2016-2018 Balanced Score Card:  
A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Lilienthal, Claire (K-8) School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Tyler Graff</td>
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</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Claire Lilienthal Alternative K-8 is a city wide school that serves a diverse population of students. Historically, Lilienthal has been one of the higher performing school in the district and continues to perform at the top of the district today. Many parents come to Lilienthal for its arts, garden, and Outdoor Education Programming. We also pride ourselves on the fact that we’re a school that practices inclusive special education practices and are a deaf and hard of hearing magnet school. Mission: Claire Lilienthal K-8 Alternative School inspires each student to achieve their maximum potential in an academically, culturally, and socially inclusive environment. Vision: We aspire to provide all students access to a wide range of integrated learning opportunities so that they meaningfully experience, understand, and engage in the world around them as responsible citizens.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components:

- **Who are you:** What are three to five facts about your school? What is essential to know about your students, staff, and community?
- **Areas of success or strengths:** What are your school’s top one or two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Areas of challenge:** What are your school’s top one or two challenges that directly impact student academic success, student social/emotional development, and/or school culture/climate?
- **Key strategies:** What are the main two or three strategies driving work across your entire school and/or within a large component of your school? (For instance, if someone were to ask any teacher at the school, “what is the school mainly working on right now,” what would he/she say?)
- **High Schools:** You can include the information you have in your WASC Self-Study Report (School Data Profile Section)
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

1. Strategies in Action: Instructional Core/Engaging & Challenging Curriculum
   - Language Arts Core Curriculum in English & Other Targeted Languages (including Language Pathways)
   - Mathematics Core Curriculum
   - English Language Development (ELD)
   - Other Subject Areas (Secondary Schools, optional for Elementary)
   - College & Career Readiness

2. Strategies in Schools:
   - Leadership, Instructional Guidance & Professional Development
   - Student-Centered Learning Climate
     - Students with Disabilities
     - School Engagement
     - School Climate

3. Parent-School-Community Ties
   - Family Engagement
   - Deepening a Community Schools Approach

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

Supplemental Reference Documents
   - Vision 2025 Graduate Profile
   - SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
   - Site-Based Budget Guide
SECTION I: Overview and Key Components

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

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

The Balanced Score Card (BSC) for the 2016-2018 school years is intended to draw all schools into conversations about this vision.

Transform Learning, Transform Lives is SFUSD’s newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD’s key priorities from the 2015-2016 school year; and to build with increased specificity on each school’s efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan Transform Learning, Transform Lives.

The Balanced Score Card serves as the site’s Single Plan for Student Achievement (SPSA) and as a platform for continuous improvement. The design is intended to integrate components of the Strategic Plan (specifically the “Strategies in Action: Schools”), the Local Control Accountability Plan (LCAP) and metrics and targets used as part of the School Quality Improvement Index (SQII). We believe this redesign will further deepen system-wide coherence and enable communities to have informed conversations about teaching and learning.

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The School Data Profile section has been added</strong></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><strong>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</strong></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>
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</table>

**Key Requirements**
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC) Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- Onsite reviews for compliance and/or complaints will continue, and may require revision and resubmission of the school plan and appropriate expenditures, specifically as they involve categorical programs and services.

**BSC Development Checklist**
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
1. **Balanced Score Card/ Single Plan for School Achievement**
   - All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

2. **School Site Council Roster*, Signatures, Bylaws & Agendas**
   - **SSC Roster** that has been verified to have parity, designating either “staff-alternate” or “parent/community-alternate” for any alternate members selected. Names listed should reflect elected members.
   - **SSC Signatures** (Please scan the final two pages of your BSC for signatures, and upload them to the SharePoint site). **Note**: Signature from the principal and the SSC Chair are required, other members can sign but it is not required.
   - **SSC Bylaws**
   - **SSC and Community meeting(s) Agenda, Minutes, Sign-In Sheets and handouts** that demonstrate feedback and input in the development of the BSC/ SPSA and Budget.

3. **Budget**
   - **Articulation of activities and strategies** that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support
   - **SIG Carryover Expenditures**
   - **All 2016-2017 Title I funds** should be accounted for in the BSC
   - **Quality Education Investment Act (QEIA) Schools** – All 2015-2016 carryover QEIA funds are accounted for in the BSC

4. **Title I Parent Involvement Policy***
   - **All Title I schools** have an SSC-approved *Parent Involvement Policy (PIP)* and *Home-School Compact* in their upload package

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*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

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

NOTES:

- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus students.
- Refer to Illuminate Focal Report List to link to student level data
- *In addition your data disk contains other assessment reports such as F&P.
- ** Only applicable to high school, other high school data reports will include On Track/Off Track, FAFSA Completion, Student Clearinghouse and AP Subject Area Test Results
- WASC Tags are helpful recommendations, they do not represent discrete and perfect alignment. Your Chapters may overlap into other areas of the BSC & vice versa.
SECTION III: School-Wide Analysis and Plan

With the adoption of and transition to the Local Control Funding Formula, the State has also issued the Local Control Accountability Plan (LCAP) that outlines the state’s priorities. These align well with SFUSD’s articulated performance indicators and the work we’ve done with the more holistic measures and targets in the School Quality Improvement Index. As you use the data above and other sources accessible to you, please consider the following guiding questions:

- What are the implications of the data, based on your analysis?
- Beyond the quantitative data provided, have you considered anecdotal and internally developed measures to create a more robust representation of your school’s context?
- In each area, identify targets/outcomes that measure impact on student achievement.
- What shifts, in strategy, actions or initiatives are necessary to meet those successful targets/outcomes for students?

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2018 Strategic Plan Transform Learning. Transform Lives.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

As a school community, please review “Strategies in Action: Classrooms” prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: Site leaders identify a focal group who is not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

**Academic Tier One** - Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claire Lilienthal continues to have wonderful results in Language Arts. On the most recent SBAC test 76% of our students scored Proficient or Advanced. Of the 24% of the students who scored below standard, only 10% were in the &quot;Has not met standard&quot; band. This was a total of 40 students. Our students show strengths in the areas of Writing (91% at or approaching standard), Listening (94%), and Research/Inquiry (87%). As a school, our relative weakens is reading, where 12% of our students are performing below standard. Additionally, our African American students are significantly underperforming their peers, with only 21% scoring at proficiency or above. As with many schools, we also see gaps with our English Language Learners and Socio-Economically Disadvantaged students. Although those groups trail the school-wide average, they outperform their African American peers by wide margins. The data clearly leads us to believe that our target students need to be our African American children.</td>
<td>80% of Claire Lilienthal’s students will score proficient or higher on the 15/16 SBAC in English Language Arts. 25% of Claire Lilienthal’s African American students will score proficient on the 15/16 SBAC in English Language Arts. We will move 2-5 African American students into the Exceeds Standard portion of the 15/16 SBAC Language test.</td>
<td>1. Staff will begin implementing Readers and Writers workshop ideas from Kindergarten through Eighth grade. 2. Staff will integrate more culturally responsive literature into the core curriculum. 3. Staff will use learning targets, objectives, or focus questions for all lessons. 4. Grade level teams will continue to analyze student work on SRI, F&amp;P data, milestones, and end of unit assessments to develop plans to support student learning. 5. Selected staff will pilot Project-Based Learning as a way to integrate Language Arts with other instructional areas and make Language Arts more relevant to everyday life.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>
At Claire Lilienthal we have a limited set of Tier II interventions due to budget constraints. We are able to provide Tier II intervention to students in grades K through 2nd through our Literacy Specialist at the Madison Site. Additionally, we've expanded some interventions at the Scott Site this year by providing a Success Maker pullout program for students in 3rd through 5th grades. We are in need of expanding Tier II interventions at the school and offering a more systematic approach to how we identify and support students who are struggling here at Lilienthal.

25% of Claire Lilienthal’s African American students will score proficient on the 15/16 SBAC in English Language Arts. We will move 2-5 African American students into the Exceeds Standard portion of the 15/16 SBAC Language Arts test.

1. K-2 students falling behind with their reading will be identified and will receive pull-out support from our Literacy Specialist. (Expand this based on the PTA’s support of a Tier II Support Teacher for 3-5) 2. Middle School students falling behind in reading and writing will be identified and given additional support through an after school support program. 3. Teachers will offer after-school intervention to strategic small groups for periods of six week intervals. 4. The after school Teacher Leader (3-5) will collaborate with the classroom teachers to ensure a high quality of support, additional tutoring, and homework completion. 5. Expand study skills opportunities for Middle School students needing extra support.

| 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 SQI? |

<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>Our African American students are significantly under performing their peers. Only 12% of our African American students are performing at or above proficiency compared to 76% of our students school-wide. To make matters more urgent, none of our African American students exceeded the standard in English Language Arts.</td>
<td>25% of Claire Lilienthal’s African American students will score proficient on the 15/16 SBAC in English Language Arts. We will move 2-5 African American students into the Exceeds Standard portion of the 15/16 SBAC Language Arts test.</td>
<td>1. K-2 students falling behind with their reading will be identified and will receive pull-out support from our Literacy Specialist. 2. Middle School students falling behind in reading and writing will be identified and given additional support through an after school support program. 3. Teachers will offer after-school intervention to strategic small groups for periods of six week intervals. 4. Lilienthal teachers will finish the second half of the Implicit Bias workshop provided by the Office of Equity. 5. Lilienthal teachers will also engage in concrete professional development focused on Culturally Relevant Pedagogy. 6. Administration and staff will collaborate to engage in the focus student through a Focused Action Plan. 7. The after school Teacher Leader (3-5) will collaborate with the classroom teachers to ensure a high quality of support, additional tutoring, and homework completion.</td>
</tr>
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</table>

Mathematics Core Curriculum

**Academic Tier One**- Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>80% of Claire Lilienthal’s students will score proficient or higher on the 15/16 SBAC in Math. 35% of Claire Lilienthal’s African American students will score proficient on the 15/16 SBAC in Math. We will move 2-5 more African American students (currently there are 2) into the Exceeds Standard portion of the 15/16 SBAC Math test.</td>
<td>1. Staff will continue to implement SFUSD’s Math Units of Study. 2. Staff will use learning targets, objectives, or focus questions for all lessons. 3. Grade level teams will continue to analyze student work on milestone tasks and develop plans to support student learning. 4. Classroom teachers will use strategies such as Math Talks, the Three Read Protocol, and the use of visual supports (sentence frames, anchor charts), to support students’ math comprehension. 5. Selected staff will pilot Project-Based Learning as a way to integrate mathematics with other instructional areas and make math more relevant to everyday life.</td>
</tr>
</tbody>
</table>
A very similar story is told through our Mathematics data. Claire Lilienthal continues to have wonderful results in Math. On the most recent SBAC test 74% of our students scored Proficient or Advanced. Of the 26% of the students who scored below standard, only 9% were in the "Has not met standard" band. This was a total of 36 students. Our students show strengths in the areas of Problem Solving (87% at or approaching standard) and Communicating/Reasoning (89%). As a school, our relative weakness is in Concepts and Procedures, where 23% of our students are performing below standard. Additionally, our African American students are significantly underperforming their peers, with only 23% scoring at proficiency or above. As with many schools, we also see gaps with our English Language Learners and Socio-Economically Disadvantaged students. Although they trail the school-wide average, they out perform our African American students by wide margins. The data clearly leads us to believe that our target students need to be our African American children.

**Academic Tier Two**

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Claire Lilienthal we have a limited set of Tier II interventions due to budget constraints. We currently provide Tier II support through differentiated classroom instruction in the classroom. However, that practice varies widely from teacher to teacher. We are in need of expanding Tier II interventions at the school and offering a more systematic approach to how we identify and support students who are struggling with math at Lilienthal.</td>
<td>35% of Claire Lilienthal's African American students will score proficient on the 15/16 SBAC in Math. We will move 2-5 more African American students (currently there are 2) into the Exceeds Standard portion of the 15/16 SBAC Math test.</td>
<td>1. Classroom teachers will differentiate instruction by offering small group instruction at least once a week within the context of their normal classroom routines. 2. Targeted students will receive additional support through adaptive learning software (IXL, Classworks, or Success Maker) within the context of the classroom or during pull out periods.</td>
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</table>

**Focal Group**: For your focal group (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success?

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our African American students at Claire Lilienthal trail their peers by significant margins in Mathematics. Currently, only 23% of African American students perform at proficiency or above. Of the 35 students tested, only 8 are performing at or above proficiency.</td>
<td>35% of Claire Lilienthal's African American students will score proficient on the 15/16 SBAC in Math. We will move 2-5 more African American students (currently there are 2) into the Exceeds Standard portion of the 15/16 SBAC Math test.</td>
<td>1. Instruction in math at Lilienthal will improve through the use of learning targets. 2. Classroom teachers will differentiate instruction by offering small group instruction at least once a week within the context of their normal classroom routines. 3. Targeted students will receive additional support through adaptive learning software (IXL, Classworks, or Success Maker) within the context of the classroom or during pull out periods.</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.5</td>
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</tr>
</tbody>
</table>
Claire Lilienthal has a very small number of English Language Learners, many of which are in the Korean Immersion Program (KIP). Those few ELL students that we do have at Lilienthal reclassify very quickly, typically before third grade.

Continue to identify and reclassify English Language Learners before 3rd grade. Further articulate the goals and purpose of the KIP program. Develop teacher capacity within the KIP program, focusing on the development of program-wide use of best practices in dual language immersion pedagogy.

1. Along with support from the district office, KIP teachers will be released to finish writing “can do” statements for each grade level. 2. KIP teachers will collaboratively develop a graduate profile with input from KIP parents. 3. KIP teachers will be given the opportunity to engage in dual language immersion professional development. 4. Claire Lilienthal will develop a KIP Steering Committee to aid in bringing parents and teachers together around a common vision for the KIP program. There will be a minimum of 3 meetings over the course of the year to help with priority setting and budget development. 5. The KIP staff will take time to communicate the purpose, priorities, and opportunities for the KIP program with the broader Lilienthal staff.

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

**Analysis of Results - All Students**
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.

WASC Ch.2

**Based on the analysis of the results, what are your targets/performance goals?**
Our goal is to pilot Project Based Learning in 5-7 classrooms this year, working to integrate subject areas and give students the opportunity to integrate subject areas.

1. This summer we will send 7 teachers to PBL World for a week long professional development opportunity. 2. In the Fall the teachers who attended the workshop will pilot a minimum of one project (in line with the BIE framework) in their classroom. 3. One of our middle school electives will be centered around integrated Language Arts and Social Studies through Project-Based learning.

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

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

WASC Ch.5

At Lilienthal, there are limited opportunities for innovation or creativity. Much of the core work that is done in classrooms is still tied closely to the district curriculum. Few students have the opportunity to use their hands or solve complex problems in the context of their academic coursework.

Identify opportunities for broadening study skills electives for 6th grade as a way to prepare them for middle school and beyond. Pilot Project-Based Learning as a way to connect students with the city and to help them develop the 21st Century skill necessary in a competitive work place.

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

WASC Ch.5

### College and Career Readiness

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

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

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

**Narrative describing college going culture (using indicators suggested above)**
Lilienthal currently scores very high (37.5/40) on the most recent SQII. Students at Lilienthal are suspended at a very low rate. The one area of most need is our chronic absenteeism with African American and Low Income students.

Identify opportunities for broadening study skills electives for 6th grade as a way to prepare them for middle school and beyond. Pilot Project-Based Learning as a way to connect students with the city and to help them develop the 21st Century skill necessary in a competitive work place.

1. Lilienthal will pilot Project-Based Learning in seven classrooms as a way to build 21st Century Skills of Collaboration, Creativity, Communication, and Critical Thinking. 2. Lilienthal will expand its study skills program to include both IEP students and at risk students in middle school. 3. Through the school’s new African American Parent Advisory Council, we will explore the impacts of absenteeism and identify the core issues at play with the current absenteeism. 4. Administration will collaborate with staff and parents to help message and support the Kindergarten to College program. 5. Lilienthal staff will begin developing a technology skill scope and sequence from Kindergarten through Middle School using the Long Beach Unified School District Technology Scope and Sequence as a framework for our school. 6. Our Middle School will now offer Computer Science through our elective offerings to all 6th grade students.
Elementary Schools

What is your plan for promoting college and career readiness?

1. Lilienthal will have teachers hang college pennants in front of their classrooms. 2. Lilienthal will hold a college day celebration. 3. Lilienthal will work with the Salesforce IT department to go on career day visits of the new Salesforce IT building.

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 and assessment play 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?

This coming year we will structure the majority of our professional learning opportunities through our bi-monthly staff meetings. We will expand our meeting time by offering a PropA hour after every other staff meeting. We will also focus our learning in staff meetings to be centered around our new instructional shifts in 3-8 meeting cycles. The Instructional Leadership Team will plan for and implement professional learning opportunities through our bi-monthly staff meetings. The Instructional Leadership Team will take a release day to visit other schools in the area to learn from what they are doing at their sites. The Instructional Leadership Team will provide modeling, PD, and topic suggestions to support rigorous grade level collaboration meetings.

Math and ELA teacher leaders will participate in district-provided PD on CCSS. The teacher leaders will also be given an opportunity to lead professional development at staff meetings and/or through Prop A hours. Grade level teams will be provided 2-3 release days to plan the implementation of Readers and Writers Workshop, Math Units of Study, and other Common Core related curriculum. Selected teachers will be given the opportunity to attend PBL World, Readers and Writers Workshop, or other trainings based on interest and need. The staff will collectively analyze student data and student work as a way to identify exemplary work and plan next steps. Staff meetings will include relevant research articles, videos, and protocols to aid in professional collaboration and learning. Staff will be given the opportunity to visit other classrooms for collaboration, modeling, or peer support.

<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>1. Lilienthal will offer 2 or 3 release days for grade level planning. 2. The Principal will oversee and support grade level collaboration with clear expectations for output. 3. Staff meetings will provide significant opportunities to learn about, discuss, and plan for our instructional shifts in Language Arts, Math and new initiatives with School Culture. 4. Selected staff will be given the opportunity to attend workshops to strengthen and build their capacity. 5. Lilienthal will continue using the Instructional Leadership Team as a way to learn about school-wide trends and plan professional development opportunities.</td>
<td>This will be resourced through our Site Budget and support from our PTA.</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 (RTI2) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

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

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

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

**Strategies & Interventions**

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>At Claire Lilienthal the majority of our Special Education services are delivered in the classroom. Special Education teachers and Paraprofessionals provide services in the classrooms and at times pull students out for more individualized attention in Elementary School. In Middle School we only have one Special Education teacher, this leads to some challenges where we need to provide students with services in the same classroom. This leads to having students in the same strand, as we only have two strands in our Middle School.</td>
<td>Claire Lilienthal's Special Education staff will continue providing services in an inclusive way. Claire Lilienthal Special Education staff will use the Stetson Form 2's to help create the right staffing for our Special Education team.</td>
<td>1. Our Special Education staff will continue to promote push-in services that support students in the general education setting. 2. The Principal and Assistant Principal will coordinate an Inclusive School week with classroom visits, activities, and a parent reception. 3. At least two Special Education Parent Focal Group meetings will be held to identify strengths and opportunities for the SPED program.</td>
<td></td>
</tr>
</tbody>
</table>

| Student Engagement/ Attendance | Claire Lilienthal has strong attendance rate, scoring 10 out of 10 on the recent SQII. Only 4% of our students are chronically absent. One area that we can improve is that 14% of our African American students are chronically absent. | Claire Lilenthal will engage its new African American Parent Group to identify core issues related to our lower attendance rates for African American students. | 1. The SSC and African American Parent Group will more clearly identify the challenges with African American student attendance through individual interviews and surveys. |

| School Climate | Claire Lilienthal has an extremely low suspension rate. In the 204-2015 school year there were no suspensions. This resulted in a perfect score (20/20) on the SQII. | Claire Lilienthal will implement a systematic approach to social-emotional education through the use of Restorative Practices and Second Step curriculum during the 2016-2017 school year. Claire Lilienthal will continue to keep its suspension rate low through the use of Restorative Practices in the classroom and as a school. | 1. Lilienthal will continue to implement Behavioral RTI strategies. 2. Lilienthal will continue and expand its use of Restorative Practices. Lilienthal staff will hold (at a minimum) weekly community circles in all classrooms K-5. Lilienthal will begin to implement the Second Step program school wide. This can be done in collaboration with the school Social Worker. 4. Lilienthal will implement organized play during lunch recesses at both the Madison and Scott Campuses. 5. Lilienthal will continue to implement the Wolf Bucks program where students are recognized weekly for demonstrating Safe, Respectful, Responsible, and Personal Best behaviors. 6. Lilienthal will expand and empower its student council. 7. The social worker will train targeted staff to help with implementation of Second Step program. 8. The ILT will read the book Culturally Responsive Teaching and the Brain as a way to prepare for the 2017-2018 school year and possible professional development. |

**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](https://www.sfusd.edu/bulletin/2021/2022/family-engagement-strategies). **Family Engagement**: Your school’s family engagement strengths and challenges (And how you know…)

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

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>Who you are reaching/ missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Claire Lilienthal currently has very high parent engagement. Parents support by volunteering in the classroom, organizing community events, and by fundraising through the PTA. We also have a robust SSC which just wrote a new Mission and vision for the school and led a process for developing and new Homework Policy. Although many of our parents feel comfortable coming on campus for meetings (PTA, SSC, 504, IEP, SST, and Parent Teacher Conferences) some are less engaged than others. Our current formal structures lack African-American parent participation.

Increase parent participation at the Scott Site (3-8). Include more African-American parent voice in the School Site Council. Clearly communicate with parents through weekly school newsletters and bi-monthly classroom newsletters.

1. Lilienthal will continue using the weekly newsletters as a way to communicate about school change and culture. 2. The Principal will offer parent education discussions at the monthly PTA meetings. 3. The Principal will hold 4 Principal Chats over the course of the year to further engage and educate parents on school change efforts. 4. The Principal (with support of the staff) will use Twitter to share the instructional strategies of the school in action and highlight any relevant articles that align with the school. 5. Lilienthal will ensure that our underrepresented parent population is represented on the SSC and PTA advisory bodies. 6. Lilienthal will start an African American Parent Leadership group that will meet a minimum of four times. 7. Lilienthal will continue it’s KIP (Korean Immersion Program) Steering Committee.
**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 = 3,450**

These funds will be allocated for Special Education materials to support inclusive practices and technology use for remediation.

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 = 29,364**

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

These funds will be used to partially pay for a Literacy Specialist/Coach at the Madison Campus, ongoing monitoring and evaluation of EL students at the Scott Campus, as well as supplemental ELD materials (for Designated and Integrated ELD). Our Literacy Specialist/Coach will support ELs by building teacher capacity around instructional strategies that incorporate collaborative talk, academic language, and scaffolding for CELDT proficiency levels.

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

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

**Allocation = 0**

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

We are not allocated any funds through SCG-LI.

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 = 0**

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

We are not allocated any funds through SCG-C.

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 = 0**

**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?**

We are not allocated any funds through TIIBG.

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>Categorical Expense</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>0</td>
</tr>
<tr>
<td>1% Title I Parent Set Aside</td>
<td>0</td>
</tr>
<tr>
<td>Impact &amp; Innovation Awards</td>
<td>0</td>
</tr>
<tr>
<td>Principal’s Innovation Fund</td>
<td>100,000</td>
</tr>
<tr>
<td>Equity Grant</td>
<td>0</td>
</tr>
<tr>
<td>QEIA Carryover</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**Title I**

We are not allocated any funds through Title I.

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

**1% Title I Parent Set Aside**

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.

We are not allocated any funds through Title I.

**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?

We are not allocated any funds through Impact & Innovation Awards.

**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**

Our tentative plan for the Principal’s Innovation Fun is as follows: (Subject to rollover amounts and final staff input) Release Days ($14,000) Professional Development ($5,000) Technology Materials ($10,000) Computers and Tablets ($30,000) Learning Lab Development ($10,000) Classroom Software ($10,000) After School Intervention Programming ($14,000) Extended Hours/Stipend ($11,000) – Tech Lead and Instructional Leadership Team

**Equity Grant**

We are not allocated any funds through the Equity Grant.

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

**QEIA Carryover**

How do you plan to use these funds?
Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

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

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

Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Central Supports & Resources

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic Rtl Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal 0.5</td>
<td>KIP (PEEF) 1.2</td>
<td>VAPA 0.8, Librarian 0.8</td>
<td>PE 0.6</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

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

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

<table>
<thead>
<tr>
<th>Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>☑ The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.</td>
</tr>
<tr>
<td>☑ The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>☐ English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td>☐ Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td>☑ Other (list) Community at large</td>
</tr>
<tr>
<td>☑ The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.</td>
</tr>
<tr>
<td>☑ This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.</td>
</tr>
<tr>
<td>☑ The school held two (2) community meetings prior to the completion of the school site plan.</td>
</tr>
<tr>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
</tr>
<tr>
<td>2. One meeting to present plan upon its completion before March 25, 2016.</td>
</tr>
<tr>
<td>☑ The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/13/2016</td>
</tr>
<tr>
<td>☐ For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.</td>
</tr>
<tr>
<td>☑ Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.</td>
</tr>
<tr>
<td>☑ Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>☑ This school plan was adopted by the SSC on: 3/21/2016</td>
</tr>
</tbody>
</table>
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., “Teacher/Co-Chair” or “Parent/Alternate”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tyler Graff</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Patty Harmon</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Gloria Carrillo</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Jane Lee</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Sunny Chong</td>
<td>Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Annemarie Fortier</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Betty Junod</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Davina Countee</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Melissa Millsaps</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Egon Terplan</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>