



2018-2020 Balanced Score Card:
A Two-Year Single Plan for Student Achievement

School	Cobb, Dr. William L. Elementary School
Principal	Joseph Funk

SCHOOL VISION & CONTEXT

Nestled in the heart of San Francisco's Lower Pacific Heights neighborhood for almost 100 years, Dr. William L. Cobb Elementary School is a small, loving, inclusive, and multi-generational community that fosters the inherent potential within each child. At Cobb, we believe in a vision in which students learn best when engaged in an academically rigorous and safe environment. Our strong community encourages students to persevere by taking social, emotional, and academic risks. Students will leave Cobb with integrity, and the critical thinking and leadership skills to be agents of change for a more equitable future. The mission of Cobb Elementary is to provide a nurturing environment that inspires each student to thrive academically, emotionally, socially, intellectually, and creatively so that each student can be empowered to achieve his or her highest potential. As we deepen our focus on equity, we achieve this mission by knowing each child well, building relational trust, creating a positive school climate, providing culturally relevant and cutting-edge teaching and learning, collaborating strategically with community organizations, and meaningfully engaging families as partners. Areas of success at Cobb include our students having ample opportunities to be engaged in the arts through song, dance, drama, instrumental music, and visual art. The staff and stakeholders of Cobb strive to provide a safe and caring learning environment that promotes culturally responsive and sustainable pedagogy and critical thinking skills through school-wide curriculum projects, full implementation of Positive Behavior Interventions and Supports (PBIS), PAX and the Good Behavior Game, Response to Intervention (RtI), and a strong and collaborative after school YMCA/ExCel program. In addition, to best support our students we have strong partnerships with Playworks, E, Nagata Dance, San Francisco Ballet, San Francisco Symphony, YMCA Urban Services, Kindergarten to College, SF-Marin Food Bank, Tzu Chi Foundation, Gateway High School, Drew High School, and Town School. Current areas of challenge are low test scores and poor daily attendance. Key strategies include targeted small group intervention for academics, more training around Response to Intervention and supports for attendance, strengthening our equity mindset as an umbrella for all of the behavioral and academic teaching, learning and practices, engaging parents through parent workshops, and continuing to develop Tier 2 and Tier 3 intervention plans to bring students up to grade level academically as well as improve overall student behavior. This year we are welcoming our first TK classroom to Cobb! We have three big goals for 2018-19: one is for 85% of students to advance at least once grade level in reading, two is for 85% of students in 2018-19 to rise at least once achievement level on math milestones, and three is for at least 65% of students in 2017-18 to maintain "Satisfactory" or better attendance. We will be part of a Beacon program in 2018-19 and look forward to this partnership with the Buchanan YMCA. We continue to work daily on creating the safest, most responsible, and most respectful environment in San Francisco schools. What do Cobb Tigers do? ROAR with Excellence!

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: **(500 words maximum)**

- **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

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 2018-2020 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 **2018-2019** 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).

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* as well as for the Local Control Accountability Plan (LCAP).

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.

SECTION II: School Data Profile

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 **17-18 Results** folder look for the folder titled "###_Mid-Year_Summary_2017-18". This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance Metrics K-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	<ul style="list-style-type: none"> Instructional Core: ELA 	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math 	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	<ul style="list-style-type: none"> Student-Centered Learning Climate 	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate College and Career Readiness 	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K-12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	<ul style="list-style-type: none"> 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: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	<ul style="list-style-type: none"> College and Career Readiness 	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	<ul style="list-style-type: none"> Instructional Core: ELA, ELD and Math Student-Centered Learning Climate 	Direct links to summary and list reports at the student level to take a deeper dive into your results

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 groups.
- Refer to **Illuminate Report List** to link to student level data

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 2016-2019 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

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

In 2017-18, African American students were our focal group at Cobb and African American students represented the largest group of students at our school, based on race, at 28%. This group remains our focal group. On the 2017-18 SBAC ELA, 0% of all African American Cobb students (3rd, 4th and 5th grades) performed at meeting or exceeding standards, a 7.1% decrease from the 2016-17 SBAC ELA. On the 2016-17 SBAC ELA, 7.1% of all African American Cobb students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards, over a 3% decrease from 10.3% on the 2015-16 SBAC. Window 2 of the ELA Writing Task showed 13.3 % of African American students met or exceeded standards. Window 1 showed 13.16 % met or exceeded standards. School-wide, 25.22% of students were proficient at Window 1 and 38% were proficient at Window 2, a increase of 13% of students On the Fountas & Pinnel (F&P) assessment for Window 3 of 2017-18, 59% of all African American students showed proficiency, up from 40% for Window 1. Currently, AA students are performing slightly below the school average (61%) in reading. On the Fountas & Pinnell reading assessment for Window 1 of 2016-17, 62.1% of grades 3-5 students showed proficiency, up 9.1% of grades 3-5 students in 2015-16. Our goal is to have at least 8 African American Students perform proficient on the 2018-19 SBAC-ELA. Our goal is to increase the ELA Writing Task proficiency to at least 20% between testing windows for our African American students. On the Fountas & Pinnell reading assessment, our goal is for African Americans to continue to show significant growth and reach 65% proficiency for all grades. In 2017-18, our 1st grade students showed the lowest F&P proficiency at 36% of students meeting or exceeding standards as of Window 3. In addition to Phonics intervention and LLI interventions, teachers will build proficiency in the use of a new curriculum - Fountas & Pinell Classroom. Additionally, teachers will focus on engaging our African American students by using engaging and culturally relevant texts both in book and digital formats. We will continue utilizing Academic Discourse and close reading protocols to engage students with complex texts. As a school we will be working on communicating with our parents and our Beacon partners on how they can support learning at home and in our YMCA/ExCEL after school program. Additionally, we need to understand why students demonstrated reading abilities trend much higher than the results of the SBAC assessments and then apply strategies to help students demonstrate their learning across a range of assessment tools.

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

Analysis of Results Language Arts-All Students 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	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5

On the 2017-8 SBAC ELA, 15% of all Cobb students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards, a 7% decrease from 22% on the 2016-17 SBAC. The prior 2016-17 data showed a one year increase of 2%. Overall in 2017-18, 4th grade performed highest at 23.1% proficient, a drop of 1.92% from the year prior. Third grade was lowest at 0% proficient, a decrease of 25%. However, our 2017-18 3rd grade cohort consisted of only 10 students who took the SBAC. For ELA Writing Tasks in 2017-18, 25% of all students were proficient (at or above) at Window 1 and 48% were proficient at Window 3, an increase of 23%. This demonstrates a significant increase over 2016-17 when only 17% of grades 3-5 students performed Near, At, or Above Standards on Window 1 and 13% in Window 2. On the Fountas & Pinnell reading assessment for Window 3 of 2017-18, 62.6% of K-2 students showed proficiency at Window 3, up from 56.7% of K-2 students in Window 2.	Based on our current results, our target/performance goals are: SBAC: 25% proficiency overall for grades 3-5. We did not meet this goal in 2017-18 so we will continue it. Our target goal is to have 50% of our 3rd, 4th and 5th graders score a 3 or better on the 2018 IWA, which we did not meet for the 2017 IWA. ELA Writing Task is at or near 50% proficiency in Spring 2018. Our performance goal is for 70% of all Cobb students to be reading at or above grade level by the end of the 2018-19 school year as measured by F&P scores. We were near this goal in March 2018 at an average of 61% for all students. A Cobb school goal this year is for 85% of Cobb students to advance at least one achievement level on a writing prompt as measured by a grade level rubric.	Students need to write in class every day. Writing needs to be an essential part of homework. Writing projects must be engaging and culturally responsive. All classes must have Readers Workshop occurring at least three times a week and Guided Reading should be every day in K-3. Grade Level Collaboration weekly meetings (K-2 and 3-5) used to analyze data and plan small group instruction, Professional Development on planning and implementing the SFUSD Core Curriculum including the TCRWP Reading and Writing Units of Study and F&P Classroom. Professional Development Instructional Focus for 2018-19 will be on the implementation of F&P Classroom.	Professional development (PD) for all teachers on F&P Classroom. Teacher peer observation (use site-funded substitutes to cover classes) Teachers learn about students' cultures and infuse them in materials, guests, etc. with guests reflecting students' cultures All students will have access to genre-based and leveled libraries and have opportunities for weekly book shopping in each classroom. All classrooms will utilize a comprehensive approach to literacy framework: guided reading, mini lessons, word study, close reading, interactive writing, promoting evidenced based thinking, and intentional use of reading logs. Emphasis will continue to be on genre writing, including pre- and post-writing assessments for each unit/spiral. Students will be asked to keep writing logs and/or journals to encourage daily writing in and out of the classroom. Do Nows and Exit slips will be used as a routine and to prevent students from experiencing panic when testing on the spot. Use culturally specific art forms to engage students' reading and writing (i.e. hip hop workshops). Use media and media creation as intentional tools in class.
Based on the PALS data for PreK, scores for Name Writing, Lower-Case Alphabet, Beginning Sounds, Print & Word Awareness, Rhyme Awareness and Nursery Rhyme Awareness are below the district average, ranging from 10 - 17 % below. Upper Case Alphabet and Letter Sounds are at or above district average. Print & Word Awareness and Nursery Rhyme Awareness are both 17% below district average. Over 50% of students in PreK met or exceeded DRDP expectations for Language and Literacy Development. 37% of students were below expectations for Responsiveness to Language.	In the PreK, 60% or more will meet the Spring developmental range for Name Writing, Upper-Case Alphabet, and Beginning Sound Awareness. 45% or more will meet the Spring developmental range for Print & Word Awareness. 30% or more will meet the Spring developmental range for Nursery Rhyme Awareness. Move 37% of students below expectations for Responsiveness to Language to all approaching expectations.	Teacher make connections to home language, use visual aids, and use language modeling and books to "act out a story" with students taking lead parts.	Teachers explicitly state and use nursery rhymes or rhyming words to highlight phonological awareness.

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?

Analysis of Results for Language Arts- Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
The most concerning grade at Cobb for reading and ELA is our current 2nd grade. Nearly 64% of our 2018-19 second graders are reading below or far below grade level. However, 10% fewer 2nd graders are below/far below grade level reading than they were as 1st graders.	By the end of the 2018-19 school year all students approaching grade level will be reading on grade level.	Extra small group instruction that includes direct phonics instruction for K-2 and targeted reading strategies for all grades. Tier 2 students work with Small Group Interventionist and with Literacy Coach in small reading groups targeted to specific skills.
PreK students need more exposure and practice with a range of literacy building skills.	Students will demonstrate growth in all PALS categories where we are below district averages.	Teachers will provide small and whole group instruction that builds literacy skills across a range of measures.

MATHEMATICS CORE CURRICULUM

Define your Focal Group: For your focal group, (African American, English Learners, Students with Special Needs, Foster Youth), based on the data, what specific goals and shifts will you set to ensure access to the core curriculum, academic success & social emotional well-being in both formative and summative assessment measures? You could have more than one.

Identify Focal Group(s):

African American students are our focal group at Cobb and African American students represent the largest group of students at our school, based on race, at 28%. In Window 3 of math milestones for 2017-18, AA students were 17% proficient in math, a drop of 7% from Window 1 (24%). On the 2017-18 SBAC Math, 0% of African Americans (grades 3-5) scored meeting or exceeding standards, a 7.41% decrease from 2016-17. SBAC performance for 2015-16 was 12.9% proficiency. Based on our current results, our target/performance goals are: SBAC: 15% proficiency Math Milestone Tasks: 30% proficiency. Sending home math games and supports, use volunteers to work one-on-one with students, math intervention program, intervention teacher to pull out our lowest performing students. Current practices include Math Talks (Academic Conversations where students explain their thinking), use of SFUSD math curriculum by all teachers, math release days for Professional Development, coaching for teachers, strategic use of volunteers to enhance targeted intervention and one-on-one support (which assists students with trauma), providing engaging, interactive digital math practice (ST Math) to support the building of number sense. Practices to improve focus upon how teachers check for understanding and how students use academic language to explain their math reasoning, focusing upon quality over quantity within their math work. Our instruction needs to incorporate more math talks, group work, use of manipulatives, increased levels of classroom management (i.e. providing breaks at Peace Corners, using PAX with fidelity, and use of Buddy Classrooms) monitoring of academic rigor, and encouragement of mental math to strengthen number sense for students. We need to provide more strategic pull-out support as well as continue to improve our intervention strategies. Students need support in using a growth mindset and pushing teachers to be students' largest cheerleaders. Students will be honored and acknowledged during morning circle and assemblies for exhibiting growth mindset. Time is crucial as we need more time for planning and professional development opportunities. We will provide more ST Math online for students. We want to work with our PTA to lead and host a Math Night to increase family engagement. Success will be measured by Math Milestones, Math Benchmarks and our next round of SBAC results.

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

Analysis of Results Mathematics-All Students 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	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
School-wide proficiency on math benchmarks for Window 1 of 2017-18 was at 56.5% but dropped 8.6% in Window 2 to 47.9%. Biggest drops were in third grade. On the 2017-8 SBAC Math, 18.8% of all Cobb students (3rd, 4th, and 5th grades) performed at meeting or exceeding standards, 6.25% decrease from 2016-17. Our math scores demonstrate our students are struggling to complete math tasks with proficiency. All of our tests continue to show under 50% proficiency. Our 3rd grade had the largest drop, decreasing to 11% proficient from 28% proficient. However, there were only 9 students tested. Our 4th grade increased 2%, to 27% proficient. Our female students continue to perform significantly lower than our male students overall (9.5% to 26% respectively). In 2016-17 both the Math Benchmark and Math Milestone Task scores have increased from 2015-16 at 18% and 44.2% respectively. Math Milestone Tasks for 2016-17, which more reflects the daily math activities, was our highest scoring test, mere percentage points below the district average.	Based on our current results, our target/performance goals are: SBAC: 25% proficiency. Math Benchmark: 25% proficiency. Math Milestone Tasks: 50% proficiency. A goal this year is for 85% of Cobb students to advance at least one achievement level on math milestones.	Monthly practice for longterm unit planning, modifying lessons and using fidelity with core curriculum, increase academic discourse, increase student-student conversations and move away from constant teacher-student communication, observations of other teachers conducting math talks, improve number sense through regular math talks, release days to plan units, and integration of math and science. Our IRF will continue to work with SFUSD Math Coach. All teachers are working with the IRF for coaching cycles to target improvement in math. We will continue to use the online program, ST Math (Mind Research Institute), to further differentiate math and engage all Cobb students in all grades. ST Math provides individual student log-in information which allows all students online access at school and away from school. Approaches used in reading need to be used in math to help with comprehension of word problems. Change problems to relate to Cobb children, using a culturally responsive lens. Send home more examples and create fun activities.	Teachers plan to provide students with test-taking strategies, build student math confidence, build in more online math time for students on the computer, and provide students with various methods for tackling word problems. A goal is for what is done in class will translate to online testing. Math nights for families need to be planned and scheduled in collaboration with school Parent Teacher Association Tutoring after school and through our new Beacon Program with the Buchanan YMCA Extra help at lunch and provide incentives to get help. Math Help Partners (higher grades with lower grades) .
Students have a good understanding of number sense, measurement, patterning, and shapes - all at or above 68% meeting/exceeding DRDP expectations. 0% of students meet/exceed DRDP expectations for spatial relationships.	Students achieve at 75% or higher in number sense, measurement, patterning, and shapes for meeting/exceeding DRDP expectations. At least 30% of students meet/exceed DRDP expectations for spatial relationships.	PreK, TK, and Kindergarten teachers regularly collaborate to implement SFUSD math curriculum.	Teachers will use SFUSD PreK-12 Common Core Standards. Teachers will utilize the SFUSD math lessons as well as use appropriate tools strategically.

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?

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
	Our goal is increase to 35% or higher for the first benchmark of fall 2018.	

The one class that stands out regarding Milestone scores is 4th grade. They scored 21.7% proficient on the fall milestone task.	Math centers led by our ARTIF to target small group instruction, Khan Academy and ST Math on iPads for intervention, use volunteers and paraprofessionals to work one-on-one with small group and individual students. A main intervention, especially for English Learners, is a contract with ST Math (Mind Research Institute) to provide students with online math intervention and support.
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SCIENCE CORE CURRICULUM

Access to the core curriculum for all students: Starting in the fall of 2018, all students should be learning the new Next Generation Science Standards through the implementation of the SFUSD Science Core Curriculum. What will you do to ensure that all students have access to and success in the core academic program? (Integrated ELD is embedded in core content instruction.)

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
There was no normed science assessment data for the 2016-17 school year. Fifth graders will be taken a science assessment in the spring of the 2017-2018 school year.	We would like to see the majority of the 5th grade students meet standards on the science assessment.	Students are engaged in more hands-on, inquiry based science instruction following the design thinking model. We have teachers currently new curriculum to orient Cobb to the new science standards.

ENGLISH LANGUAGE DEVELOPMENT (ELD): *Designated & Integrated*

To ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content, schools will implement comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is instruction for a minimum of 30 minutes daily, tailored to the proficiency level of English Learners. The goal is to provide students with the supports necessary within an English Learner learning environment in order to increase the access to grade-level content. Integrated ELD is embedded within core content instruction (e.g. English Language Arts, Mathematics, Science, Physical Education, etc.) across the instructional day using a variety of strategies to enable ELs to comprehend, use and learn grade-level content as a means toward accelerated language learning.

Reflecting on your school's data, including English Language Proficiency Assessments for California (ELPAC), formerly CELDT, what will you do to ensure that all students have access to and success in English Language Development (ELD) and become Reclassified Fluent English Proficient (RFEP).

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
In 2017-18, Cobb transitioned from using the CELDT (California English Language Development Test) to the ELPAC (English Language Proficiency Assessment for California). Comparisons from 2016-17 are difficult to make. However, 30% of our English Learners grew at least one level from their previous CELDT score to the ELPAC score. In 2017-18, 10% of English Learners were reclassified. For 2016-17, 57.1% of students grew at least one level of CELDT growth and 6.3% of students were reclassified, both up from 33% and 0% respectively in 2016-17.	Our goals is to continue to have all students grow at least one proficiency level and to have 75% of our long-term ELLs obtain CELDT proficiency before graduating from Cobb. 100% of our students will gain at least one proficiency level and met the AMAO 1 growth target for the upcoming school year. Goal is students have moved up one level within one school year so students are leaving Cobb in the fifth grade having obtained proficiency.	We will continue to utilize support staff to offer 30 minutes of either pull out or push in ELD Instruction for ELL students at least three times per week. ELD Blocks for K-2 with Beginning and Early Intermediate in one class; Intermediate and Advances in another class We will continue to integrate academic conversation and grammar into our comprehensive ELD lessons as well as our Tier 1 instructional Practices. Additionally, we will support our EL students in class by explaining our thinking orally and in writing.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that all students systematically receive the required Health	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
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In a narrative, describe what your analysis of the data says about your school.	Education lessons each year?	
According to the 2017-18 SEL Culture and Climate Survey, According to the 2016-17 SEL Skills survey taken by the 33 Cobb 4th and 5th graders, we had a 9% percentage drop over other SFUSD schools in growth mindset and a 5% drop over other SFUSD schools in Self-Management. Cobb performed 13% and 11% better than the SFUSD average on self-efficacy and Social Awareness, respectively. Cobb scored 5% above SFUSD the average among students for support for the academic learning climate (5% above district average). Students and teachers sense of safety, per the SEL survey, indicates that Cobb needs to focus on improvement in this area. Students are getting additional Health curriculum through our partnership with Jennifer Devine, Second Step lessons, and our PE specialist.	1. Students receive 100 minutes of P.E. a week and this is accounted for as teachers list their P.E. schedules and log in their P.E. minutes monthly. The P.E. specialist works with teachers to plan and co-teach a comprehensive P.E. curriculum. 2. The school participated in Inclusive Schools Week and National Breakfast Week. 3. Second Step curriculum is being used to teach social and emotional health in classrooms and small social skills groups. Resources are available for grades K-5 in all classrooms. 4. We have an ongoing partnership with Jennifer Devine to teach puberty workshops to all 5th grade students.	Teachers and staff need to be committed to teach the Second Step curriculum for social and emotional health; the vertical alignment of the lessons will benefit the students most. Additionally, teachers need to consistently implement the PAX system and PBIS across the entire school community.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Cobb continues to value a balanced learning elementary learning experience in which all students get exposure to the arts and this is led by our Cobb Arts Coordinator. To that end, our students participate in the following visual and performing arts programs: Annual Cobb Talent Show in March SFUSD VAPA visual arts lessons SFUSD VAPA drama and music lessons SFUSD VAPA Instrumental lessons - 4th/5th grades San Francisco Ballet lessons - 2nd and 3rd grades San Francisco Symphony concerts for grades K-5 Nagata Dance for grades K-5 Field Trips - Visual and Performing Arts	Cobb will continue to offer VAPA experiences and Nagata Dance for all K-5 students. Arts integration will occur in all subject areas. Through these different art disciplines, students could explore the different ways of making meaning, as they study the techniques that are needed to make their imagination into reality.	We need to build our collaboration and experience within the arts for the adults at Cobb. As teachers and staff, we will need to first experience this creating process so that we can support our students as they explore different ways of making meaning and expressing themselves. Our school site would also need to provide time and space for teachers to collaborate more with other teachers across grade levels to align our expectations on our students' art discipline. In addition, our teachers should also collaborate with our art consultants to decide how students can use art to fulfill their academic assessments, which provide them another means to show their understandings.

PHYSICAL EDUCATION

To ensure that all students have access to, can engage with, and achieve in grade-level academic content, schools will design and implement physical education programs that provide grade level, developmentally age-appropriate, physical education instruction. Students in grades K - 5 must receive 200 minutes of instruction in physical education from a credentialed teacher per every ten-day period. Students in grades 6 - 10 receive 400 minutes of instruction per every ten-day period, unless otherwise exempted.

Reflect on your school's data, including State mandated physical fitness testing and students ePortfolio. Using this data & guided by the table below, develop comprehensive physical education and activity programs for all students.

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Students are provided 100 minutes of PE instruction time per week (200 for every two weeks) taught by the PE specialist and/or the classroom teacher to meet the mandate. The lessons derive from the SFUSD PE curricular guide. We have a master schedule to ensure all students receive the required PE minutes every week. Our students get regular physical activity through the teaching of Physical Education, daily recess activities and music, and through our partnerships with Playworks, Nagata Dance, and the San Francisco Ballet.	We want our students to learn to set fitness goals and meet them to be more physically healthy. They will practice doing their personal best during PE instruction and show empathy in supporting students of varying physical abilities and needs.	The PE specialist and teachers will embed more physical fitness goals during instruction. We will do circles to build team work and community. Classroom teachers will continue to be provided professional development to be more knowledgeable in teaching PE. PE specialist will provide lesson plan ideas and attend staff meetings when appropriate.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

As you work through this section of the plan, engage in conversations with department chairs and faculty in subject areas other than Language Arts and mathematics. What is your plan to ensure students have access and success in the academic program?

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
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COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5
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Elementary Schools

What is your plan for promoting college and career readiness?

For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

College pennants posted around school, teacher signs with their alma mater and/or favorite college outside of classrooms, College and Career Fair with community members presenting their careers and college paths, college mentors from USF on campus working with students individually and in small groups for both academic tutoring and safe play, and Fifth grade field trip to the University of San Francisco, K-Readiness teacher exchange between PreK, TK, and Kindergarten teachers on site, and partnership with college and university volunteers. Students use computer adaptive learning platforms and all students have access to 21st century technology in their classrooms as well as access to two laptop carts and two iPad carts. For Kindergarten to College, our current Cobb Saver Rate is 31% against an SFUSD average of 20%. Cobb increased participation from 8% to 31% from 2016-17 to 2017-18. The Average Amount Saved by Families \$78. We want to increase knowledge and understanding of the program through parent meetings, newsletters, and materials to be distributed. We will continue having classes attend field trips to the bank to meet with K2C staff and open their accounts.

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?

We are beginning a series of PD to support our use of the F&P Classroom curriculum and will continue to provide bi-weekly Professional Development opportunities in: Academic Conversations, Literacy, Mathematics, unpacking Restorative Practices/ SEL Curriculum, and technology. We will provide teachers with a coaching model that allows for opportunities to engage in deep, light, and on call coaching to either extend learning from a PD or provide differentiated support for teachers as needed. The teachers will continue to collaborate weekly by engaging in ROCI during Grade Level Collaboration. Additionally, planning support will be provided for in ELA and Math. We will supplement our site-based Professional Development with district opportunities by utilizing our Prop A funds. We continue to strengthen our equity mindset as an umbrella for all of the behavioral and academic teaching, learning and practices. In August 2017, we kicked off our professional development with a retreat and continued the study of Zaretta Hammond's text, Culturally Responsive Teaching and the Brain. Each month, we have two-hour faculty meetings focused upon Culturally Responsive Teaching and the SFUSD Racial Equity Movement to continue this work at Cobb. In June, 2018, we attended a PD workshop with Zaretta Hammond to reinforce our learning and our commitments to make this growth.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)

<p>ELD Strategies, Culturally responsive and sustainable pedagogy, Positive Behavior Intervention and Supports (PBIS), Restorative Practices, PAX and the Good Behavior Game, Comprehensive Approach to Literacy and Instructional Focus in all Professional Development on Academic Conversations. A primary instructional focus for 2018-19 will be on building our capacity to deliver the F&P Classroom curriculum. Our ILT will continue to analyze school-wide data as a tool for monitoring and adjusting our students' progress. In particular we will be focusing on improving our guided reading program, developing additional math assessments, and calibrating our use of F&P assessments. As a result of their input, Professional Development and coaching opportunities will be provided in Literacy, Mathematics, unpacking Restorative Practices/SEL Curriculum, Technology and F&P Classroom. We continue to strengthen our equity mindset as an umbrella for all of the behavioral and academic teaching, learning and practices. In August 2017, we kicked off our professional development with a retreat and continued the study of Zaretta Hammond's text, Culturally Responsive Teaching and the Brain. Each month, we have two-hour faculty meetings focused upon Culturally Responsive Teaching and the SFUSD Racial Equity Movement to continue this work at Cobb. In addition, we have gained consultants to provide support in SEL, such as Playworks, and Nagata Dance.</p>	<p>Primary resources are Site Budget, Specific Categorical Funding (LCFF, Title 1, TIGG), Prop A (QTEA), and Site Funded Sub Release Days. We rely on a mixture of Prop A, sub release days, and weekly Grade Level Collaboration meetings to maximize planning support for our teachers in both ELA and mathematics. Our Literacy Coach and IRF organize and provide planning support for our teachers. In addition our teachers meet with our Social Worker, IRF, Principal, ARTIF, Literacy Coach, Nurse, School Psychologist and RSP teacher at weekly SAP meetings to discuss the academic progress and needs of our IEP and Tier 2 and 3 students. On a bi-weekly basis our teachers engage in GLC that is facilitated by our IRF and Literacy Coach. During that time they engage in ROCl. Our Literacy Coach, IRF, ARTIF, and RSP provide coaching support for classrooms teachers. Our Professional Development opportunities are lead by various leadership team members (ILT, Technology, Wellness/CARE Team, and Special Education team) to ensure that we are providing our staff with an intentional and well-balanced model of Professional Development. In August 2017, we kicked off our professional development with a retreat and continued the study of Zaretta Hammond's text, Culturally Responsive Teaching and the Brain, and the SFUSD Racial Equity Movement, funded through SFUSD and our site budget. We partner closely with the YMCA staff to help extend our literacy program into our After School Program. This will be significantly strengthened this year with the addition of the Beacon program at Cobb beginning 2018-19.</p>
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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 school-wide (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
- **Social Emotional Learning:** interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy:** nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
<p>Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)</p>	<p>This date represents Cobb's state at the end of the 2017-18 school year: We had a total of 21 students in special education for grades K-5 which is 16% of our total student population at Cobb. Numbers of referrals for SpEd were six: four African American student, one EL student (who did not qualify), and one Caucasian student. Students in SPED that receive speech: 8 elementary level 15 Pre-K Speech improvement group/at risk: 2 elementary level 1 in pre-k (screening in process) Number of referrals this year via SST for Speech: 7 We have 9 students in our PreK Special Day Class and 8 students in Special Education in our PreK Inclusion classroom.</p>	<p>We want to decrease the # of African American students referred to Special Education. We want to increase the attendance of African American/SpEd students.</p>	<p>Continue to promote Inclusive Week activities and across-grade level integration Continue our cycle of professional development facilitated by our Special Education director. Teacher lesson plans reflect accommodations and modifications... be implemented in GE classroom. Teacher lesson plans reflect instructional strategies and student outcomes that increase student achievement. Continue to meet SEIS goals on a monthly basis. Site admin and SpEd staff review SEIS status of annual IEPs and Triennials and convene before overdue.</p>
<p>Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)</p>			

	<p>We are informed of students and families that are transient by the Families and Youth in Transition (FYIT) team. FYIT Services have been offered to all families who are transient. Our SSW keeps constant and updated accurate records and supports for all identified students. At Cobb, 100% of youth and families involved in foster care are receiving outside resources through mentoring and community resources to support the family.</p>	<p>All vulnerable populations such as: Foster youth, Families and Youth in Transition, LGBTQ families, and students who we identify through out SAP process as needing additional supports.</p>	<p>We will continue to offer families in transition and students involved in foster care system support and community resources. With the recent passing of the Homeless Families resolution on 1/23/18, the resolution will provide support, coordination and delivery of programs and services. Identify all vulnerable populations through SAP Team, teacher consultation, Foster Youth Services Roster, FYIT Roster, SSW, and Family Liaison when appropriate in order to share resources and support offered. We will receive PD from the Program Manager of LGBTQ Services in order to better support our LGBTQ and Transgender youth.</p>
Student Engagement/Attendance	<p>Chronic Absenteeism (CA) remained constant school-wide (33%) from 2016-17 to 2017-18. African American CA increased 11% to 48.6%. The largest subgroup with the highest chronic absenteeism for 2017-18 were African American students at 48.6%.</p>	<p>Our school-wide goal for 2018-19 will be to increase our satisfactory attendance to 75%. Reduce rate of chronic absences by at least 8% for Fall 2018, to average 25% chronically absent as opposed to 33% chronically absent.</p>	<p>Provide Tiger Tickets (PBIS) for being on time. Play music in the morning and continue attendance awards, both for perfect and most improved. Continued outreach by Elementary Advisor, attendance calls home, and SARB and SART meetings. Before-school care by Beacon Program. More networking and contact among parents to carpool and/or walk together by targeting attendance areas. Further incentives for coming on time and more parent contact. Strategic outreach from classroom teachers to families about importance of attendance to keep from becoming chronic by end of year. Support staff will continue to be present on the yard before school to seek out and talk to families of students who are struggling with attendance and build supports for such students. Supports include building a community map that highlights student addresses and helps families coordinate sharing rides to and from school to get to school on time. Increase targeted intervention with families. We have a Truancy Call Log and have monthly SART meetings now calendared working with our SFUSD CWAL. SARB packets are routinely completed for students who reach three truancy letters. The principal and/or elementary advisor attend all SARB meetings are Pupil Services.</p>
School Culture/Climate			

	<p>We continue to implement PAX and PBIS school-wide as a part of classroom behavior management. We continue to have individual, class, and school-wide incentives for PBIS which include the Tiger Student Store every Thursday at lunch (students purchase items with their Tiger Tickets) and bi-monthly school-wide dance and game parties. We continue to increase the amount of interventions and referrals logged on BASIS. We have seen an increase in visits to the wellness center and a reduction in yard referrals second semester. All of our top referred students have individualized behavior plans and supports. Our School Climate Team is tracking referrals and tier 1 interventions and providing PD on tier one practices. Our current focus of the year is promoting our use of Tiger Tickets, a Tier 1 PBIS support. In 2017-18, 5.4% of students were suspended, an increase of 2.1% over 2016-17, but 3.8% lower than in 2015-16. Seven students were suspended during the 2017-18 school year. In 2017-18, our African American students were suspended at a higher rate (8.3%) than the school-wide average.</p>	<p>Our goal is decrease our suspension rate by at least 2% of students for 2018-19. For Student Culture Climate Surveys, we want to increase in each area by at least 5% and to meet or exceed SFUSD average for student safety. For Staff Culture Climate Surveys, we want to increase in each area by at least 3-5% and to meet or exceed SFUSD average for staff safety. We want to increase the amount of time spent in class for our African American boys who are out of class due to referrals and or visits to the wellness center/ buddy classrooms. In order to see a reduction in average monthly referrals, we will continue to strengthen our school-wide implementation of PBIS, Second Step, PAX, Zones of Regulation, and Restorative Practices.</p>	<p>We will continue focusing on the core skill of self-regulation and enhancing our Wellness Center. We will achieve this by continuing to have daily community circles, a school-wide PBIS system that includes individual and classroom rewards, student-centered classrooms, and utilizing Second Step as our SEL curriculum. We will also continue our successful school-wide implementation of the PAX program in grades TK-5. Our protocol of peace corners in every classroom and buddy classrooms will also continue. School Social Worker will continue partnership with the Mentoring for Success program and grow the program within Cobb. We will also be seeking a partnership for mental health services for students, such as partnering with YMCA Urban Services. Successful partnerships with Playworks, Healthy Choices AmeriCorps, and Nagata Dance will continue in 2018-19. We will continue to showcase student talent, academic achievements, and student leadership throughout the year, through such means as our annual Talent Show and Student Council. We will continue to focus on fostering student leadership with our student council, as well as having our upper grade students support in lower grade classrooms. We will continue to strengthen our tier 1 systems aimed at improving school culture and climate (PAX, PBIS, Second Step, Culturally Responsive Teaching, and Academic Conversations). Second Step lessons (a more aligned and consistent research based SEL curriculum) will be taught to all grades/ classrooms. BASIS (as adopted by the District) will continue to be used by teachers and support staff as a progress monitoring system for academic, behavior and health concerns. Same behavior protocols being used school wide from teachers to support after-school staff, and paras/ noon monitors. Training for staff especially with ASP, axillary (part-time) staff, paras, noon monitors that are aligned with the PBIS approach. Refocus on strategies that are consistent and will be used school-wide, e.g. Peace Corners/Tables, reflection sheets, Tiger Tickets, and the Wellness Center. Have more social etiquette at school, e.g. more greetings (student-student; student-teacher, student-staff) Separate the co-housed offices of the Wellness Center (social-emotional support) and the Elementary Supervisor (behavior support / discipline) to emphasize the distinction between the two.</p>
Social Culture/Climate			

	<p>According to the 2017-18 SEL Skills survey taken by Cobb 4th and 5th graders, we had a 9% drop in growth mindset, a 3% rise in self-efficacy, a 5% rise in self-management and a 17% rise in social awareness over the results from the 2016-17 SEL Skills survey. Our strongest performance relative to the district-wide results are in self-efficacy, though Cobb performed above the district average in 3 of 4 categories. Our growth area is growth mindset, where we are 9% below the district average. Currently we have school wide implementation of Second Step, Community circles, peace corners, and Buddy Classrooms. We begin each morning with a school-wide community circle where we gather to share positive news and share our commitment to a safe, responsible and respectful school climate. Our staff actively set goals with students and engages them in reflective conversations to promote self-management and self-efficacy. We also have many of students participating in our Mentoring for Success program.</p>	<p>Social Emotional Learning: interpersonal and intrapersonal skills including but not limited to growth mindset, self-efficacy, self-management, and social awareness. These skills we be reinforced through the Second Step curriculum and supports through the Beacon program. We are looking to provide targeted support for new students and students who express negative comments about themselves and the school on a regular basis. We hope to help them set goals, build friendships, and identify adults who can support them with conflict resolution and problem solving.</p>	<p>We will continue to showcase student talent, academic achievements, and student leadership throughout the year. We will continue Tiger Tuesdays with our monthly Student Honor Assemblies. We will increase the frequency of our anti-bullying lessons and promote being an upstander and using language from the Second Step curriculum. We will continue to give Tiger Tickets to reinforce students practicing our expectations of being safe, responsible, and respectful. Funds will be used this year to provide the upper grades, through their classroom teacher, with more Tier 2 and 3 supports. We have partnered with mental health services such as YMCA Urban Services and Americorps or mental health services for students.</p>
Wellness Policy	<p>Our School Climate Team has been working with Student Nutrition Services to constantly provide families with support in promoting health eating habits. We send home information to families and showcase healthy eating with our Breakfast in the Classroom (BIC) program. We honor students and staff each month at our Student Honor Assemblies with Wellness Champion awards that are voted and decided upon by students and staff. We provide families with information on our wellness policy as well as a list of healthy ways to celebrate birthdays at our school. We actively promote our wellness center and restorative practices to support conflict resolution within our community. We also provide resources to families and outreach our oral hygiene and eyesight. Students are actively encouraged to play games during recess times and coached by Playworks.</p>	<p>Families and students who still bring chips and candy to school to eat on the way to school or the way home. Also students who do not eat at breakfast or lunch. Students who do not play games during recess and/or have conflicts regularly with their peers during play.</p>	<p>We will continue to promote our wellness policy through assemblies, newsletter, and via Parent Teacher Conferences. We will work on developing events promoting a healthy lifestyle: healthy eating, drinking water, getting sleep, and exercising. We will coordinate with our Beacon program and use any additional funds to promote positive and engaging games and sports during recess and after school. We continue to receive support from Playworks, who provide staff to organize games and develop social-emotional skills on the playground.</p>

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach	
Family Partnerships: <i>The child's first and most influential teacher is the family.</i> Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.	
Based on your data choose at least one of the following SFUSD Standards to work on.	Choose at least one of the following focal populations
<input checked="" type="checkbox"/> Supporting Strong Relationships/Facilitating Two-Way Conversation <input type="checkbox"/> Linked to student learning <input type="checkbox"/> Valuing diversity/speaking up for every student <input checked="" type="checkbox"/> Sharing power & decision making <input type="checkbox"/> Connecting families to community resources	<input checked="" type="checkbox"/> African American families <input type="checkbox"/> Families of English Learners <input type="checkbox"/> SPED <input type="checkbox"/> Foster Youth <input type="checkbox"/> Homeless <input type="checkbox"/> Other:
What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:	
<p>Our Family Liaison will continue to support families daily. We will continue to ensure that the Family Resource Room serves as a hub to empower families to navigate educational and other social service systems to support student achievement. Our two main initiatives are to increase communication and access to important information within our school community and to increase parental involvement. In addition to communicating through our weekly newsletter, we have introduced School Messenger as a way to engage families that are not able to come into the school. We will continue to build our web presence through School Loop, Twitter, and Facebook and utilize multiple formats for sharing information with families. We will increase parental involvement by empowering parental voice through initiatives that build parent leadership, include them in decision making processes and provide educational workshops. We will also increase the number of events that showcase student learning and talents. We will enlist the support of our newly-formed PTA to host community events, such as the Fall Festival and Spring Carnival as well as develop a program that aligns with the academic and SEL goals of Cobb.</p>	
How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance	
<p>Continue averaging 80% or higher attendance to Parent Teacher Conferences. Increase our parent leadership as evidenced by increased attendance to PTA and SSC meetings to have on average 10 parents in attendance (at our first PTA meeting of the 2018-19 school year, 22 parents were in attendance). Increase of parents at community events as evidenced by sign-in sheets. Continue to reach above 95% approval on Culture Climate Surveys and increase response rate to 40% on surveys. We have continued to keep this statistic on the rise over the past two school years, getting more families to complete the survey every year.</p>	
Community Partnerships	
What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?	
<input checked="" type="checkbox"/> Academic Support <input checked="" type="checkbox"/> Behavioral Health & Wellness <input type="checkbox"/> College & Career <input checked="" type="checkbox"/> Expanded Learning/After-School <input checked="" type="checkbox"/> Physical Activity/Recreation <input type="checkbox"/> School to CTE	<input checked="" type="checkbox"/> Restorative Practices, Violence Prevention, etc. <input checked="" type="checkbox"/> VAPA or Literary Arts <input checked="" type="checkbox"/> Youth Leadership/Youth Development <input checked="" type="checkbox"/> Parent/Family Support or Partnership <input type="checkbox"/> Other:
List 1-3 current or potential community partner(s) who are address these needs.	
YMCA Urban Services, San Francisco Education Fund, Buchanan YMCA and Beacon Program	
What are your specific goals or objectives for these partnership?	
<p>Buchanan YMCA and the Beacon program will continue the instructional day's behavior expectations and protocols for students to demonstrate safety, respect, and responsibility. The staff will conduct community circles to build strong relationships with the students and implement restorative practice to repair harm among stakeholders. Both Beacon and SF Ed Fund volunteers will provide academic support when possible to support student's academic progress. Beacon will also reach out to parents as partners in providing excellent after school care for the students. YMCA Urban Services will provide necessary mental health services for identified students and their families. Our PTA is a new organization and is partnering with us to develop a program that supports our student's SEL needs, such as funding our Tiger Ticket rewards and organizing community events.</p>	
What actions will you take to deepen your school's partnership with community organizations?	
<p>The principal and the Beacon site director will meet regularly to discuss program needs, students, staff support as well as progress monitoring. The principal and support staff will help provide training or refer training for after school staff in PBIS. The after school staff is included in the monthly SAP meetings to discuss and support students we both serve. Classroom teachers and Beacon/ASP staff communicate regularly on students who may need additional support. The Beacon and after school staff are always included in all staff events and functions as part of the Cobb family. The mindset is to operate two programs and one school where students receive consistent quality service from the beginning of the school day to the end of the after school day.</p>	
How will you measure the impact? (Quantitative and/or qualitative data)	

Measures to be considered: survey data, SAP meeting attendance, anecdotal notes, regular lead meetings, BASIS behavior referrals, staff reflection and debriefings.

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 = \$1,200

These funds will be used to increase and improve services to specific students by continuing to acquire needed manipulatives for individual students and small groups, sensory materials, technology for students, visual schedules, instructional materials, and specific assessments needed for Special Education. We have allocated the funds to promote inclusive classrooms that are student-centered. Instructional Supplies = \$1200.00

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 = \$5,313

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

Site funds will be used to provide library books for English Learner students to enhance ELD instruction. In addition, we plan to purchase phonics programs and reading support materials to best provide our English Learners with proper interventions. The consultant, ST Math by Mind Research Institute, will provide academic interventions in math to support English Learners in meeting benchmarks and reaching grade-level academic proficiency in math. Library Books = \$143.00 Instructional Supplies = \$900.00 Supplies = \$500.00 Consultant Fees (ST Math/Mind Research Institute) = \$3,770.00

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?

N/A

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 = \$31,000

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

These funds will be used to increase and improve services to targeted students by continuing partnerships with Nagata Dance and Healthy Choices AmeriCorps services to strengthen and support school plan goals for focus students. A mental health service provider will also be chosen to provide services to our students who have Tier 3 needs. Nagata Dance will support SEL and PBIS goals and provide teachers and students with classroom management strategies. Healthy Choices AmeriCorps program will support Mentoring for Success for low income students. Mental Health Services Provider (TBD) Consultant Fees = \$15,205.00 Nagata Dance Consultant Fees = \$10,000.00 Healthy Choices AmeriCorps Consultant Fees = \$5,795.00

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 = \$109,725

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?

These funds will be used to increase and improve services to targeted students by improving technology onsite, extended hours and stipends for staff lesson planning and improving classroom environments, introducing the targeted students to field trips off site, and the purchase of instructional materials and supplies for targeted student population (students below grade level in literacy and math), in addition to covering an ELD Classroom Teacher to keep class sizes small to support Tier 1 academic and behavioral interventions. Instructional Supplies = \$2,063.00 Supplies = \$100.00 Janitorial Supplies = \$500.00 Repair and Maintenance = \$1,500.00 Rental/Lease of Equipment = \$1,000.00 Non-Capitalized Equipment = \$500.00 Postage-In House = \$10.00 Student Transportation = \$50.00 Student Field Trips = \$50.00 ELD Classroom Teacher = \$103,952

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*)

CATEGORIAL EXPENSES	
In the fields below, list the amount of funds you received and describe how you plan to use these funds to support your work related to either district priorities or school initiatives.	
Title I = \$32,745	(31500)
How do you plan to use these funds?	
<p>These funds will be used to increase and improve services to targeted students by purchasing supplemental instructional materials that support classroom instruction, by providing extended hours for staff planning and improving classroom environments, classroom instructional materials, and to further learning to meet the needs of the targeted population. Certificated Extended Hours and a Consultant (TBD) will be focused upon planning and implementing strategic Tier 2 and Tier 3 supports and interventions for subgroups of students. Printing will provide our targeted low income population with materials and interventions - such as sight word cards, copies of student texts, letter recognition tools, and math games - to support the link from school to home. This link will further student achievement by providing academic supports and interventions to families to reinforce what is taught during the school day at home. Consultant Jennifer Devine will provide the fifth grade with puberty workshops. In addition, 0.2FTE will cover an ELD Classroom Teacher to keep upper grade class sizes small to support Tier 1 academic and behavioral interventions. Instructional Supplies (Leveled reading texts, LLI Kits, math intervention games)= \$3514.00 Printing-In House = \$28.00 Certificated Extended Hours (Professional development on inclusive practices and small group targeted intervention before and after school hours)= \$1,272.80 Extended Days for Certificated Staff = \$2,500.00 Other Duties Stipends (Small group targeted intervention before and after school hours) = \$1,425.54 Extended Hours for Clerk (Working with second language families to provide academic supports) = \$1,520.20 ELD Classroom Teacher (0.2 FTE) for small upper grade class size and Tier 1 supports = \$20,790.54 Consultant Fees (i.e. Jennifer Devine puberty workshops) = \$1,500.00</p>	
Select the Bryk Essential that most aligns to the use of these funds: <ul style="list-style-type: none"> <input checked="" type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	
1% Title I Parent Set Aside = \$328 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 <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint.	
<p>\$328.00 will be used to fund parent involvement activities for low income students and their families - this includes funding for literacy night instructional materials to provide a workshop evening focused on engaging our socio-economically disadvantaged families. Title I School-Level Parental Involvement Policy STATEMENT OF PURPOSE: Dr. William L. Cobb Elementary School values the collaboration between home, community and school. The involvement of parents and community members is an essential component of developing high achieving students. Every effort to invite and consider parent and community input is made to ensure the success of our students. Dr. William L. Cobb Elementary School has developed a written Title I parent involvement policy with the input from parents, teachers and administrators. Involvement of Parents in the Title I Program Parent involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities. To ensure that parents and community have the opportunity to support the educational process through participation in decision-making and volunteer activities, we encourage active participation by:</p> <ul style="list-style-type: none"> • Holding an annual Title I meeting to inform parents of school wide program requirements and their rights which occurs at our Back-to-School Night meeting each Fall • Offering a flexible number of meetings o Dr. William L. Cobb Elementary School offers a variety of opportunities for regular meetings including monthly School Site Council meetings, Community Meetings, and monthly Parent Teacher Organization (PTA) meetings o Parents are welcome to schedule an appointment with teachers, principal and/or social worker at any time throughout the year • Involving parents in an organized, ongoing, and timely way, in the planning, review, and improvement of its school programs and the Title I parental involvement policy o The academic program is reviewed regularly at School Site Council meetings and opportunities for input are given during the development of the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPCA) and through Community Meetings. • Providing parents of Title I students with timely information about school program, including academic information regarding curriculum and assessment, through: o Back to School Night and Open House o Family Literacy Nights o School Site Council meetings o Parent and Community Resource Binder located in the Main Office o Family Liaison open office hours o Parent Handbook sent home annually (Fall of each school year) o Parent conferences; families are also welcome to schedule appointments with teachers, principal and/or counselor at any time during the school year o Weekly school newsletter <p>The Parent Involvement Policy will be reviewed periodically and any updates will be included in the BSC/SPSA School-Parent Compact Dr. William L. Cobb Elementary School has jointly developed with and distributed to parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact is included in the Back to School packet each fall. Building Capacity for Involvement Dr. William L. Cobb School engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following:</p> <ul style="list-style-type: none"> • Assists Title I parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children. o Data reviews and monitoring of student achievement is reviewed by the School Site Council. These meetings are open to all parents, staff and community members. o Parents receive student SBAC scores in the mail and teachers explain academic content standards, assessments and how parents can assist their student's progress during Back To School Night presentations and parent conferences. o On-site family liaison coordinates parent workshops to understand academic program and how parents can work as partners in monitoring student progress. • Distributes to parents information related to school and parent programs, meetings, and other activities in a form and language that the parents understand. o Weekly newsletters include upcoming meeting dates, time and location and include suggestions on how parents can work with their students at home o Meeting agendas are posted on the community bulletin board and the school website o The Parent and Community Resource Binder located in the main office includes: <ul style="list-style-type: none"> • School/Meeting Calendar • Parent/Student Handbook • Volunteer Applications/Information • Curriculum and Assessment Information Accessibility <p>Dr. William L. Cobb Elementary School provides opportunities for all Title I parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes providing information and school reports in a form and language parents understand. In addition, childcare is provided for each meeting.</p>	
Date your school's Parent Involvement Policy was reviewed by your School Site Council: 9/10/2018	
Select the Bryk Essential that most aligns to the use of these funds: <ul style="list-style-type: none"> <input checked="" type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement) 	
Impact & Innovation Awards = \$0	
Referencing your plan, how do you plan to use these funds?	

N/A
Select the Bryk Essential that most aligns to the use of these funds: <input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> 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: <input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Equity Grant = \$0
Identify Sub-group & specific actions
N/A
Select the Bryk Essential that most aligns to the use of these funds: <input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Other (PTA, external sources, School Quality Pairing/CoP work) = \$0
How do you plan to use these funds to support your school-wide actions? (Limit: 250 words)
N/A
Select the Bryk Essential that most aligns to the use of these funds: <input type="radio"/> Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access) <input type="radio"/> Professional Capacity (LCAP Priorities: Basic) <input type="radio"/> Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes) <input type="radio"/> 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"

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0	.5	.5
Wellness Coordinator:	CHOW:	Elementary Advisor:	T10:
		.75	
IRF:	Literacy Coach:	Academic Rtl Facilitator:	Hard To Staff:
1.0	1.0	1.0	Yes
Other:	Other:	Other:	Other:
.2 EED Coaching	.4 VAPA	.4 PE	.4 Librarian

Describe 1-2 specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year that you believe will accelerate the improvement of your school's targeted groups/focal students.

1) Professional Development opportunities, CCCS unit planning and teacher collaboration support in ELA and Math that will benefit all tiers of students; 2) Differentiated academic and behavioral support for all tier 2 and tier 3 students that will accelerate student achievement and engagemen...
3) Increased Parent engagement and education regarding academic content and SEL support.

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:

<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	<input type="checkbox"/> English Learner Advisory Committee (ELAC)
	<input type="checkbox"/> Community Advisory Committee for Special Education Programs
	<input type="checkbox"/> Other (<i>list</i>)
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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 23, 2018 .
<input checked="" type="checkbox"/>	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: 9/25/2018
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 3/19/2018

School Site Council Roster and BSC/SPSA 2018-2020 Attestation

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")

[School Site Council Learning Module - SSC Parity](#)

[SFUSD Website, School Site Council Page](#)

Name	Role	Signature
Joseph Funk	Principal	
Brian DeGross	Teacher	
Alexandra Baurer	Teacher	
Rinelle Garibaldi	Other Staff	
Tara Sessa	Teacher	
Ashley Langton	Parent/Chair	
Javier Femenia	Parent/Vice Chair	
Heather Dobbins	Parent	
Julie Talma	Parent/Secretary	
Amber Yada	Parent	