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

School	**Washington, George High School**
Principal	Susan C Saunders

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, moving our EL course sequencing to the international model, 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.

In the section above, please include salient points from your SARC School Vision and complete an Executive Summary for your school site. Include the following components: (**500 words maximum**)

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

SECTION I: Overview and Key Components

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

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

The Balanced Score Card (BSC) for the 2018-2020 school years is intended to draw all schools into conversations about this vision. This document is designed to build on your plan from last year and makes changes where necessary.

Transform Learning. Transform Lives is SFUSD's newest strategic plan. It articulates a new round of efforts, drawn from the successes and learning of past plans, that advance our district and all its schools towards Vision 2025. This template is intended to support schools to use student outcome data more deeply; to reflect on successes and challenges in implementing SFUSD's key priorities from the **2018-2019** school year; and to build with increased specificity on each school's efforts to realize the goals and strategies outlined in the SFUSD 2016-18 Strategic Plan ***Transform Learning, Transform Lives***.

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

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

These requirements include:

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

SECTION II: School Data Profile

Schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this (https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school **17-18 Results** folder look for the folder titled **"###_Mid-Year_Summary_2017-18"**. This folder includes the following reports:

Data Disk Report Title (Description) district.sfusd.edu/dept/rpa/aao/DataDisk/	Contains data for the following Strategies in Action	Data in Report
Mid-Year Performance MetricsK-8 only (School-wide and sub-group performance, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA, ELD and Math	2017-18 Window 1 (Fall 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17Window 1 (Fall 2016)
F&P Growth and RI Growth K-8 only (Change in performance level for matched students, separate SFUSD report included for comparison to the district)	▪ Instructional Core: ELA	Details percent of students changing performance levels from Fall 2016 to Fall 2017 on the named measure
Fall 2017 Acceleration K-8 only (for RI, Math Benchmark and Math Task - School-wide and selected sub-group performance)	▪ Instructional Core: ELA, ELD and Math	Acceleration models estimate student performance on each formative assessment. The positive or negative difference in students' actual performance from these predicted performance is averaged for each group at the school level.
Chronic Absenteeism (School-wide and sub-group performance, SFUSD data included for comparison)	▪ Student-Centered Learning Climate	2017-18 (Fall Semester 2017) ELA and Math, F&P English and Spanish, RI, Math Task and Benchmark results compared to 2016-17 Window 1 (Fall 2016)
CA Dashboard Report (New California Accountability System, documentation/overview included)	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate ▪ College and Career Readiness	The California School Dashboard (http://www.caschooldashboard.org) is designed to help communities across the state access important information about K–12 schools and districts.
Fall 2017 Grades Summary Gr 6-12 (School-wide and sub-group performance in Core Content areas)	▪ Instructional Core: ELA, Math, Other Subject Areas ▪ College and Career Readiness	Overall and sub-group grades – % A's and % D&F's for English Language Arts, Math, Science, Social Science and GPA Average
College Readiness: Class of 2016-17 NSC College Data and Fall 2017 PSAT Grade 10	▪ College and Career Readiness	Most current data from National Student Clearinghouse on college attendance for the class of 2016-17 and before with selected sub-group information and PSAT sub-group report and district comparison for current grade 10 students
Illuminate Report Lists for Fall and Spring	▪ Instructional Core: ELA, ELD and Math ▪ Student-Centered Learning Climate	Direct links to summary and list reports at the student level to take a deeper dive into your results

NOTES:
- All data is provided to you as an overall school average, as well as disaggregated by grade, ethnicity and program. This disaggregated data is what will guide you in identifying your Tier 1, Tier 2 and Focus groups.
- Refer to **Illuminate Report List** to link to student level data

SECTION III: School-Wide Analysis and Plan

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

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

As we move forward in our work, we will continue to work towards the enactment of Vision 2025, and the more specific strategies articulated in the 2016-2019 Strategic Plan *Transform Learning. Transform Lives*.

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
Our focal groups include; English learners, Students with Special Needs, African American and Latino students.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
Our analysis of the data shows that 70%-74% of students at Washington scored proficient on the ELA SBAC over the past 3 years. RI scores for 9th and 10th graders are all at or above the District average. The 9th grade IWA score have been consistent across all subgroups for the last 2 years. In the 3 year grade comparison, the D's and F's have remained consistent across all student populations including an analysis of the subgroups.	The data shows that 70% of our students scoring proficient on the SBAC/ELA, we are targeting 72% 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), and the Integrated Writing Assessment (IWA)	Instructional practices required to ensure student mastery in ELA include: Close reading; annotating text; note taking; sentence frames; academic discussions, writing to and from the text, incorporating technology; and project based lessons. English teachers engage in collaborative scoring of the IWA student work. These instructional practices include engaging students in making connections, interpreting and extending meaning. Practices will include regular student-to-student interaction in all levels of instruction to promote use of academic language and discussion of content between peers.	

			During Leadership and Department meetings, teachers will continue to analyze grade data. Teachers will 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 English teachers will give the RI. 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, and collaborative curriculum planning to refine their teacher practices. ELL teachers have formed a PLC to align strategies and share best practices. Whole school professional development focused on use of Illuminate to help teachers access, interpret and use the various forms of student data available.

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

Analysis of Results for Language Arts-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?
Student participation in our Beacon after school tutoring program has increased and is promoted by teachers and staff. Lowering class size in 9th grade English has increased opportunities for students to receive more individualized attention. The number of co-taught English sections has increased, giving students with IEP's more access to curriculum.	Increase in percentage of focal group students, meeting standard in ELA on SBAC by 3%. The number of students with IEPs who receive Ds and Fs will decrease by 3-5%.	In addition to the shifts described in Academic Tier One, teachers will build 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.

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):
Our focal groups include; English learners, Students with Special Needs, African American and Latino students.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5

Over the past 3 years, 57% - 58% of our students scored proficient on the math SBAC exam. Further data analysis show that our students are strongest in concepts and procedures and need improvement in communicating and reasoning. Our math department has been working over the last few years implementing Common Core with Complex Instruction strategies. Our math teachers are using materials provided by the District and use their common planning time to meet in curricular groups. As a school community we have been analyzing grading data and have noticed that there is a higher number of Ds and Fs in math when compared to other subject areas. The math department has been revising their homework policy and have implemented test corrections and retakes to increase student success.	To increase math proficiency and decrease in the number of students receiving Ds and Fs by 10%. 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 58% to 62%.	Instructional practices would include strategies that connect students' life experiences, cultural perspectives and background knowledge with the materials and content in the math curriculum. Continue to promote use of complex instruction and test corrections policies. Provide additional common planning time for teachers to collaborate by math course.	Continue to keep class size in 9th grade Algebra at 28. Smaller class size will allow for more individualized instruction an stronger student - teacher relationships. Teachers will continue using and improving on complex instruction strategies. 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.

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

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Student participation in lunch time and Beacon after school tutoring program has increased and is promoted by teachers and staff. Lowering class size in 9th grade Algebra has increased opportunities for students to receive more individualized attention. The number of co-taught math sections has increased, giving students with IEP's more access to curriculum.	Increase in percentage of focal group students, meeting standard in math on SBAC by 3%. The number of students with IEPs who receive Ds and Fs will decrease by 3-5%.	In addition to the shifts described in Academic Tier One, teachers will build 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. Drop in tutoring hours for students with math teachers. Lowering class size in 9th grade Algebra allows students more access to curriculum and a smoother transition into high school. Continue co-teaching is effective for students with IEPs.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5
Our grading data shows that 82% of our students are successfully completing their science graduation requirements by the end of their sophomore year. 71% of our continuing to take a 3rd or 4th year of science. To ensure that all students have access to science learning described by the SFUSD Science Core Curriculum, we offer additional science courses that are meet the A-G requirements and enable students to explore and expand their science knowledge. These courses include physiology, AP environmental science, marine science and astronomy.	Based on the analysis of our science data, our goals are: 1. To increase the number of students completing their science graduation requirement by the end of their sophomore year from 82% to 85%. 2. To increase the number of students enrolled in a 3rd or 4th year of science from 71% to 75%. 3. To achieve 60% proficiency or better on the California Science Test (CAST).	Continue to keep class size in 9th grade Biology at 28. Smaller class size will allow for more individualized instruction an stronger student - teacher relationships. Teachers will continue using and improving on NGSS curriculum and instructional strategies. Standards based grading will be used, incorporating test corrections and retakes. Science teachers will continue to use technology to enhance instruction. Teachers will use built in common planning time to work collaboratively in curricular groups, share best practices and plan instruction.

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

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
Our 3-year trend for the CELDT/ELPAC assessment and Reclassification of ELL students has been downward. On average, only 41.8% of ELL students grow at least one level on the CELDT/ELPAC, and only 4% of ELL students were reclassified in 2017-18. Our Newcomer Pathway serves 297 ELL identified students. Our course sequencing ensures that all English Learners have access to grade-level academic content in both sheltered classroom and general classroom settings. For example, English Learners are enrolled in sheltered ELD and content courses, while taking their electives and PE requirements in a non-sheltered classroom environment.	Based on the analysis of our data, our goals include: 1. A 5% increase the number of ELL students who grow at least one level on the ELPAC. 2. Increase the number of ELL students reclassified from 4% to 7%.	Continue to use SDAIE strategies and language objectives in core classes to support all ELL students. Continue to expand and provide collaboration time for our site ELL PLC to support students and inform instructional practice. Students will be placed in a designated ELD course sequence that is aligned with their academic performance and ELPAC score.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that **all** students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
Our 2017-18 Culture Climate survey shows that 61% of students feel that the school climate is conducive to learning, and 72% of students feel safe at Washington. Current data also shows that only 41% of students feel confident in their ability to achieve academic success (self-efficacy). Our data shows that there are gaps in responses when comparing students, families and staff results. Students show lower percentages than those of families and staff. For example, only 53% of students feel that rules and expectations regarding behavior are made clear, compared with 90% of families and 64% of staff. Similar gaps are seen around sense of belonging/school connectedness.	Our goal is to decrease the gap between students, families and staff on the SFUSD Culture Climate survey, particularly around the areas of knowledge of behavior expectations, connectedness to the school. Increase students feeling confident in their ability to achieve academic success (self-efficacy) to 46%. All 9th grade students are enrolled in a required one semester, health education course. All 10th grade students receive supplemental health education lessons through their physical education course. School-wide teach-ins have been conducted around various health topics that include cyber safety, stress management and gun violence. Our Wellness center provides services and workshops for students and staff to increase knowledge and awareness of various health related topics. The Wellness center Youth Outreach Worker program provides classroom presentations on the health risks of smoking.	Continue focus on supporting transition to high school for 9th grade students. This will be accomplished through Freshman Leadership Institute, Welcome assembly, community building classroom activities and transition meetings for incoming 9th grade SPED students. Continued use of restorative practices by faculty and staff with in increase in training and awareness opportunities. Continue to promote student awareness and involvement in GWHS clubs/groups. Develop presentations for health classes that focus on expectations for behavior, especially regarding physical violence and verbal abuse. Continue to provide time for student leadership and site WE CARE team to meet and plan activities that increase a positive sense of being accepted, valued and included by others. The resources required to achieve these goals include professional development, time to analyze SEL data, collaborating with our after school program and SF Achievers, and building on our strengths as a school community.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program.	What are your targets/ goals? (Elementary, Middle, High)	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?

Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	Refer to the VAPA section in the Central Services Supports Guide	
Washington HS offers a wide variety of VAPA course options to students. These course offerings give students the exposure to and experience of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to explore new pathways for expressing their identities, skills and styles. Course options include beginning, intermediate and advanced levels in visual art, computer art, drama, vocal music, band, orchestra and dance.	Our goals is that 25% of students who complete their 1 year VAPA graduation requirement will enroll in an intermediate or advance VAPA course.	Continue to promote VAPA courses as viable elective options for students. Continue to showcase student work in VAPA classes through performances and showcase assemblies. The PEEF Arts & Music funding will enable us to reach our VAPA goals.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
Our master schedule reflects that students receive the required physical education instructional minutes in the 9th and 10th grades. Our PE courses ensure that age-appropriate, developmentally appropriate, and sequential PE courses are provided for all students in 9th and 10th grades. Washington also offers PE elective courses for students in 11th and 12th grades.	Our Physical Education target is to improve aerobic capacity for 70% of 9th and 10th grade students in our identified focal groups through standards based PE curriculum, SMARTE Goal and e-portfolios.	The shifts required to achieve our target include analysis of fitness gram data, F4L concepts, fitness and health pre and post test assessments. The PEEF PE funding will enable us to reach our PE target.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5
Analysis of grading data shows that 9th and 10th grade students report cards show a greater than average number of D and F grades for students in our identified focal groups.	Our target is to decrease the number of D and F grades for 9th and 10th grade students on final semester report cards by 25%.	Continue to prioritize lower class sizes for 9th grade Algebra, English, Biology and ELD classes. Continue to increase number of co-taught classes in 9th and 10th grades. Provide PD workshops on differentiation, effective group work and building classroom community. Resources required to achieve this target include the LCFF concentration funding that will be used to support our PD efforts.

COLLEGE AND CAREER READINESS

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

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

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

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

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 59% of students scored 3 or higher. Active recruitment of our under represented populations into our AP classes is ongoing. Course offerings with career focus are offered within the master schedule (automotive technology, hospitality and tourism, computer science) and include internship opportunities. We offer an AVID program to help first generation students "in the middle" be college ready. Our college center counselors guide students through the college selection, 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 to keep students on track towards graduation. Current data shows 71% of seniors meet eligibility for applying to a UC campus.	Continue to analyze student data (on/off track, PSAT, IWA, SBAC etc..) to support and improve 4-year graduation cohort. Continue to provide academic and college counseling to students; monitor academic progress towards graduation; target under represented populations to register for AP courses, and the SAT/ACT exams.	Continue to develop and communicate with families and students to ensure students are aware of credit recovery options. Homework "blackout" days for seniors and juniors during week of college application due date and SAT/ACT test dates. Support for seniors with the FAFSA application process through College Night event, grade level appropriate classroom presentations by college counselors. Open computer lab times to complete college, FAFSA and scholarship applications with assistance.

Elementary Schools

What is your plan for promoting college and career readiness?
For PK-5 Schools: What strategies will be used to increase Kindergarten readiness?

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?

Our year long professional development plan includes: *Restructure of ILT to build capacity to improve student learning school wide. *Curricular team planning time built into site PD schedule. *On site PD workshops facilitated by current faculty and invited presenters(August PD days; Wednesdays after school) *Whole faculty read of "Better Learning Through Structured Teaching" by Frey & Fisher *Promotion of central office sponsored Professional Learning opportunities. *Continue EL PLC PD meetings *Lesson Study Participation in Math *Instructional Rounds *Open Door Weeks (Peer observations and feedback)

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)
Continue to model and create a school atmosphere where all members of the GWHS community see themselves as life long learners, and continue to participate in professional development that is aligned with SFUSD Vision 2025. Creating a site PD calendar that sets aside time for professional development that is embedded within the work day (Thursdays) and outside the work days (Wednesdays). Through these PD action steps our faculty and staff will continue to deepen their understanding of how student engagement manifests itself in a variety of classroom settings.	The following resources will be used to implement our PD plan: LCFF Concentration funds from site budget to cover sub release days and extended hours; Prop G funds/hours; sharing best practices within department and curricular team meetings; using school calendar and bell schedule to include PD time.

STUDENT-CENTERED LEARNING CLIMATE

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

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

Consider the following items as they relate to each category:
- **Students with Disabilities/ Promotion of Inclusive Practices**: percentage of students in Special Education school-wide (identified internally) and number of referrals to Special Education (total & for subgroups-AA, EL). Your community is called upon to consider SFUSD's commitment to full inclusion and increased expectations for students with disabilities.
- **Student Engagement/Attendance**: school attendance rates, chronic absenteeism rates
- **School Climate**: suspensions, discipline referrals, middle school and high school dropout rates, high school graduation rates and any indicators from student surveys
- **Social Emotional Learning**: interpersonal and intrapersonal skills including but not limited to growth mindset self-efficacy, self-management, and social awareness
- **Wellness Policy**: nutrition and physical activity expectations according to district Wellness Policy to increase healthy behaviors for all school site students, staff, and families, i.e. student-led project-based learning assignments to impact Tier 1

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Students with disabilities earn more Ds and Fs than non-disabled students. The need for smaller SDC clases in core subjects is rising. The number of co-taught classes offerred continues to grow. 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%.	All students with IEP's have access to the Core Curriculum and CCSS. Curricular modifications and accommodations are implemented for students per their IEP. Instruction is differentiated, using a variety of models. Teachers use Tier 1 and Tier 2 behavior modifications with fidelity.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Vulnerable student population is identified and academic and referral data is used to identify supports needed.	100% of all vulnerable students are accurately identified and available supports delivered through a collaborative effort.	Utilize Wellness center staff, foster youth intern, academic counselors, Beacon staff, CBO's and GWHS faculty to identify, support and monitor academic progress of our vulnerable student population.
Student Engagement/ Attendance	90% of all students are present in school over 90% of the time. Attendance for sub groups is 83% of our ELLs are also present over 90% of the time; 74% of our Latinos are present over 90% of the time; 72% of our African American students are present 90% of the time; and 77% 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.	Continue to foster a sense of community through programs, clubs, athletics, Beacon, Wellness, and VAPA to increase students' sense of belonging. Continue to reach out to families needing support around attendance via academic counselors, Wellness, and SST process.
School Culture/Climate	Our graduation rate is above 90% and the 3 year trend has been upward. In the 9th grade, 72% of our students are on track, and the 3 year trend has been consistent. 67% of our 10th grade students are on track and the 3 year trend has been mixed. 69% of 11th grade students are on track and the 3 year trend has been consistent as well. By the 12th grade, 92% are on track and the 3 year trend has also been consistent.	Our target is to increase percentages of on-track students for all grade levels by 3%.	Continue to provide credit recovery options to students via summer, evening and CCSF concurrent enrollment. Beacon program after school tutoring center. Implementation of test corrections and/or re-takes. Standards based grading.
Social Culture/Climate	Schoolwide suspension rate is 3.8% and the 3 year trend has been mixed. While our school wide suspension rate for 2017-18 is 0.3% above the District average, data shows decrease of suspensions for African American students .	Decrease the number of student suspensions to 2.8%, with an emphasis on our African American and Latino students.	Continue to use and enhance positive behavior intervention strategies in the classroom. WE CARE climate committee will continue to enhance the student - teacher relationship and share strategies to build classroom community. Increase classroom lessons that are based on real-world content with real-world application. Continue to use and explore ways technology can enhance learning.
Wellness Policy	Our Wellness program provides over 1,000 hours of services to students.		Strategies to meet our target include: Continued funding from School Health Programs and DCYF; coordination of services with various CBO's; Expanding our youth outreach worker program; improved outreach to families.

| | | Our Wellness targets include: Increase awareness of support services within and outside of the school; Provide ongoing coordinated support to students at risk for school failure, with an emphasis on our African American, Latino, and ELL students. | |

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*
Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

Based on your data choose at least one of the following **SFUSD Standards** to work on.	Choose at least one of the following focal populations
☑ Supporting Strong Relationships/Facilitating Two-Way Conversation ☐ Linked to student learning ☐ Valuing diversity/speaking up for every student ☐ Sharing power & decision making ☑ Connecting families to community resources	☑ African American families ☑ Families of English Learners ☐ SPED ☐ Foster Youth ☐ Homeless ☐ Other:

What actions will you take to deepen the capacity of school staff to authentically partner with families? What actions will you take to offer opportunities for families to deepen their capacity as partners:

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 meeting attendance varies depending on the focus of the meeting. We realize that many of our families who attend these meetings are also connected to the school community through their childs' extracurricular activities. Our school website, Synergy and School Messenger are other means of keeping families informed and engaged, we understand the need to continue to improve our outreach. Actions we can take to offer opportunities for families to deepen their capacity as partners could include: PTSA meetings held out in the community in addition to the school site; Utilizing parent liasion, Wellness, Beacon, PTSA Board, SSC and site administration to create a more focused effort of outreach to families.

How will you measure your impact? Measures can include: Culture & Climate Surveys, Academic Data, Attendance

Compare and analyze data from family SEL surveys; Track attendance at PTSA/ Eagle Family Night events; Increase in families accessing and understanding Synergy; Increase in number of families accessing school website.

Community Partnerships

What academic and/or social-emotional needs can community partners help your school site address that align with and support your BSC goals?

☑ Academic Support ☑ Behavioral Health & Wellness ☑ College & Career ☑ Expanded Learning/After-School ☑ Physical Activity/Recreation ☑ School to CTE	☑ Restorative Practices, Violence Prevention, etc. ☑ VAPA or Literary Arts ☑ Youth Leadership/Youth Development ☑ Parent/Family Support or Partnership ☐ Other:

List 1-3 current or potential community partner(s) who are address these needs.

Our Beacon program provides academic support through the after school homework help center; recreation activities through the after school teen center program, and assists in parent/family partnerships with a focus on our African American and Latino families. JCYC and UAspire provide college and financial aid counseling. JVS provides job placement for our Special Education students and has also recently partnered with our automotive technology program to help students find internships/jobs in the field.

What are your specific goals or objectives for these partnership?

The goals of our collaboration with these community partners is to provide all students with exposure to the current and future trends shaping the world; give all students knowledge, skills, values and experiences to thrive in the San Francisco of tomorrow; and to guide them as they prepare for their futures.

What actions will you take to deepen your school's partnership with community organizations?

Continue to include our Beacon partners on our site leadership team. Provide space for our community organizations to work with students. Collaborate and explore additional ways to support students.

How will you measure the impact? (Quantitative and/or qualitative data)

The impact of our partnerships with community organizations will be measured with data collected (i.e. number of students who access/participate) by each organization along with analysis of data collected through SFUSD (i.e. SEL; graduation rate; suspensions).

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 = $17,400

The funds allocated for SPED will be used to purchase instructional materials and supplies, technology and field trips. We plan to use these funds to continue to build an inclusive, positive and welcoming environment for all students. Students with disabilities will have access to all school curriculum and activities, both in and outside of the classroom, while providing appropriate accommodations and modifications to facilitate participation.

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 = $119,543

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

Our SCG-EL resources will be used for instructional supplies/materials and technology for the classroom. These resources will enable us to continue to give English Learners daily dedicated ELD instruction, core content using integrated SDAIE/sheltered strategies and transitional suppurt; and address the academic gaps due to differences in prior schooling;

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 = $304,170

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

The majority of this allocation will be used for staffing - AVID teachers and academic counselors, with the remaining funds used for supplies to support classrooms. This funding enables continued support of our EWI students and expansion of 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 = $28,000

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 for professional development (substitute release and extended hours) for teachers to continue collaboration around curriculum, standards based grading, peer observations and lesson study.

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 =

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

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

CATEGORIAL EXPENSES

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

Title I =   (31500)

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 <u>attach</u> 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 =

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 =   *(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 =

Identify Sub-group & specific actions

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

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

*How do you plan to use these funds to support your school-wide actions? (**Limit: 250 words**)*

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
1.0		1.0	
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
1.0	1.0		6.0
IRF:	**Literacy Coach:**	**Academic Rtl Facilitator:**	**Hard To Staff:**
Other:	**Other:**	**Other:**	**Other:**
JROTC .9	Librarian .5	Inst. Staff 1.8	

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

Our Wellness staff will continue to provide services to support and improve the emotional and physical health or all students. Our T10 staff will continue to help keep the school safe for all, and assist the Deans with restorative practices.

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)* **Instructional Leadership Team**
☑	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 23, 2018**.
☑	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: **2/28/2018**
☐	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: **10/16/2018**

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

Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

School Site Council Learning Module - SSC Parity

SFUSD Website, School Site Council Page

Name	Role	Signature
Susan Saunders	Principal	
Patricia Copeland	Teacher	
Leo Nascimento	Other School Staff/Chairperson	
Shani Nelson	Teacher	
Ryan Wong	Teacher	
Stanley Voong	Teacher/Alternate	
Michael Brungardt	Teacher/Secretary	
Yeely Kwan	Parent	
Richard Lowden	Parent	
Karen Maruoka	Parent/Co-Chairperson	
Mollie Matull	Parent/Alternate	
Jessica Xie	Student	
Robin Fong	Student	
Jenna Louie	Student	
Laney Chen	Student/Alternate	