### 2017-2018 Balanced Score Card:
The 2nd Year In A Two-Year Single Plan for Student Achievement

<table>
<thead>
<tr>
<th>School</th>
<th>Washington, George High School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Susan C Saunders</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

George Washington HS students will be lifelong learners who think critically, and strive to reach their full potential while maintaining mental and physical health. GWHS students will grow to be resilient, productive, and contributing members of their communities. Our expected school-wide learning outcomes are aligned with the SFUSD Vision 2025: Graduate Profile. Our areas of strength include high rate of seniors enrolled at 4 and 2 year colleges (96%); instructional strategies across departments (complex instruction; cooperative groupings; reading like a historian); and low truancy rate. Our areas of challenge include closing the achievement gap, ensuring authentic and equitable learning for all students, providing a safe and secure campus, and promoting the use of 21st century tools to ensure 21st century learning. Some of the key strategies driving this work include, lower class sizes in 9th grade, improved access to wireless technology within the classroom, implementation of PBIS and restorative practices to resolve conflicts in and outside the classroom, alignment of course syllabi, and equitable grading policies.
SECTION I: Overview and Key Components

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

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

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

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

These requirements include:

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

**BSC Development Checklist**
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by **March 24, 2017**.

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

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

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

### 3. Budget

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

### 4. Title I Parent Involvement Policy

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

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions. Follow this [link](https://district.sfusd.edu/dept/roa/aoa/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. "###_Mid-year_Summary_2016-17"
2. "###_EnglishLearnerReport2016-17"
3. "###_Core_SQII_Reports_for_15-16"

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

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

### English Learner Report 2016-17

(AMAO Trends and performance school-wide and pathway)

<table>
<thead>
<tr>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Instructional Core: ELD</td>
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</tbody>
</table>

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

### CORE SQII Reports for 15-16

(SQII Performance, definitions and thresholds)

<table>
<thead>
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<td>- Student-Centered Learning Climate</td>
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<tr>
<td>- College and Career Readiness</td>
</tr>
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- Overall and sub-group SQII domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

### NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Although we met our metric on the School Quality Improvement Report Card with 70% of our students scoring proficient on the SBAC, we are targeting 75% of our students being proficient for the next year. Teachers meet to discuss and review grade trends each 6-week grading period. The goal is to lower the Ds and Fs by 3-5%. All students should be reading at grade level or higher and ready for college level reading. Teachers will ensure that students are selecting at least one independent reading book that is 50-100 points above or below their Lexile level. English teachers at all grade levels will continue to focus on the skills necessary to write at grade level leading to college level writing skills. The interim assessments that will be used to measure the progress of students include: reading inventory (RI), IWA, and the site based writing milestone task.</td>
<td>During Leadership and Department meetings, teachers will continue to analyze grade data. Teachers will be share best practices and participate in professional development that is focused on grading equity. Class sizes in 9th grade English will be capped at 28 to allow for more individualized instruction. All 9th and 10th grade teachers will give the SRI. Data will be used to assist students in finding their independent reading book, and set individual reading goals. Students will complete projects based on the independent reading books. Teachers will use the Lexile scores of their students to differentiate their curriculum and increase student skills. IWA data is used to help students develop and improve their writing skills. Students learn how to use the IWA rubric to help develop their understanding of assignment expectations. English teachers are using Common Core Spirals, check for understanding strategies, peer walkthroughs to refine their teacher practices. More professional development focused on use of Illuminare will help teachers access, interpret and use the various forms of student data available.</td>
</tr>
</tbody>
</table>

70% - 74% of the students at Washington scored proficient on the ELA SBAC over the past 3 years. SRI scores for 9th and 10th graders are at or above the District average. The 9th grade IWA scores have been consistent across all subgroup for the last 2 years. In the 3 year grade comparison, the Ds and Fs have remained consistent across all student populations including an analysis of the subgroups.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
</table>

**WASC Ch.5**
The Beacon after school tutoring program is effective and promoted by teachers and staff. Lowering class size in 9th grade English allows students more individualized attention and a smoother transition to high school. Co-teaching is effective for students with IEP’s.

Students, especially 9th graders, will increase their academic reading and writing skills. The number of students with IEPs who receive Ds and Fs will decrease by 3-5%.

Teachers building in a point system for students who attend the Beacon after school tutoring. Smaller 9th grade core courses. Informing and helping student access interventions. SAP/SST meetings facilitated by academic counselors to monitor student academic progress and suggest intervention plans.

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

**Analysis of results for Language Arts - Focal Group**

Our African American, English language learners and our students with disabilities are under performing on the SBAC compared to other student groups. On the IAB, these focal groups are at or above the District average, however are still performing at lower levels that other students. The SRI results are similar in that our subgroups are out performing the rest of the District, but are not performing as well as our other students.

**Based on the analysis of the results, what are your targets/performance goals?**

Raise our African American performance to 48% from 43% in ELA proficiency on the SBAC, which would match their performance on the IAB measures. Raise our students with disabilities performance on the ELA SBAC to 39% proficiency from 34%. Raise our ELL students proficiency from 16% proficiency to 21% on ELA. Based on the IAB results, these targets are within our reach.

**What interventions are required to ensure all students reach mastery?**

ELL students receive additional tutoring from ELL teachers and bi-lingual paraprofessionals. ELL class sizes are smaller. ELL students receive 2 ELD classes (reading/writing and listening/speaking). ELL PLC with teachers sharing best practices around norms, strategies and language objectives. Students with IEPs enroll in a study skills course, and case managers provide one to one support. Writing across the curriculum is included in all courses. Beacon after school tutoring, and in class peer tutoring program supports. Increase in access and use of technology in the classroom. Culture of test corrections and re-takes. Lower class sizes in 9th grade English, Algebra and Biology classes.

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**Mathematics Core Curriculum**

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

**Analysis of Results Mathematics - All Students**

In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. 

**Based on the analysis of the results, what are your targets/performance goals?**

To increase math proficiency as evidenced by a decrease in the number of students receiving Ds and Fs. While the School Quality Improvement Report Card indicates that we have met the standard for SBAC math, we want our students to increase their scores on the math SBAC from 57% to 60%. We will continue to use the IAB assessments to also inform our practice.

**What instructional shifts will be required to achieve these goals?**

WASC Ch.5

The school community has determined that one of our main priorities is to lower class size in 9th grade Algebra. Teachers will take advantage of the smaller class size by increasing group work and creating skill level groups to meet the instructional needs of all students. Teachers will continue using and improving on complex instruction strategies. Math classes are heterogeneous in 9th and 10th grades. Standards based grading will be used, incorporating test corrections and retakes. Math teachers will continue to use technology to enhance instruction. Teachers will meet consistently in curricular groups to collaborate, share best practices and plan instruction.

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**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 RII Facilitator, please articulate how that staff will be utilized in pursuit of those goals?

**Analysis of Results 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?**
Drop in tutoring by many math teachers during lunch and after school. The Beacon after school tutoring center has enabled many students to increase skills and gain more confidence in math. Lowering class size in 9th grade Algebra allows students more access to curriculum and a smoother transition into high school. Co-teaching is effective for students with IEPs.

Students will increase their communicating and reasoning skills in math. The number of students with Ds and Fs will decrease.

Providing incentives to students who access the Beacon after school tutoring program; continuing to keep 9th grade Algebra class sizes lower; monitoring and identifying students who need interventions early; academic counselors facilitating SST/SAP meetings to create an academic intervention plan for struggling students.

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>Raise our Latino performance from 28% to 33% and our African American performance from 8% to 13%. Raise our students with disabilities performance on the SBAC from 17% to 22%. Raise our ELL students proficiency from 38% to 43%. Based on the IAB results, these targets are within our reach.</td>
<td>Beacon after school tutoring program; peer tutors in the classroom; continue use of technology to access learning resources; lunch time tutoring in math classrooms; test corrections and retakes; lower class size for 9th grade Algebra.</td>
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**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>Continue to reclassify ELL students through District process and administering the SRI as needed. The SPED and ELL departments will work in tandem to reclassify SPED ELL students. Our target is to reclassify 50% of the SPED ELL students. Academic counselors will continue to monitor progress of our long term ELL students.</td>
<td>Support provided by ELL teachers and school community for Newcomer and SIFE students. Continue to use SDAIE strategies and language objectives in core classes to support all ELL students. We have formed a site ELL PLC group to continue to support students and inform our practice.</td>
</tr>
</tbody>
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**Other Subject Areas** (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td></td>
<td>WASC Ch.5</td>
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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

<table>
<thead>
<tr>
<th>Narrative describing college going culture</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve</th>
</tr>
</thead>
</table>
About 98% of our seniors have a post-secondary educational plan upon graduation from Washington, which includes enrollment at a 2 or 4 year college. The number of students taking the ACT and SAT has steadily increased over the last 3 years. The number of AP tests administered has grown in the past 2 years and the number of students scoring 4 or 5 has also increased. Active recruitment of our under represented populations into our AP classes is ongoing. Students can enroll in one of two CTE programs (Hospitality/Tourism and Automotive Technology) and our computer science program is expanding. We offer an AVID program to help first generation students "in the middle" be college ready. Our college center guides students through the college choice, application, financial aid and scholarship process beginning the conversation in the 9th grade. Credit recovery is available through evening and summer school opportunities. Academic counselors meet with students to monitor progress, assist them with choosing classes, and provide access to academic interventions.

Elementary Schools

What is your plan for promoting college and career readiness?

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?

Year long professional development plan that includes: *On site PD workshops (August PD days; Wednesdays after school) *Lesson Study *Instructional Rounds *Monthly PD for Leadership Team focusing on culturally responsive teaching. *School Wide monthly PD based on book "Culturally Responsive Teaching and the Brain" by Zaretta Hammond

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)

As an administrative team, we engage in weekly PD which includes academic readings and classroom walk throughs. PD is also planned for the leadership team during block period once a month. The focus of the leadership team PD includes culturally responsive teaching, equitable grading practices and academic conversations. On site Wednesday PD’s have focused on technology, building relationships, analyzing student data and grading. Through these PD action steps our faculty and staff have deepened their understanding of how student engagement manifests itself in a variety of classroom settings.

The leadership team meets once a week during 7th period. Department chairs are given an additional prep period to attend these meetings and manage department business. Teachers use common planning time to meet in departments and curricular teams. Prop A hours are used by teachers to engage in PD opportunities outside of the contracted work day on and off campus. English, Math, Social Studies and Science receive substitute days to collaborate with their departments, share best practices and develop common assessments and sequencing.

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

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| Reflecting on and improving a Student-Centered Learning Climate |
| --- | --- | --- |
| **Students with Disabilities/ Promotion of Inclusive Practices** | Students with disabilities earn more Ds and Fs than non-disabled students. The need for smaller SDC classes in core subjects is rising. Washington offers a small amount of co-taught classes. Students with disabilities are enrolled in general education elective and physical education classes. | Decrease the number of students with disabilities earning Ds and Fs by 10%. Increase the number of co-taught classes by 5%. |
| **Student Engagement/ Attendance** | 90% of all students are present in school over 90% of the time. Attendance for sub groups is 84% of our ELLs are also present over 90% of the time; 77% of our Latinos are present over 90% of the time; 66% of our African American students are present 90% of the time; and 71% of our SPED students are present over 90% of the time. | Continue to support all students and families around attendance/truancy. Increase our overall attendance by 5% for each sub group. |
| **School Climate** | 74.4% of all students are on track for graduation whereas the District average is only 71.4%. On the SELCC survey: 78% rated self-management and 74% rated safety favorable. Only 57% rated knowledge and fairness of discipline rules and norms favorable. Only 40% rated self-efficacy favorable. | Increase percent of students on track to graduate to 76%. Increase the number of students graduating from Washington to 98%. |

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**Parent-School Communities Ties**

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

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

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

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

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| Parent-School-Community Engagement |
| --- | --- | --- |
| **Narrative describing Parent-School-Community culture** | Who you are reaching/missing (And how you know…). Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…). | **Targets** |
| **Strategies & Impact** | What is the strategy & how will you know you were successful? | **Strategies & Impact** |
| Washington High School engages families through the help of the PTSA and Beacon program. Generally, we have a large family attendance at Freshmen Orientation, Back to School Night, College Night and Financial Aid Night. These programs have up to 300 parents in attendance. Eagle Family/PTSA meetings attendance varies depending on the focus of the meeting. We realize that most of the families who attend these meetings are already connected to the school community through their children’s extracurricular activities. Our school website, Synergy and School Messenger are other means of keeping families informed and engaged. | Increase the number of families attending Eagle Family/PTSA meetings by 15%. Identify underrepresented families and conduct targeted outreach. Continue to schedule ELAC meetings prior to the Eagle Family Night meetings to increase attendance of ELL families. | Conduct a needs assessment of family interests. Create a more focused effort by site administration, family liaison, Wellness, Beacon and PTSA Board to provide quality programming, guest speakers and specific themes for Eagle family nights that reflect the interests of our families. |
## 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** $13,450

Funds will be used to purchase technology, upgrade classroom furniture, hands on project-based supplies, and professional development for teachers.

**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** $126,178

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

A portion of the funds will be used for staffing (4 Resource Teacher, 2 NELL, 2 Academic Counselor, Bi-lingual Instructional Aides, Family Liaison. Other expenses will include professional development days; field trips; instructional supplies; technology. Using these funds will provide resources and supports for staff that work directly with our ELL population and their families.

**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** $334,986

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

A portion of the funds ($323,000.00) will be used for staffing - teachers, academic counselors, AVID teachers, Family Liaison, Bi-lingual Instructional Aides. The remaining funds will be allocated for instructional supplies ($10,000.00). This funding enables our site to keep our 9th grade core class sizes low (25), support our EWI students, and expand our AVID program.

**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** $27,000

**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 supplement instructional supply needs; extended hours; and professional development. This is the best use of these funds because it enables us to reach our large ELL and LI student populations through a variety of programs/classes (i.e. VAPA, Auto Shop, AVID)

**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 (TIIG) 07940
**Allocation** $0

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

We do not receive this funding

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

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

<table>
<thead>
<tr>
<th>Title I</th>
<th>$0  (3150)</th>
</tr>
</thead>
</table>

How do you plan to use these funds?

We do not receive this funding.

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

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

1% Title I Parent Set Aside = $0

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.

We do not receive these funds.

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

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

- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)

Impact & Innovation Awards = $0

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

We do not receive these funds.

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

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

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

How do you plan to use these funds?

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

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

Equity Grant = $0 (as applicable 16-17)

Identify Sub-group & specific actions

We do not receive these funds.

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

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

Other (PTA, external sources, School Quality Pairing/CoP work) = $0

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

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

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

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
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<table>
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<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
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<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
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<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTE .8</td>
<td>Ethnic Studies .2</td>
<td>VAPA .8</td>
<td>Librarian .5</td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**
### SECTION V: Recommendations and Assurances

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

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

| ☑ | The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| ☑ | The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| ☑ | The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☑ | English Learner Advisory Committee (ELAC) |
| ☑ | Community Advisory Committee for Special Education Programs |
| ☑ | Other (list) |
| ☑ | The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| ☑ | This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| ☑ | The school held two (2) community meetings prior to the completion of the school site plan. |
| | 1. One meeting to gather input from the school community including all advisory committees. |
| | 2. One meeting to present plan upon its completion before March 24, 2017. |
| ☑ | The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/19/2017 |
| ☑ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☑ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☑ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☑ | This school plan was adopted by the SSC on: 9/19/2017 |
## School Site Council Roster and BSC/SPSA 2017-2018 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”)

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
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</thead>
<tbody>
<tr>
<td>Jackie Fox</td>
<td>Parent/Chairperson</td>
<td></td>
</tr>
<tr>
<td>Susan Saunders</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>David Cary</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>John Hajel</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Marianne Philipp</td>
<td>Other School Site Staff</td>
<td></td>
</tr>
<tr>
<td>Anna Karney</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Mollie Matull</td>
<td>Parent</td>
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<tr>
<td>Kimberly Kylo</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Karen Marouka</td>
<td>Parent (Alternate)</td>
<td></td>
</tr>
<tr>
<td>Tracy Thompson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Yonas Tesfai</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Leanna Saelaw</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Linda Ngo</td>
<td>Student (Alternate)</td>
<td></td>
</tr>
<tr>
<td>Sammi Chen</td>
<td>Student (Alternate)</td>
<td></td>
</tr>
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</table>