## 2016-2018 Balanced Score Card:
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 Saunders</td>
</tr>
</tbody>
</table>

### SCHOOL VISION & CONTEXT

Washington High School is a large comprehensive high school with a diverse student population. The experienced staff at Washington provides a respectful and collaborative environment. Teachers and staff work to provide a safe and respectful climate that provides academic rigor. There are many opportunities for students to be engaged in the Washington community including JROTC, VAPA, AVID, Sports, Academies, Wellness, College Center, a wide variety of clubs, and Beacon. The school is supported by a strong Alumni association that promotes pride in the traditions at Washington High School. There is a very active parent group. Of the many successes or strengths at Washington the diverse comprehensive program and the quality of the teachers stands out. The comprehensive program includes the VAPA, Advanced Placement Program, Sports, Beacon, JROTC, AVID, Academies including the only Auto shop in the district and Wellness Center. These programs offer a place for students to connect to the school and feel comfortable exploring interests and options for post secondary education. The students feel comfortable and know that they have a place in a large school. The teachers make a concerted effort to connect with their students in class and through after school events. Many teachers provide tutoring afterschool, during lunch and via school loop. Through the Wellness Center students know that they can find a safe, non-judgmental space for mental and physical health services.

On the other hand, Students have reported that they are feeling challenged by the pressures of preparing themselves for college while completing the A-G requirements and balancing extra curricular activities and after school commitments. Parents have also requested that the school continue to assist them in developing their children into mature adults with an enhanced work ethic and the ability to take responsibility. Other challenges in the school include maintaining the wide variety of academic programs and their vitality as well as the coordination of all the programs in the school while working within budget constraints. Key strategies at Washington include the focus on using Restorative Practices within our classes in Restorative Circles and with dealing with disciplinary incidents to further reduce our suspension rate and to help to make all parties whole; reducing homework stress through Challenge Success; the continuing discussion regarding grading strategies in the Leadership Team and in the Departments that help teachers to continue their focus on equitable grading practices; the Parent Engagement Nights that focus on parent involvement; and co-teaching within a variety of Special Education and General Education classes. There continues to be a focus on building community and helping teachers to develop the soft skills with students in their classrooms.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td><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 pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).</td>
</tr>
</tbody>
</table>

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

These requirements include:

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

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

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

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

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

### 3. Budget

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

### 4. Title I Parent Involvement Policy*

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

---

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

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

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td></td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>

Although we met our metric on the School Quality Improvement Report Card with 73% of our students scoring proficient on the SBAC, we are targeting 78% 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. A higher number of students should be placed in the appropriate English class at the start of the school year ie, honors, AP ERWC/Eur. Lit 9th grade ELA teachers will continue to focus on the skills necessary to write at a high school level and lead to college level writing. The interim assessments that will be used to measure the progress of students include: Reading inventory (RI), ELA Interim Assessment Block (IAB), IWA, and the Site Based Writing Milestone Task
Based on the analysis of the results, what are the interventions required to ensure all students reach mastery?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beacon After School tutoring is effective and will be promoted by teachers and the program. Lowering class sizes in 9th grade allows students more access to the curriculum and a smoother transition to high school. Co-teaching is effective for our 9th grade students with IEPs.</td>
<td>Students, especially ninth grade students, will increase their academic reading and writing skills. The number of students with IEPs who receive Ds and Fs will decline</td>
<td>Attending Beacon tutoring needs to be counted as points by teachers to increase student participation. Students need to be enrolled in smaller 9th grade core classes in order to have enough access to the teacher to achieve mastery. Continue to work with 9th grade students on accessing interventions. Academic counselors meeting monthly as a group to brainstorm strategies for student success. Academic counselors meeting with students to check on their academic progress.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our African American, English Language Learners and our Students with Disabilities are under performing on the SBAC compared to our other students. On the IAB these focal groups are at or above the district average, but are still performing at lower levels than 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.</td>
<td>Raise our African American performance to 55% from 46% 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 30% proficiency from 23%. Raise our EL students proficiency from 9% proficiency to 15% on ELA. Based on the IAB results these targets are within our reach.</td>
<td>EL students receive additional tutoring from EL teachers. EL classes are smaller. EL students receive two EL classes. Special Education Study Skills. Case manager provide support and one to one support. Writing across the curriculum. Beacon after school tutoring. Peer tutors are provided to students as needed. Continued use of Chrome Book carts to access Khan Academy. Teacher tutoring during lunch. Teachers allowing students to retake tests. Lowered class sizes for 9th grade Math classes.</td>
</tr>
</tbody>
</table>
Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>To increase students' Math Proficiency as shown by a decrease in Ds and Fs. Even though 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 50% to 55%. We will continue to administer the IABs and review the results.</td>
<td>The SSC has determined that one of our main priorities is to lower class sizes in Math in the 9th grade. Teachers need to take advantage of smaller class sizes by increasing group work and creating skill level groups to meet the instructional needs of all students. Teachers need to continue their involvement in Complex Instruction professional development. Complex Instruction is taught in all Math classes focusing on the multiple abilities treatment in the leveling of the status in the classroom. Math classes are heterogeneous classes in the 9th and 10th grades. Standards based grading and reassessments that focus on learning rather than on points is being used by some Math teachers. Math teachers will continue to use technology to enhance instruction.</td>
</tr>
</tbody>
</table>

As a school community our Math SBAC data was very disheartening. Only 50% of our students scored proficient on the exam. Our subgroups performed even more poorly. When the Math department analyzed the data, it was found the four students are strongest in concepts and procedures and weakest in communicating and reasoning. Our IAB data for 11th grade shows our students at 75% either at or above standard. Our IAB Math task shows only a 24% proficiency rate. Our Math Department has been working over the last few years implementing the Common Core Math Practices. Our teachers are using the district provided materials and are using their Common Planning Time to meet together by subject. As a school community we have been looking at grading data. The Math Department has a higher number of Ds and Fs than the other subject areas. The Math Department has been rethinking their homework policy and using retesting to increase student proficiency.

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

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many teachers have open door tutoring policies. Beacon after school tutoring. Beacon After School tutoring is effective and will be promoted by teachers and the program. Lowering class sizes in 9th grade allows students more access to the curriculum and a smoother transition to high school. Co-teaching is effective for our 9th grade students with IEPs.</td>
<td>Students, especially ninth grade students, will increase their academic reading and writing skills. The number of students with IEPs who receive Ds and Fs will decline.</td>
<td>Attending Beacon tutoring needs to be counted as points by teachers to increase student participation. Students need to be enrolled in smaller 9th grade core classes in order to have enough access to the teacher to achieve mastery. Continue to work with 9th grade students on accessing interventions. Academic counselors meeting monthly as a group to brainstorm strategies for student success. Academic counselors meeting with students to check on their academic progress.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our focal groups are performing on the SBAC compared to our other students. The number of students meeting proficiency on the Math SBAC are significantly lower than the number of students meeting proficiency on the ELA SBAC (73% ELA vs. 50% Math). Our African American and EL students are performing at or above the district in the IABs. Our SPED and Latino students are at the district average.</td>
<td>Raise our African American performance to 20% from 12% Math proficiency on the SBAC which would match their performance on the IAB measures. Raise our students with disabilities performance on the SBAC from 11% to 20%. Raise our EL students proficiency from 26% to 35%. Based on the IAB results these targets are within our reach.</td>
<td>Beacon after school tutoring. Peer tutors are provided to support students. Continued use of Chrome Book carts to access Khan Academy. Teacher tutoring during lunch. Teachers allowing students to retake tests. Lowered class sizes for 9th grade Math classes.</td>
</tr>
</tbody>
</table>

English Language Development (ELD)
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)?

**Analysis of results (including CELDT, F&P or SRI 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.

*WASC Ch.2*

There are currently 319 EL students who took the CELDT this year at Washington. Our number of EL students has been increasing, in particular our Newcomer population. Our redesignation rate of ELs is 37% which is higher than the district. We currently have 90 Long term ELs. 51 of those students have IEPs.

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

We plan to continue to redesignate students by following the process including administering the SRI as necessary. The SPED and EL departments will work in tandem to redesignate the 51 SPED EL students. Our target is 50% of the SPED EL students for redesignation. The academic counselors will continue to follow the progress of the LTELs.

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

*WASC Ch.5*

The EL Department provides supports for the EL Newcomer students. Teachers use SDAI strategies in their core classes to support EL students.

**Other Subject Areas (Secondary Schools, optional for Elementary)**

**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?**

Our targets/goals are to continue to provide our students with academic counseling opportunities to support the academic work needed to stay on track for graduation. Our College Center is instrumental in assisting our students with SAT/ACT sign ups. We want to continue to target our under represented populations for SAT and ACT sign ups. Our computer science classes are expanding to include the development of a dual enrollment class at city college. Washington continues to target the classes for credit recovery for night school that students need for graduation.

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

*WASC Ch.5*

Through the work with Stanford's Challenge Success Team, Washington has developed "Homework black dates" for seniors over the weekend prior to college application deadlines as well as for juniors the weekend of the most popular date for the SAT test in the spring. Continued emphasis on individual attention to seniors during college applications and FAFSA deadlines. Continue informing and preparing students and parents through the College Night and FAFSA Night through Family Resource Nights. College Applications in labs

**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*

About 98% of our seniors have a post secondary educational plan upon graduation from Washington which includes enrollment at at two or four year college. The number of our students taking the ACT and SAT has been increasing over the last three years. The number of our AP tests has been declining, but the number of students receiving scores of 4s and 5s has increased. As a school we continue to actively recruit under represented populations for AP classes. We offer an Academy of Hospitality and Tourism, as well as an Automotive Pathway. Our Computer Science program has been growing. Many students in these programs are concurrently enrolled at City College. We have an AVID program here. Our College Center has been actively assisting students in filling out the FAFSA. We offer night school and Edgenuity for credit recovery. Our academic counselors meet with the students to assist them with scheduling classes and credit recovery as needed. This allows our students the opportunity for graduation and credit recovery.

**What are your targets/ goals?**

Our targets/goals are to continue to provide our students with academic counseling opportunities to support the academic work needed to stay on track for graduation. Our College Center is instrumental in assisting our students with SAT/ACT sign ups. We want to continue to target our under represented populations for SAT and ACT sign ups. Our computer science classes are expanding to include the development of a dual enrollment class at city college. Washington continues to target the classes for credit recovery for night school that students need for graduation.

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

*WASC Ch.5*

Through the work with Stanford's Challenge Success Team, Washington has developed "Homework black dates" for seniors over the weekend prior to college application deadlines as well as for juniors the weekend of the most popular date for the SAT test in the spring. Continued emphasis on individual attention to seniors during college applications and FAFSA deadlines. Continue informing and preparing students and parents through the College Night and FAFSA Night through Family Resource Nights. College Applications in labs

**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?

Professional Development is given to teachers in the following ways: August PD—well thought out and planned in spring based on teacher input, Prop A Professional development days, Complex Instruction PD days, Lesson Study, Leadership Team Instructional Walk throughs Leadership Team shift from Operational tasks to Instructional Strategies, Weekly Common Planning Time (CPT), Professional Development Days from the WSF for Math, English and Science. and VAPA—variety of adjudication festivals with students and teachers.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As an administrative team, we engage in weekly professional development which includes reading of professional books and articles and weekly classroom walk throughs. As an administrative team, we set the professional development for the Instructional Leadership Team (ILT). This year the ILT agreed to shift the work of the ILT from 50% operational to 75% instructional. Our foci have been on grading, (including standards based grading, eliminating the zero and offering test retakes) and student engagement. The ILT has also formulated a clear vision of what student engagement looks like in classrooms. In teams we have conducted in house instructional rounds. Each department has conducted Teacher Intervisitations. Through the discussions that have followed these activities teachers have deepened their understanding of how student engagement manifests itself in the variety of classroom settings.</td>
<td>ILT members meet once a week during 7th period. Department Heads are given an extra prep period. Teachers used their prep periods to engage in the Intervisitations. Teachers use the Common Planning Time to meet in Departments and curricular areas. Prop A hours have also been used by teachers to engage in Professional Development opportunities outside of the contracted work day. English, Math and Science receive substitute days to collaborate with their departments on Common Core, Complex Instruction and Next Generation Science Standards.</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

<table>
<thead>
<tr>
<th>Reflecting on and improving a Student-Centered Learning Climate</th>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th><strong>Narrative describing Parent-School-Community culture</strong></th>
<th><strong>Targets</strong></th>
<th><strong>Strategies &amp; Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/ missing (And how you know…)</td>
<td></td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>

### Parent-School-Community 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.*
| Impact of the strategy on instructional, culture/climate, and social emotional goals. (And how you know…) | Continue to increase the number of parents at the Parent Engagement Nights. Involve parents that are generally do not attend Parent Engagement Nights through meetings in the neighborhood with the help of the Beacon affinity clubs. | A focused effort by the Administration, Beacon and PTSA Leadership to provide quality programming, guest speakers and specific themes for monthly parent nights. An increasing number of EL and EWI parents have been attending these meetings since we have strategically scheduled the ELAC meeting prior to the Parent Engagement Night meetings. |

Washington High School engages the parent community through the help of the PTSA and Beacon program. Generally we have a large parent attendance at our Back to School Night, Cash for College Night and our FAFSA night. These programs have up to 300 parents in attendance. We reach a wide section of the over 2000 students’ parents but we realize that not all parents can attend night meetings. Parent Engagement Nights generally meet the needs of the parents that are already connected to the school or live in the neighborhood. Student activities such as sports, student clubs or performances help to encourage parents to be a part of the school community. Washington also engages parents through a variety of methods via school loop for grades and scholarship information, online newspapers and magazines and our website.
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 = 13,700

$9,700 is used for instructional and curriculum supplies to help support the special education students in their classes; $2,000 is used for technology to assist students and teachers in the learning process in the classroom; and $2,000 is used for para and teacher training and workshops to deepen their knowledge of teaching techniques for special education students.

**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 = 116,722

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

$43,348 is used for a .4 Resource Teacher; $38,847 is used for a .75 Instructional Aid; $14,078 is used for .23 of a Parent Liaison. These resources are needed to provide the adequate support to our EL students in the classroom and to provide support to our EL parents when they are visiting the school or if they have questions regarding their child's school experience. $2,115 is used for substitute days for EL teachers to take students on field trips so that they can experience learning outside the classroom and substitute days for teachers to attend staff training to deepen their understanding and knowledge for teach EL students. $2,400m is used to pay extended hours to teachers to tutor students after school. $15,934 is used for supplies and equipment for the EL students and stamps to send letters to EL parents regarding their children.

**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 = 377,852

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

$288,580 is used to pay for 3.04 FTE teachers to provide direct services and support to at risk students performing under grade level. $66,450 is used to pay for .7 FTE for direct counseling services to assist economically disadvantaged or students performing under grade level. $22,522 is used to pay for .7 FTE for direct counseling services to assist economically disadvantaged or students performing under grade level. $66,450 is used to pay for .7 FTE for direct counseling services to assist economically disadvantaged or students performing under grade level. $66,450 is used to pay for .7 FTE for direct counseling services to assist economically disadvantaged or students performing under grade level.

**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 = 15,000

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?

$10,000 is used to pay for professional development for Math, English and Science Teachers specifically focusing on EL and economically disadvantaged students. $5,000 is used to pay for extended hours to teachers for extended hours to run activities for students including JROTC, VAPA, and clubs.

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

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

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

**Select the Bryk Essential that most aligns to the use of these funds:**
- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
### 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>Category</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I</td>
<td>0</td>
<td>31500</td>
</tr>
</tbody>
</table>

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

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

**1% Title I Parent Set Aside:**
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. Please ensure that you attach the Parent Involvement Policy's full text when you upload your BSC to SharePoint.

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

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

**Impact & Innovation Awards = 0**

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

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

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

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

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

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

**Identify Sub-group & specific actions**

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

**QEIA Carryover = 0**

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

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

**Other (PTA, external sources, School Quality Pairing/CoP work) =**
How do you plan to use these funds to support your school-wide actions?

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

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
In addition to the resources included in your site budget, you were also provided a list of the centrally funded, site-based resources that your school will receive. Please identify each support, the intended role as prescribed by the Central Office and two to three high leverage strategies that will be accomplished because of these supports and resources here:

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>CTE 1.0</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 25, 2016.
- [✓] The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on:
- [☐] For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- [✓] Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- [✓] Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- [✓] This school plan was adopted by the SSC on: 3/22/2016
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anna Karney</td>
<td>Chairperson</td>
<td></td>
</tr>
<tr>
<td>Susan Saunders</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Jay Kozak</td>
<td>UBC Representative</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>Librarian</td>
<td></td>
</tr>
<tr>
<td>Tracy Thompson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Patrice Thompson</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Mollie Matull</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Donald Dong</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Mary Ellen Rogers</td>
<td>PTSA President/Parent</td>
<td></td>
</tr>
<tr>
<td>Susan Wong</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Kitty Fung</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Bitota Mpolo</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Angie Thai</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Jeremiah McCormick</td>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>