2016-2018 Balanced Score Card: A Two-Year Single Plan for Student Achievement

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

**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 our partnership with Kaiser Hospital provides a health-oriented curriculum and summer internship opportunities. 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. Wallenberg students travel from several different neighborhoods and surrounding cities to attend school. Parents and caregivers are welcomed and encouraged to participate in their children's education. For the past three years, we have been the highest achieving public high school with open enrollment as measured by the state's Academic Performance Index and then the School Quality Improvement Index. Last year, 96% of our graduates matriculated to college. 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 growth is to make sure that we have equitable outcomes for our students who are English learners, students with special needs, and struggling students. We have a strong focus on equity, student voice and parent participation. Two key strategies are appointing a .2 Student Activities Director to engage more students in leadership and club activities and engaging a half-time Spanish-speaking Family Liaison to provide meaningful opportunities for our Spanish-speaking families to participate in their children’s education. Our school-wide social and emotional focus is implementing positive behavioral interventions and support (PBIS).

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

What Has Changed?
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.

The School Data Profile section has been added

SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).

Why Has it Changed?

The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.

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

These requirements include:

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

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

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

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

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

3. Budget

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

4. Title I Parent Involvement Policy*

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

---

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

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

NOTES:

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

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

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

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

---

**Strategies in Action: Classrooms**

**School Plan**

**Instructional Core / Engaging and Challenging Curriculum**

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

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

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

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

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

100% Proficiency
Based on the analysis of the results, what are the specific goals and shifts you believe are necessary to enhance student achievement and growth specific to the 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>Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>See above</td>
<td>See above</td>
<td>See above</td>
</tr>
</tbody>
</table>

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

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

Fall 2016 Update African American Students: SBAC ELA 50% proficient SBAC math 7% proficient IWA 2.5 Average Holistic Score Chronic Absenteeism 10.4% Suspensions 2.8% Growth Mindset 74% (highest group overall) Latino Students: SBAC ELA 64% SBAC math21% IWA 2.6 Average Holistic Score Chronic Absenteeism 24% Suspensions 0% Growth Mindset 66% Spring Data African American Graduation Rate 2014 86.7% Attendance Rate 2014-2015 92% SBAC ELA Proficiency 43% SBAC Math Proficiency 10% CAHSEE ELA 58.8% CAHSEE Math 64.7% IWA score 2 Support for Academic Learning 53% favorable Knowledge & Fairness of Discipline, Rules & Norms 39% favorable Safety 39% favorable Sense of Belonging 37% favorable

Our critical learner needs include raising the academic achievement of our African American, Latino, English Learner and Special Education Students. This need is related to our Schoolwide Learning Objective: Academic Achievers.
Specific Steps Integrate culturally relevant curriculum and pedagogy • Establish a common language as to what Culturally Relevant is and what it looks like • Provide teacher-led professional development that highlights Culturally Relevant strategies used on a regular basis with specific attention to reading and writing • Utilize ILT or another professional learning community to gather research and/or information on Culturally Relevant teaching/Differentiation, to pilot and to present findings to staff • Explicitly connect the content with culturally relevant and real world examples Student Fishbowl (African American, Latino, Arab American) Parent nights Spanish-speaking Family Liaison Recruit more under-represented students for AP course and develop differentiated supports to retain them Analyze gender and ethnic data for participation in various activities, academic and otherwise Recruit and develop student leaders Expanded presence via assemblies, celebrations, etc. Ethnic Studies elective course open all students

Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>100% Proficiency</td>
<td>Student Achievement and Growth Specific Steps Departmental Results Oriented Cycles of Inquiry English, math and science teachers participate in district-offered PD Practice IWA and SBAC tests in English and math EL field trips and guest speakers Continue effective writing instruction across the curriculum-PD by English Department and District Humanities CPT to create and calibrate rubrics in all subjects English &amp; Math Teachers implement Common Core Close reading of math problems, math talks and math practices AVID for every grade level; AVID binder; Cornell Notes; study groups Teachers implement leming objectives in their classrooms from each PD Teacher collaboration with ASP to support student learning Integrate technology use into curriculum and instruction • Develop a technology plan to fund laptop carts for all classrooms • Provide on-site teacher-led PD to demonstrate the use of the online tools and resources, specifically Google platform and Google Classroom • Post all syllabi, course plans, and activities online for students to access • Utilize computers for technology based assessments- practice tests and test preparation, such as RI, IDAs and SBAC Establish transparent and consistent school-wide practices that include • Common grading, testing, and homework practices including retesting and when the gradebook is closed • Mastery grading (based on standards) professional development • Being explicit about formative and summative assessments align with the curriculum, standards and standardized tests</td>
</tr>
</tbody>
</table>

Fall 2016 Update On the math SBAC, our 11 graders scored 46% proficient compared to the district at 52% and a drop of 6% from last year. Our highest achieving sub-groups were Asian students at 71% and Filipino students at 40%. Students who need more support to achieve at a higher level include African American students at 7% and Latino students at 21%. Spring Data While overall, our school continues to be San Francisco’s highest performing public high school with open enrollment, there is an achievement gap that we have been striving to overcome throughout the years. Reflecting on our data, it is clear Wallenberg does well in serving one population of students, our Asian majority, while under-serving other populations, our African American and Latino populations. The recent 11th grade ELA SBAC data highlights this gap: 75% of our Asian American tested proficient, while 43% of both our African American and Latino populations tested proficient. This gap is also present in our 11th grade Math SBAC, our 10th grade CAHSEE scores, and our 9th grade IWA scores. The graph below highlights this point. We have an opportunity gap at our school that we have been working to combat over the years through curriculum design and culturally relevant instructional strategies. While we have seen some improvement, we are not satisfied. We have had many teacher meetings well as community meetings to address this equity issue.

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

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

WASC Ch.2
**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>Fall 2016 Update African American Students: SBAC ELA 50% proficient SBAC math 7% proficient IWA 2.5 Average Holistic Score Chronic Absenteeism 10.4% Suspensions 2.8% Growth Mindset 74% (highest group overall) Latino Students: SBAC ELA 64% SBAC math21% IWA 2.6 Average Holistic Score Chronic Absenteeism 24% Suspensions 0% Growth Mindset 66% African American Graduation Rate 2014 86.7% Attendance Rate 2014-2015 92% SBAC ELA Proficiency 43% SBAC Math Proficiency 10% CAHSEE ELA 58.8% CAHSEE Math 64.7% IWA score 2 Support for Academic Learning 53% favorable Knowledge &amp; Fairness of Discipline, Rules &amp; Norms 39% favorable Safety 39% favorable Sense of Belonging 37% favorable</td>
<td>Our critical learner needs include raising the academic achievement of our African American, Latino, English Learner and Special Education Students. This need is related to our Schoolwide Learning Objective: Academic Achievers</td>
<td>Specific Steps Integrate culturally relevant curriculum and pedagogy ● Establish a common language as to what Culturally Relevant is and what it looks like ● Provide teacher-led professional development that highlights Culturally Relevant strategies used on a regular basis with specific attention to reading and writing ● Utilize ILT or another professional learning community to gather research and/or information on Culturally Relevant teaching/Differentiation, to pilot and to present findings to staff ● Explicitly connect the content with culturally relevant and real world examples Student Fishbowls (African American, Latino, Arab American) Parent nights Spanish-speaking Family Liaison Recruit more under-represented students for AP course and develop differentiated supports to retain them Analyze gender and ethnic data for participation in various activities, academic and otherwise Recruit and develop student leaders Expanded presence via assemblies, celebrations, etc. Ethnic Studies elective course open all students</td>
</tr>
</tbody>
</table>

**English Language Development (ELD)**

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

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

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified)</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. WASC Ch.2</td>
<td>All students who are English learners achieve annual growth on CELDT 60% attain English proficiency if here more than 5 years 60% attain English proficiency if here less than 5 years 100% Proficiency</td>
<td>Specific Steps Properly place ELs on basis of CELDT scores Emphasis on speaking and writing in ELD and EL Reading classes Debate Class for long-term EL students PD for teachers on how to differentiate for EL students School PD on strong language objectives Build a strong ELAC with EL parents, EL students, EL teachers and admin involved EL Culture Days</td>
</tr>
</tbody>
</table>
### 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>Fall 2016 Update Female students scored 72% proficient on the SBAC ELA as did our male students. Male students scored 51% proficient on the SBAC math compared to 43% of female students. Ninth graders received 18% Ds, Fs; all other grades 9% or less. Latino students received 24% Ds, Fs; multiple races received 17%; African American students received 16%. Students with special needs received 23% Ds, Fs. Spring Data English ● Females earned more A’s and B’s in English than Males ● African Americans and Latinos earned more D’s and F’s than Chinese students ● English Learners and Special Education students earned fewer A’s and B’s than non-EL and non-SPED students Math ● Females earned slightly more A’s and B’s in Math than Males ● African Americans and Latinos earned more D’s and F’s than Chinese students ● English Learners earned slightly fewer A’s and B’s than non-EL students ● Special Education students earned fewer A’s and B’s than non-SPED students PE ● Females earned more A’s and B’s in PE than Males ● African Americans and Latinos earned more D’s and F’s than Chinese students ● English Learners earned fewer A’s and B’s than non-EL students ● Special Education students earned fewer A’s and B’s than non-SPED students Science ● Females earned more A’s and B’s in Science than Males ● African Americans, Latinos and White students earned more D’s and F’s than Chinese students ● English Learners earned fewer A’s and B’s than non-EL students ● Special Education students earned fewer A’s and B’s than non-SPED students Social Science ● Females earned more A’s and B’s in Social Science than Males ● Latinos and White students earned more D’s and F’s than Chinese students ● English Learners earned fewer A’s and B’s than non-EL students ● Special Education students earned fewer A’s and B’s than non-SPED students VAPA ● Females earned more A’s and B’s in Visual and Performing Arts than Males ● African Americans and Latinos earned more D’s and F’s than Chinese students ● English Learners earned more A’s and B’s than non-EL students ● Special Education students earned fewer A’s and B’s than non-SPED students World Language ● Females earned more A’s and B’s in World Language than Males ● African Americans, Latinos, and White students earned more D’s and F’s than Chinese students ● English Learners earned fewer A’s and B’s than non-EL students ● Special Education students earned fewer A’s and B’s than non-SPED students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raise achievement of female and male students by 10% on SBAC ELA. Raise female math achievement on SBAC math by 18% and male achievement by 10%. Decrease 9th grade Ds, Fs. Decrease Ds, Fs among Latino, multiple races and African American students. Decrease Ds, Fs among students with special needs. Our critical learner needs include raising the academic achievement of our African American, Latino, English Learner and Special Education Students. This need is related to our Schoolwide Learning Objective: Academic Achievers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Achievement and Growth Specific Steps Establish transparent and consistent school-wide practices that include ● Common grading, testing, and homework practices including retesting and when the gradebook is closed ● Mastery grading (based on standards) professional development ● Being explicit about formative and summative assessments align with the curriculum, standards and standardized tests Departmental Results Oriented Cycles of Inquiry English, math and science teachers participate in district-offered PD Practice IWA and SBAC tests in English and math EL field trips and guest speakers Continue effective writing instruction across the curriculum-PD by English Department and District Humanities CPT to create and calibrate rubrics in all subjects English &amp; Math Teachers implement Common Core Close reading of math problems, math talks and math practices AVID for every grade level; AVID binder; Cornell Notes; study groups Teachers implement leaming objectives in their classrooms from each PD Teacher collaboration with ASP to support student learning Integrate technology use into curriculum and instruction. ● Develop a technology plan to fund laptop carts for all classrooms ● Provide on-site teacher-led PD to demonstrate the use of the online tools and resources, specifically Google platform and Google Classroom. ● Post all syllabi, course plans, and activities online for students to access ● Utilize computers for technology based assessments- practice tests and test preparation, such as RI, IDAs and SBAC</td>
<td></td>
<td></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>
<tbody>
<tr>
<td>WASC Ch.2</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
Fall 2016 Update For 2014-2015, 64% of graduates were UC/CSU ready (72% females; 55% males) compared to district average of 60% (65% females; 54% males). AP Exams 43% passed with a score of 3 or higher compared to the district at 69%. ACT data indicates 72% of the 64 students tested were ready for college-level coursework in English; 63% in math; 53% in social studies; 47% in biology and 33% meeting all 4. Spring Data • Wallenberg's Graduation Rate has increased overall since 2011 to ~94% • English Learner Graduation Rate has increased significantly to ~94% • Hispanic (~89%) and African American (~86%) Graduation Rates are below Asian Graduation Rates (~99%) EAP • Overall, 61% of our 11th grade students scored proficient in English compared to the district average of 65% • 77% of our Asian Population scored proficient in English • 40% of our African American population scored proficient in English • 45% of our Latino population scored proficient in English • Our Economically Disadvantaged students scored 57% proficient compared to 70% of our Non-economically Disadvantaged students • Our students with special needs scored 18% proficient compared to 64% of students without special needs AP Exams • The percent of students scoring a 3 or higher on an AP test has increased from ~50% in 2012 to ~63% in 2015 • Asian students took 83% of the 223 AP exams given in 2015, most exams in Calculus, US History, Chemistry, and Statistics. Students scored a 3 or higher on 92 of the 186 exams (49%). • African American Students took 2% of the 223 AP exams, all in English, US History, or Environmental Science. Students scored a 3 or higher on 3 of the 5 exams (60%). • Latino Students took 5% of the 223 AP exams, most in Spanish Language and English. Students scored a 3 or higher on 7 of the 12 exams (58%).
PD GOALS: WHAT TEACHERS WILL LEARN. 1. Teachers will learn effective AVID writing and instructional strategies that successfully increase the engagement and success of AA, Latino, ELs and students with IEPs. 2. Teachers will learn how to differentiate instruction for English Learners & students with IEPs. Teachers will learn how to design and implement culturally relevant pedagogy. 3. Instructional Leaders will learn effective grading practices and share these practices with staff in effort to employ a schoolwide grading policy. 4. Teachers will learn about and reflect on our school academic and school culture data for the purpose of informing classroom practices and our BBC.

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

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>● Special Education students make up ~14% of our population ● Co-taught, Paraprofessional Support and Special Day classes are included in the master schedule based on students’ IEP needs.</td>
<td>Provide the LRE to all students with IEPs. Provide services listed in students’ IEPs</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>● Instructional time has increased for all subgroups since 2010 with an overall Attendance rate of ~96% ● Wallenberg Attendance rate exceeds the district in all sub categories and overall ● African American and Latino attendance rates are lower than the overall rate</td>
<td>100% Attendance</td>
</tr>
<tr>
<td>School Climate</td>
<td></td>
<td>Increase positive feedback on school climate survey</td>
</tr>
</tbody>
</table>
**Parent-School School Engagement**

Deepening A Community Schools Approach

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><strong>Narrative describing Parent-School-Community culture</strong></th>
<th><strong>Targets</strong></th>
<th><strong>Strategies &amp; Impact</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/meaning (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>Increase diverse perspectives of parent voice. Include AA, Latino, EL, and Arabic-speaking parent representatives in school related meetings and activities</td>
<td>What is the strategy &amp; how will you know you were successful?</td>
</tr>
</tbody>
</table>

There is a need to increase diverse parent perspectives. For example, we would like to hear more from our AA, Latino, Arab, and EL parents.

- **Overall Wallenberg’s School Climate results show that we are behind the district averages in terms of favorability in almost all categories except for the Social Emotional Skills.**
- **We are slightly above in Growth Mindset and Self Efficacy with our African American and white students reporting the most favorable scores in Growth Mindset.**
- **Our staff report that Wallenberg is a safe school at 9% more than the district average.**
- **Our Asian population answered more favorability than our African American and Latino populations in all categories: Support for Academic Learning, Knowledge and Fairness of Discipline, Rules and Norms, Safety, and Sense of Belonging.**
- **Only 37% of our African American population answered favorably to questions about Sense of Belonging followed closely by our Latino students at 43%.**
- **Our students with special needs reported 71% favorable scores for support for academic learning, the highest favorability score for any group of students.**
- Using restorative justice practices, we have dramatically reduced our suspension rate over the past five years from a high of 72 to last year’s 13.
- **While our African American students make up 11% of the student population, they make up 5 of the 12 suspended students.**
- **Wallenberg’s Graduation Rate has increased overall since 2011 to ~94%**
- **English Learner Graduation Rate has increased significantly to ~94%**
- **Hispanic (~89%) and African American (~86%) Graduation Rates are below Asian Graduation Rates (~99%)**

- **Asian Graduation Rates (~99%)**
- **~86% Graduation Rates are below Hispanic (~89%)**

- **English Learner Graduation Rate has increased overall since 2011 to ~94%**
- **English Learner Graduation Rate has increased significantly to ~94%**
- **Hispanic (~89%) and African American (~86%) Graduation Rates are below Asian Graduation Rates (~99%)**

**Narrative describing Parent-School-Community culture**

Who you are reaching/meaning (And how you know…)

Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)

Increase diverse perspectives of parent voice. Include AA, Latino, EL, and Arabic-speaking parent representatives in school related meetings and activities

**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**

Narrative describing Parent-School-Community culture

Who you are reaching/meaning (And how you know…)

Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)

Increase diverse perspectives of parent voice. Include AA, Latino, EL, and Arabic-speaking parent representatives in school related meetings and activities

Teacher Voice Specific Steps Continue to develop ILT and SLT as school-wide teacher leaders Communicate the outcomes of Professional Development

Utilize the ILT to outline PD for the staff

Establish Learning Objectives for each PD to be implemented in the classroom

Monitor Learning Objectives and application

Include course-alike collaboration for the purpose of creating and implementing rigorous, standards-based curriculum

On-going faculty, CPT and UBC meetings

Facilitated grade-level meetings

Create collegial relationships between veteran and new teachers

Encourage collaboration among veteran and new teachers

Allocate time for course-alike level collaboration

Integrate community building activities when possible; for example, during CPT

Encourage all teachers to participate in assemblies a Continue to focus the Instructional Leadership Team (ILT) on equity issues of teaching and learning

how to raise student achievement overall and for every subgroup and how to improve school climate.

Response to Intervention - Positive Behavior Interventions and Supports

Third Year of Implementation - Identified class versus office managed referrals

Track and update all interventions on BASIS Implement Check In, Check Out Student Voice Specific Steps

Community Circles Student Equity Officers Student Participation in ILT Monthly grade-level assemblies

Explicitly teach growth mindset principles

Equitable participation in extracurricular activities

Analyze gender and ethnic data of participation in a variety of venues

Recruit and encourage female participation in sports

Recruit & train student leaders representative of student demographics

Train club sponsors

Expansion of assemblies, dances, rallies, etc.

Two days of 9th grade orientation

Li… Crew activities throughout the year
Family Voice Specific Steps

Family Speaking
Family Liaison African American, Latino and Arab American Family Nights
Updated website Teachers make more frequent School Loop updates
Communications Committee Auto messages go out in English, Spanish and Chinese
Translated written materials in English, Spanish and Chinese
### 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 = 5,950**

Supplies and Technology, $5,950

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 = 28,263**

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

.125 of .5 Spanish-speaking Family Liaison ($7,652); Debate class for Long Term EL Students ($18,985); Supplies ($1,626)

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 = 112,198**

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

.5 Attendance Clerk ($18,299); Counselor, focusing on LI and EWI students ($47,464); AVID 9/10 class ($21,674) AVID 11/12 class ($21,674); Technology ($3087)

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

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

**Allocation = 15,000**

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

.5 Family Liaison ($12,242) Supplies, ($2,757)

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 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.

<table>
<thead>
<tr>
<th>Title I</th>
<th>31500</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you plan to use these funds?</td>
<td></td>
</tr>
</tbody>
</table>

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 =

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 =  (as applicable 16-17)

Identify Sub-group & specific actions

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

QEIA Carryover =

How do you plan to use these funds?

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

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

How do you plan to use these funds to support your school-wide actions?
Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
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></th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselor:</td>
<td></td>
<td>.5</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic Rtl Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
<tr>
<td>1 Bio Tech Teacher</td>
<td>2 VAPA teachers</td>
<td>.2 History Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

- Coordinating with Wellness around appropriate programing and supports for students
- AVID Counselor
- Increased course elective offerings
| The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law. |
| The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval. |
| The SSC sought and considered all recommendations from the following groups or committees before adopting this plan: |
| ☑ English Learner Advisory Committee (ELAC) |
| ☐ Community Advisory Committee for Special Education Programs |
| ☐ Other (list) |
| The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD’s strategic plan, and in the Local Improvement Plan. |
| This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance. |
| The school held two (2) community meetings prior to the completion of the school site plan. |
| 1. One meeting to gather input from the school community including all advisory committees. |
| 2. One meeting to present plan upon its completion before March 25, 2016. |
| The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 3/17/2016 |
| For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| This school plan was adopted by the SSC on: 3/17/2016 |
School Site Council Roster and BSC/SPSA 2016-2017 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>Annie Ogata</td>
<td>Parent and SSC Chair</td>
<td></td>
</tr>
<tr>
<td>Pelve Levi</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Sharon Abeyari</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Karen Segal</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Judy Mahnke</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Ken Free</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Sylvia Fitch</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Jen Terry</td>
<td>Other Staff</td>
<td></td>
</tr>
<tr>
<td>Susan Wong</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Annuka Zandanshatar</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Nasina Chambers</td>
<td>Student</td>
<td></td>
</tr>
</tbody>
</table>