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

<table>
<thead>
<tr>
<th>School</th>
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<tbody>
<tr>
<td>Wallenberg, Raoul High School</td>
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<table>
<thead>
<tr>
<th>Principal</th>
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<tr>
<td>Cheryl Anne Foster</td>
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SCHOOL VISION & CONTEXT

Located in the heart of San Francisco, Raoul Wallenberg High School's mission is to provide equal access to a rigorous, innovative and personalized educational program that prepares each student for high school graduation, college success, career achievement, community involvement and lifelong learning. We are committed to ensuring that our students have equitable educational outcomes and to enhancing each student's creativity, self-discipline, and ability to act as responsible citizens. Founded in 1981 in honor of the renowned Swedish diplomat Raoul Wallenberg, the school motto, "The individual can make a difference" guides our school culture and community service requirement. We provide students with a supportive, safe and caring small school environment that emphasizes academics, athletics, the arts and student involvement in clubs and extracurricular activities. We offer Advanced Placement courses in all core subjects. Our Bio-Technology Pathway offers students a health services curriculum and summer internship opportunities. Our Computer Science Pathway prepares students to take their place in the technological world of the future. Students are challenged, encouraged and inspired by a dedicated and talented faculty and staff who provide intensive support for students during the college application process. Students travel from several different neighborhoods and surrounding cities to attend Wallenberg. Parents and caregivers are welcomed and encouraged to participate in their children's education. One area of growth for us is increasing the proficiency levels of our students in math by implementing close reading of math problems, math talks and a focus on math practices.

A second area of focus is making social justice a reality in academic achievement by working for equitable outcomes for our students who are English learners, students with special needs, and struggling students. Two key strategies to raise achievement are developing student agency and voice via service learning opportunities twice a year and offering Ethnic Studies as a foundational course for our 9th grade students. Our school-wide social and emotional focus is implementing positive behavioral interventions and support (PBIS). Wallenberg School-wide Learner Outcomes Academic Achievers • Understand that all subjects are inter-related and connected to the real world • Meet and exceed state and district academic standards • Recognize and produce work of high quality • Self-advocate and seek educational challenges Effective Communicators • Articulate ideas and experiences confidently and creatively • Write coherently for diverse purposes, audiences and contexts • Collaborate effectively as team members and leaders • Express themes and concepts through the arts Complex Thinkers • Read and listen in order to acquire, analyze, evaluate and synthesize information • Ask essential questions, generate hypotheses, explore multiple perspectives and pursue answers through research, experimentation and/or computation • Critically evaluate media and technology Community Participants • Demonstrate active civic involvement and social responsibility • Contribute time, energy and talents to their school and communities • Respect and value diverse cultures and individual differences • Protect the environment through personal habits and active service Productive Graduates • Take responsibility for self-organization, self-evaluation and self-control • Demonstrate skills of reflection, personal integrity and perseverance • Demonstrate the ability to set, plan and achieve college, career and personal goals • Lead a healthy, well-rounded lifestyle
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- [Vision 2025 Graduate Profile](#)
- SFUSD's 2016-18 Strategic Plan *Transform Learning, Transform Lives*
- Site-Based Budgeting and Central Services Guide
SECTION I: Overview and Key Components

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
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</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 pivot the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This 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>
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Key Requirements
In addition to its use as a strategic planning tool, the Balanced Score Card (BSC) Single Plan for Student Achievement (SPSA) and accompanying school planning process are designed to meet the requirements outlined in California Education Code § 64001.

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

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

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

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

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

### 3. Budget

- Articulation of activities and strategies that both school site-managed funds (e.g. WSF, SCG, QEIA, TIIG, Title I) and any centrally-managed FTE or resource allocations will support

### 4. Title I Parent Involvement Policy

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

In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfusd.edu/dept/roa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

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

**Contents**

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

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

**Contents**

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

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
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<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
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<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
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<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

**Contents**

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

**NOTES:**

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>For the IWA next year, we have targeted a rise of .2 to 3.0. For SBAC ELA, we want to raise the proficiency score by 5% to 77%.</td>
<td>Focus on explicitly teaching academic discussion skills. Utilize the Dimensions of Teaching and Learning to inform instruction. Continue to use the Comprehensive Approach to Literacy, i.e. workshops, mini-lessons, explicit instruction. Differentiate lessons for students using universal design for learning guidelines with a focus on English learners in particular. Focus on specific writing strategies such as the MEAL plan and the Bay Area 7-step writing process. Teach annotation skills school-wide. After-school program tutoring.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts-Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
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</thead>
<tbody>
<tr>
<td>See above.</td>
<td>See above.</td>
<td>See above.</td>
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**Focal Group:** For your focal group, (African American, English Language Learners, Students with Special Needs), what specific goals and shifts will you set to ensure access to the core curriculum and academic success, in both formative assessment measures and SQII?
<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>Fall 2017 Our most urgent work is raising the</td>
<td>For the IWA, our target is a score of at least 2.5 for our African American students and 2.8 for our Latino students. For the SBAC ELA, our target for African American students is to catch up to the 50% proficiency rate of a year ago. For Latino students, our target is an increase of at least 19% to 50% proficient. For English learner students, our target is an increase of at least 5% to 32% and for students with special needs our target is an increase of at least 25%. We have a target of a 5% increase in A's for African American and Latino students and students with special needs and a decrease of 10% in the D's and F's for each group. We are shifting to service learning once each semester. The benefits for students are: hands-on projects that increases the relevance of academic knowledge; accommodation of different learning styles; interaction with people of diverse cultures and lifestyles; an increased sense of efficacy and social development; practical career preparation; meaningful involvement in students' communities and moral and ethical growth. A second shift is to offer additional sections of Ethnic Studies for 9th graders which research has shown to increase attendance, GPA, credits earned, and reduce dropout rates and suggest that culturally relevant teaching, when implemented in a supportive, high-fidelity context, can provide effective support to at-risk students. Hire more African American and Latino teachers and staff. Continue to implement Growth Mindset in classrooms. Continue to refine and develop mastery grading policy. Continue to build community in the classrooms. Continue to implement culturally-relevant pedagogy in the classrooms. Continue to implement PBIS in classrooms.</td>
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<tr>
<td>English learners and students with special needs. 2016-2017 SBAC ELA data reveal alarming decreases in proficiency scores by 25% for our African American students, by 33% for our Latino student, and by 55% for our students with special needs. There was a slight increase in English learners' proficiency scores of 6%. 2016-2017 SBAC ELA results indicated that our African American students scored 25% proficient compared to the year before at 50% proficient and the district at 26.8% proficient. 2016-2017 SBAC ELA results indicated that our Latino students scored 31% proficient compared to the year before at 64% and the district at 42%. 2016-2017 SBAC ELA results indicated that our English learner students scored 27% proficient compared to the year before at 21% and the district at 21%. 2016-2017 SBAC ELA results indicated that our students with special needs scored 0% proficient compared to the year before at 55% and the district at 22%. Spring African American Focal Students 2016 IWA results indicate African American students scored an average score of 2 compared to our school's overall average of 2.8 and the score for the district's African American students of 2.2. On the SBAC ELA, African American students scored 50% proficient compared to the school at 72% and the district's African American students' proficiency rate of 33%. ELA grading data indicate that 17% of African American students received A's compared to the school's 50%; 25% of African American students received D's and F's compared to the school's 9.5%. Latino Focal Students 2016 IWA results indicate Latino students scored an average score of 2.5 compared to our school's overall average of 2.8 and the score for the district's Latino students of 2.5. On the SBAC ELA, Latino students scored 64% proficient compared to the school at 72% and the district's Latino students' proficiency rate of 43% ELA grading data indicate that 23% of Latino students received A's compared to the school's 50%; 20% of Latino students received D's and F's compared to the school's 9.5%. Students with Special Needs 2016 IWA results indicate students with special needs scored an average score of 2.1 compared to our school's overall average of 2.8 and matched the score for the district's students with special needs of 2.1. On the SBAC ELA, students with special needs scored 54% proficient compared to the school at 72% and the district's students with special needs' proficiency rate of 18%. ELA grading data indicate that 16% of students with special needs received A's compared to the school's 50%; 21% of students with special needs received D's and F's compared to the school's 9.5%.</td>
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Mathematics Core Curriculum

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

<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</td>
<td>For the IWA, our target is a score of at least 2.5 for our African American students and 2.8 for our Latino students. For the SBAC ELA, our target for African American students is to catch up to the 50% proficiency rate of a year ago. For Latino students, our target is an increase of at least 19% to 50% proficient. For English learner students, our target is an increase of at least 5% to 32% and for students with special needs our target is an increase of at least 25%. We have a target of a 5% increase in A's for African American and Latino students and students with special needs and a decrease of 10% in the D's and F's for each group.</td>
<td>We are shifting to service learning once each semester. The benefits for students are: hands-on projects that increases the relevance of academic knowledge; accommodation of different learning styles; interaction with people of diverse cultures and lifestyles; an increased sense of efficacy and social development; practical career preparation; meaningful involvement in students' communities and moral and ethical growth. A second shift is to offer additional sections of Ethnic Studies for 9th graders which research has shown to increase attendance, GPA, credits earned, and reduce dropout rates and suggest that culturally relevant teaching, when implemented in a supportive, high-fidelity context, can provide effective support to at-risk students. Hire more African American and Latino teachers and staff. Continue to implement Growth Mindset in classrooms. Continue to refine and develop mastery grading policy. Continue to build community in the classrooms. Continue to implement culturally-relevant pedagogy in the classrooms. Continue to implement PBIS in classrooms.</td>
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WASC Ch.5
Fall Data for SBAC Math indicate that 56% of Wallenberg’s students scored proficient compared to last year’s rate of 46% and the district’s proficiency rate of 54%. While we are proud of the strides already made in proficiency scores, we are committed to increasing math achievement even more. Spring Data for SBAC Math indicate that 46% of Wallenberg’s students scored proficient or higher compared to the district’s proficiency rate of 52%. About a quarter of our students (compared to about a third of district students overall) scored proficient in the three areas of the test: concepts and procedures, problem solving and modeling data analysis and communicating reasoning. The area with the most “below” scores was Concepts & Procedures.

Fall Our target for math proficiency on SBAC Math is an increase of 10% to 68%. Spring Our target for math proficiency on the SBAC Math is an increase of 10% to 56%.

The math department has implemented one hour after school tutoring every Tuesday for homework help and check-ins. Complex instruction is the key strategy with all math teachers willing to implement it and participate in professional development. Focus on explicitly teaching academic discussion skills. Utilize the Dimensions of Teaching and Learning to inform instruction. Continue to use math talks, close reading, and participation quiz. Differentiate lessons for students using universal design for learning guidelines.

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**Academic Tier Two** - What intervention strategies will you use to serve students who need additional support to be successful in the core academic program? If you have a centrally allocated Academic 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>
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<tbody>
<tr>
<td>See above.</td>
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</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>WA SC Ch.2</td>
<td>Our target is to improve African American proficiency on the SBAC math by 10% to 18%. Our goal for African American students is to increase A's by 10% to 20% and decrease D's and F’s by 10%. Our target is to improve Latino proficiency on the SBAC math by 10% to 31%. Our goal for Latino students is to increase A's by 10% to 27% and decrease D's and F’s by 10%. Our goal for students with special needs is to improve proficiency on the SBAC math by 11% to regain the proficiency rate of 18% a year ago. Our goal for students with special needs is to increase A's by 10% to 22% and decrease D's and F’s by 10%.</td>
<td>We are shifting to cross-curricular service learning once each semester. The benefits for students are: Hands-on application that increases the relevance of academic knowledge; accommodation of different learning styles; interaction with people of diverse cultures and lifestyles; some new sense of efficacy and social development; practical career preparation; meaningful involvement in students’ communities and moral and ethical growth. (Lisman) A second shift is to offer additional sections of Ethnic Studies for 9th graders which research has shown to increase attendance, GPA, credits earned, and reduce dropout rates and suggest that culturally relevant teaching, when implemented in a supportive, high-fidelity context, can provide effective support to at-risk students. Hire more African American and Latino teachers and staff. Continue to implement Growth Mindset in classrooms. Continue to refine and develop mastery grading policy. Continue to build community in the classrooms. Continue to implement culturally-relevant pedagogy in the classrooms. Continue to implement PBIS in classrooms.</td>
</tr>
</tbody>
</table>
Our most urgent work is raising the achievement of our focal students. Our students with special needs and our African American students’ scores are the lowest of any student groups at 7% and 8.3%, respectively, indicating the pressing need to address how we teach math to students with special needs and African American students. Our Latino students’ proficiency scores remained static at a 21%. Fall 2017 SBAC Math data indicate that our African American students scored proficient at 8.3% compared to 7% a year ago and the district at 9%. SBAC Math data indicate that our Latino students scored proficient at 21% compared to 21% a year ago and the district at 18%. SBAC Math data indicate that our English learner students scored 36% (the same as last year) compared to the district at 29%. SBAC Math data indicate our students with special needs scored proficient at 7% compared to a year ago at 18% and the district at 12%. Spring African American Focal Students Data for SBAC Math indicate that African American students scored proficient at 7% compared to the school-wide proficiency rate of 46% and the district’s African American student rate of 10%. Grading data indicate that African American students received 10% A’s compared to the school-wide rate of 42% while they received 40% of the D’s and F’s compared to the school-wide rate of 15%. Latino Focal Students Data for SBAC Math indicate that Latino students scored proficient at 21% compared to the school-wide proficiency rate of 46% and the district’s Latino student rate of 16% Grading data indicate that Latino students received 17% A’s compared to the school-wide rate of 42% while they received 38% of the D’s and F’s compared to the school-wide rate of 15%. Special Education Focal Students Data for SBAC Math indicate that students with special needs scored proficient at 18% compared to the school-wide proficiency rate of 46% and the district’s students with special needs’ rate of 7%. Grading data indicate that students with special needs received 12% A’s compared to the school-wide rate of 42% while they received 33% of the D’s and F’s compared to the school-wide rate of 15%.

### English Language Development (ELD)

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

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

| 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. |
| Based on the analysis of the results, what are your targets/performance goals? |
| What interventions are required to ensure all students reach mastery? |

**Our goal is to increase our English Learners scores on the new mastery of English test, improve SBAC proficiency scores by 5% in both ELA and math and increase A’s by 5% and decrease D’s and F’s by 5%.**
Data for the last three years indicate a downward trend in our English Learners' mastery of the CELDT test while there was a slight uptick in SBAC ELA and math proficiency scores. Fall 2017 Current Reading Inventory scores for 9th and 10th graders, including our English learners, indicate 49 Advanced, 102 Proficient, 65 Basic, 86 Below Basic CELDT data indicate that our 48.5% our students met AMAO 1 (gained a level of at least one proficiency) compared to the district at 58.5%, while 41.2% scored CELDT proficient at less than 5 years compared to the district at 27% and for those her 5 years or more only 34.8% scored CELDT proficient compared to the district at 45.4%. Our school-wide re-designation rate was 7.9% compared to the district at 6.5%. 2016-2017 SBAC ELA indicate our English learners scored at 26.9% proficient compared to a year ago at 21.4% and the district at 20.9%. Spring CELDT data for last year indicate that 41% met AMAO 1 which means they gained at least one proficiency level on CELDT. Students who have been in the US less than 5 years met AMAO 2 (attained English proficiency on CELDT) at the rate of 27%. Those who have been in the US longer than 5 years attained English proficiency at the rate of 22%. However, other data indicate our ELs are doing better. SBAC ELA data indicate 36% of our ELs are proficient compared to SFUSD’s 22%. MBA data show that our EL students scored 2.4 compared to SFUSD’s 2.3. Grading data indicate that ELs receive 32% A's compared to the whole school at 50% while they receive 16% of the D's and F's compared to the school at 9%.

Other Subject Areas (Secondary Schools, optional for Elementary)

<table>
<thead>
<tr>
<th>Analysis of Results - All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>For African American students in PE, increase A's by 10% and decrease D's and F's by 20%. For both African American and Latino students in science, increase A's by 10% and decrease D's and F's by 10%.</td>
<td>Review mastery grading policy and grading in PE and science. We are shifting to cross-curricular service learning once each semester. The benefits for students are: Hands-on application that increases the relevance of academic knowledge; accommodation of different learning styles; interaction with people of diverse cultures and lifestyles; an increased sense of efficacy and social development; practical career preparation; meaningful involvement in students' communities and moral and ethical growth (Lisman). A second shift is to offer additional sections of Ethnic Studies for 9th graders which research has shown to increase attendance, GPA, credits earned, and reduce dropout rates and suggest that culturally relevant teaching, when implemented in a supportive, high-fidelity context, can provide effective support to at-risk students. Hire more African American and Latino teachers and staff. Continue to implement Growth Mindset in classrooms. Continue to build community in the classrooms. Continue to implement culturally-relevant pedagogy in the classrooms. Continue to implement PBIS in classrooms.</td>
</tr>
</tbody>
</table>

College and Career Readiness

Describe your site's goals and actions to promote a college and career going culture and to ensure student outcomes are aligned to and support the Graduate Profile and the 10 Big Shifts, as described in Vision 2025.
High Schools Indicators: On-Track/Off-Track, SAT/ACT, PSAT, Advanced Placement courses offered/passage rate for underrepresented populations, Career Pathways, internship opportunities, dual/concurrent enrollment, AVID, FAFSA completion, Credit Recovery, etc.

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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
</table>
| Walenberg prides itself on creating a college and career-readiness culture. We offer two career pathways biotechnology and computer science with partners in both industries. For the first time this year, 10 Walenberg seniors participated in Early Release and attended two classes per semester at City College. We also have approximately 25 students who attend City College classes at night. Our counselors review transcripts after every semester and sign up students for credit recovery as soon as it is available whether in evening or summer school. The foundation for our college and career readiness is set during the 9th grade College and Career class for all students and AVID is offered for 9th through 12th graders who qualify. We are proud that we met the rigorous requirements to become an AVID certified school last school year. Our AP data show that 54% of our total number of AP students scored 3 or higher. Our AP Government students outscored the state at 2.72 compared to 2.53 and our AP Statistics students outscored the state at 3.00 compared to 2.68. African American students took 10 of the 325 exams, Latino students took 36 and Asian students took 245. Clearly, we have more work to do to enroll and support African American and Latino students in our AP classes. PSAT results indicating AP potential show Walenberg students at 30% for English language, 11% for calculus, 18% for environmental science and 28% for world history compared SFUSD’s rates of 44% for English language, 24% for calculus, 31% for environmental science and 43% for world history. ACT data show that of the 64 students who took the ACT in 2016 72% scored ready for college-level work in English composition which matches the state; 63% scored ready for college Algebra compared to the state at 55%; 53% scored ready for social science compared to the state at 55%, 47% scored ready for biology compared to the state 45% and 33% met all 4 areas of college-readiness compared to the state’s rate of 37%.
| We want to double the number of seniors who participate in the Early Release program which will largely depend on if the students want to take courses in the four sectors offered: biotechnology, broadcasting, child development and computer networking/information technology. We want to increase the number of African American and Latino students enrolled in AP classes. We want to increase the percentage of students who pass each AP exam with a 3 or higher.
| Continue to offer AVID for all grade levels. Counselors will recruit seniors for the Early Release classes. Counselors will reach out and tap African American and Latino students to enroll in AP classes. AP teachers will submit plans indicating how students enrolled in their AP classes will be supported. |

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?
Our common planning time takes place every Wednesday from 1:30 to 3:30. The first Wednesday is a one hour faculty meeting and one hour department meetings. The second Wednesday is two-hour department meetings. The third Wednesday is a one hour faculty meeting and one hour grade-level meeting. The fourth Wednesday is a two hour professional development meeting.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional development for 17-18 will: 1. Increase our ability to provide in-depth service learning opportunities for our students. 2. Implement the Dimensions of Teaching and Learning to anchor our work (beginning of each semester) 3. Focus on explicitly teaching academic discussion skills. 4. Differentiate instruction using the universal design for learning model (beginning of the year) 5. Continue implementing growth mindset (beginning of first and second semester) 6. Support English learner students with PD on EL strategies and CA ELD standards and how to use them in conjunction with content standards (once each semester) 7. Support African American and Latino students with PD on culturally relevant strategies throughout the year 8. Develop school-wide English and math structures to use across the curriculum (beginning of the year) 9. Continue to develop PBIS</td>
<td>District C&amp;I leaders for Dimensions of Teaching and Learning and Universal Design for Learning Site leaders for growth mindset work Multilingual Department leaders for EL PD Pupil Services for culturally relevant pedagogy and PBIS English teachers for school-wide English structures Math teachers for school-wide math structures</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 (RTI) model, the school maintains a safe and supportive school environment where all students benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

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

Consider the following items as they relate to each category:

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

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

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

### Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<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>Our students with special needs make up 15% of our total school population, 73 in grades 9-12 and 22 in our Community Access/Transition program. This year 15 students, most often new to SFUSD including those transferring from private schools, have been referred by their parents for initial testing. Four were African American students and 1 was an English learner. In our commitment to provide special education students with maximum educational benefit in the least restrictive environment, Wallenberg provides a continuum of services. 39 students receive specialized academic instruction in a co-taught general education setting, and 39 students receive specialized academic instruction in a special day class (SDC) setting. The following numbers include students receiving multiple services in 9th through 12th grade: SDC: 62 Co-Taught: 80 Para Support: 90</td>
<td>Our goal is to provide the appropriate services in the least restrictive environment for every student with special needs. Continue to use the Stetson Step by Step model to appropriately place students. Offer professional development to implement all accommodations and differentiate in every classroom.</td>
</tr>
<tr>
<td>Student Engagement/...</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Attendance

Chronic absenteeism data for Fall 2016 indicate that we had an overall decrease of students who were absent 10% or more of the time. We saw a decrease in chronic absenteeism for African American students, Asian students, and Latino students. However, there was a rise in chronic absenteeism for white/Arabic students, English learners, and students with special needs. Fall 2016 data indicate 7.9% of students were chronically absent.

Our target goal is to decrease chronic absenteeism by 2.9%.

The shift to service learning and Ethnic Studies for more 9th graders are two high leverage strategies that we expect to decrease absenteeism. Continue to implement PBIS. Continue to build school spirit with school-wide excursions to the arts, Field Day, etc.

### School Climate

Our suspension data reveal a 1.3% increase in suspensions. Of the 20 suspensions, 12 have been African American, 5 Latino, 2 multi-racial, and 1 decline to state. We have continued to implement PBIS and restorative practices with check-in, check-out, community circles and restorative conferences.

Our target for next year is zero suspensions.

Our main tactic is to build a strong foundation for our 9th grade students by 1) decreasing class sizes 2) offering Ethnic Studies for more 9th graders and 3) pairing senior homerooms with freshman homerooms. Hire more African American and Latino teachers and staff. Our African American Family Liaison and Latina Family Liaison will continue to provide direct services to our students of color. Continue learning more about and implementing culturally responsive pedagogy in the classroom. Continue Wellness Services.

### Parent-School Communities Ties

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

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

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

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

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know...)</td>
<td>Our goal for next year is to welcome more African American, Latino, Asian and Arabic families to Wallenberg at all events including Back to School Night, Cash for College, and Wallapalooza. Our goal is to connect with every parent/caregiver with at least one positive communication about their child every semester.</td>
<td>We requested and received an Innovation Grant to figure out how to better serve our African American students and families. The foci include supporting the Black Student Union, uplifting our African American student leaders, making curricula more culturally relevant and developing other ways and means to welcome and involve African American students and families with our school. Hire more African American, Latino, Arab American and Asian teachers and staff. Use Gradebook for All to better communicate with all families in their primary language about assignments, grades and attendance. Our African American Family Liaison and Latina Family Liaison will continue to provide direct support and services to our African American and Latino families. Continue to make our web-site more informative and user-friendly. Automate attendance calls so that parents may leave a message.</td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know...)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

While we have increased active parent participation in the PTSA over the past eight years from 3 to closer to 20 with even more parents/caregivers signed up as members, our families of color still do not feel welcomed by the school. Our parent representatives on the School Site Council have increased over the years from 1 persistent parent to the required three, with one representative of color. Use of School Loop is minimal and fyers sent home with students often do not make it through the front door. While we have a web-site that we want parents to use for their information about Wallenberg, many parents report that they do not find the site user-friendly.
### 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 = $6,250**

$606.48 for case manager to participate in Step by Step scheduling; $3,153.42 for supplies that benefit students with special needs; $2,500 for tables and chairs for SDC classroom

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)

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**Supplemental Concentration Grant-English Learner (SCG-EL) 07091**

**Allocation = $31,351**

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

$19,435 for .2 FTE for long-term EL class; $7,944 for .1250 for Spanish-speaking Family Liaison; $3,971 for supplies to benefit English learners

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)

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**Supplemental Concentration Grant - Low Income (SCG-LI) 07090**

**Allocation = $97,509**

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

$48,589 for .5 Counselor for EWI and struggling students; $46,220 for .4 FTE to two AVID classes that support students to be college-ready; 1,212.96 for substitute teachers; $3,162.09 for supplies and $2,000 for technology

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)

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**LCFF Concentration Grant (SCG-C) 07092**

**Allocation = $27,000**

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

$13,860 for .1825 for Attendance Liaison to make personal contacts with families of students that are late or absent; $12,711 for .2 FTE for Spanish-speaking Family Liaison; $429 for supplies

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)

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**Targeted Instruction Improvement Grant (TIIBG) 07940**

**Allocation =**

**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)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
Categorical Expenses

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

**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 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 =** $2,500

*Reference your plan, how do you plan to use these funds?*

To determine how to better serve our African American students and families, including increasing African American student achievement, making curricula more relevant, involving more African American families in our school, strengthening the Black Student Union and uplifting our black student leaders.

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 =** (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)

**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)
Central Supports & Resources

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

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

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 FTE</td>
<td></td>
<td>.5 FTE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Wellness Coordinator:</th>
<th>CHOW:</th>
<th>Elementary Advisor:</th>
<th>T10:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 FTE</td>
<td>1 FTE</td>
<td></td>
<td>4 FTE</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IRF:</th>
<th>Literacy Coach:</th>
<th>Academic RtI Facilitator:</th>
<th>Hard To Staff:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 VAPA Teachers</td>
<td>.8 Bio Tech CTE Teacher</td>
<td>.8 Computer Sci Teacher</td>
<td>.2 Ethnic Studies Teacher</td>
</tr>
</tbody>
</table>

**Two to three high leverage strategies that will be accomplished:**

Also, 1 FTE librarian, .5350 FTE for Americorps Intern; The 2 CTE positions allow Wallenberg to offer two career pathways with partnerships in the biotech and computer science industries to which our students would not have access otherwise. The 2 Ethnic Studies course allows us to offer support to students coming to us from middle school with low grades and high absenteeism.
SECTION V: Recommendations and Assurances

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

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

- The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
- The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
  - English Learner Advisory Committee (ELAC)
  - Community Advisory Committee for Special Education Programs
  - Other (list)
- The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan.
- This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- The school held two (2) community meetings prior to the completion of the school site plan.
  1. One meeting to gather input from the school community including all advisory committees.
  2. One meeting to present plan upon its completion before March 24, 2017.
- The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 9/28/2017
- For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
- Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- This school plan was adopted by the SSC on: 9/28/2017
School Site Council Roster and BSC/SPSA 2017-2018 Attestation

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl Foster</td>
<td>Principal</td>
<td></td>
</tr>
<tr>
<td>Helen Archer-Dunle</td>
<td>Parent/SSC Chair</td>
<td></td>
</tr>
<tr>
<td>Lorie Jones</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Doris Flaherty</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Molly Kiss</td>
<td>Other Staff/Secretary</td>
<td></td>
</tr>
<tr>
<td>Judith Mahnke</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Karen Segal</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Marloes Sijsternans</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jacob Barkemeyer</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Andy Huang</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Nina Didkovsky</td>
<td>Student</td>
<td></td>
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<tr>
<td>Rasheed Tookes</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Bobby Kaff</td>
<td>Parent Alternate</td>
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