School Accountability Report Card
School Year 2018-19
(Published during 2019-20)

George Peabody Elementary School

0251 6TH AV, SAN FRANCISCO, CA 94118

Principal: Willem Vroegh

Phone: 415-750-8480   **Fax:** 415-750-8487

SFUSD School ID # 569   **Calif.School ID #:** 6041065

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

Superintendent: Vincent Matthews

555 Franklin Street, San Francisco, CA 94102

Phone: 415-241-6000   **Web Site: www.sfusd.edu**

SARC Contact:

Research, Planning and Accountability

Ritu Khanna, Executive Director

Phone: 415-241-6454   Fax: 415-241-6035

The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP) which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For more information about the school, parents and community members should contact the school principal or district office.

DataQuest is an online data tool located at http://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners.

Internet access is available at public libraries and other locations that are publicly accessible.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

George Peabody is a successful, safe, and small elementary school with a family-feel located in San Francisco's Inner Richmond neighborhood. Our talented and experienced staff provides each student with meaningful learning experiences through purposeful instruction and a well articulated curriculum. We work to ensure that all students learn the skills and knowledge needed to build the foundation to lead successful lives and become productive citizens. We also strive to ensure that every student leaves George Peabody with a positive elementary school experience full of fond memories, close friendships, a love of learning and a curiosity of the world beyond San Francisco.

Student Enrollment By Grade Level (School Year 2018-19)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	41
1	48
2	44
3	47
4	47
5	44
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	0
10	0
11	0
12	0
Ungraded Sec	0
Total Enrollment	271

Student Enrollment By Group (School Year 2018-19)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	1.1
American Indian or Alaska Native	
Asian	17
Filipino	2.6
Hispanic or Latino	12.5
Pacific Islander	
White (Not Hispanic)	43.5
Two or More Races	15.9
Socioeconomically Disadvantaged	21.4
English Learners	14.8
Students with Disabilities	14.4
Foster Youth	

Homeless	

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):
- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Teachers	School			District
	2017-18	2018-19	2019-20	2019-20
With Full Credential	17	17	17	2747
Without Full Credential	1	1	0	345
Teaching Outside Subject Area of Competence	0	0	3	145

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	3
Vacant Teacher Positions	0	0	0

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2018-2019, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the October 29, 2019 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:
http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Item Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains	X			
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

Item Inspected	Facility Condition			
	Exemplary	Good	Fair	Poor
Overall Summary	X			
Inspection Date	Fall 2019			

Additional Comments: No Deficiencies Noted.

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

George Peabody meets ADA the relevant Field Act and building code requirements. During the 2013/2014 school year the entire facility went through a complete renovation. All classrooms received new windows, flooring, ceiling tiles and lighting fixtures, cabinetry and faucet/fountain upgrades. The administrative building was also renovated as were all the restrooms. A new building was also erected on the school grounds to house our library, art room and multipurpose room. Additional offices, storage spaces, food service station and restrooms were included in the new building. The school grounds also benefited from the "Green Schoolyard Program" in 2015 The garden was expanded, a bioswale and outdoor kitchen and dining area were added to the school grounds.

We conduct school Beautification Days on numerous weekends throughout the year to build community and spruce up the school grounds and maintain the garden beds throughout the school.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

California Assessment of Student Performance and Progress Results for All Students

| | Percent of Students Meeting or Exceeding State Standards | | | | | |
| | School | | District | | State | |
Subject	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
English Language Arts/Literacy (grades 3-8 and 11)	86	87	55	56	50	50
Mathematics (grades 3-8 and 11)	85	81	50	49	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

See Subject - Subgroup results on next pages:

CAASPP Assessment Results - English Language Arts (ELA)
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	124	96.12	3.88	87.10
Male	81	77	95.06	4.94	87.01
Female	48	47	97.92	2.08	87.23
African American	--	--	--	--	--
American Indian/Alaskan					
Asian	23	22	95.65	4.35	81.82
Filipino	--	--	--	--	--
Hispanic or Latino	15	14	93.33	6.67	57.14
Pacific Islander/Hawaiian					
White	65	63	96.92	3.08	95.24
Two or More Races	17	16	94.12	5.88	87.50
Economically Disadvantaged	27	26	96.30	3.70	50.00
English Learners	27	27	100.00	0.00	66.67
Students with Disabilities	13	10	76.92	23.08	50.00
Migrant Education Services					
Foster Youth					
Homeless					

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics
Grades Three to Eight and Grade Eleven (School Year 2018-19)

Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	129	124	96.12	3.88	81.45
Male	81	77	95.06	4.94	81.82
Female	48	47	97.92	2.08	80.85
African American	--	--	--	--	--
American Indian/Alaskan					
Asian	23	22	95.65	4.35	90.91
Filipino	--	--	--	--	--
Hispanic or Latino	15	14	93.33	6.67	57.14
Pacific Islander/Hawaiian					
White	65	63	96.92	3.08	88.89
Two or More Races	17	16	94.12	5.88	75.00
Economically Disadvantaged	27	26	96.30	3.70	50.00
English Learners	27	27	100.00	0.00	77.78
Students with Disabilities	13	10	76.92	23.08	40.00
Migrant Education Services					
Foster Youth					
Homeless					

Note: Math test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students that did not receive a score is 10 or less, either because the number of students is too small for statistical accuracy or to protect student privacy.

The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level precentages. The achievement level percentages are calculated using students with scores.

CAASPP Test Results in Science for All Students

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School		District		State	
	17-18	18-19	17-18	18-19	17-18	18-19
Science (Gr 5,8 and high school)	--	--	--	--	--	--

Note: The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Indicator	Percent
2018-19 Students Enrolled in Courses Required for UC/CSU Admission	
2017-18 Graduates Who Completed All Courses Required for UC/CSU Admission	N/A

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
 - Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5	16.7	21.4	23.8
Grade 7			
Grade 9			

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

Part C (Engagement) begins on the next page.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):
- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

	School			*District*			*State*		
Indicator	*15-16*	*16-17*	*17-18*	*15-16*	*16-17*	*17-18*	*15-16*	*16-17*	*17-18*
Dropout Rate				7.6	13.1	11.2	9.7	9.1	9.6
Graduation Rate				86.5	73.1	72.1	83.8	82.7	83

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):
- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

George Peabody has a comprehensive school safety plan on file with SFUSD. All staff have been trained for and have assigned roles in the event of an emergency or natural disaster. Every November the school conducts an Emergency Preparedness Day. Teachers and guest speakers present special lessons related to personal safety. In addition, a mock earthquake and intruder drill are conducted on this day.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

	School			*District*			*State*		
Subject	*16-17*	*17-18*	*18-19*	*16-17*	*17-18*	*18-19*	*16-17*	*17-18*	*18-19*
Suspensions	0.0	0.0	0.0	1.6	1.6	1.7	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
  - Efforts the school district makes to seek parent input in making decisions for the school district and each
    schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Parents are our students' first teachers and play a vital role at our school. The Parent Teacher
Association meets monthly to plan school-wide events, fundraisers, after-school programs, and to
help coordinate parent volunteer efforts at our school. Parent volunteers work in the classrooms, the
school office, the library and the school yard during recesses. Parents play an integral and vital role in
the Peabody community. Our School Site Council is made up of 50% parents. The SSC meets to
monitor the academic achievement of our students and help ensure the voice of our parent community
is represented during the creation of the Academic Plan. The ELAC meets to provide input and
feedback about the programs that support our students who are second language learners.

If you are interested in parental involvement opportunities, please contact the principal at the school:

Willem Vroegh   **415-750-8480**

Section D (Other SARC Information) begins on next page.

Section D - Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2016-17			Avg Class Size	2017-18			Avg Class Size	2018-19		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		2		21	1	1		21	1	1	
1	21		2		21		2		22		2	
2	21	1	1		20	1	1		21	1	1	
3	21		2		21	1	1		21	1	1	
4												
5	25	1	3		24	1	3		23	1	3	
6												
Other	10	1			11	1			10	1		

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

This table displays a comparison of the school's per pupil expeditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at http://www.cde.ca.gov/ds/fd/ec/ and http://www.cde.ca.gov/ds/fd/cs/.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$6,103	$1,036	$5,067	$73,379
District	----	----	$5,067	$73,379
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	$7,506.64	$82,403
Percent Difference - School Site and State	----	----	-33%	-11%

Types of Services Funded (Fiscal Year 2018-19)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

George Peabody ES has a part time speech therapist and a full time resource teacher to support students who are having challenges meeting grade level academic standards. Additionally, we currently fund a full time language and literacy teacher to provide support to English language learners and beginning readers and their teachers. We have a four day a week school social worker to support students and their families both socially and academically. We have a partnership with the University of San Francisco to provide literacy tutors through the America Reads Program for our K-3rd grade students. We work with the Jewish Coalition for Literacy to provide one to one tutors for beginning readers. We have a sport coach who comes to us via Peabodyworks. The SFUSD VAPA department provides a music teacher to ensure a semester of choral music for all grade levels and the SFUSD provides an instrumental music teacher for grades 4 and 5 and a one day a week dance teacher.   We partner with local arts organizations to provide a semester long artist in residence program for all our classrooms. We also work with the San Francisco Opera and the Opera Guild to provide exposure and residencies to the Opera at all grade levels. We partner with SF Ballet for a dance program that serves all second and third grade students. We partner with Peabodyworks and the SFUSD Physical Education Department for PE classes. We partner with Education Outside to enhance our science curriculum and instruction. We fund a full time math/science teacher.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$47,028	$48,612
Mid-Range Teacher Salary	$77,010	$74,676
Highest Teacher Salary	$96,368	$99,791
Average Principal Salary (Elementary)	$114,660	$125,830
Average Principal Salary (Middle)	$120,566	$131,167
Average Principal Salary (High)	$124,586	$144,822
Superintendent Salary	$310,000	$275,796
Percent of Budget for Teacher Salaries	33	34
Percent of Budget for Administrative Salaries	6	5

Advanced Placement Courses (School Year 2018-19)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at http://dq.cde.ca.gov/dataquest/.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	0	----
English	0	----
Fine and Performing Arts	0	----
Foreign Language	0	----
Mathematics	0	----
Science	0	----
Social Science	0	----
All Courses	0	0

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

End of SARC Document.