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 278 students come from 19 different zip codes however 50% live within the school’s zip code. Approximately 19% 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 15% 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. Five 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, mentoring for success coordinator and our Recess Coach. In addition to these five 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. A challenge we face 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. We also recognize that due to low numbers our sub groups scores can get overshadowed by the overall strong performance of the school. We must continue to make the academic success of these students our main focus. Our areas of focus this year continue to be in the subjects of Language Arts and Math and on Race and Equity. We continue to focus on the implementation of Readers and Writers Workshop within the context of the SFUSD’s “Balanced Approach to Literacy and utilizing Leveled Literacy Intervention kits in grades 2-5. In mathematics, we continue to focus our professional development on grade level unit planning utilizing the SFUSD mathematics curriculum. We continue to work 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, not just the classrooms.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

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

**Key Requirements**

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

These requirements include:

- School Site Councils must approve the BSC and categorical budget prior to SFUSD Board of Education approval. In order for this to be valid, the School Site Council must have parity.
- Prior to voting on and approving the BSC and budgets, School Site Councils must receive and use feedback from English Learner Advisory Councils (ELACs).
- The BSC must align with the District’s goals for improving student achievement and outcomes and articulate schools’ indicators and assessments for evaluating progress toward these goals. School goals must be based upon an analysis of verifiable state data.
- The plan must be reviewed annually and updated by School Site Councils and approved by SFUSD’s Board of Education whenever there are material changes that affect the academic program for students.
- 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 24, 2017.

1. Balanced Score Card/ Single Plan for School Achievement
All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2017 in alignment with the release of any additional data and final budget allocations.

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

### 3. Budget
- **☑ Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support**
- **☑ All 2017-2018 Title I funds should be accounted for in the BSC**

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

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

Follow this [link](https://district.sfusd.edu/dept/roa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Report_for_15-16”

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

**Contents**

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

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

**Contents**

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

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

**Contents**

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

**NOTES:**

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

With the adoption 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></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Spring 2017: According to the Peabody Midyear Data Puzzle for 2016-2017, our results indicate the following: 86% of our K-2 students met or exceeded standard on the Fountas and Pinnell Assessment. 78% of our 3-5 students met or exceeded standard on the Reading Inventory Assessment. IWA results for 2016-2017 were an average holistic score of 3.4 (on a 6 point scale) compared to the district average of 2.6 Students scored on average above a 3 on all sections (Introduction, Organization, Audience, Information/Evidence, Word Choice, Sentence Structure, Conventions) except conclusions which was a 2.9. Fall 2017 Our SBAC scores improved from 77% meeting/exceeding expectations to 82% meeting/exceeding expectations.

Spring 2017: At least 80% of our 3-5th grade students will meet or exceed standard on SBAC and at least 95% of our k-2 students will end the year (5’17) at standard on the F&P
Spring 2017: 1. Classroom teachers will continue the implementation of SFUSD ELA spirals: Narrative, Expository, Opinion, and Research. Grade levels will continue to use the Readers and Writers Workshop Units of Study as a resource to support ELA work. Peabody principal and some staff have applied to attend the Reading and Writing Institutes at Teachers College. 2. Grade level teams will plan units collaboratively and we will continue our practice of 6 half day grade level collaboration meetings over the course of the year to discuss curriculum and analyze student work. 3. Classroom teachers will continue to assess student reading levels (using F&I and RI) and ensure students are reading at their appropriate independent/instructional reading levels in class and for a portion of at home independent reading time. 4. Students not reading at grade level will receive additional small group reading instruction (using LI kits) from at least one of the following: classroom teacher, language and literacy teacher or paraprofessional Fall 2017 Our teachers in grades k-2 and our special education teachers and literacy specialist are all participating in a SFUSD dyslexia pilot program. They are learning about targeted interventions to support students at risk of future reading difficulties or currently experiencing them. We now have a centrally provided reading coach on site one week per month. She will be working with selected grades to help them strengthen components of the Reading Workshop model we are using, specifically with small group instruction.

### 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>Spring 2017 14% of our students are not at grade level on F&amp;P on the middle of year assessment. 22% of our 3-5 students are not at grade level on RI on mid year assessment. 77% of our K-2 students receiving English Learners met or exceeded standard on the Fountas and Pinnell Assessment. Only 12% of our eight 3-5 grade English Learners met or exceeded standard on the Reading Inventory Assessment. * 84% of our K-2 students who are socio-economically disadvantaged met or exceeded standard on the Fountas and Pinnell Assessment. * 39% of our 18 3-5 students who are socio-economically disadvantaged met or exceeded standard on the Reading Inventory Assessment.</td>
<td>Spring 2017 Target is for 95% of all k-2 students to end year on level or beyond on the F&amp;P. Target is for 85% of our 3-5 students to demonstrate proficiency on SBAC.</td>
<td></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>Spring 2017 95% proficient for end of year F&amp;P for low income students in grades k-2. Matching school average (76%) proficient on SBAC for low income students grade 3-5. For our students with Special Needs (43 in all which includes two SDCs and an RSP program) we look at each student individually and work to meet the academic goals established in his/her IEP. However, our target on standardized assessments is to exceed the district average in elementary schools by 10% points as a school.</td>
<td>Spring 2017 Please see Tier II interventions as these all apply to students in our focal groups. The RSP teacher and classroom teacher are the two primary people responsible for implementation for our students with special needs. Additionally, our RSP and SDC teachers will each receive one release day per month for planning with general education teachers and administering assessments for students on their caseload. Fall 2017 The only adjustment is that we have reduced our budget for substitute teachers in order to help cover the expense of a reduction in our RSP allocation from 1.0 fte to .5. This will require us to reduce the number of release days teachers get for grade level planning and for RSP/SDC collaboration with general education teachers. In addition our participation in the dyslexia pilot has already required a number of teacher absences and we are cognizant of having too many substitute days for our SDC classroom students and RSP students.</td>
<td></td>
</tr>
</tbody>
</table>
Spring 2017 Low-Income and English Language Learners and Students with Special Needs are the three primary focal groups at Peabody. 77% of our K-2 students classified as English Learners met or exceeded standard on the Fountas and Pinnell Assessment. *12% of our 8-3-5 grade English Learner support met or exceeded standard on the Reading Inventory Assessment. Our mid-year data puzzle only provides academic information for our low income students as the other above mentioned groups are not large enough to be considered statistically significant. However, we monitor our EL students and acknowledge that many students who are EL (based on CELDT) are not performing at grade level. *84% of our K-2 students who are socio-economically disadvantaged met or exceeded standard on the Fountas and Pinnell Assessment. *39% of our 8-3-5 students who are socio-economically disadvantaged met or exceeded standard on the Reading Inventory Assessment. Fall 2017 40% of our 15 tested Latino students are not meeting or exceeding standard on the SBAC. 47% of our 15 tested low income students are not meeting or exceeding standard on the SBAC. 32% of our EL and Redesignated students are not meeting or exceeding standard on the SBAC. For all of our focal students we made growth over SBAC scores and are far outpacing the same focal groups for SFUSD 3-5th graders. However, there is still a significant gap between our focal groups and our school average and an even larger gap with our white and not low income students.

**Mathematics Core Curriculum**

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2017 According to the Peabody Midyear Data Puzzle for 2016-2017, our results indicate the following: * 69% of our students (grades 3-5) met or exceeded standard on the Math Benchmarks. * 86% of our students (k-5) met or exceeded standard on the second math tasks. K=90% proficient, 1st=74% proficient 2nd=74% proficient 3rd=90% proficient and 4th = 95% proficient. 5th grade data is not available yet. We are anxious to see how the SBAC scores align with the benchmarks and/or math tasks. Fall 2017 83% of our students met or exceeded standards on the SBAC. This is an improvement of 11% from our prior results of 72%.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What instructional shifts will be required to achieve these goals?</th>
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</thead>
<tbody>
<tr>
<td>Spring 2017 1. Staff will continue to implement SFUSD’s Math Units of Study. 2. Grade level teams will continue to meet monthly to analyze student work on milestone tasks and develop plans to support student learning. Planning will include opportunities for deepening understanding and importance of SFUSD three signature strategies. 3. Classroom teachers will use the signature strategies with each unit. Math Talks (for building conceptual understanding and number sense), the Three Read Protocol (to improve problem solving skills and help make sense of problems), Group Work Feedback (to reinforce mathematical and classroom behaviors in small group situations). They will also increase the use of visual supports (sentence frames, anchor charts) and the use of manipulatives to support all students’ math comprehension. 4. Additional fluency work will be sent home weekly with the homework packets for all students at the start of the year and tapered for students demonstrating strong fluency. Fall 2017 No changes added.</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>Spring 2017 We have 31% of our 3-5th grade students who did not meet expectations on the math IAB. This is consistent with our 2016 SBAC results where 28% didn’t meet expectations. The SBAC results were an improvement of 5% from 2015 and we believe this positive trend will continue. However, even with movement in the right directions and results that far exceed the district average this is a significant number of students in the upper grades who are not meeting expectations. Fall 2017 No change</td>
<td>Spring 2017 Our target is for 85% of our students to score proficient on the SBAC.</td>
<td>Spring 2017 For our students needing additional support in mathematics we will devote time at grade level math meetings for studying the universal supports section of the SFUSD curriculum. We will continue to offer before school math support for students in grades 2-5. We will continue to offer after school math support in conjunction with RDASC and parent volunteers. All 3-5th grade students will continue to receive accounts to the web-based Dreambox (or another platform) intervention for additional practice at school and at home. Targeted students will be monitored monthly to ensure 60 minutes a week of usage. Chromebooks will be provided to all students who do not have consistent access to a computer at home. Teachers will utilize the Universal supports in the SFUSD core curriculum lesson plans for students not meeting grade level standards. Teachers will increase the use of manipulatives during small group instruction and emphasize small group instruction with heterogeneous students in small groups for increased academic discourse. Fall 2017 No change</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>2017 Low-Income and English Language Learners and Students with Special Needs are the three primary focal groups at Peabody. Our mid-year data puzzle only provides academic information for our low income students as the other above mentioned groups are not large enough to be considered statistically significant. However, we monitor our EL students and students with special learning needs and see that they are also not performing at the same level as the rest of the school. 44% of our 32 low income students scored proficient on 2016 SBAC math and 42% on the first SFUSD Math Benchmark. 74% scored proficient on the first math task. This is double digit growth on all three tests and above the district average but still not the results we want to see. We are especially concerned that our Math results for low income students do not mirror our ranking for math results as a school (i.e. Peabody as a school had the 12th highest overall math scores but our low income students were not the 12th highest). Fall 2017 60% of our latino, 80% of our low income and 68% of our EL/Redesignated students met or exceeded standard on the math portion of the SBAC.</td>
<td>Spring 2017 We would like to see significant growth (15% improvement) for our low income students and have their results mirror the results of our entire school (i.e. 8th for math as a school=8th for math for our low income students). Fall 2017 No change</td>
<td>Spring 2017 The supports in place for our Tier 2 students apply to our focal students. Additional support for our students with special needs will come from our RSP teacher. She will utilize the Universal supports in the SFUSD core curriculum lesson plans and increase the use of manipulatives. Additionally, she will ensure the parents are clear on how the on line program works and monitor the use of the program by the RSP students. Greater emphasis on small group instruction with heterogeneous students in small groups for increased academic discourse Fall 2017 No change</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (Including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
In a narrative, describe what your analysis of the data says about your school.

WASC Ch.2

Spring 2017 Of our 37 CELDT scores there were 11 students who did not show progress. 6 of those 11 were at the intermediate (where it considered acceptable to remain for two years in a row). None of those 6 students were "stuck" in the intermediate level for 3 years. 77% of our 27 EL students scored proficient on the middle of year F&P, however only 12% of the 8-5th grade students scored proficient on the second RI assessment. 50% scored at basic. These results highlight the fact that students who are still classified as EL in the upper grades struggle with reading and are in need of stronger intervention and support. Due to the very low numbers of EL students who are taking the SBAC results we instead focus on the growth of each student rather than overall school scores. We did examine raw scores for EL students and growth and the results were positive for over 60% of the students. Fall 2017 71% of our EL students met AMAO. The target is 65.5% and the district was at 58.5% 43% met AMAO 2. The target was 26.7% and the district average was 27%. We do not have data on SBAC growth for our EL students yet (coming in October).

Spring 2017 We want to see a years growth for all EL students on F&P and SRI. There will be a new CELDT test next year and we will wait to determine targets once we have a better understanding of that test and how it is reported/scored. We expect to see SBAC results for our EL students at least 15% above the district average and growth for all students.

We will continue to extend the school day for our 4th and 5th grade students who are EL by providing their ELD time before school. We will continue to provide daily ELD time for all EL students. We will continue to prioritize EL students for enrollment in our on site after school care program. We will provide take home books, books on tape/CD for all EL students so that they are reading appropriate leveled books on a daily basis. We will prioritize EL students (along with Low Income) for Reading Recovery and LL1 groups if there are issues of capacity. EL students will have priority for RDASC enrollment. Fall 2017 No change

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - 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? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

College and Career Readiness

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

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

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

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

Elementary Schools

What is your plan for promoting college and career readiness?

We will expand our school wide STEAM Day to two times annually (Fall/Spring) Fall 2017- We are only going to have 1 STEAM day (too big a lift for parent volunteers) All our Kindergarten students will attend a k2C field trip to make deposits into their college savings account We hold a career day every other year for our 4th and 5th grade students. The next fair is scheduled for 2019 (next academic year) We will expand our assembly/guest speaker program to bring in more outside speakers to inspire our students with stories about their lives and the different careers that exist. We will continue to work with our low-income 4th grade students and their families to promote the SMART and Breakthrough programs and support the students throughout the application process.

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?

During the the 2016-2017 year our school’s literacy, math and RTI teams work in conjunction with the principal to plan our twice monthly staff development meetings and our teacher release days (2 for Math and 6 for ELA). In addition we worked with two groups (Word Trust and Hysten Consulting) to lead eight professional learning meetings (including one full day event) for our staff that focused on Race and Equity. We plan to use the same structures and consultants next year with the exception of Word Trust. In addition to our twice monthly staff meetings, weekly grade level meetings and 6 ELA and 2 Math release meetings teachers also have 18 Prop A hours available and extended hours available for additional grade level meeting time and professional learning in chosen disciplines. As a staff we want to focus our work on deepening our understanding of Race and Equity and the impact we, as teachers, and our school, as in institution and branch of societal structure, have on our students. We will continue our work on better interrupting the predictive power of race and class on student achievement. We also plan to focus our ELA professional development on the impact our teaching is having on our focal groups and put more focus into the reading support our lowest readers receive in class. In math we want our PD to focus more on improving the classroom instruction we provide and research based strategies that improve student achievement. In the last two years the focus has been on using the SFUSD math curriculum and backward planning from the milestone task. Our RTI team will focus on supporting our staff in utilizing Tier 2 strategies and continuing to ensure students are clear on the meaning of our five Splash Values and how they demonstrate this throughout the school. Fall 2017 No change

<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>Monthly meetings of the ELA, Math and RTI teams to plan upcoming meetings and review meeting evaluations. Set dates for the eight release day meetings in August and line up substitutes teachers. Work with central office personnel as needed to support ELA, Math and RTI content and actions. Fall 2017 Due to acceptance into Dyslexia pilot and reallocation of funds to cover RSP teacher we are reducing the number of teacher collaboration days in ELA to 3 for grades 1 and 3 and 6 for grades 2 and 4/5.</td>
<td>There are no site funds required to resource this nor are there MTSS staff members to help with implementation. We will use site funds to release teachers for ELA meetings. District funds for release during Math meetings. Site, Prop A and PTA funds for extended calendar. We will use PTA funds for our work with out of district consultants.</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
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</thead>
<tbody>
<tr>
<td>Analysis of Data</td>
</tr>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
</tr>
</tbody>
</table>
14% of the Peabody population receives special education services. 50% of our families with students with special needs complete our annual SSC survey. 82% of survey respondents feel the IEP is fully supported by the school staff. 88% feel their child’s teacher is working to include everyone. 70% feel their adequate communication about the specific needs of their child amongst the school staff. Peabody has two special day classrooms and a RSP program and inclusive practices are monitored. In our 1-3 SDC 9 of the 11 students mainstream in general education classrooms for portions of the day. In the 3-6 grade classroom 6 of the 13 students mainstream for portions of the day. Mainstreaming is encouraged at Peabody and updates are provided during our monthly special education team meetings and discussed during IEP team meetings. The SDC classrooms are on the same lunch/recess schedule as their grade level general education ed peers and a number of students mix tables during lunch time and play is integrated during the recess breaks. Peabody participates in the annual Inclusive Schools Week every December. 13% of our 43 special education students are considered chronically absent

<table>
<thead>
<tr>
<th>Student Engagement/ Attendance</th>
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<tbody>
<tr>
<td>Our midyear data puzzle shows that for the Fall semester of 2016 3.3% of our students were chronically absent, 5.3% of our EL students were chronically absent, 3.7% of our low income students were chronically absent and 13.2% of our 43 special education students were chronically absent. The overwhelming majority of the chronically absent students absences are due to family vacations. However, there are some specific cases we are working on. There have been 0 school suspension during the 2016-2017 year.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>School Climate</th>
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<tbody>
<tr>
<td>In the fall we will add SFUSD Survey information and make targets for this area. On our SSC survey our targets are for 100% of students to be able to tell parents the five Splash Values. Our targets for the other areas to remain the same as the year prior except to improve the percentage who do not feel intimidated or teased up to 100%.</td>
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</tbody>
</table>

| Each SDC teacher will receive one release day per month during in 17-18. During the day one of the agenda items will be to support the mainstreaming of all the students. Teachers will be able to visit students in the general setting to make observations and provide recommendations to the general education teacher. The special education team will continue to meet monthly to review IEP calendar, monitor mainstreaming and student attendance and increase communication with families via more robust monthly newsletters similar to the ones produced by the general education teachers. In addition to the daily phone calls to check on absent students the principal will make monthly phone calls to the families of students who are chronically absent. Provide families with the annual survey at the first parent teacher conference. |

| We would like to have no more than 1% of our students from any group chronically absent. However, our target for special education isn’t quite as ambitious and is 5%. |

| We believe that student absenteeism is not because the students don’t enjoy coming to school (98% do based on SSC survey) and that improving attendance has to do with parents. We need to do a better job emphasizing to our community the impact chronic absenteeism has on a students’ academic achievement. This will be done during back to school night, monthly newsletters and on report card comments. |

| We will continue to have our school social worker at Peabody 4 days per week. She will continue to oversee the implementation of our SEL curriculum (Kinchis). In addition she will continue to lead lessons in classrooms, oversee a CIT intern, and run groups. We will expand our mentoring for success program to 4 days a week (up from 2). We will partner with the Richmond District Neighborhood Center to run our Peabodyworks program. |

| In the fall we will add SFUSD Survey information and make targets for this area. On our SSC survey our targets are for 100% of students to be able to tell parents the five Splash Values. Our targets for the other areas to remain the same as the year prior except to improve the percentage who do not feel intimidated or teased up to 100%. |
We are eager to review the SEL data from the SFUSD surveys of our current 4th/5th graders in the fall. We had a teacher change this year and expect to see improved results from the 2016 annual SFUSD SEL survey. Our own SSC School Survey (completed by 156 of approximately 200 families) shows that 86% of our students can tell their parents the five “Splash Values” 98% of our students enjoy going to school 92% do not feel intimidated or teased 98% the school provides a safe environment We had zero suspensions (to date) in 16/17. Fall 2017 We were very pleased to see the expected improvements in our SEL data for our 4th and 5th grade students. Climate of Support improved 13% to 82% of the students responding positively on these questions. Growth Mindset improved 6% to 84% of the students responding positively on these questions. Knowledge and Fairness of the rules improved 14% to 82% of the students responding positively on these questions. Safety improved 15% to 78% of the students responding positively on these questions. Self efficacy went down 1% to 61% Self Management improved 3% to 80% of the students responding positively on these questions. Sense of belonging improved 11% to 83% of the students responding positively on these questions. Social Awareness improved 5% to 76% of the students responding positively on these questions.

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>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>We would like to increase the number of surveys completed to 180. We would like new members to join our Race and equity Committee (this year only one new person joined) PTA attendance mirrors the make up of our student body.</td>
<td>Utilize our parent liaisons to reach out to groups to solicit parents to take part in PTA committee work. Utilize the newly created PTA sports scholarship fund to widen team membership. More informal gathering on the school grounds before school for parents. More regularly scheduled RDASC after school program parent events at the end of the RDASC day to provide working families more opportunities to engage during the “school day.” For all of the above much of the evidence is anecdotal. We will do a better job using sign in sheets for events to track attendance.</td>
</tr>
</tbody>
</table>
Our annual SSC Community Survey was administered in January and completed by 158 (of approximately 200) families this year. 97% of our parents feel connected to the Peabody community 99% feel the principal is a positive, visible and accessible leader 93% feel welcome to participate in the PTA 99% would recommend Peabody to other parents. Our PTA plays an important part in our school. Not only do they fund a number of positions but they also sponsor monthly community events that are free for all GP families. We have a Race and Equity committee at George Peabody and family engagement is one of the three sub committees. Through the work of this committee we have parent volunteers who serve as family liaisons for our Spanish, Vietnamese and Chinese speaking families and an additional liaison for other language groups. The liaisons help with translation and outreach and are a resource for families with questions and concerns. The school counselor and principal hold 6 coffee talks a year in English and an additional 4 in Spanish. The school counselor provides monthly parent education workshops. The literacy and language teacher and another teacher host a reading with your child workshop. The data shows that our community is pleased with our school, however we would like to see more diversity amongst the parent leaders at the school. We'd like to have more EL families attend ELAC and PTA meetings. Turn out at our school wide events is representative of our entire school population however the parents who plan the events is not.
SECTION IV: School Budget & Resource Priorities

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

Special Education Weighted Student Formula (WSF-SpEd)
Allocation = $3,500

These funds will be used to provide the RSP teacher and two SDC teachers additional release time and for instructional materials and supplies. The additional $500 in our fall final allocation will be devoted to professional development.

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 = $15,869

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

These funds will be used to provide two hours a day of paraprofessional support for EL students and the remaining funds to purchase additional instructional materials and Chromebooks for our EL students. The paraprofessional is used to monitor take home books/cds for EL students in addition to the push in classroom to support provided to EL students during independent work time. We purchase additional take home summer workbooks and reading books for our EL students and provide Chromebooks for home use for all EL students grades 3-5 who do not have regular access to a computer at home.

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 (TII BG) 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)
# Categorical Expenses

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

<table>
<thead>
<tr>
<th>Title I = $0</th>
<th>(31500)</th>
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</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 = ____________

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:

Impact & Innovation Awards = $0

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

We have applied but not earned this award. We will apply again in the hopes of receiving funding to run a parenting group for students with ADHD diagnosis or presenting as such.

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

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

How do you plan to use these funds?

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

Equity Grant = $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)

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>
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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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<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<th>Other:</th>
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</table>

Two to three high leverage strategies that will be accomplished:

Or school social worker runs our SAP team. Our school social worker runs our SST
SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/20/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 9/20/2017
<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>Remy Ardizzone Rawlings</td>
<td>SSC President/Parent</td>
<td></td>
</tr>
<tr>
<td>Agnes Leong</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Sophie Donnelly</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>Edie Silver Walker</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Anji Desai</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Tereza Kolesnikovova</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Steven Winter</td>
<td>Parent</td>
<td></td>
</tr>
</tbody>
</table>