The mission of John Muir Elementary School is to create an environment where learners are empowered to excel academically, build character, and affirm cultural and linguistic diversity while fostering a connection with our global community. We want our students to be excited to come to school and engage daily in rich, rigorous, relevant learning experiences. We encourage all students to make and sustain constructive personal choices, set academic goals, keep a growth mindset and do their best work. Every day at John Muir, we support culturally diverse, relevant learning experiences. We strive to provide all students at Muir with an equal opportunity to succeed and achieve at their maximum potential. We provide Spanish bilingual education for our English Language Learners and Academic English Language Development for our native speakers. To us, it’s important that students have a safe, kind and responsible learning environment where they can take risks in order to learn. Seventy-five percent of our students qualify for free and reduced lunch, and we serve approximately 50 homeless families at Muir. We have a very diverse population of children and families who bring with them a spirit of resilience and talent despite the challenges that society places in their paths. The majority of our families are of color and not only have to navigate through a society ruled by institutional racism, but also a city that is becoming increasingly difficult to live due to skyrocketing housing prices. We are a very proud community that works hard together to shine a spotlight on our amazingly talented children. We are a community of learners who open their arms to anyone who wants to join us. Our teachers and support staff are an amazingly talented group of professionals who meet every week to plan and reflect on instructional practices. We have created 4 spirals (Narrative, Non-Fiction Expository, Opinion/Argumentation and Non-Fiction Expository with a research focus) based off of Common Core Standards that span reading and writing genres and integrate history, social justice issues, science and health. Our teachers meet weekly in grade level cohorts to examine student work in order to adjust and plan lessons. We also have large group of teachers who participate in a Lesson Study approach to teaching where they observe each other teach and reflect and adjust lessons based off the student responses to the lessons. Our Instructional Leadership Team (ILT) meets biweekly to plan and develop whole school professional development in order to grow our teaching craft. We pride ourselves on getting children to love reading, writing, math, science and history. We continue to show growth every year due to the hardworking, caring nature of our staff. We are continuing to learn to be culturally relevant in our teaching practices and set high expectations and rigor for our students. Common Core has provided a framework to build a rigorous, relevant education. John Muir is prepared to take on this challenge. We have a wonderful garden program with community grows, dance program and other enrichment opportunities. To keep our promises to students and families, we maintain a safe and welcoming school environment, provide a supportive school climate that is accepting of diversity, and encourage participation by communicating with our families and the larger neighborhood community. We have adopted Second Step as our socio-emotional curriculum and teachers engage in weekly lessons around complex social situations that students face presently and will face in the future. Restorative Practices is used to build community and repair harm if it occurs. We have a network of comprehensive support services at John Muir with Parent Leadership Committee and community organizations. We partner very closely with our onsite after school program Beacon to ensure that children have relevant enrichment experiences. We consider families to be the first teachers of their children and are an important part of our school community. We believe wholeheartedly in the African Proverb: It Takes a Village to Raise a Child.

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)
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- SFUSD’s 2016-18 Strategic Plan Transform Learning, Transform Lives
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**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>
</tbody>
</table>

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

These requirements include:

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

**BSC Development Checklist**
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page **by March 25, 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

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
SECTION II: School Data Profile

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

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

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/ performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WASC Ch.2</td>
<td></td>
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</tbody>
</table>

Our target goals include closing the opportunity gap by 15-20% for each of our demographic subgroups.

In addition to the core academic interventions, listed below, required to redress the opportunity gap, Muir will need to continue to have equity-centered conversations about how our collective and individual identities intersect with our professional practice. We will continue to build our toolkits of culturally and linguistically responsive practices to engage all students, and reflect on implicit and systematic biases that impact our student’s educational experiences. This will require that we continue developing relational trust within and across grade levels. We must MAINTAIN, DEEPEN and NAME the practices that are raising the achievement of our students including:
- Regular collaboration
- Student work analysis/ data meetings
- Students talking to each other and explaining thinking
- Collaborative work between students
- Guided reading as sacred time

Here is a comprehensive list of areas that we will continue to do with fidelity and refinement:

Core Curriculum: Teachers will continue to use the SFUSD ELA PK-12 Core Curriculum’s Scope and Sequence with embedded Common Core State Standards (CCSS) (spirals) to guide instruction. Teachers in Bilingual and Dual Language Immersion Pathways use the SFUSD ELA PK-12 Core Curriculum’s Scope and Sequence with amplification of target language. Curriculum maps, unit plans and lesson plans will continue to be revised for each spiral at each grade level dependent on the analysis of student work and mastery of lesson.
SBAC data from 2015-16 showed that 21.8% of our students meet or exceed grade level standards. This is a .86% increase from the 2014-15 school year. In 3rd grade 13.6% of students meet or exceeded grade level standards. In 4th grade 29.5% of students meet or exceeded grade level standards. In 5th grade 22.6% of students meet or exceeded grade level standards. 14.6% of African American students met or exceeded grade level standards 18.4 % fo English Language Learners met or exceeded grade level standards 19.5% of SES met or exceeded grade level standards. Our target goals include: A decrease of at least 20% of students not meeting grade level standards (scoring a 1) on the SBAC. This means fifth grade will have only 30% of students scoring a 1 and fourth grade will have 41% of students scoring a 1. An increase of 10% overall proficiency, scoring a 3 or 4, in grades 3-5 on the SBAC. This means fifth grade will have at least 38.9% of students scoring 3 or 4 and fourth grade will have 18.2% of students scoring a 3 or 4.

**Academic Tier Two**

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Generally speaking, throughout the course of the year, 60-70 students have been rotated through Academic RtI groups with the target of moving students 1-2 grade levels behind in reading to grade level. F/P and CELDT data were used to determine highest leverage students for reading groups. Professional development will also occur on improving guided reading practice within the classroom.</td>
<td>We would like to increase proficiency on the SBAC and Reclassification rates 15-20%</td>
<td>Academic RtI Facilitator - (lower grades pulled out systematically based off of running record and CELDT data) MyOn – 1st Grade focus on utilizing MyOn at home – Increase use of MyOn during Reader's Workshop Build stronger academic bridge with After School Program Support (utilize After School Coordinator) Literacy Coach (direct service and coaching teachers) IRF - mainly coaching, but some direct service</td>
</tr>
</tbody>
</table>

**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?
<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>SBAC data from 2015-16 showed that 15% of our African American students of our students me or exceeded grade level standards. This is a 6% increase from the year previous. The majority of this growth was in 4th grade.</td>
<td>Our target goals include closing the opportunity gap by 15-20% for each of our demographic subgroups.</td>
<td>In addition to the core academic interventions, we will continue to build our toolkits of culturally and linguistically responsive practices to engage all students, and reflect on implicit and systematic biases that impact our student's educational experiences. This will also entail that we continue to build trust with our African American families. This relationship building will also hopefully lower rates of excessive absences and tardies for particular families. We will also use rubrics and anchor papers to set high expectations for our African American students and expect that they will learn at their highest potential. Looking at student work on a regular basis and planning for next steps in teaching will help us accomplish this task. We will also continue to engage out students in meaningful, rich conversations that encourage students to provide reasoning and evidence for their thinking. Guided reading should occur daily and on the spot running records should inform flexible groupings for guide reading. Muir will continue to participate in Core work with the larger district in order to maintain focus on our African American population of students and ensure that we continue to update and reflect on our goals.</td>
</tr>
<tr>
<td>English Language Learners 2015-16 SBAC Results: 12.5% of our Ell’s performed proficient and above. This is a 12.5% decrease from the year previous.</td>
<td>Our target goals include closing the opportunity gap by 15-20% for each of our demographic subgroups.</td>
<td></td>
</tr>
</tbody>
</table>
As with other target groups, will continue to build our toolkits of culturally and linguistically responsive practices to engage all students, and reflect on implicit and systematic biases that impact our student’s educational experiences. This will also entail that we continue to build trust with our English Language families. This relationship building will also hopefully lower rates of excessive absences and tardies for particular families. This school year, our teachers participated in a PD cycle that accentuated the use of Academic Conversations in the classroom. For the 2016-17 school year, we will continue to integrate academic conversation and grammar into our comprehensive ELD lessons as well as our Tier 1 instructional Practices. Additionally, we will support our ELL students in class by explaining our thinking orally and in writing with the following strategies offered by The Multilingual Pathway Department: 1. Set the Purpose and Rationale for Interacting in Meaningful Ways 2. Brainstorm and Establish Norms for Interacting in Meaningful Ways 3. Teach the Behaviors to Effectively Interact in Meaningful Ways 4. Teach the 3 Goals and 8 Talk Moves that Build Productive Academic Interactions, Language, and Content Knowledge: Goal One: Help Students Express, Expand and Clarify Their Own Thinking Move 1 – Time to Think & Make a Claim/Inference • Silent Looking Time • “What’s going on in this (picture, story, scenario…)?” • Partner Talk • Drawing/Writing as Think Time Move 2 – Paraphrasing (leaving room for student to agree, disagree) • “So, are you saying…?” • “So, what you’re saying is….” • “Did I get that right?” Move 3 – Say More: Asking for Evidence or Reasoning • “What do you see that makes you say that?” • “Why do you think that?” • “How did you arrive at that conclusion?” • “Can you say more about that?” • “Can you give an example?” Goal Two: Help Students to Listen Carefully to One Another and Negotiate Meaning Move 4 – Who Can Rephrase or Repeat? (Paraphrase) • “Who can repeat what Javon just said or put it into their own words?” • “What did your partner say?” • “Tell me what your partner said.” Move 5 – Agree/Disagree and Why? • “Do you agree/disagree (and why is that?)?” • “Does anyone want to respond to that idea?” Move 6 – Explaining What Someone Else Means • “Who thinks they can explain why Alejandra came up with that answer?” • “Why do you think he said that?” • “Who can add onto the idea that Jamal is building?” Move 7 – Challenging or Counterexample (Question) • “Does it always work that way?” • “How does that idea square/compare with Sonia’s example?” • “What if it had been _______ instead?” In addition to the core academic interventions required to redress the opportunity gap, Muir will need to continue to have equity-centered conversations and build its understanding of how trauma and poverty affect learning. Continue to work with Family Liaison and Social Worker to provide services to our families by reaching out to community organizations and building trust and stronger relationships with families.

<table>
<thead>
<tr>
<th>Socio-Economically Disadvantaged Students (SES): 2015-16 SBAC Results: 19.5% of our SES performed proficient and above. this is a 1.5% drop from the year previous.</th>
<th>Our target goals include closing the opportunity gap by 15-20% for each of our demographic subgroups.</th>
<th>In addition to the core academic interventions required to redress the opportunity gap, Muir will need to continue to have equity-centered conversations and build its understanding of how trauma and poverty affect learning. Continue to work with Family Liaison and Social Worker to provide services to our families by reaching out to community organizations and building trust and stronger relationships with families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with IEP’s comprise 8.5% of our students. 0% of them scores proficient on the SBAC</td>
<td>Our target goals include closing the opportunity gap by 15-20% for each of our demographic subgroups.</td>
<td></td>
</tr>
</tbody>
</table>
In addition to the core academic interventions required to redress the opportunity gap, teachers will continue to meet periodically with Resource Specialist to differentiate instruction. Muir will also continue utilizing CARE team to identify and brainstorm strategies for improving the educational outcomes of our student’s with learning disabilities. We will seek support from Special Education department to provide trainings around specific disabilities.

| 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?

| Analysis of Results Mathematics-All Students | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? |

**SBAC data from 2015-16** showed that 15.2% of our students meet or exceeded grade level standards. This is a 2.75% drop from the 2014-15 school year. In 3rd grade 8.2% of students meet or exceeded grade level standards. In 4th grade 28.9% of students meet or exceeded grade level standards. In 5th grade 6.5% of students meet or exceeded grade level standards. In third and fifth grade over 60% of students had not met the standards on the SBAC, scoring a 1. In fourth grade 44% of students had not met the standards.

Our target goals include: A decrease of at least 20% of students not meeting grade level standards (scoring a 1) on the SBAC. This means fifth grade will have only 30% of students scoring a 1 and fourth grade will have 41% of students scoring a 1. An increase of 10% overall proficiency, scoring a 3 or 4, in grades 3-5 on the SBAC. This means fifth grade will have at least 38.9% of students scoring a 3 or 4 and fourth grade will have 18.2% of students scoring a 3 or 4.

We have developed a plan this year to shift the instructional practices at Muir in order to achieve our outlined goals. Our plan builds off a project that was established during the 2015-16 school year within one focal fourth grade classroom. The focal classroom consisted of 15 students, 10 of which are African American (66%) and 6 are Latino (33%). The results in the focal fourth grade classroom resulted in exciting growth that dramatically outpaced the rest of the school and the district. We tracked this group of students Smarter Balance Assessment (SBAC) data from the end of third grade (before they took part in the focal classroom) to the end of fourth grade (after one year of participating in the focal classroom). At the end of 3rd grade 26.7% of students met the standards (all were Level 3). 60% of the this same cohort of students met or exceeded the standards after participating in the focal classroom for one year. Our data showed that 60% of the African American students in this math class and 60% of the Latino participant students met or exceeded grade level expectations as measured by the Smarter Balanced Assessment (SBAC). The plan uses what we learned from the focal math classroom during the 2015-16 school, to strategically support our second, third, fourth, and fifth grade math teachers, target our focal population of students and their parents. Our plan consists of 6 major components that support the shifts in our instructional practices around math: (1) assessing student learning (2) teacher engagement in professional learning around teaching math through problem solving and using math menus to support differentiated instruction (3) in Response to Academic Intervention (RTI) use a math acceleration program that has been proven to accelerate the learning of students who have fallen behind or are at risk of falling behind in math, (4) provide paid time after school for teacher collaboration and planning around math, (5) the implementation of a math lab classroom run by the current IRF at John Muir, and (6) planning and holding two Family Math Nights where parents and teachers will collaborate around student learning of mathematics. Lesson study teams focusing on math have been a staple at John Muir for several years. Teachers across grade levels will continue to participate in lesson study teams and collaborate with the district Math department, Mills College and Dr. Akihiko Takahashi on improving math instruction. These teachers are instrumental in mentoring and modeling for colleagues in addition to leading teacher led PD around Math at Muir. Some strategies we will use to deepen our math knowledge and practice for next year: 3 Read
Protocol Weekly Math Talks and Students Explaining Thinking
100% Participation on Rich Math Tasks Peer Observations in Math Math Revision PLC Participation
We will continue to collaborate with our site based afterschool program, Beacon, to provide tutoring and a safe/supportive environment for homework support. Due to the large shifts in expectations with Common Core Math, we will continue working with families to ensure their own access to the curriculum so that they can support their children’s development of basic skills and complex problem solving (i.e. Math night) Core Curriculum Teachers will use the SFUSD Math Core Curriculum that is built upon the Common Core State Standards. Each grade within the Core Curriculum maintains a storyline that is described below:

Kindergarten Storyline: Instructional time focuses on:
1) using numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of objects, and eventually with equations. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away.
2) Students describe their physical world using geometric ideas (e.g. shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic two-dimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

1st Grade Storyline: Instructional time focuses on:
1) developing understanding of addition, subtraction and strategies for addition and subtraction within 20;
2) developing understanding of whole number relationships and place value, including grouping in tens and ones;
3) developing understanding of linear measurement and measuring lengths as iterating length units;
4) reasoning about attributes of, and composing and decomposing geometric shapes.

2nd Grade Storyline: Instructional time focuses on:
1) Extending understanding of base-ten notation;
2) Building fluency with addition and subtraction;
3) Using standard units of measure; and
4) Describing and analyzing shapes.

3rd Grade Storyline: Instructional time focuses on four critical areas:
1) developing understanding of multiplication and division and strategies for multiplication and division within 100;
2) developing understanding of fractions, especially unit fractions (fractions with numerator 1);
3) developing understanding of the structure of rectangular arrays and of area; and
4) describing and analyzing two-dimensional shapes.

4th Grade Storyline: Instructional time focuses on:
1) generalizing and deepening understanding of place value, including using place value to understand multiplication and division as well as the relationship between them;
2) understanding fraction equivalency, unit fractions, and operations with fractions;
3) describing, analyzing, comparing, and classifying two dimensional shapes based on their properties.

5th Grade Storyline: In grade 5, instructional time should focus on three critical areas:
1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions).
fractions divided by whole numbers and whole numbers divided by unit fractions); 2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and 3) developing understanding of volume instruction.

When working with the Common Core State Standards for Mathematics, one central question is, "How can we help students keep the focus on personal and group sense-making, understanding, and reasoning as they become confident problem solvers?" In some ways, changing the content standards (what we learn) is the easy part. It is changing the mathematical practices (how we learn) where the challenge lies. The shift needs to be toward helping students to express their mathematical thinking, learn from their mistakes, experiment effectively, and pursue their mathematical interests to a deeper, more personal level. The instructional strategies identified in the SFUSD Math Teaching Toolkit supports teachers and students as we continue our move away from a more directive style of teaching mathematics and toward a more inquiry-based style. It is a practical resource of teaching strategies and tools that allow all our students the opportunity to grapple with rich mathematical tasks in a discourse-rich classroom environment.

A powerful mathematics classroom involves shared sense-making within a community of learners. This is reflected in the Common Core State Standard for Mathematical Practice 1: Make sense of problems and persevere in solving them. Making our thinking public allows us to negotiate meaning with each other. This is reflected in the Standard for Mathematical Practice 3: Construct viable arguments and critique the reasoning of others. This standard states that “students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.”

Student discourse is our window to understanding the mathematical strengths and challenges of the whole class as well as of individual students, thus reflecting Mathematical Practice 6: Attend to precision. It presents us a view of what our students know, misconceptions they may have, and how these might have developed. And yet, it is not simply a one-way street. In the process of trying to understand our students’ thinking, we gain perspective into our own mathematical understanding, thereby laying the foundation for a supportive learning community for teachers as well as students. This is much of the work we accomplished with Phil Daro. The SFUSD Math Core Curriculum promotes discourse in the teaching and learning of mathematics. Each unit of study within the Core Curriculum has four rich math tasks as well as lesson series that are premised on group work and meaningful student-to-student interactions. Our role as a teacher is described, in broad terms, as a facilitator who is listening carefully to students, framing appropriate questions, and mediating competing perspectives. However, this is not to be interpreted as “teachers stay out of the way and students will learn.” In fact, a teacher’s role is proactive and includes:

- Designing lessons that promote student learning through discourse;
- Beginning the lesson with a carefully presented launch;
- Guiding the lesson with facilitated group work and class discussion;
- Summarizing the lesson to bring out students’ insights while mitigating possible misconceptions.

The SFUSD Math Teaching Toolkit continues to include the key strategies that are an integral part of the Math Core Curriculum. These are the three Signature Strategies of Math Talks, Three Read Protocol and Participation Quiz or Groupwork.
Based on the analysis of the results, what interventions are required to ensure all students reach mastery?

<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>9.8% of ELL students meet or exceeded grade level standards on the 2015-16 SBAC</td>
<td>Our sub group goals are the same as our tier one goals because our subgroups of students are the majority of our student population at John Muir. Our target goals include: A decrease of at least 20% of ELL, African American and Latino students not meeting grade level standards (scoring a 1) on the SBAC. This means ELL will decrease from 56% not meeting grade level standards to 36%, African American Students will decrease from 65% not meeting grade level standards to 45%, and Latino students will decrease from 50% not meeting grade level standards to 30%. An increase of 10% overall proficiency, scoring a 3 or 4, among our ELL, African American and Latino students in grades 3-5 on the SBAC. This means ELL will increase from 9.8% to 19.8%, African American students will increase from 12.5% to 22.5% and Latino students will increase from 20.4% to 30.4%. Increase of in-class math interventions based on strategic focal student data. Acceleration for all students performing below grade level and across all focal groups as measured by internal math assessments and the math IABs.</td>
<td>We have identified focal students in grades 3-5. During weekly math collaboration the IRF and grade levels teachers meet to look at student work in order to plan differentiated small group instruction. These differentiated groups will provide targeted instruction through small group lessons, re-engagement lessons, individual extensions, and sequenced math games. Teachers in grades 2-5 will be using an intervention curriculum to teach core numerical skills including addition, subtraction, multiplication, division, and fraction standards. The curriculum has been chosen based off it’s use as an RTI Tier 2 and 3 curriculum proven to accelerate students learning in math. Teachers are adopting three of the district based math class structures including the Three Read Protocol, Engaging students in Math talks three times per week, and creating differentiated Math Menus. We will focus much of our math PD this year around these three district adopted strategies in order to support teachers adoption of these teaching structures. The Three Read Protocol supports students independence when working on high level tasks, Math Talks brings the Mathematical Practice Standards to life in the classroom, and Math Menus provide a structured time where teachers can be pulling smalls tier two intervention groups.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American Analysis of results for Mathematics-Focal Group 12% of African American students meet or exceeded grade level standards on the 2015-16 SBAC</td>
<td>Our target goals include: A decrease of at least 20% of African American students not meeting grade level standards (scoring a 1) on the SBAC. This means African American Students will decrease from 65% not meeting grade level standards to 45%. An increase of 10% overall proficiency, scoring a 3 or 4, African American students in grades 3-5 on the SBAC. African American status from 12.5% to 22.5%. Increase of in-class math interventions based on strategic focal student data. Acceleration for all students performing below grade level and across all focal groups as measured by internal math assessments and the math IABs.</td>
<td>WASC Ch.3</td>
</tr>
</tbody>
</table>
We will continue to build our toolkits of culturally and linguistically responsive practices to engage all students, and reflect on implicit and systematic biases that impact our student's educational experiences. This will require that we continue developing relational trust within and across grade levels. We have identified African American focal students in grades 3-5. During weekly math collaboration the IRF and grade levels teachers meet to look at student work in order to plan differentiated small group instruction. These differentiated groups will provide targeted instruction through small group lessons, re-engagement lessons, individual extensions, and sequenced math games. Teachers in grades 2-5 will be using an intervention curriculum to teach core numerical skills including addition, subtraction, multiplication, division, and fraction standards. The curriculum has been chosen based off it's use as an RTI Tier 2 and 3 curriculum proven to accelerate students learning in math. Teachers are adopting three of the district based math class structures including the Three Read Protocol, Engaging students in Math talks three times per week, and creating differentiated Math Menus. We will focus much of our math PD this year around these three district adopted strategies in order to support teachers adoption of these teaching structures. The Three Read Protocol supports students independence when working on high level task, Math Talks brings the Mathematical Practice Standards to life in the classroom, and Math Menus provide a structured time where teachers can be pulling smalls tier two intervention groups. If funding is available, offer extended hours for teacher, paras and support st... to tutor select students in math.

| Language Learners 2015-16 SBAC | Math Results: 22% of our Ell's performed proficient and above 2015-16 IAB Math Results: Window 1: 23% proficient and above Window 2: 3% proficient and above 9.8% of ELL students meet or exceeded grade level standards on the 2015-16 SBAC. Our ELL students showed a decrease of 11.87% proficiency (scoring 3 or 4) when comparing the 2015-16 SBAC to our 2014-15 results. | Our target goals include: A decrease of at least 20% of ELL students not meeting grade level standards (scoring a 1) on the SBAC. This means ELL will decrease from 56% not meeting grade level standards to 36% An increase of 10% overall proficiency, scoring a 3 or 4, among our ELL students in grades 3-5 on the SBAC. This means ELL will increase from 9.8% to 19.8%, Increase of in-class math interventions based off strategic focal student data. Acceleration for all students performing below grade level and across all focal groups as measured by internal math assessments and the math IABs.  | We will continue to build our toolkits of culturally and linguistically responsive practices to engage all students, and reflect on implicit and systematic biases that impact our student's educational experiences. This will require that we continue developing relational trust within and across grade levels. Continue focus on Specially designed academic instruction in English (SDAIE) and building mathematical language. Teachers in grades 2-5 will be using an intervention curriculum to teach core numerical skills including addition, subtraction, multiplication, division, and fraction standards. The curriculum has been chosen based off it's use as an RTI Tier 2 and 3 curriculum proven to accelerate students learning in math. Teachers are adopting three of the district based math class structures including the Three Read Protocol, Engaging students in Math talks three times per week, and creating differentiated Math Menus. We will focus much of our math PD this year around these three district adopted strategies in order to support teachers adoption of these teaching structures. The Three Read Protocol supports students independence when working on high level task, Math Talks brings the Mathematical Practice Standards to life in the classroom, and Math Menus provide a structured time where teachers can be pulling smalls tier two intervention groups. If funding is available, offer extended hours for teacher, paras and support st... to tutor select students in math. |
13.6% of our SES students meet or exceeded grade level standards on the 2015-16 SBAC. Our SES students showed a decrease of 4.47% proficiency (scoring 3 or 4) when comparing the 2015-16 SBAC to our 2014-15 results. What interventions are required to ensure all students reach mastery? We have identified focal students in grades 3-5. During weekly math collaboration the IRF and grade levels teachers meet to look at student work in order to plan differentiated small group instruction. These differentiated groups will provide targeted instruction through small group lessons, re-engagement lessons, individual extensions, and sequenced math games. Teachers in grades 2-5 will be using an intervention curriculum to teach core numerical skills including addition, subtraction, multiplication, division, and fraction standards. The curriculum has been chosen based off it’s use as an RTI Tier 2 and 3 curriculum proven to accelerate students learning in math. Teachers are adopting three of the district based math class structures including the Three Read Protocol, Engaging students in Math talks three times per week, and creating differentiated Math Menus. We will focus much of our math PD this year around these three district adopted strategies in order to support teachers adoption of these teaching structures. The Three Read Protocol supports students independence when working on high level task, Math Talks brings the Mathematical Practice Standards to life in the classroom, and Math Menus provide a structured time where teachers can be pullng smalls tier two intervention groups. If funding is available, offer extended hours for teacher, paras and support staff to tutor select students in math.

Our target goals include: A decrease of at least 20% of SES students not meeting grade level standards (scoring a 1) on the SBAC. This means SES students will decrease from 56% not meeting grade level standards to 36%. An increase of 10% overall proficiency, scoring a 3 or 4, among our ELL students in grades 3-5 on the SBAC. This means SES students will increase from 13.6% to 23.6%. Increase of in-class math interventions based off strategic focal student data. Acceleration for all students performing below grade level and across all focal groups as measured by internal math assessments and the math IABs.

0% of our students receiving SPED meet or exceeded grade level standards on the 2015-16 SBAC. None of our students receiving SPED demonstrated proficiency (scoring 3 or 4) on the 2015-16 SBAC or 2014-15 SBAC. 79% of our students receiving SPED had not yet meet the standards, scoring a 1 on the 2015-16 SBAC.

SPED teachers, paraprofessionals and classroom teachers will begin to collaborate around designing lessons and providing modifications for classroom lessons that will serve students receiving SPED services. SPED teachers and paraprofessionals will begin to use specific academic intervention curriculum to teach numerical and computational skills to students that align or build the base for grade level classroom instruction.
Our target goals include: A decrease of at least 30% of students not meeting standards, scoring a 1, on the SBAC. This is mean SPED students will decrease from 79% not meeting the standard to 49%. An increase of 10% overall proficiency, scoring a 3 or 4, among our SPED students in grades 3-5 on the SBAC. This means SES students will increase from 0% to 10%. Increase of 10% overall proficiency, scoring a 3 or 4, among our SPED students in grades 3-5 on the SBAC. This means SES students will increase from 0% to 10%. Increase of in-class math interventions based off strategic focal student data. Acceleration for all students performing below grade level and across all focal groups as measured by internal math assessments and the math IABs. SPED and SPED paraprofessionals will begin to collaborate with teachers and develop lessons that are aligned with both the students IEP goals and the grade level curriculum.

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)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>As we monitor EL students’ language development, our goal is to ensure at least one level of growth per year on the CELDT assessments. Our target goals include closing the opportunity gap by 15-20% for each of our demographic subgroups.</td>
<td>We will continue to integrate academic conversation and grammar into our comprehensive ELD lessons as well as our Tier 1 Instructional Practices. Additionally, we will support our ELL students in class by explaining our thinking orally and in writing. K and 1, 2 and 3, 4 and 5 will partner together in order to create balanced groupings for the Designated ELD time. All content is taught by teachers with the appropriate EL certification based on state requirements. Teachers provide Designated English Language Development (ELD), Integrated ELD during content classes, and supplemental materials to provide EL’s full access to the core curriculum. In all pathways, teachers will use the tools and resources of SFUSD’s Core Curriculum that reflect CCSS shifts to create grade-level (collaborative) curriculum maps, units, and lesson plans that provide English Learners access to the Core Curriculum with the use of scaffolds, differentiated resources, and primary language supports. Regular PD time for teachers will be scheduled to collaborate on curriculum maps to ensure the integration of English Language Development. Administrators will ensure that all English Learner students at every site receive ELD instruction until reclassified as a fluent English proficient student. Special Education EL students must receive ELD, either through the site’s ELD structure, or provided by the Special Education teacher in addition to SPED services. Strategies in Action: Classrooms Teachers with English Learners use the CA ELD Standards in tandem with SFUSD’s Core Curriculum to support the linguistic and academic progress of English Learners (CDE 2014 ELA/ELD Framework.) Effective Integrated ELD instruction requires the use of intentional practices for English Learners and regular academic interactions and conversations as the key drivers to access and master core grade-level academic content.</td>
</tr>
</tbody>
</table>
Teachers use the following five best practices to support the development of academic language and disciplinary literacy for English Learners. Instructional practices value and build on students’ home languages, cultures, prior experiences and knowledge:

1. **CLARIFY NEW LANGUAGE AND CONCEPTS USING A VARIETY OF STRATEGIES AND MODALITIES**
   - **Visual:** Teachers & students co-construct visual representations of information.
   - **Kinesthetic:** Teachers and students demonstrate content knowledge through physical representations and gestures.
   - **Verbal:** Teachers convey meaning through precise language.
   - **Organizational:** Co-construct ideas through organizational representations.
   - **Metacognitive:** Teach students to develop self-awareness of their learning.

2. **STRATEGICALLY PLAN AND INTEGRATE FOCUSED ACADEMIC LANGUAGE STUDY**
   - Provide linguistic support to facilitate students’ transition from informal to academic language.
   - Provide varied opportunities for students to articulate learning using discipline-specific and general academic language.
   - Articulate clear learning objectives for students that include a content and language objective that are connected.

3. **TEACH STUDENTS TO ANALYZE, WRITE, AND CREATE COMPLEX TEXT**
   - Use mentor texts with complex language to build discipline-specific vocabulary and rhetorical knowledge.
   - Establish a purpose for reading and discussing complex text.
   - Preview text structure and key vocabulary.
   - Conduct wide and close readings of multiple texts, highlighting varied text structures, syntax, and vocabulary.
   - Provide opportunities for students to write and create complex text using discipline-specific vocabulary and rhetorical style.

4. **FOSTER HETEROGENEITY AND COLLABORATION**
   - Group students heterogeneously as to English proficiency level, academic background, native language and collaborative spirit.
   - Structure learning experiences to provide multiple access points to meaningfully engage all students.
   - Ensure there are meaningful group roles requiring equitable participation and accountability for all students.
   - Teach empathy and interpersonal communication skills to encourage effective collaboration.

5. **USE FORMATIVE ASSESSMENT TO INFORM INSTRUCTION**
   - Observe and monitor student learning during paired, small group and whole group work.
   - Provide frequent checks for understanding using a variety of techniques to gather evidence of learning.
   - Provide explicit feedback to students about learning or misconceptions.
   - Use peer and self-assessments to support student metacognitive development.
   - Use the information gained from formative assessment to plan for next instructional steps. All English Learners will:

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

John Muir is continuing to design and deliver a complex, site-based approach to professional development that is data driven and student centered. Multiple teams specializing in various disciplines work with the Instructional Leadership Team to administer needs assessments identify in-situ and design research based protocols for implementing sustained PD experiences for the teachers and staff. The School Site Council, Union Building Committee, Parent Leadership Group, and Instructional Leadership Team all have had input into the PD planning process. Structures that support PD at Muir include: faculty meetings, grade level meetings, common planning time, as well as site based and external seminars and series. Site PD priorities will be matched with strategies articulated in the BSC by Muir’s SSC so that PD development is focused on improving site systems, teacher practice, and student achievement for all, especially our focal students. Site priorities include Readers/Writers’ Workshop Model, the Common Core Math Curriculum, and Social Emotional Curricula. The overarching theory of action behind the PD design is to shift beliefs and practice such that we can interrupt the predictable powers of demographics that sustain our achievement gap. Teachers, paras, administrators, and other staff participate in the following scheduled PD activities: Bi Weekly: 2 Hour Professional Development Cycles developed and approved by Instructional Leadership Team Staff Meetings - twice monthly Grade Level Team Meetings (Biweekly 2 Hour Meetings, Weekly 45 Minute Vapa Release)—20-30 Minutes of biweekly grade level meetings are dedicated analyzing student work Trimester Release Days to Analyze Data and Analyze Focal Students Successes and Growth Areas District PD Activities Volunteer Lesson Study Involvement

<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></td>
<td>Continued Participation in Core Work Grant We will provide extended hour opportunities for all staff through Prop A funds and a combination of SCG-ELL funds, TIG funds, Innovation and Impact Award grant monies We will use our site-funded Literacy Specialist and ARTIF as well as our centrally-funded .5 IRF to help facilitate PD, common planning time and extended learning opportunities for staff, as well as provide ongoing coaching, support, model/co-taught lesson planning.</td>
</tr>
</tbody>
</table>
The PD focus for 2016-17 will be multistep. For literacy we will continue to name, maintain and deepen Tier 1 literacy practices through coaching. A special focus will be emphasized around guided reading practice. We will also continue to utilize the Web-based reading acceleration program (My On). This program will be used frequently during Reader’s Workshop, and we will continue to encourage first and second grade families to utilize at home. We will continue to focus on these math intervention strategies- differentiation and grouping strategies, math talks, Three Read Strategy, math menu. We will participate in professional development cycles around math which includes identifying focal students and planning math intervention around student work. We will also have a math lab classroom where teachers will observe quality math instruction and be able to reflect on their own practice. Designated and Integrated ELD time improvement will continue to be an area of growth for John Muir.

**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

<p>| Reflecting on and improving a Student-Centered Learning Climate |</p>
<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 are fully included into general education classrooms and the vast majority are pulled out for about .3% of their day for RSP support services. Students also receive push in support from resource teachers and paraprofessionals</td>
<td>Continue to fully include students with special needs into general education classrooms and grow classroom teachers ability to differentiate and support for students.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>With the structures we have put in place, we have seen growth in our attendance from previous year. Currently, 17% of our students are chronically absent. This is a marked decrease from last years 32%. We decreased chronic absenteeism of our African American students (K-5th) from 47% to 14% (a change of 33 students). Meeting with the teachers and combining academic meetings with attendance data will assist us in reducing our attendance rates.</td>
<td>We would like to decrease our chronic absenteeism rates 7-10% for the 2016-17 school year.</td>
</tr>
</tbody>
</table>
For all attendance focal families/students:
Calls home from classroom teachers to remind, build relationships, and encourage progress. Attendance liaison to make weekly calls (bring in CWAL for students who have already missed 10 or more days). For attendance focal grades: Kinder Attendance education meeting in January for parents showing data and research on how attendance impacts academic success. 5th grade: Attendance education lessons monthly for 5th grade students. Attendance dollars earned (tracked by Attendance Liaison). At end of month, students can buy entrance to school dance and/or other rewards. For all students: Monthly attendance awards for PERFECT (0 absences or late arrival), OUTSTANDING (1 absence or late arrival), MOST IMPROVED (1-3 kids per class, pictures up on wall)- Attendance liaison to give out monthly awards in classrooms 2x a year- Awards for semester given at morning circle- attendance brunch for students

For all students:
Monthly attendance awards for PERFECT (0 absences or late arrival), OUTSTANDING (1 absence or late arrival), MOST IMPROVED (1-3 kids per class, pictures up on wall)- Attendance liaison to give out monthly awards in classrooms 2x a year- Awards for semester given at morning circle- attendance brunch for students

| School Climate | Results from our 2014-15 Social-Emotional and Culture Climate Report | Continue to provide families and students with a sense of safe and connected community. Determine why staff are less positive about school culture | Muir will continue to build a safe, kind and responsible culture by focusing on the Tiered Levels of Intervention and Positive Based Intervention Systems. * Continue to focus on the 16 proactive strategies (i.e 5:1, a motivational system of reward, smiling) * Continue implementing at least one proactive Restorative Circle a week and receive more training in RP Harm/Repair Circles. * Continue teaching second step lessons once a week with an emphasis this year on building school wide language * Continue to teach and reinforce SKR behaviors across the school by using affective statements and SKR tickets for weekly raffles. * Continue SKR student of the week morning circles * Continue to improve flow chart for behavior support with emphasis on keeping students in the classrooms (i.e. Peace Tables, Culturally Responsive Classrooms) * 4th and 5th will continue to participate in Quiet Time Program in order to build self-regulation skills. Principal will participate in training. |

Parent-School Communities Ties

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

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

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

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

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
John Muir Created this policy for the 2015-16 school year to guide our engagement with our families:

STATEMENT OF PURPOSE: The involvement of parents and community members is an essential component of nurturing students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Parental involvement means the participation of parents in regular, two way and meaningful communication involving student academic learning and other school activities, including ensuring the following: (A) that parents play an integral role in supporting their child's academic, social, emotional, and physical growth; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to support the education of their children. A review of sign-in sheets for community events, parent teacher conferences, and school performances shows that we have consistent, but low numbers of participation from our community especially, with our African American families. We have a parent leadership group (PLG) that meets monthly to learn leadership skills. We need to work on increasing membership. Though teachers, support staff and the principal has created positive relationships with our Treasure Island Families, we struggle to get the to attend many events due to transportation and proximity struggles.

As education becomes more holistic, it is important that our families understand social and emotional learning and how it impacts a students performance in school. Parents of students that are underperforming need specific strategies to use at home with their child to help them increase academic achievement. Continuing to improve on creating opportunities for parents to develop an understanding of their child’s academic progress and what they can do at home to support them through a more aligned ELAC plan and literacy-based parent academic workshops. Continue to build relationships with our African American families. Continue matching student and community needs with appropriate resources. Enlisting partners in the outreach effort strategies with families to improve access and participation. Family Engagement/empowerment PLC is working on building stronger connection between staff and families through joint planning of evening family events, home visits and

The principal will work in conjunction with Family Liaison in using regular newsletters as a way to communicate about school success, growth areas and up and coming events. Grade levels will implement strategies to increase communication in order to keep parents informed about what is going on in the classroom and school (i.e. Monthly Newsletters outlining key objectives and activities) The Principal will hold numerous Principal Chats or Coffees over the course of the year to further engage and educate parents on school issues. Consider occasional Principal chats, workshops at neighborhood venues closer to where families live and at different times of the day/evening The Principal and Staff will share the instructional strategies of the school in a variety of ways in order to keep the families informed of current trends and events occurring. John Muir will continue to build positive relationships with families in order to encourage participation in school activities. We will use Innovation Grant extended hours to encourage staff to do home visits and visit the communities of our families. John Muir will continue to participate with the SFUSD African American Achievement and Leadership Initiative (AAALI) to develop an African American Student Achievement Plan and Village Roundtable. This pilot will identify 5 African American students from our site in second grade in an integrated case management process with a village of school staff, families, community partners, peers and other caring adults to nurture the students’ individual passions and academic and social emotional growth. Identify a Treasure Island organization which will assist with the hosting family meetings at their center at least twice a year; schedule meetings with social workers from housing centers in order to support families. Continue to work with Parent Engagement for Public Schools, First Baptist Church and other volunteer organizations to increase community awareness of the amazing work the Muir community is doing. We will know we are successful by increased attendance at family events (i.e. Literacy Night, Family/Teacher Conferences/ Community Meetings), as well, as two family surveys a year. Ultimately, we hope to see increases in academic achievement.
### 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** = 2,800

This money is used to purchase supplies for our students with special needs, including technology to aid in communication, audiobooks to support students with visual process challenges, manipulatives for focus and concentration, and other resources to support students with IEPs: 2,300 This money will also be used to provide teachers with sub days to complete progress reports and transition IEP: $500

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** = 34,503

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

Translation of instructional materials (for newcomer support) and school-to-home communication: 1,000 Extended Hours for PD and PLCs for teachers: focusing on instructional strategies best for ELs 10,000 Extended Hours to provide tutoring support for ELs: 1,000 Primary language (for newcomer and L1-L2 transfer support) and supplemental ELD materials: 17,076.45 Travel for Professional Development: 3,000 Instructional supplies and equipment to support ELs’ English acquisition: 2,426

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** = 35,000

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

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** = 311,401

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

Fund 1.9 FTE Dual Immersion program classroom teachers to continue building a K-5 Dual Immersion strand= $94,927.54 Fund 2.27 FTE English Plus Pathway program classroom teachers to continue providing differentiated support for African American student, English Language Learners and students with disabilities = 215,485.51 $ 987.95 will be spent on supplies to support our instructional programs and the management/operations of the school

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

In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.

### Title I = 62,157

**3,1500**

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

Certificated teacher supplement for classroom reduction: $23,732 Family Liaison position: .50 FTE of a Parent Liaison to work with all parents and families specifically focusing on parents with translation services, economically disadvantaged families or at risk families = 21,772 Salary, 8,834.70 Benefits: 30,606.96 Extended hours for Family Liaison: 1,000 Extended Hours for Instructional Aides: 1,142 Instructional Supplies that supports classroom instruction: 5,676 Travel Expenses for Professional Developments (i.e. CABE): 3,000

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 = 621

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.**

$621 will be used to fund parent involvement activities for low income students and their families - this includes funding for literacy night instructional materials to provide a workshop evening focused on engaging our socio-economically disadvantaged families. It will also be used to purchase refreshments for family night activities and engagement.

**Date** your school's Parent Involvement Policy was reviewed by your School Site Council: 3/10/2016

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

### Impact & Innovation Awards = 24,000

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

Our design (come back to this) will include four stages:  
- Develop relational trust amongst colleagues in order to strengthen relationships with families  
- Teachers and support staff will take field trips to the communities where our students live in order to understand community strengths and challenges our students and families face  
- Staff members will choose a focus family/families that they will build a stronger relationship with in order to better support the student socio-emotionally and academically.  
- Teachers will participate in periodic celebrations during staff meetings in order to share findings, successes and challenges with community tours and connections with community and staff. Staff will go on community tours of the neighborhoods students live in with parents. They will ride the students' buses home to those neighborhoods after school. Each staff member will have a focus family that they will get to know on an in-depth level by using a number of strategies they learn at a staff retreat. Then, there will a community celebration highlighting what was learned through the community tours and the connections with families and staff.

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: 25,000

**(For Middle Schools and PK-8 Schools as applicable)**

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

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

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

**Identify Sub-group & specific actions**

Select the Bryk Essential that most aligns to the use of these funds:
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
** QEIA Carryover = 5,912 **

How do you plan to use these funds?

This money will be used to provided extended and sub hours to my Instructional Leadership and Climate Committee.

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"

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<thead>
<tr>
<th>Support</th>
<th>FTE</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Counselor</td>
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<td>Social Worker</td>
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<td>Nurse</td>
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<td>Family Liaison</td>
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<td>Wellness Coordinator</td>
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<tr>
<td>Elementary Advisor</td>
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<tr>
<td>IRF</td>
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<tr>
<td>Literacy Coach</td>
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<tr>
<td>Academic Rtl Facilitator</td>
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<td>Librarian 1.0</td>
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<tr>
<td>Hard To Staff</td>
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<td>EED Coaching:</td>
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<td>EED Mental Health Consultant:</td>
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<td>VAPA: .40</td>
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<td>PE: .60</td>
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</table>

Two to three high leverage strategies that will be accomplished:

* RTIF will continue to pull students for Tier 2 Reading interventions
* Family Liaison will continue to provide resources for families to increase engagement with school
* IRF will continue coaching teachers in order to help close the opportunity gap
* Literacy Coach will continue coaching teachers in Tier 1 Literacy Strategies and also pull small groups in older grades for intervention work
Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 25, 2016.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/10/2016
- 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: 3/10/2016
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>Shawn Mansager</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Alicia Rodriguez</td>
<td>Social Worker</td>
<td></td>
</tr>
<tr>
<td>Steve Herraiz</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jeanette Dupas</td>
<td>Parent (Chairperson)</td>
<td></td>
</tr>
<tr>
<td>Shandra Butler</td>
<td>Community Member (former parent)</td>
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</tr>
<tr>
<td>Mary Gibson</td>
<td>Parent</td>
<td></td>
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<tr>
<td>Martha Hidalgo</td>
<td>Parent</td>
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<tr>
<td>Steven Tamsky</td>
<td>Bilingual Teacher</td>
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<tr>
<td>Claudia Green</td>
<td>Parent</td>
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</tbody>
</table>