teacher quality and student performance across different subjects and years. In subjects like math and science, significant percentages of students did not meet the standards. There were improvements in math and reading, but challenges persisted in science. **Root Cause:** The root causes for these variations may include the need for ongoing support and targeted professional development, particularly in science, to enhance teacher quality and student achievement.

**Problem of Practice 2:** Janowski ES experienced a turnover rate of 22% from June 1, 2023, to October 25, 2023, while maintaining a high staff attendance rate of 97%. **Root Cause:** The root causes for turnover and high attendance may involve factors like job satisfaction and the school's proactive approach to attracting and retaining skilled educators.

**Problem of Practice 3:** Janowski Elementary School effectively uses data to inform the selection and development of targeted professional development for staff. This results in high-impact sessions, improved teaching and learning outcomes, and positive staff and student performance. **Root Cause:** The root causes for the effectiveness of data-driven professional development may include well-structured systems for monitoring, feedback, and creating a culture of continuous improvement.



# Parent and Community Engagement

## Parent and Community Engagement Summary

A current review of parent attendance during various activities indicates a high number of parent participation in activities tied to educational events such as literacy night and math and science night. The data indicated in Janowski's sign-in sheets shows that there is greater participation from our bilingual families than our non-bilingual families.

A low number of attendance has been observed for parent-teacher conferences.

A potential barrier that prevents greater parental involvement include parent scheduling conflicts. Participation is greater for events that are scheduled after school than those events scheduled during the day.

Janowski has established many community partnerships to support families, community members and students. These partnerships include, but are not limited to Avance Early Head Start, Avenue CDC, Boys Scouts, Girl Scouts, 21st Century After School Program, Memorial Hermann Clinic, The Houston Public Library, The Houston Food Bank, The Lowrider Extravaganza, Wraparound Program and Fresh Fruits and Vegetable Program from the Texas Department of Agriculture.

## Parent and Community Engagement Strengths

The following strengths were identified based on a review of the 2022-2023 data:

The current programs at Janowski Elementary effectively address the diverse needs of students, families, and the community. The Avance Early Head Start program provides working parents with children 18 months to 3-years with a quality learning environment located on campus. This program has also helped increase campus enrollment in our PK classrooms and provides parents with monthly informational meetings tied to parent support. The Boy Scout and Girl Scout programs benefit our students by providing character development, leadership skills, and personal growth. Janowski's after-school program provides working parents with afterschool care and tutoring services. Overall, the various programs offered by the campus have positively impacted students, families, and the community we serve.

## Problems of Practice Identifying Parent and Community Engagement Needs

**Problem of Practice 1:** During the 2022-2023 school year the amount of successful FACE events allowed for Janowski Elementary to achieve Silver Certification in the first year of participation. Although Janowski was able to reach Silver status, parent engagement was not high enough to reach a higher status. **Root Cause:** Although parent participation was high during Janowski's evening events, meetings and workshops that occurred during the day had low parent participation.

# Priority Problems of Practice

**Problem of Practice 1:** At Janowski Elementary, there is not a consistent writing system being used across all grade levels to help support students when responding to text.

**Root Cause 1:** Due to the recent shift in reading standards by the state to include more evidence-based writing within reading, teachers did not fully understand how to support students when writing constructed responses. The professional development previously provided by the campus did not fully align with the current expectations set by TEA during the STAAR redesign.

**Problem of Practice 1 Areas:** Student Achievement

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- Campus goals

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

## **Student Data: Behavior and Other Indicators**

- Discipline records

## **Employee Data**

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Key Actions

**Revised/Approved: October 23, 2023**

**Key Action 1:** Develop leadership capacity through instructional coaching and feedback.

**Strategic Priorities:**

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being, Cultivating Team HISD Talent

**Indicator of Success 1:** The plan aims to enhance educational leadership and teaching proficiency, targeting a 90% proficiency in Spot Observations by May 2024, improving leadership calibration walk alignment by 10% each period until May 2024, and boosting staff satisfaction rates in leadership perception surveys by 20% from the beginning to the end of the year.

**Indicator 1:** 75% of Spot Observations scored using the district's rubric will have a proficient rating or higher by December 2023 and increase to 90% proficiency by May 2024.

**Indicator 2:** Alignment of leadership calibration walks will increase by 10% from BoY to MoY, and from MoY to EoY (2 calibrated walks each month). Leaders will have an alignment rate of 90% by May 2024.

**Indicator 3:** Leadership perception survey from staff will indicate satisfactory or above and increase from BoY to EoY by 20%.

Specific Action 1 Details	Reviews			
<p><b>Specific Action 1:</b> The principal and Tier II leaders will engage in a comprehensive, collaborative approach involving calibration walks, leadership huddles, professional development, and systematic observation and documentation to foster instructional consistency, identify and support teachers needing assistance, and highlight exemplary teaching practices for ongoing improvement and strategic planning on campus.</p> <p><b>School Leaders' Actions</b></p> <p>The principal will support the growth and development of Tier II leaders by conducting weekly calibration walks using the district's rubric to ensure consistency with feedback from all leaders.</p> <p>The principal and Tier II leaders will participate in leadership huddles to discuss instructional alignment, or lack thereof and teachers who need immediate assistance.</p> <p>The leadership team will attend district-provided professional development on effective instructional strategies in the Science of Teaching reading curriculum.</p> <p>The principal will observe in-the-moment coaching and coaching feedback conversations between Tier II leaders and teachers and provide the Tier II leaders with feedback.</p> <p><b>Staff Actions</b></p> <p>The principal will hold leadership huddles twice a week to discuss instructional concerns requiring immediate attention.</p> <p>The leadership team will complete a Spot Observations cumulative tracking form so all leaders can monitor every teacher's visits.</p> <p>Principal and Tier II leaders will document and highlight exemplar teachers and teachers who require additional assistance to formulate a plan of assistance on the campus.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Key Action 2:** Improve special education team compliance and instructional capacity by creating a compliance system and developing skills/strategies to build instructional capacity.

**Strategic Priorities:**

Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Indicator of Success 1:** Aiming for 100% compliance in special education processes, there will be a targeted improvement in educational outcomes for special education students from 2nd-5th grades, reflected in a 10% growth in NWEA MAP assessment scores, and increased passing rates in STAAR reading and math tests, aiming for 30% and 85% passing, respectively.

**Indicator 1:** Maintain 100% special education compliance in EasyIEP, ARDS, progress monitoring, special education progress reports, documentation of accommodations in general education, resource room, and self-contained classes.

**Indicator 2:** Special education students in 2nd - 5th grades will demonstrate a 10% growth in the NWEA MAP assessment from the BoY to the EoY.

**Indicator 3:** The percentage of special education students, in the STAAR reading test will increase from 17% to 30% passing.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
Specific Action 1: The Principal and Tier II leaders will actively participate in comprehensive and collaborative planning and monitoring processes involving data PLCs, special education ARDs, and various meetings to enhance the				

documentation of progress towards IEP goals, ensure compliance, improve instructional quality, and facilitate effective collaboration and differentiation strategies for the special education students' academic and emotional development.

**School Leaders' Actions**

Principal and Tier II leaders will participate in all data PLCs to discuss student progress.

Principal and/or Tier II leaders will participate in all special education ARDS to ensure the SPED students' needs are discussed both in academic and emotional settings.

Create a comprehensive system amongst the principal/Tier II leaders, general education teachers and the resource teacher to document progress towards IEP goals, accommodations, and effective implementation.

Principal and the resource teacher will meet twice a week to discuss the compliance requirements and monitor and adjust as needed.

Principal and Tier II leaders will write goals and responsibilities for each member of the special education team ensuring both compliance and high-quality instructional priorities.

**Staff Actions**

The special education department chair/resource teacher will participate in professional development for writing and implementing IEP goals and objectives with accurate progress monitoring.

Special education staff will participate in monthly North Division meetings to remain current on special education information regarding compliance and instruction.

The special education department chair will create a shared calendar with Tier II leaders and special education teachers indicating all 2023-2024 ARDs with two months advance time.

General education teachers and the resource teacher will collaborate in weekly PLCs.

Self-contained teachers will attend PLCs with their closest level of instruction.

The resource teacher will participate in all grade level PLCs to effectively differentiate the learning for the special education students.

The resource teacher and general education teachers will participate in data drive PLCs weekly to monitor special education students' weekly progress.

Specific Action 1 Details	Reviews
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No Progress



Accomplished



Continue/Modify



Discontinue

**Key Action 3:** Grow teacher capacity to improve high quality of Tier I instruction through coaching and feedback.

**Strategic Priorities:**  
Expanding Educational Opportunities, Transforming Academic Outreach, Increasing Organizational Efficiency

**Indicator of Success 1:** Efforts will be focused on enhancing teaching proficiency, as reflected in 75% of Spot Observations scoring proficient or higher by December 2023, aiming for 85% by May 2024, coupled with a targeted increase in NWEA math and reading growth, and a minimum of 5% improvement in TELPAS reading, writing, listening, and speaking domains by May 2024.

**Indicator 1:** 75% of Spot Observations scored using the district's rubric will have a proficient rating or higher in December 2023 and increase to 85% proficiency in May 2024.

**Indicator 2:** Increase NWEA math and reading growth between the BoY - MoY by 10%, and MoY to EoY by 15%.

**Indicator 3:** Increase proficiency in reading, writing, listening, and speaking domains in TELPAS by a minimum of 5% by May 2024.

Specific Action 1 Details	Reviews			
	Formative			Summative
	Feb	Mar	Apr	June
<p><b>Specific Action 1:</b> The administrative and teaching staff will engage in continuous professional development and collaboration, focusing on HISD Core Values, multiple response strategies, and various instructional planning and data analysis methodologies, aiming to proficiently implement and monitor curricula like Amplify and Eureka, while consistently applying learned strategies to enhance instruction, assess, and improve student outcomes and reduce academic achievement gaps across all grade levels.</p> <p><b>School Leaders' Actions</b></p> <p>Administrative team will participate in professional development on HISD Core Values, Science of Teaching Reading strategies, Spot Observations, campus expectations and key characteristics of good instruction.</p> <p>The administrative team will participate in PD for multiple response strategies.</p> <p>Principal and Tier II leaders will collaborate with grade levels for instructional planning PLCs twice a month.</p> <p>Principal and Tier II leaders will collaborate with grade levels for data PLCs twice a month.</p> <p>Progress monitor student achievement Domain 1(meets and masters) and student growth Domain 2 by using the STAAR interim and unit assessments from Eureka and Amplify.</p> <p>Progress monitor NWEA Map assessments between BoY to MoY and MoY to EoY to establish instructional intervention</p>				

needs and small group instruction supports.

**Staff Actions**

Participate in pre-service professional development in HISD Core Values, Science of Teaching Reading strategies, Spot Observations, campus expectations and key characteristics of good instruction training.

Teachers will participate in professional development for multiple response strategies during August Pre-Service week. A check-in MRS training will occur in January 2024.

Teachers will participate in weekly instructional PLCs with the leadership team.

Teachers will participate in weekly data PLCs with the leadership team.

Teachers will consistently implement DOLs in their reading, math, science, and social studies blocks and adjust their instructional plans to reduce the academic achievement gaps.

Amplify and Eureka curriculum will be implemented with fidelity across all grade levels kindergarten through 5th grades.

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No Progress



Accomplished



Continue/Modify



Discontinue

# State Compensatory

## Budget for 181 Janowski Elementary School

**Total SCE Funds:** \$110,290.76

**Total FTEs Funded by SCE:** 1.75

### Brief Description of SCE Services and/or Programs

Through the use of State Compensatory Education funds, Janowski Elementary School will provide equitable services during the regular school day, before and after school day, over school breaks, in intensive, targeted, individualized programs, software program, technologies, extra duty pay, and/or by outside service providers in such a way that we meet the needs of the individual students by reducing failures, and increase STAAR performance assessment. Services will include our special populations such as but not limited to: ELs, Special Education, GT, At-Risk, and Economically Disadvantaged.

## Personnel for 181 Janowski Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Chloe Vega	Tchr, Third Grade	0.7
Rebecca Salas	Tchr, First Grade	0.55
Roxanne Garcia	Teaching Assistant-10M	0.5

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Yenit Lopez-Estrada	Tchr, Class-Size Bilingual	Title 1	1

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Myrna Bazan	Principal
Parent	Elsa Cisneros	Parent
Parent	Karla Beltrand	Parent
Community Representative	Pastor Jaime Garcia	Community Member
Community Representative	Lea Martinez	Community Member
Business Representative	Mina Tabatabai	Business Representative
Classroom Teacher	Leslie Wolfe	Teacher
Classroom Teacher	Yenit Lopez-Estrada	Teacher
Non-classroom Professional	Elizabeth Espinoza	Professional
Non-classroom Professional	Matilde Mendez	Professional
Classroom Teacher	Diana Quezada	classroom teacher
Classroom Teacher	Cynthia Castillo	classroom teacher
Classroom Teacher	Mirta Arzola	classroom teacher
Non-classroom staff	Joseph Eckert	Non-Instructional Employee