Leonard R. Flynn is a diverse K-5 elementary school, with Spanish dual language immersion, structured English immersion and a variety of services for children with exceptional needs. Located in the Mission District and bordering Bernal Heights, we serve students from both communities, as well as students from all over San Francisco, including Sunnydale, Bayview and Treasure Island. We welcome and celebrate our diversity as a community of learners. Our Commitment to our Community is as follows: We strive to provide unconditional love and commitment to each child. At Flynn, we acknowledge and attempt to understand the roadblocks students face in and out of the classroom and share their burden. We create pathways to showcase the brilliance of our students. --Created by Flynn Educators, 2012 Executive Summary Areas of Strength: At Leonard R Flynn Elementary School, teachers believe in supporting students and learn and as people. Teachers take a comprehensive approach to literacy, providing students with a range of experiences with language and text with varying levels of support and independence. Learning is presented in a way that engages students in deep thinking, discussion, and analysis in order to cultivate the critical thinking skills of our young learners. In mathematics, teachers teach towards the Common Core Standards through inquiry-based tasks and group work, while equipping students with the necessary skills and habits to solve complex problems efficiently. We believe that students should be actively involved in the process of learning, and aim to promote joyful learning across our school. Rooted in our values as a school is our commitment and believe in developing our students’ social-emotional skills and mindsets. Through school-wide values of kindness, respect, responsibility, and safety, and proactive lessons through the Second Step curriculum about emotional awareness and management, we aim to equip students with the tools to manage their emotions and build positive relationships with others. Throughout the day we support this process by positively acknowledging students for their choices and behavior, and supporting positive play at recess through our partnership with the Recreation and Parks Department. Our school-wide focus is to accelerate learning for our students who may need extra support, particularly our African American students and English learners, to improve proficiency in all content areas. We believe that by modeling important skills, providing purposeful independent and group practice, and strategically supporting student needs in small groups and one-on-one, that we can accelerate our learners who need it most across subject areas so they are set up for success in their educational futures. Our culture and climate indicators for families has improved in the past year, reflecting a greater sense of belonging and community for families. Challenges: During Readers’Writer’s Workshop, we have noticed that more explicit language modeling and practice is needed; teachers are moving quickly from the “I Do” to the “You Do”. There is a variance of language supports or modeling of proficiency (“We Do”) before students are released for independent work. We prioritize supporting students in small groups, as this is the best way for teachers to target the specific areas that certain students need to practice, but we also need to ensure that the other students are engaged in purposeful independent practice at this time. Trends in academic growth have caused us some concern and have prompted us to focus more explicitly on accelerating learning for our student groups who are struggling most. As a school, our English Language Arts and Math proficiency scores have dropped for most student groups. Our white students, however, have increased by 10% on the Smarter Balanced Assessment in ELA and Math over the past two years. Since this was already our highest-performing student group based on race, we want to think critically about how to create similar rates of growth for our African American and Latino students, as well as students receiving Special Education Services. Our goal this year at Flynn is that we will accelerate the achievement of English Language Learners, Latinos, African Americans and students with special needs. We have also taken proactive steps to better support teachers and retain a larger percentage of teachers year after year. We are pleased that nearly 80% of our teachers are returning this school year, and our new staff members are coming to us with experience in the classroom. These teachers are set up to influence positive student learning in a meaningful way. Key Strategies: Curriculum Build consistency across grade levels in order to revise and refine common core units and align common core curriculum across grade levels and strands. Support on-going implementation of social-emotional learning, including Second Step and Restorative Practices. Implement PAX for Instruction Provide opportunities for students to engage in academic discussions around complex text that lead to evidence based writing in language arts, math, science, social studies and the arts. Provide opportunities for students to use evidence and compare different ways of solving problems in math. Assessment Collect evidence of student learning across the year in order to monitor student growth, provide extra supports when necessary, and accelerate student learning. Attendance Develop a positive school culture where students look forward to coming to school because of the joyful learning atmosphere that exists. Support students and families who are at risk of common absenteeism. Case manage families of students that are chronically absent and provide intensive support.
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 Budgeting and Central Services Guide
SECTION I: Overview and Key Components

Overview
Vision 2025 stands as an important beacon for all schools in San Francisco Unified School District. It signals an audacious commitment to a uniquely 21st century graduate. The Graduate Profile from Vision 2025 is one embodiment of this commitment, and all schools are called on to consider their contributions to this vision. The Graduate Profile includes:

- Content Knowledge
- Career and Life Skills
- Global, Local, and Digital Identity
- Leadership, Empathy, and Collaboration
- Creativity
- Sense of Purpose and Sense of Self

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2016-2017 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</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.
- Ongoing reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 24, 2017.

1. Balanced Score Card/Single Plan for School Achievement
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 2017 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

- All 2017-2018 Title I funds should be accounted for in the BSC

### 4. Title I Parent Involvement Policy

- All Title I schools have an SSC-approved Parent Involvement Policy (PIP) and Home-School Compact in their upload package
SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school's BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions. Follow this [link](https://district.sfusd.edu/dpt/ra/aaoo/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

**Contents**

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

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

**Contents**

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

**NOTES:**

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

With the adoption 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?

**Analysis of Results Language Arts-All Students**

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

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

What instructional shifts will be required to achieve these goals?

WASC Ch.2

16% of all of our students met achievement standard in ELA on the 2017 SBAC. 14% of all of our students met achievement standard in Math on the 2017 SBAC. 50% of our 3-5 graders scored Near, At, or Above Standards Standard on the IAB ELA District Assessment. In Spanish, our EoY 57% of our students met or exceeded the standard for grades 3-5 in reading as measured by F&P. In English, our EoY data showed that 49% of our students met or exceeded the standard for our whole school reading data as measured by F&P. In 2017, 20% of students scored proficient or higher on the IWA (grade 3). 20.5% of students in grades 3-5 were proficient in ELA SBAC in 2017.

Based on our 32% proficiency rate in 2015, our target goal is to have 34% of our students reach proficiency on the 2017 SBAC. While we have consistently hovered around 50% of our students meeting or exceeding the standard for reading as a school, we are seeing a school trend in K-2 of increasing reading proficiency, so for 2017 our student outcome goal is for 65% of our students to meet or exceed the standard of reading as measured by the EoY F&P. All of our Tier 1 students will make one year reading growth as measured by F&P.

All students will receive small group or individual reading support at least twice a week through tier 1 instruction. All students will have access to nonfiction texts, genre-based and leveled libraries and have opportunities for weekly book shopping in the classroom. All classrooms will utilize a balanced literacy approach that is based on CCSS Writing and Reading Units, close reading, interactive writing, word study with Estrellas in K-1st Grade Spanish, Words Their Way English, promoting evidence based thinking, and intentional use of reading logs and reader’s notebooks. Teachers will look at student work in S/ELA throughout the year to collect formative data that will drive next steps in teacher lessons.

**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?

**Analysis of Results for Language Arts-Intervention**

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

What interventions are required to ensure all students reach mastery?

We expect each student to make the accelerated reading growth goal of 1.5 years as evidenced by F&P assessments.

Our RTI teacher and Literacy Specialists will provide 1:1 or small group reading interventions utilizing Reading Recovery and LLI for all tier 3 and many of our tier 2 students. All students reading below grade level will receive small group or individualized reading instruction at least three times a week from their classroom teacher.
Currently 7 students receive 1:1 support and 24 students receive small group LLI intervention support from our two intervention teachers. Students receive pull out support on average four times a week. Based on our mid-year analysis 50% of all the students we serve (Tier 2 and 3) are on track to make accelerated growth. 70% of students receiving intervention support without IEPs have shown accelerated growth on target for making over a year's growth.

The ARTIF and two other interventionists pull small groups of tier 2 and tier 3 students to implement the LLI series of lessons for reading intervention in English and a similar model, using Soluciones for Spanish instruction. Reading Partners used to supplement guided reading. Teachers use small group instruction to pull students who are below grade level - guided reading 3-4 days per week in class and an additional 4-5 days per week with interventionists for tier 2 students - small group writing about reading. Pre and post assessments using rubrics to assess students ability to write about reading.

All students increase at minimum one year's growth in reading.

1) ARTIF - small group pull out and monthly analysis of the data for Tier 2 and Tier 3 interventions along with consultation and collaboration with IEP/P and Lit coach to develop PD focus that addresses strengthening Tier 1 ELA practices through Comprehensive Approach to Literacy 2) Literacy Coach - focused coaching driven by summative (IAB, unit tests) and formative (F&P, tasks, reading response notebooks) assessments focused on Comprehensive Approach to Literacy 3) Spanish reading intervention - small group instruction and limited 1 to 1 instruction 4) English reading intervention - small group instruction and limited 1 to 1 instruction 5) ARTIF and other Reading Interventionists check-in regularly to facilitate flexible groupings of Tier 2 and Tier 3 students, and for consultation and sharing of best practices 6) Track student growth using formative and summative assessments with support from instructional support staff 7) ARTIF and Lit Coach co-facilitate reflection, sharing of best practices, setting goals for students and planning for classroom teachers using F&P data after W1 and W2 – W1 provides baseline, W2 provides progress on students.

Due to the many students entering Flynn at grade 1 with low reading ability, and students who have struggled since K, we have support for early reading through Reading Recovery and DLL.

At Flynn, the literacy intervention program focuses on providing Tier 2 and Tier 3 instruction for students at grades 1 and 2 that may be at risk for falling behind their peers in reading and writing. RTI also serves to provide documentation of early intervention prior to a student being referred for additional educational support (Resource Specialist Program or Special Education). When possible, the RTI teachers also provide services to Kindergarten students in the spring semester. The intervention teachers at Flynn are certified as either Reading Recovery/Descubriendo Lectura teachers and/or literacy specialists in addition to classroom teaching certification.

**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 SII?

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3% of Our African American Students and 8.2% of ELs were Proficient on the 2017 SBAC ELA. 4.3% of our African American and 4.7% of ELs scored proficient on the 2017 Math SBAC</td>
<td>To have 30% of African American and English Learner students proficient in SBAC.</td>
<td>Teachers will focus on engaging our African American students by purchasing engaging and culturally relevant texts both in book and digital formats. Continue utilizing Academic Conversations and close reading protocols to engage students with complex texts. As a school we will be working on improving communication and expectations around homework so that our students can practice meaningful CCCCS tasks at home or in our ASP. Teachers will use curriculum and resources provided by the district for ELD time as well as connect ELD to literacy work in current spirals.</td>
</tr>
</tbody>
</table>

Target is to have at least 10% of students with special needs proficient.
6% of students with Special needs were proficient on the SBAC in English Language Arts, and 3% proficient in math. This is a 4% and 1% increase, respectively, from the previous year.

Prioritize collaboration between General Education and Special Education teachers in order to share best practices in meeting the needs of students with IEPs. We also aim to provide the opportunity to observe general education setting with IRF at beginning of year (informal on site instructional rounds) with the goal of aligning CCSS to IEP goals.

8% of English Learners were proficient in the ELA section of the SBAC, up from 5.4% Proficient the year before. 5% of ELs were proficient in math on the SBAC, down from 6% the year before.

Focus on ELs to lead to at least 15% Proficient in ELA and math in SBAC.

ELD will focus more on deconstructing text and continuing to engage English learners in academic conversations to build those skills they will need to access content in their home rooms. We will work to include more writing in the curriculum and in intervention.

### 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>
</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>
</tr>
<tr>
<td><strong>WASC Ch.2</strong></td>
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</table>

14.5% of our students performed proficient on the 2016-17 SBAC Math, down from 18% in 2015-16. We had many new teachers that were working with the new SFUSD curriculum, so we attribute this decrease to teacher experience in teaching the common core standards.

Our goal is for 25% of our students to be proficient or advanced on the 2017-18 Smarter Balanced Assessment.

We will continue to engage our students with the SFUSD CCSS curriculum and signature strategies to promote critical thinking and output through verbal and written expression. We will emphasize math talks, and teach students to develop mathematical questions and language through the Rule of four and provide planning support for teachers so that they can differentiate lessons based on student understanding. We will continue to utilize technology and centers as a strategy for differentiating and engaging students in the content. We will embed quick checks daily assessments into lessons to collect summative data and diagnostic data for each unit and build test taking skills for our students.

**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>
</tr>
</thead>
<tbody>
<tr>
<td>Using formative assessment, we plan to have clearer evidence of student learning progress in order to target instruction those students approaching or below the proficiency standard. Through small group support and rich mathematical tasks with a &quot;low floor&quot; and a &quot;high ceiling,&quot; students will be able to access rigorous grade level content while also getting support with gaps in their understanding. This support will be provided by the classroom teachers during their math instructional block.</td>
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<tr>
<td><strong>WASC Ch.2</strong></td>
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</tbody>
</table>

Our Midyear goal is to increase our percent of students Near, At, or Above Standard on the Math Task to 50% of students.

Provide small group instruction for students during math block to reengage student in math skills. Students will get math tutoring in our Afterschool program reflecting math work done in class as well as differentiated HW for students who are behind grade level. By integrating technology and centers into our math program teachers will be able to provide differentiated learning experiences for Tier Two students to accelerate their growth. Push-in Math group 1 - with ARTIF and all classes with paraprofessional.

**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>
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<tbody>
<tr>
<td>4% of our African American Students performed proficient on the 2016-2017 SBAC-Math 5% of ELs were proficient in Math</td>
</tr>
<tr>
<td><strong>WASC Ch.2</strong></td>
</tr>
</tbody>
</table>

Our goal is to have 15% of African American and EL Students perform proficient on the 2017-2018 SBAC-Math.

**WASC Ch.6**
We will be adding STEM components to our teaching day as an engagement strategy as well as giving students an opportunity to apply mathematical concepts to real life situations. We will also engage students with technology and gamification of key core math concepts. Teachers will use signature strategies to help students use academic language to explain thinking and critical problem solving.

**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, LTEIs, recently reclassified) In a narrative, describe what your analysis of the data says about your school.</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>50.6% of students met the AMAO 1 growth target for the 2016-17 year. Of our 156 students tested, 15.1 Percent Attained English Proficiency Levels in less than 5 years, and 50.9 Percent Attained English Proficiency Levels in 5 or more years. Our goals is to continue to have all students grow at least one proficiency level and to have 75% of our long-term ELLs obtain CELDT proficiency before graduating from Leonard Flynn Elementary.</td>
<td>We will have a designated ELD time for the whole school and give lesson structures for vocabulary and academic language development (with differentiation based on English level needs). We will continue to integrate Academic Conversation and grammar into our comprehensive ELD lessons. There will be more commonalities between ELA lessons and ELD mentor texts, vocabulary and language themes. We will support our ELL students in class with modeling of complete sentences and writing. Teachers will provide addition supports for ELLs with picture cues, additional wait time, and think aloud/modeling English language speaking, reading, and writing.</td>
<td>WASC Ch.6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

**College and Career Readiness**

Describe your site’s goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.

**High Schools Indicators:** On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

**Middle Schools Indicators:** AVID, High School Readiness, College visits, college and career plans

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
<td></td>
</tr>
</tbody>
</table>

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

Continuing to increase rigor of tasks and teaching to students academic levels with support structures to help students reach success at grade level. More collaboration time for teachers to look at CCCS and develop lessons based on standards. Increased awareness and encouragement for improved attendance. Multiple opportunities for additional specials that involve different forms of instruction (physical arts, dance, dramatic performances) Promotion of annual "Professionals of Color Career Day" for students. 4th/5th grade field trip to SF State - college readiness day Workshops from Mission Graduates to teach families pathways for their children to go to college.

Strategies in Action: Schools

In Transform Learning, Transform Lives, the “Strategies in Action: Schools" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties.

School teams are encouraged to refer to “Strategies in Action: Schools" as you consider plans for the coming school year.

Leadership, Instructional Guidance & Professional Development

Schools with coherent instructional guidance can articulate the what and how their site’s instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site’s current context, what steps, from a leadership perspective, do you need to take to deepen your site’s coherence and mastery of the vision. How will you resource these steps? (consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration)

How will you structure site-based and district professional development/learning?

School structure scheduling will provide the structure for grade level collaboration and on going professional learning. Grade levels will differentiate based on data and student and teacher professional need.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitation of grade level PLCs - differentiated learning. New Teacher support.</td>
<td>Facilitation by MTSS staff - IRF, Lit. Coach, Lit. Specialists (2), Librarian, Assistant Principal. New Teacher support sessions - Prop A, as well as Extended contract to new teachers, mentor Flynn teachers, MTSS staff when beyond contract.</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>Students with IEPs were not proficient on SBAC.</td>
<td>Increase achievement of students with IEPs on SBAC to 10% Proficient.</td>
</tr>
</tbody>
</table>
## Student Engagement/Attendance

**We had a Chronic Absenteeism rate of 22% for the 2016-17 school year.**

Our goal is to decrease our Chronic Absenteeism from 22% to 15% for 2016-2017.

Our primary focus is to ensure that there is a positive, joyful learning culture at our school that causes students to look forward to coming to school and learning each day. We also want parents to feel this positive school culture and be additionally motivated to have their students at school yeaeh day. We will continue to focus on building positive relationships between the school and families through community events and positive postcards home from teachers. We will initiate using school messenger as a tool to promote attendance as well. We will continue to hold weekly SART meetings to analyze data and develop action plans to increase attendance. We will continue to work on parent engagement initiatives like showcasing student talent as a means for building positive relationships and increasing attendance. SART Team of Student Advisor, Social Worker and Parent Liaison will reach out to parents of chronically absent students. Nurse will help engage students who need case management based on health. Including attendance works tiered practices for encouraging attendance. -SPED teachers attend SART attendance meetings

## School Climate

Our SEL climate/culture indicators for staff for "Safety" was 35% and 55% for students.

Our goal is increase these measures to 60% for staff and 75% for students.

In line with the PBIS framework, teach, reinforce, and promote Eagle Expectations of Kindness, Respect, Responsibility, and Safety. Provide strategic paraprofessional support to classrooms and students who may need extra support. Have consistent systems to monitor discipline referrals, our response, and how our supports and interventions decrease the frequency of these behaviors.

## Parent-School Communities Ties

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

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

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

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.

## Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
<td></td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, cultural, climate, and social emotional goals (And how you know...)</td>
<td>Begin tracking parent involvement - number of PTA members, number of parents at community events, participation in parent teacher conferences.</td>
<td>We will continue to ensure that the Parent Bungalow serves as a hub to empower families to navigate educational and other social service systems to support student achievement. Our two main initiatives are to increase communication and access to important information within our school community and to increase parental involvement. Communicate through school messenger as a way to engage families that are not able to come into the school. We will continue to build our web presence and utilize multiple formats for sharing information with families. We will increase parental involvement by empowering parental voice through initiatives that build parent leadership, include them in decision making processes, energize them through and provide educational workshops. We will also increase the number of events that showcase student learning and talents. Community Meetings School Tours Principal Chats Communication - Family Handbook, School Newsletter, Phone Calls.</td>
</tr>
</tbody>
</table>
SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)
Allocation = $3,050

Resources and incentives for SOAR program, specialized curriculum to give access to grade level standards for students with special needs.

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 = $76,636

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

Funds .625 bilingual paraprofessionals to provide instructional support to English learners with primary language support and support in English. Fund bilingual resources and materials. Bilingual resources and materials purchased with SCG-EL funds will be used in General ed classes to support L1-L2 literacy transfer.

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090
Allocation =

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

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

LCFF Concentration Grant (SCG-C) 07092
Allocation = $30,000

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?

Funds to support a tutoring program for struggling readers, and recess coaches to facilitate positive play and relationships between students – a valuable opportunity to practice language in a low-risk, high-motivation setting.

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 = $437,400

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

Bilingual paraprofessionals to provide instructional support English learners with primary language support and support in English. We will have a total of four paraprofessionals, and they will be assigned to support in classrooms with instruction and socio-emotional learning. We will purchase current, rigorous curricular materials to supplement SFUSD CCSS curriculum. We will purchase materials such as literature, to give access to students with disabilities, Challenge students, support English learners, represent the diversity of our school and community, that is written in English and Spanish. Reading specialists that will provide direct instructional support to struggling readers at the lower grades using Reading Recovery strategies, Descubriendo la Lectura and Arkansas model guided reading groups, as well as provide some coaching to classroom teachers. Our attendance clerk will help us monitor attendance data in order to take strategic action to support increased attendance for our students at high risk of chronic absenteeism. Pay for 2X 1.0 FTE reading specialists that will provide direct instructional support to struggling readers at the lower grades using Reading Recovery strategies, Descubriendo la Lectura and Arkansas model guided reading groups, as well as provide some coaching to classroom teachers. Need to sustain reading recovery/ DLL going forward, and DLL teacher will retire this coming year. - There is no training class for Descubriendo la Lectura/ next year. RR teachers train in English first and then bridge to DLL. (2 year process) Proposal and Needs: 1.0 job share Veteran DLL teacher (Rincon) = .50 DLL (pre-retirement program) New DLL Teacher = .50 Spanish literacy groups and .50 in classroom Rustin would teach in the am in 204 and groups in the afternoon in 205 Rustin attends grade level planning meetings to support the team Will need to hire .50 classroom teacher for Room 204
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>$107,594</th>
</tr>
</thead>
<tbody>
<tr>
<td>(3150)</td>
<td></td>
</tr>
</tbody>
</table>

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

Pay for paraprofessional that will support classroom instruction through positive behavior support - .5 FTE. Pay for bilingual tech paraprofessional to help students with CCSS research, typing, writing projects. Also support the purchase of rigorous, relevant instructional resources and supplies.

**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 = $1,076**

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.

**Refreshments and supplies for parent meetings, workshops, Community meetings.**

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

**Select the Bryk Essential that most aligns to the use of these funds:**
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

**Impact & Innovation Awards =**

**Referencing your plan, how do you plan to use these funds?**

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

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

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

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

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

**Identify Sub-group & specific actions**

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

**Other (PTA, external sources, School Quality Pairing/CoP work) =**

**How do you plan to use these funds to support your school-wide actions?**

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

In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

**NOTE:** If the district provides .75 and you supplement .25 for a full FTE of 1.0, below you would enter ".75”

<table>
<thead>
<tr>
<th>Role</th>
<th>Social Worker</th>
<th>Nurse</th>
<th>Family Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor</td>
<td>1.0</td>
<td>.5 CF + .5 ORG157</td>
<td>.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>CHOW</td>
<td>Elementary Advisor</td>
<td>T10</td>
</tr>
<tr>
<td>IRF</td>
<td></td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>Literacy Coach</td>
<td>1.0</td>
<td>Academic Rti Facilitator</td>
<td>Yes</td>
</tr>
<tr>
<td>Academic Rti Facilitator</td>
<td>1.0</td>
<td>Other</td>
<td>Other</td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**

SAP Team focused on consistent Tier 1,2 and 3 levels of academic support. Focus on case managing SEL for students with high need. Academic Coaching, New Teacher Support, PBIS fidelity.
### SECTION V: Recommendations and Assurances

Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

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

- 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 24, 2017.
- 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: 2/23/2017
- 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: 3/4/2017
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>Tyler Woods</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Gabriela Lopez</td>
<td>Teacher, Secretary</td>
<td></td>
</tr>
<tr>
<td>Kathy Isbister</td>
<td>Teacher, Librarian</td>
<td></td>
</tr>
<tr>
<td>Rebecca Chung</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Adrienne Ferebouef</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Joanna Van Brusselen</td>
<td>Parent, Chairperson</td>
<td></td>
</tr>
<tr>
<td>Nancy Abdul-Shakur</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Katharine Bergman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Lisa Hoyos</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>