SCHOOL VISION & CONTEXT

George Peabody is a successful and small elementary school located in the Inner Richmond neighborhood of San Francisco. We have a stable population of students and staff at Peabody. The stability in our community allows systems, curriculum and relationships to grow and develop year over year. Our highly engaged parent community supports our school and students in the classrooms, on the schoolyard, by organizing community building events and by contributing significant amounts of funding to our school. Our 276 students come from 20 different zip codes however 50% live within the school’s zip code. Approximately 21% of our students are socio-economically disadvantaged. These students are eligible for free and reduced lunch and receive priority for enrollment in our on site after school program. Approximately 16% of our students are English Language Learners. EL students also receive priority enrollment for our program. We devote as much as possible of our additional WSF and PTA resources to increasing the number of staff and teachers employed at our school. We believe that the more committed and thoughtfully deployed adults a school has on site the better students will achieve and develop their social and academic competencies. Four additional staff members we employ at George Peabody that directly impact students are our Language and Literacy teacher, our Math/Science teacher, our Education Outside Corps member and our Recess Coach. In addition to these four individuals we fund our school counselor to be on site an extra 1.5 days a week. Our small student population coupled with the additional staff members results in students receiving individualized attention to both social and academic challenges they may experience over the course of the year. Our top challenge is that with a small staff every single staff member is vital and is called upon to contribute to over all success of the school. If there is even one staff member who is not up to par the academic success and social emotional development of the students in that grade is compromised. An additional challenge is that the diversity (income, EL and race) of Peabody is not as large as it once was. We worry the inclusive community feel we pride ourselves on may not be felt by all our entire community. Our areas of focus this year have been in the subjects of Language Arts and Math and School Wide in Response to Intervention. We continue to focus on the implementation of Readers and Writers Workshop within the context of the SFUSD’s “Balanced Approach to Literacy.” In mathematics, we have focused our professional development on grade level unit planning utilizing the SFUSD mathematics curriculum. This year we have worked on ensuring that all our students are aware of our “Splash Values” and how they are manifested throughout our school. We want all students to be able to identify what it means to be kind, responsible, respectful, resilient and make an effort in all areas of the school, from the classroom to the school garden.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).</td>
</tr>
</tbody>
</table>

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

These requirements include:

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

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

   - All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

2. **School Site Council Roster*, Signatures, Bylaws & Agendas**

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

3. **Budget**

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

4. **Title I Parent Involvement Policy***

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

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*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.*
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 (https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Our goal for all students is growth. For those already working at grade level we still expect them to improve. For those students who are working below grade level our goal for them is over a year’s worth of growth so that they are brought up to grade level or incrementally closer depending on their starting point. We await guidance from the SFUSD/Core Waiver about the level of growth to be expected as a school and for individual students on the SBAC. The instructional shifts that will be required to achieve growth in ELA are the following: more focus on guided reading during Readers Workshop, more focus on student reading responses during Reading Workshop and on daily reading logs, more attention to the published pieces of writing with higher expectations for grammar and spelling beginning in second grade and greater use of technology for publishing and writing in the 4th and 5th grade. Additionally we will continue to use the SFUSDs spiral and curriculum mapping tools to plan for instruction. These tools will be revised during the course of the year to account for the new group of students and needs at each grade level.</td>
<td>Teachers will continue to implement the Comprehensive Approach to Literacy. These strategies include workshop strategies such as the mini lesson, classroom libraries, individual conferences, guided reading and interactive read alouds. Teachers will continue to administer the F&amp;P in grades k-2 and at the start of the year in 3-5 and SRI several times a year for 3-5th grade students. This data will inform planning and help us target Tier 2 supports. Teachers will continue to utilize their grade level spirals to guide their ELA instruction and we will continue to have school wide quarterly on demand writing prompts at all grade levels to monitor writing progress in the specific genres and to identify students in need of more differentiated writing instruction.</td>
</tr>
</tbody>
</table>
Our newest sources of data in ELA are the SBAC and the Interim District Assessments (IABs). We are still learning how to interpret SBAC scores and await more information about what type of growth we would want to see both as a school and for individual students. In ELA 78% of our students scored proficient on the SBAC. This resulted in a score of 10/10 for the SQII index and placed us in the top 10 for SFUSD elementary schools. The IAB feel more like practice assessments for the SBAC rather than an assessment of the classroom instruction, however we see that our results exceed the district results by a similar percentage that our SBAC results exceed the district average. Other assessments we have to help inform our progress throughout the year are our quarterly writing samples, F&P for grades k-2, SRI (Scholastic Reading Inventory) for grades 3-5 and Readers Workshop unit assessments in grades 2-5. The F&P results and the SRI help us identify students who are in need of more teacher attention. Our data shows that we have a larger number of students than normal of kindergarten students who at the beginning of the year were not where we’d expect them to be. However, by the middle of the year the percent not meeting expectations was reduced to 11%. On the SRI our 3-5th grade are making nice growth (18%) and the percent proficient (84%) suggests that our program and supports are meeting the needs of many students. Our internally developed/used assessments (quarterly on demand writing prompts and Readers Workshop unit assessments) help to inform the support for individual students that is needed as well as the overall effectiveness of the units taught. We use these assessments and data as discussion points during grade level meetings. Our students are showing growth between the pre and post unit assessments.

ELA SBAC results from the Spring of 2016 were as follows: School wide=76.6 percent proficient; a change of -1.12%. There are 77 students for whom we have scores for two years in a row. The number of students who made positive growth on their overall raw score was 59. The number of students who made negative growth in their overall raw score was 18. 15 students moved into a higher band and 14 into a lower band.

Our target is for all students to show growth on SBAC results. We continue to await guidance from the AAO on how to interpret our results and to put our individual school results into the broader context of the SFUSD, the CORE districts and the State. We believe the shifts outlined above are still appropriate at this time.

**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>Although our school is performing at a relatively high level we still have large number of students who are not at grade level in ELA. Notably our special education, EL and low income students stand out as groups who are not achieving at the same level as their peers. We await guidance on what our target goals should be for ELA SBAC results. For F&amp;P and SRI our target is for students to make over a years worth of growth during the academic year. For our quarterly writing assessments we expect to see growth of at least 1.5 points for our tier 2 students with each unit.</td>
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</tbody>
</table>
An instructional shift that will be required for our tier 2 students to make more progress in the core language arts program are increased
guided reading opportunities with their classroom teacher, more monitoring of interim
assessment data and undertaking strategic actions based on these formative results.
Another shift/support is additional instructional time with our reading support teachers and
increased parent communication (via SSTs and regular teacher communication) about our goals
for each focal student and the progress of each student toward meeting these goals. Teachers
will have access to LLI kits next year to use for small group reading instruction. We will
continue our partnership with America Reads and The Jewish Coalition for Literacy to provide
extra reading support before and after school to our Tier 2 students. To support students who
need additional supports to be successful in the core Language Arts program we hope to
continue to employ a full time literacy and language teacher (PTA pending). This position
provides 1:1 reading support for first graders using reading recovery and small group
instruction to students in grades 2-5 based. We are going to add extended hours for a
certificated staff member to provide additional reading support 3 times per week either before
or after school. Teachers will continue to administer the F&P and SRI assessments to
identity students for whom additional differentiation and support is needed.

Teachers will have access to LLI kits next year to use for small group reading instruction. We will
continue our partnership with America Reads and The Jewish Coalition for Literacy to provide
extra reading support before and after school to our Tier 2 students. To support students who
need additional supports to be successful in the core Language Arts program we hope to
continue to employ a full time literacy and language teacher (PTA pending). This position
provides 1:1 reading support for first graders using reading recovery and small group
instruction to students in grades 2-5 based. We are going to add extended hours for a
certificated staff member to provide additional reading support 3 times per week either before
or after school. Teachers will continue to administer the F&P and SRI assessments to
identity students for whom additional differentiation and support is needed.

Our PTA was able to secure funding to keep our language and literacy teacher. We will
continue with the interventions detailed above.

**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>Our SBAC data shows that in spite of performing above district averages in ELA and receiving 10/10 or 9/10 on the SQII index there is an achievement gap that exists in ELA between our low income and non low income students and our Ei and non EL students Other sub groups (special education) that are below twenty have achievement gaps in ELA as well. Although not highlighted on the SQII is data we are aware of and discuss as a staff, SSC and community. Of note is that our reclassified EL students outperform our school average and we have done well in reclassifying EL students at Peabody.</td>
<td>We await guidance on what our target goals should be for ELA SBAC results. For F&amp;P and SRI our target is for students to make over a years worth of growth during the academic year. For our quarterly writing assessments we expect to see growth of at least 1.5 points for our tier 2 students with each unit.</td>
<td>The additional strategies/supports that we use for Tier 2 students are the same strategies that we would use for our focal groups.</td>
</tr>
</tbody>
</table>

**ELA SBAC results for the following groups**
- Percent proficient EL(13 students)=31%
- Percent proficient Low income (32 students)=47%
- Percent proficient Sped (12 students)=58.3%

All of these results are higher than the SFUSD Elementary school averages but are still lower than our school average and the percent prof dropped for all 3 groups from the year before. With small number of students one would expect larger swings in percent proficient. For example we had 100% of our AA students achieve proficiency but a one student difference in proficiency could have changed that figure to 50%. We do need to examine more closely the students movement within their bands and the scaled scores.

We await guidance from SFUSD on what our targets should be. We expect to see growth and to bring all students to grade level proficiency.

Strategies for our tier 2 students will be utilized with our focal students. Additionally we will target focal students for our mentoring program.
Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The 2014-2015 SBAC in Math indicates that 67% of our 3-5 grade students are scoring proficient. Although this yielded a 10/10 on the SQII we were not pleased with our results; especially when disaggregated by grade level and SEL status. In Math our greatest challenge was the 4th grade at 45% proficient (current 5th graders). We were very surprised by the scores given how well our school has traditionally performed in math, how the grade level performed in ELA and how the two grades surrounding 4th grade performed. An additional concern is that our 4th and 5th grade math classes are split in half and have just 12-15 students. Our interim district assessment results this year are inconclusive. Students in grades 3-5 are performing at the district average on the IAB and well above average on the math task. We would expect to be above the district average. The math task is aligned to the curriculum and is more applied math so these results are encouraging. We will know in the fall as to whether we have a larger issue school wide or there was an anomaly in our math score last year.</td>
<td>As in ELA we await SBAC data in Math and more guidance on how to interpret the scores and the amount of growth we should expect to see year over year as a school and with individual students. Our teachers across all grade levels have benefited from a revised math program and more planning time within grade levels and from SFUSD math department staff members. We believe the increased time put into planning each unit will result in improved math instruction and students with greater understanding of the standards for their grade level and mathematical practices expected of all students.</td>
<td>Staff will continue to implement the SFUSD Mathematics program with fidelity. Teachers will continue to use the SFUSD math Teaching Toolkit to move deeper into the content within their grade level. More attention will be paid to teacher questioning and engagement strategies during the lessons. Classroom teachers will continue to facilitate math talks, implement the three read protocol and provide visual displays, anchor charts and sentence starters to help students engage in academic conversations that promote mathematics comprehension. Teachers will continue to send home parent newsletters and when needed supplement the mathematics homework. We will purchase school wide on line math accounts for all students in grades 3-5 instead of just focal students from grades 4 and 5 as we did this year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics- Intervention</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math SBAC results from the Spring of 2016 were as follows: School wide=71.9% proficient a change of +4.93%</td>
<td>Our target is for all students to show growth on SBAC results. We continue to await guidance from the AAO on how to interpret our results and to put our individual school results into the broader context of the SFUSD, the CORE districts and the State.</td>
<td>We believe the shifts described above are still appropriate at this time.</td>
</tr>
<tr>
<td>There are 77 students for whom we have scores for two years in a row. The number of students who made positive growth on their overall score was 65. The number of students who made negative growth in their overall score was 12, 20 students increased into a higher proficiency band and 11 students moved to a lower proficiency band.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics- Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our tier 2 and focal students this year have been our current 4th and 5th grade students and our low-income students (29 total in grade 3-5). Our current 5th grade students scored 45% proficient on the SBAC, which was 22% different from the school average. Our low SES students scored 50% lower than the school average.</td>
<td>Targets- As in ELA we await guidance from the SFUSD as to what or targets should be. We do have a goal and expect to see growth in all students and sub groups but at this point do not have official targets.</td>
<td></td>
</tr>
</tbody>
</table>
In September 2016 our SAP team will meet to begin scheduling SSTs. We will prioritize focal students for who didn't score in the proficient or above band in mathematics. We will continue to work with our on site after school program to ensure focal students have access to Chrome Books and time to work on their on-line math program. We will ensure families are aware of these accounts and work to provide access to these accounts in the homes of our focal students.

In the classroom we will continue to focus on academic conversations and vocabulary and we will incorporate math language into our ELD time. During our math planning meetings we will use the time to look more closely at student data and how the class structures for math can allow for more targeted support for students who require additional assistance. We will continue to offer before school math classes two days a week for 2nd and 3rd grade students with priority going to EL and SES students. We will add a new before school math support class for 4th and 5th grade students that will meet 4 days per week.

The number of low-income students scoring at or above proficiency increased by 11%. Our 4th grade improved by 14% (but these were different students). There was a 18% increase of percent proficient from similar students from 4th to 5th grade. grader.

In September 2016 our SAP team will meet to begin scheduling SSTs. We will prioritize focal students for who didn't score in the proficient or above band in mathematics. We will continue to work with our on site after school program to ensure focal students have access to Chrome Books and time to work on their on-line math program. We will ensure families are aware of these accounts and work to provide access to these accounts in the homes of our focal students.

In the classroom we will continue to focus on academic conversations and vocabulary and we will incorporate math language into our ELD time. During our math planning meetings we will use the time to look more closely at student data and how the class structures for math can allow for more targeted support for students who require additional assistance. We will continue to offer before school math classes two days a week for 2nd and 3rd grade students with priority going to EL and SES students. We will add a new before school math support class for 4th and 5th grade students that will meet 4 days per week.

The actions above will guide our interventions during the 2016-2017 academic year.

**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>WASC Ch.2</td>
<td>WASC Ch.5</td>
<td></td>
</tr>
<tr>
<td>Our focal groups for math are the same students as our tier 2 students (low SES and 5th grade). Additionally we are concerned with how our EL students scored on the SBAC. The number of EL students in the 3rd – 5th grade was small (11). Our student receiving special education services outperformed the district as a whole in math. The total number (10) was small though.</td>
<td>We await guidance from SFUSD on what our targets should be. We expect to see growth and to bring all students to grade level proficiency.</td>
<td>In September 2016 our SAP team will meet to begin scheduling SSTs. We will prioritize focal students for who didn't score in the proficient or above band. We will continue to work with our on site after school program to ensure focal students have access to Chrome Books and time to work on their on-line math program. We will ensure families are aware of these accounts and work to provide access to these accounts in the homes of our focal students. In the classroom we will continue to focus on academic conversations and vocabulary and we will incorporate math language into our ELD time. During our math planning meetings we will use the time to look more closely at student data and how the class structures for math can allow for more targeted support for students who require additional assistance. We will continue to offer before school math classes two days a week for 2nd and 3rd grade students with priority going to EL and Low Income students.</td>
</tr>
</tbody>
</table>

Math SBAC results for the following groups Percent proficient EL( 13 students)=38% (down 6%) Percent proficient Low income (32 students)=44% (up11%) Percent proficient Sped (12 students)=41% (down 1%). We need to look more closely at the movement within bands and scaled scores for our focal groups. We await guidance from SFUSD on what our targets should be. We expect to see growth and to bring all students to grade level proficiency. The interventions described above continue to guide our actions.

**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)*?
We had 53 students who took the CELDT test in the fall of 2015. Our goal is for all students to make growth of one level per year and to ensure that all students meet the criteria for redesignation ideally by 4th grade but at a minimum by 5th grade. We do have EL students who transfer to Peabody or enter school as upper grade students in the early stages (beginning, Early Intermediate) of English proficiency. For these students in particular we will provide additional support besides designated ELD instruction. 68.8 percent made AMAO Growth on CELDT. This exceeds our target of 62%. Of note is that we have a large number of EL students in our Special Education Day classes for whom the CELDT is not a proper tool for assessing language progress. We need to make better use of the VCALP assessment.

We do not have CELDT data yet. (9/16)

**College and Career Readiness**

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

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

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

**Elementary Schools**

What is your plan for promoting college and career readiness?

Although our school only goes to 5th grade we want to make sure that students are aware of the world beyond elementary school. We undertake a number of different events and use a couple of different programs to promote college and career readiness. We have worked hard this year to increase the number of our families participating in the Kindergarten to College Savings Program. We held a form collection drive in February and for the 2016/2017 school year will incorporate this drive into our back to school night program for all our K-4th grade students. This year we held our first “annual” STEM fair. Students from all grades spent the day doing STEM activities and attended an inventor assembly. We also will continue to host a career fair for all our 3rd-5th grade students. We believe that comfort with technology and keyboarding contributes to college and career readiness (and will improve SBAC scores). To that end all 2-5th grade students will continue to receive accounts to mytypcingclub.com and our 4th and 5th grade students will continue to use Google Docs to publish writing pieces during the second half of the school year.

**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.
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?

There are a number of leadership teams at George Peabody that share in planning our professional development. We have an Instructional Leadership Team that reviews the yearly professional development plan and focuses on how we are serving our focal students. We have a Language Arts Leadership team that plans our ELA focused staff meetings, grade level collaboration days and works to ensure our ELA program is articulated and coherent across all grade levels. Examples of areas the team works range from 20,000 feet of grade level spirals to how handwriting and keyboarding is taught at each grade level. We have a math team that plans full staff meetings focused on math, monthly grade level unit planning meetings and the three two hour release time meetings teachers have with the SFUSD math department. We also have an RTI team that coordinates our school wide RTI and social emotional learning program.

<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>These teams will continue to meet monthly to plan our professional development and work to ensure Prop A hours are being fully utilized by in house PLC groups and district provided PD opportunities. Our leadership teams will continue to meet and plan staff meetings. 7 ELA half-day meetings are scheduled to continue to plan our ELA program and look at student work and data One full staff meeting a month will be scheduled to look at our inclusive practices and improve the cultural relevance of our instruction. We await guidance from the math department about the PD offering for next year. We will move into classroom practices for RTI as we enter year 2. We are reducing the number of ELA meetings to 6 as securing substitutes provided challenging for September. We are continuing to refine Tier one RTI strategies and implemented a &quot;passport program&quot; to ensure teaching of behavioral expectations in all areas of the school.</td>
<td>Site Budget (WSF)</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

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

<table>
<thead>
<tr>
<th>Students with Disabilities/ Promotion of Inclusive Practices</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>We would like to have 100% of our SDC students mainstream into the general education classroom for a regularly scheduled lesson/event. Some students currently mainstream during specials which are taught outside of the classroom setting</td>
<td>During a September and January staff meeting teachers will have an opportunity to collaborate with SDC teachers around schedules. At all IEPs discuss when the classroom mainstreaming occurs.</td>
<td></td>
</tr>
</tbody>
</table>
14% of the students at George Peabody have IEPs. We have 2 SDC classrooms. Students are on the same schedules as their grade level peers and there is significant mainstreaming of the students throughout the day. Some SDC students are mainstreamed for academic as well as “social” subjects while other students only mainstream during social subjects such as PE, Dance, and Choice Time. George Peabody celebrates Inclusive Schools Week each December. During this week students reflect on learning differences and diversity.

Student Engagement/Attendance

<table>
<thead>
<tr>
<th>Student Engagement/Attendance</th>
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</thead>
<tbody>
<tr>
<td>Our attendance dashboard as of 3/20 shows that the following attendance rates: 97% for EL, 95.7% for Special Education, 98.4% for African American, 95.8% for Latino, 2.5% of our students have moderate chronic absenteeism (10-19%), 0% are chronically (&gt;20%) absent. Last year we lost points on our SQII for our SES and EL students. We don’t appear to be at risk of this for 2015-2016.</td>
<td>Our target is to be above 97% as a school and for all sub groups.</td>
<td>Strategies: We hope to grow our mentoring program and have applied to the SFUSD for inclusion in the AmeriCorps Mentoring Program. We believe that by assigning 1:1 mentors to any student at risk of chronic absenteeism will help support improved attendance. Our school secretary will continue to call home for any student who is absent and has not had a family member call in to report the absence.</td>
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</table>

School Climate

<table>
<thead>
<tr>
<th>School Climate</th>
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</thead>
<tbody>
<tr>
<td>During the 2015-2016 school year we have suspended 1 student two times.</td>
<td>Our target is to have 0 suspensions.</td>
<td>Teachers and staff will provide consistent reinforcement of our school wide rules, expectations and Splash Value. Principal will continue to recognize three students per week with Splash Award bracelets. We hope to grow our mentoring program and have applied to the SFUSD for inclusion in the AmeriCorps Mentoring Program. We believe that by assigning a 1:1 mentor to any student at risk of severe behavioral issues we can greatly reduce the severe behaviors. Teachers and counselor will continue to implement our SEL program; Kimochis, along with PBIS strategies that we learn in year two of RTI.</td>
</tr>
</tbody>
</table>

Parent-School Communities Ties

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

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

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

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

Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td>Increase the engagement of our EL and SES families in schoolwide events</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
<tr>
<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>

SFUSD’s Family Engagement Standards
At George Peabody we truly believe that active and engaged families results in improved social and academic outcomes for all students. We have many events sponsored by the school and the PTA to bring our parent community into our school. On our annual SSC survey (completed by 169 respondents) 97% of our parents would recommend this school to other parents. 96% feel connected to the Peabody community. However, we do notice that our community events are not as well attended by our EL and SES families. We don't have specific data about this but there is widespread agreement that this is the case. We have excellent attendance by all groups at back to school night and parent teacher conferences.

We have a new committee made up of staff, parents, after school staff and administration to examine issues of race and equity at George Peabody. The committee will be making recommendations around four categories to all stakeholders. The committee is looking at our curriculum, parent engagement, student support and professional development. In addition to monthly coffee talks the principal will host early evening sessions in Spanish in order to better engage this segment of our population. Our PTA will continue to sponsor monthly community building events and continue to reach out and engage under represented families for attendance at community events, sign me ups and PTA meetings. We will continue to work with our after school program to support our low SES families with weekly food distribution, stay and play Thursdays and monthly parent/staff vs. student athletic competitions. We will continue to offer monthly parent education meetings in the form of book clubs and presentations led by our school counselor. We will resurrect our buddy family program to provide every new family with a 1:1 buddy who will reach out with reminders of community and school wide events.
**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 = 2,050**

These funds will be used for instructional supplies for the SDC and for sub release time for the SDC teachers to observe general education and other SDC classrooms to enhance their own professional capacity.

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 = 17,250**

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

Our SCG-EL funds will be used to fund two additional para hours daily. This time is used to provide additional reading/language instruction to newcomer students in the upper grades, to run the take home book and tape program for EL students and to monitor attendance during additional morning classes for EL students. Additional funds will be used to purchase instructional materials (summer workbooks and additional take home books and tapes) and supplies and ChromeBooks for EL students. Although our funds are limited we believe this is the best way to support EL students with these funds. We have found having one person monitor attendance and take home books has greatly improved the way these two programs run.

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

**Supplemental Concentration Grant - Low Income (SCG-LI) 07090 Allocation = 0**

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

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

**LCFF Concentration Grant (SCG-C) 07092 Allocation = 0**

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

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

**Targeted Instruction Improvement Grant (TIIBG) 07940 Allocation = 0**

*If your school site receives a TIIG allocation, how will these additional resources be used to increase and improve services for these 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)
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

<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>31500</td>
<td>-</td>
</tr>
</tbody>
</table>

**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)

### 1% Title I Parent Set Aside:

0

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.**

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

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

### Impact & Innovation Awards = 0

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

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

### Principal’s Innovation Fund: 0  
*(For Middle Schools and PK-8 Schools as applicable)*

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

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

### Equity Grant = 0  
 *(as applicable 16-17)*

**Identify Sub-group & specific actions**

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

### QEIA Carryover = 0

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

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>.5</td>
<td></td>
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</table>

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<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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</thead>
<tbody>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- Lead our SAP team
- Lead our RTI team
- Over see our SEL program
**SECTION V: Recommendations and Assurances**

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

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

| ✓ | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ✓ | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ✓ | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
|   | ✔ English Learner Advisory Committee (ELAC) |
|   | ☐ Community Advisory Committee for Special Education Programs |
|   | ☐ Other (list) |
| ✓ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ✓ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ✓ | The school held two (2) community meetings prior to the completion of the school site plan. |
|   | 1. One meeting to gather input from the school community including all advisory committees. |
|   | 2. One meeting to present plan upon its completion before March 25, 2016. |
| ✓ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: |
| ☐ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ✓ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ✓ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ✓ | This school plan was adopted by the SSC on: 9/15/2016 |
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>Willem Vroegh</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Sophia Donnelly</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Agnes Leong</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Kim Chan</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ellen Duong</td>
<td>Paraprofessional</td>
<td></td>
</tr>
<tr>
<td>Remy Rawlings</td>
<td>Parent/ SSC President</td>
<td></td>
</tr>
<tr>
<td>Mark Freyman</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Edie Walker</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Anji Desai</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Tereza Kolesnikova</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>