

School Accountability Report Card

School Year 2013-14

(Published during 2014-15)

Raoul Wallenberg Traditional High School

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The School Accountability Report Card (SARC) is required by law to be published annually, by Feb 1st each year. It contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF), all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP) which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For more information about the school, parents and community members should contact the school principal or district office.

About This School

School Description and Mission Statement

This section provides information about the school's goals and programs.

Located in the heart of San Francisco, Raoul Wallenberg Traditional High School offers a rigorous and personalized educational program that prepares our diverse students for college success and career achievement. 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 Honors and Advanced Placement courses in all core subjects. Our Bio-Technology Pathway offers students a health services curriculum and our partnership with Kaiser Hospital provides summer internships. Students are challenged, encouraged and inspired by a dedicated and talented faculty and staff.

Student Enrollment By Grade Level (School Year 2013-14)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Enrollment
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
Ungraded Elem	0

Grade Level	Enrollment
9	150
10	167
11	161
12	183
Ungraded Sec	0
Total Enrollment	661

Student Enrollment By Group (School Year 2013-14)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment
African American	12.6
American Indian or Alaska Native	0.6
Asian	53.1
Filipino	3.8
Hispanic or Latino	15.4
Pacific Islander	0.5
White (Not Hispanic)	8.2
Two or More Races	1.5
Socioeconomically Disadvantaged	67
English Learners	13.5
Students with Disabilities	11.6

Section A (Conditions of Learning) begins on next page.

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Teachers</i>	<i>School</i>			<i>District</i>
	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>	<i>2014-15</i>
With Full Credential	37	30	41	3352
Without Full Credential	0	0	1	102
Teaching Outside Subject Area of Competence	0	0	5	—

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

<i>Indicator</i>	<i>2012-13</i>	<i>2013-14</i>	<i>2014-15</i>
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	5
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by No Child Left Behind Compliant Teachers, 2013-14

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are 39 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

See table on next page.

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by NCLB Compliant Teachers	Taught by non-NCLB Compliant Teachers
This School	93	7
All Schools in District	94	6
High-Poverty Schools in District	94	6
Low-Poverty Schools in District	96	4

Quality, Currency, and Availability of Textbooks and Instructional Materials

For High Schools (grades 9-12)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. Class sets of health instructional materials were provided for high school health teachers. In addition, other Board-adopted core curriculum materials were provided to remedy all insufficiencies identified through a survey and other activities at the annual Instructional Materials Hearing at the September 23, 2014 meeting of the Board of Education. All adopted high school instructional materials have been evaluated and determined locally to meet state standards for grades 9-12. Appropriate science laboratory equipment is available for all laboratory science courses.

For Elementary and Middle Schools (grades K-8)

The San Francisco Unified School District adopts instructional materials following the cycle of state frameworks and standards, and adopts K-8 materials from the list of standards-aligned materials that have been adopted by the State Board of Education. The district provides sufficient textbooks for all students to use in class and to take home in the core curriculum areas of reading/language arts, mathematics, science, and history/social studies. For 2014-2015, instructional materials were provided for all students in grades K-8. Replacements were provided for core curriculum areas as identified through a survey and other activities preceding the annual Instructional Materials Hearing at the September 23, 2014 meeting of the Board of Education.

For complete lists of adopted textbooks, go to:

<http://www.sfusd.edu/en/curriculum-standards/instructional-resources.htm>

School Facility Good Repair Status

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

<i>Item Inspected</i>	<i>Repair Status</i>			<i>Repair Needed and Action Taken or Planned</i>
	<i>Good</i>	<i>Fair</i>	<i>Poor</i>	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall and Pest Infestation	X			
Electrical	X			
Restrooms/Sinks/Fountains		X		Principal's Office Restroom leaking toilet flush valve. Sink is leaking Room 206 Custodian's Room
Safety: Fire and Hazardous Materials	X			
Structural: Damage, Roofs	X			
External: School Grounds, Windows, Doors	X			

WO - Work Order. DM - Deferred Maintenance.

Overall Summary of School Facility Good Repair Status

This table displays the overall summary of the results of the most recently completed school site inspection.

<i>Item Inspected</i>	<i>Facility Condition</i>			
	<i>Exemplary</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
Overall Summary		X		
Inspection Date	1/24/14			

Additional Comments: Facilities will schedule repair of deficiency

School Facility Conditions and Improvements

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

Wallenberg is housed in a mid-century modern building on a recently renovated small campus located in a quiet and safe neighborhood. Wallenberg has easy access to the Presidio, Golden Gate Park and the Civic Center. The school is regularly checked for ADA facility compliance. In addition, Wallenberg underwent major ADA renovations during 2010-2011: a new elevator was installed at the south entrance, restrooms were upgraded and a new building houses a media center, an upgraded computer lab, three new classrooms and our Wellness Center. Our two custodians work daily to keep our school clean and orderly and work orders are placed as needed to keep our school and grounds in good repair.

Part B (Pupil Outcomes) begins on the next page.

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); The California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards.

The CAPA is given to those students with significant cognitive disabilities which prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.

Student scores are reported as performance levels. Detailed information regarding the STAR program results for each grade and performance level, including percents of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) results web site at <http://star.cde.ca.gov>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress / Standardized Testing and Reporting Results for All Students in Science - 3-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science (Gr 5,8 and 10)	66	56	55	61	61	63	60	59	60

California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. Science assessments include CSTs, CMA and CAPA in grades 5, 8 and 10.

Group	% of Students Scoring at Proficient or Advanced
All Students in LEA	63
All Students at the School	55
Male	53
Female	58
African American	14
American Indian or Alaska Native	
Asian	77
Filipino	
Hispanic or Latino	40
Pacific Islander	
White (not Hispanic)	33
Two or More Races	
Economically Disadvantaged	54
English Learners	6
Students with Disabilities	8
Students Receiving Migrant Education Services	

Standardized Testing and Reporting Results for All Students Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
English-Language Arts	57	60	58	56	59	59	54	56	55
Mathematics	32	38	39	54	56	56	49	50	50
History-Social Science	59	60	63	52	53	51	48	49	49

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10 percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10 percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools". A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools. For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

API Rank	2010-11	2011-12	2012-13
Statewide	7	8	7
Similar Schools	8	9	7

API Growth by Student Group - Three-Year Comparison

This table displays by student group the actual API changes in points added or lost for three years, and the most recent API score. Note: Results for numerically significant student groups only. 'N/D' means no data available. 'B' means school didn't have a valid API base. 'C' means school had significant demographic changes.

Group	Actual API Change		
	2010-11	2011-12	2012-13
All Students at the School	11	8	-2
African American			
American Indian or Alaska Native			
Asian	0	-10	-17
Filipino			
Hispanic or Latino	10	-2	41
Pacific Islander			
White (not Hispanic)			
Two or More Races			
Socioeconomically Disadvantaged	11	8	-13
English Learners	5	-15	12
Students with Disabilities			

Career Technical Education Programs

The section provides information about the Career Technical Education (CTE) programs.

Career Technical Education at SFUSD provides opportunities for high school students to explore and access high-wage high-demand careers, while preparing them for post-secondary education. CTE Academies offer students a 2-3 year course sequence focused on one industry sector. The CTE curriculum is centered on hands-on, contextualized learning that will help develop student's professionalism and industry-specific skillset. Teachers work with industry advisory boards to provide work-based learning opportunities and a relevant curriculum to students.

As SFUSD moves to a model that includes rigorous academics, integrated technology, work-base learning and comprehensive support services, we continue to increase the capacity of CTE teachers, counselors and administration. Students enrolled in CTE courses can earn college cred obtain industry certification(s), participate in a summer internship and build their professional network. Through standards-based curriculum, career readiness activities and supportive cohorts, CTE students are more likely to engage in the school community, persist to graduation and obtain post-secondary credential, degree or apprenticeship.

Career Technical Education Participation (School Year 2013-14)

This table displays information about participation in the school's CTE programs.

<i>Measure</i>	<i>CTE Program Participation</i>
Number of Pupils	119
Percent of pupils completing a CTE program and earning a high school diploma	51
Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	100

Courses for University of California and/or California State University Admission

This table displays for the most recent year two measures related to the school's courses that are required for University of California (UC) and/or California State University (CSU) admission. Detailed information about student enrollment in and completion of courses required for UC/CSU admission can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

<i>Indicator</i>	<i>Percent</i>
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	83
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	72

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (8)
 - Pupil outcomes in the subject areas of English, mathematics and physical education.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, grade 10 results of this exam are also used to establish percentages of students at 3 proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics in order to compute Adequate Yearly Progress (AYP) designations as required by the federal NCLB Act of 2001. Detailed information regarding CAHSEE results can be found on the web site at <http://cahsee.cde.ca.gov/>. Note: Scores are not shown when the number of students tested is 10 or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy.

CAHSEE Results for All Grade Ten Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level in ELA and mathematics.

Subject	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
English-Language Arts	62	53	54	56	54	56	56	57	56
Mathematics	68	67	64	65	63	65	58	60	62

CAHSEE Grade Ten Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at each performance level in English-language arts and mathematics for the most recent testing period. Groups of 10 or less are not reported.

Group	English-Language Arts			Mathematics		
	Not Prof	Proficient	Advanced	Not Prof	Proficient	Advanced
All Students in the District	44	23	32	35	31	34
All Students at the School	46	28	26	36	28	36
African American	50	29	21	67	13	20
American Indian or Alaska Native						
Asian	29	30	41	10	30	59
Filipino						
Hispanic or Latino	77	17	7	76	14	10
Pacific Islander						
White (not Hispanic)	57	29	14	71	21	7
Two or More Races	61	28	11	33	56	11
Male	53	26	22	41	26	33
Female	40	29	31	32	30	38
Economically Disadvantaged	51	29	20	37	29	34
English Learners	90	10		58	37	5
Students with Disabilities	100			71	21	7
Migrant Education Services						

California Physical Fitness Test Results (School Year 2013-14)

The California Physical Fitness Test is administered to students in grades 5, 7, and 9 only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed info regarding this test, and comparisons of a school's test results to the district and state levels, may be found at the CDE web site at:

<http://www.cde.ca.gov/ta/tg/pf/>.

Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.

	Percent of Students Meeting Fitness Standards		
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
Grade 5			
Grade 7			
Grade 9	12.9	20.4	45.6

Part C (Engagement) begins on the next page.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout rates and graduation rates for the most recent three-year period. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Indicator	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
Dropout Rate (1 year)	4.9	8.7	5.3	10.6	10.1	8.9	14.7	13.1	11.4
Graduation Rate	89.44	89.13	86.75	81.8	82.2	81.7	77.1	78.9	80.4

Completion of High School Graduation Requirements (School Year 2012-13)

Students in California public schools must pass both English-language arts and mathematics portions of the California High School Exit Exam (CAHSEE) to receive a high school diploma. For students who began the 11-12 school year in 12th grade, according to that school year's October CBEDS enrollment, the table displays by student group the number who met all state and local graduation requirements for grade 12 completion, including having passed both portions of the CAHSEE or received a local waiver or state exemption. Detailed information about the CAHSEE can be found at the CDE Web site at <http://www.cde.ca.gov/ta/tg/hs/>. Note: 'N/A' means the student group is not numerically significant.

Completion of High School Graduation Requirements (School Year 2012-13)

Group	Graduating Class of 2012		
	School %	District %	State %
All Students	89	92	85
African American	88	80	76
American Indian or Alaska Native		82	78
Asian	96	93	93
Filipino	33	93	92
Hispanic or Latino	81	89	81
Pacific Islander	100	100	84
White (not Hispanic)	50	95	90
Two Or More Races		100	89
Socioeconomically Disadvantaged	96	97	83
English Learners	25	56	54
Students with Disabilities	91	78	60

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan - Most Recent Year

This section provides information about the school's comprehensive safety plan.

Wallenberg is a safe and caring school community. Our school rules are designed to ensure that we treat each other with respect, work together to resolve issues and care for the well-being of each member of our school community. Our Wellness Center provides students a place to go when they have concerns about their physical, emotional and mental health. We offer health lessons on nutrition, diet and exercise as well as about avoiding drugs and violence. All visitors must sign in at the office, and we routinely practice procedures in case of fire or earthquake. Our campus security team is dedicated to building positive relationships with students and ensuring a secure and protected campus. Wallenberg has a Crisis Response Plan in place and emergency supplies on hand in the event of a disaster.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Subject	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Suspensions	1.3	1.2	1.7	2.5	2.2	1.5	5.7	5.1	4.4
Expulsions	0	0.1	0	0.1	0	0	0.1	0.1	0.1

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

This section provides information about opportunities for parents to become involved with school activities.

Wallenberg High School welcomes parental and caregiver involvement at all levels: as visitors, volunteers, organizers and decision-makers. Parents are encouraged to join the Parents, Teachers, and Students Association (PTSA) under the leadership of parent Eiman Nour. Parents are active members of the School Site Council (SSC), the School Advisory Committee (SAC) and the English Learners Advisory Committee (ELAC). The SSC is a decision-making body comprised of faculty, administrators, support staff, students and parents. We offer Back-to-School Night and Family Literacy Nights so that parents can meet with teachers and be informed about how to actively participate in their child's education. We communicate regularly with our parents and caregivers via School Loop, auto-dialer, teacher phone calls and e-mail regarding student progress, concerns, and celebrations. Primary language support is provided in Chinese and Spanish. Wallenberg parents and

caregivers are an integral and invaluable part of our community.

If you are interested in parental involvement opportunities, please contact the principal at the school:

FOSTER, CHERYL ANNE

415-749-3469

Section D (Other SARC Information) begins on next page.

Section D - Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- 1) Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- 2) Percent proficient on the state's standards-based assessments in ELA and mathematics
- 3) API as an additional indicator
- 4) Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Overall and by Criteria (2013-14)

The state's accountability model is under revision. For 2013-14, the California Department of Education (CDE) will not produce a 2014 AYP report for elementary or middle schools as well as Districts.

API for high schools was also eliminated.

AYP Criteria	School	District (2012-13)
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	N/A	Yes
Graduation Rate	Yes	No

Federal Intervention Program (School Year 2014-15)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2006-07
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	----	48
Percent of Title 1 Schools Currently in Program Improvement	----	84%

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	Avg Class Size	2011-12			Avg Class Size	2012-13			Avg Class Size	2013-14		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other	0	2	0	0								

Average Class Size and Class Size Distribution (Secondary)

This table displays by subject area the average class size and number of classrooms that fall into each size category (a range of total students per classroom).

Subject	Avg Class Size	2011-12			Avg Class Size	2012-13			Avg Class Size	2013-14		
		Number of Classrooms				Number of Classrooms				Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	31.9	1	10	8	32		13	11	31	1	12	11
Math	25.4	8	3	6	29	6	6	11	30	4	10	7
Science	29.8	1	7	1	32		9	10	33	1	5	9
Social Science	32.4	0	4	7	32	1	3	11	34	1	4	9

Academic Counselors and Other Support Staff (School Year 2013-14)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time. Note: For various reasons, including funding sources and employees serving multiple locations, many of the staff in these positions are listed as working at central administrative offices, and so, will not show up under a particular school's staffing count. If additional information is needed regarding staffing in these particular support roles, please contact the school.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	3.5	189
Library Media Teacher (Librarian)		----
Library Media Services Staff (Paraprofessional)		----
Psychologist / Social Worker		----
Nurse	0.5	----
Speech/Language/Hearing Specialist		----
Resource Specialist (non-teaching)		----
Other		----

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. The option to report expenditures and salaries for the benefit of all schools in the district equally has been used. Detailed information regarding school expenditures and teacher salaries can be found at the CDE Web site at <http://www.cde.ca.gov/ds/fd/ec/> and <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil Supplemental	Expenditures Per Pupil Basic	Average Teacher Salary
School Site	\$5,438	\$994	\$4,444	\$64,357
District	----	----	\$4,444	\$64,357
Percent Difference - School Site and District	----	----	0%	0%
State	----	----	\$4,690	\$70,720
Percent Difference - School Site and State	----	----	-5.2%	-9.0%

Types of Services Funded (Fiscal Year 2013-14)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Additional programs and supplemental services available to Wallenberg students include: the Gifted and Talented Program (GATE); the Bio-Technology Pathway which receives funding from Career Technical Education; GEAR UP, and additional funding for our students who receive English language development classes and for our students who qualify for special educational services. Wallenberg has a Wellness Center offering free medical and mental health services provided by three professional health care workers in association with the Department of Children, Youth and Family, and community organizations such as Westside and Asian Resource Network; a Beacon Center that provides after-school tutoring, extra-curricular and club programs, and a 21st Century Program that offers after-school tutorial and enrichment programs.

Teacher and Administrative Salaries (Fiscal Year 2012-13)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries can be found at the CDE Web site at: <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,774	\$41,761
Mid-Range Teacher Salary	\$65,300	\$66,895
Highest Teacher Salary	\$82,000	\$86,565
Average Principal Salary (Elementary)	\$98,289	\$108,011
Average Principal Salary (Middle)	\$102,498	\$113,058
Average Principal Salary (High)	\$107,636	\$123,217
Superintendent Salary	\$245,000	\$227,183
Percent of Budget for Teacher Salaries	31	38
Percent of Budget for Administrative Salaries	5	5

Advanced Placement Courses (School Year 2013-14)

This table displays for the most recent year the number of Advanced Placement (AP) courses that the school offered by subject and the percent of the school's students enrolled in all AP courses. Detailed information about student enrollment in AP courses can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Subject	Number of AP Classes Offered	Percent of Students in AP Courses
Computer Science	1	----
English	1	----
Fine and Performing Arts		----
Foreign Language		----
Mathematics	2	----
Science	2	----
Social Science	1	----
All Courses	7	0.9

Professional Development

This section provides information about the program for training the school's teachers and other professional staff.

Professional development is a part of every site plan and a major component of instructional support to departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and for educators and parents each school continues to provide some full days of professional development during the academic year.

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