



SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

2014-2016 Balanced Score Card Mid-Plan Review & Addendum

Last year, SFUSD launched a two-year Balanced Score Card, encouraging sites to think about the actions and strategies that would support achieving its goals over the course of the 2014-15 and 2015-16 school years. ***A new class of students, new assessment data, new resources, and in some cases, new members of your staff mean that now, at the mid-point of this plan, some of these actions and strategies will change.*** For this year's Balanced Score Card and school planning process, we ask that you review your data and use it to determine adjustments to your plan and that you complete a new budget for the 2015-16 school year. All of this information should be articulated below, in the 14-16 Balanced Score Card Addendum.

This addendum provides space to:

1. Re-articulate your vision for access, achievement and equity at your school site
2. Reflect on your data, draw new trends, patterns and analyses
3. Use these new trends, patterns and analyses to determine where you might need to change your actions and strategies
4. Plan your budget for restricted funding sources for the 2015-16 school year

School	Wallenberg, Raoul High School
Principal	Cheryl Anne Foster

KEY REQUIREMENTS 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 School Site Folder found on the School Balanced Score Card page by **March 27, 2015**.

Balanced Score Card/ Single Plan for School Achievement



Complete 2014-2016 BSC Mid-Plan Review & Addendum in SharePoint and, as necessary, update in Fall 2015 in alignment with the release of any additional data and final budget allocations.

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 Mid-Plan Review & Addendum 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. **Note:** These should have already been uploaded to the School Site Folder on SharePoint. If any changes have been made then the revised version needs to be uploaded, replacing the old version.



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 Mid-Plan Review & Addendum. **Note:** For Title I schools SSC agendas should reflect school's decision regarding School Wide Program (SWP) status.

Budget



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



Quality Education Investment Act (QEIA) Schools – For Fall 2015, all 2014-15 QEIA carryover funds are accounted for in the BSC.

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. These do not need to be uploaded again unless changes have been made to the existing PIP.

SECTION I: SCHOOL VISION AND EXECUTIVE SUMMARY

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?*)

Located in the heart of San Francisco, Raoul Wallenberg 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 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 who provide intensive support for students during the college application process. 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 in San Francisco with open enrollment as measured by the state's Academic Performance Index. Last year, 96% of our graduates matriculated to college. Areas of growth for us include increasing student voice to develop a more positive school climate and engaging even more parents as partners and decision-makers. Our key strategies in these two arenas are partnering with The Future Project to help our students' dreams come true while they are still in high school and engaging a half-time Family Liaison to provide meaningful opportunities for our families to participate in their children's education. In addition, our school-wide academic focus is implementing the common core and our school-wide social and emotional focus is implementing positive behavioral interventions and support (PBIS).

SECTION II: SCHOOL-WIDE ANALYSIS

Using available quantitative and qualitative data, identify two to three data patterns or trends and offer your analysis of this data.

1. Challenging Curriculum & Engaging Instruction

STUDENT ACHIEVEMENT AND GROWTH

Data Patterns/ Trends	Analysis of Results
<p>Our ninth grade writing assessment (Integrated Writing Assessment (IWA)) scores indicate an increase from 14.3% proficient or higher in 2013-14 to 17.2% in 2014-15 but we trail the district which has 29% scoring proficient or higher. Our ELA CAHSEE dipped from a high of 88% first-time pass rate two years ago to 81% last year.</p>	<p>We need to offer more effective instruction in writing. We will continue to implement the common core in English with a focus on curriculum mapping, close reading, and citing evidence. Our department chair and teachers will continue to attend district-offered professional development (PD) in effective strategies for implementing the common core. We will continue to send teachers to IWA (PD) including grading and calibration days. The English department will offer whole school PD for all teachers so that the same strategies and language for teaching non-fiction reading and writing are used throughout the school. Seven teachers will attend AVID training this summer which includes a writing strand which they will implement next year. Journalism will continue to be taught with an emphasis on writing. We will continue to offer an Expository Reading and Writing course for seniors.</p>
<p>CAHSEE math pass rates have dipped slightly from a high of 89.6% three years ago to 87.3% this year.</p>	<p>Next year we will begin offering the new sequence of common core math classes. Our department chair and math teachers will continue to attend district-offered professional development in effective lesson planning and strategies to implement the common core. We will be closing the math lab class as identified students will now receive differentiated instruction and additional supports within their math class.</p>

CLOSING THE ACHIEVEMENT GAP

Significant Student Group refers to any group with 20 or more members at your site.

Significant Student Group	Data Patterns/ Trends	Analysis Results
<p>English Learners</p>		<p>We will ensure that students who are English learners are properly placed in English language development and English reading classes which will be taught with an emphasis on speaking and writing. Our long-term English learners will continue in debate class.</p>

	<p>CELDT scores indicated that our English learners surpass the district in listening and reading but trail the district in speaking and writing, especially our Spanish speaking English learners. Our long-term English learners have had success in the debate class, including grades of C or higher and participation in debate tournaments where they have won trophies. Our reclassification rate of 36% exceeds the district rate of 20%.</p>	
EWI Students	<p>Of our 25 EWI students, only 6 received F's for the fall semester and only 3 had less than 80% attendance.</p>	<p>Continue to have a counselor act as case manager for our EWI students, including discussion of interventions within the first four weeks of school.</p>
Latino Students	<p>Wallenberg Latino students received 19% of the F's in English language arts compared to the district rate of 15%. In math, our Latino students received 4% of the F's while at the district level they received 20% of the F's.</p>	<p>We will offer Latino student fishbowls for our faculty both fall and spring semester to hear directly from our Latino students what their concerns are. Our emphasis on writing in every subject will include a focus on cultural pedagogy and curricula relevant to our Latino students. In addition, our student activities director will work to develop Latino student leaders and with the Latino Club to strengthen their presence at Wallenberg via expanded assemblies, celebrations, history, etc.</p>
African American Students	<p>Wallenberg African American students received 12% of the F's in English language arts compared to the district rate of 19%. In math, our African American students received 15% of the F's compared to the district's rate of 19%.</p>	<p>We will offer African American student fishbowls for our faculty both fall and spring semester to hear directly from our African American students what their concerns are. Our emphasis on writing in every subject will include a focus on cultural pedagogy and curricula relevant to our African American students. Continue our connection with SF Achievers. In addition, our student activities director will work to develop African American student leaders and with the Black Student Union to strengthen their presence at Wallenberg via expanded assemblies, celebrations, history, etc.</p>
Students with special needs		

Wallenberg students with special needs received 6% of the F's in English language arts compared to the district rate of 14%. In math, our students with special needs received 11% of the F's compared to the district rate of 14%.

Continue to appropriately place students and offer them services using the Step by Step model. Continue co-taught classes with shared prep periods for co-teachers. Continue to hold timely IEPs using a master calendar. Continue to track services provided by the case managers, para-professionals and special service providers.

2. Student-Centered Learning Climate

STUDENT ENGAGEMENT AND SCHOOL CLIMATE

Data Patterns/ Trends	Analysis of Results
<p>CHKS staff surveys indicate the need for more teacher voice in decision making at Wallenberg. CHKS survey data from students revealed that only 39% of our students reported that they agree or strongly agree that "I am happy to be at this school" compared to 59% of the district's high school students. 41% of Wallenberg students reported that "The teachers treat the students at this school fairly compared to 48% in the district.</p>	

We will restore department chairs which we have not had for the past five years when budget cuts forced us to choose between basic classes and department chairs. We have functioned with teacher leaders who have met only twice a month and attend district level department meetings. The department chairs will ensure that teachers have a voice by meeting weekly to discuss issues of teaching and learning, how to raise student achievement overall and for every subgroup, how to engage all students, and how to improve our school climate. They will provide direct support in their department colleagues' classrooms, develop the school professional development calendar, design assembly and testing schedules and be the conduit for teacher voice at Wallenberg in conjunction with the UBC. We will continue to offer teacher professional development that focuses on engaging all students, such as the training offered this spring to support students with special needs. Though Wallenberg has consistently been the highest performing high school with open enrollment the past few years and we are the first choice school for many students, we are also many other students' third or fourth choice. We are a relatively new comprehensive high school (established in 1981) compared to high schools that have been around for over 100 years with grandparents and parents who attended. Our relatively small student body on which our budget is based on limits our ability to offer as many electives as larger schools. These factors are not within our control, but we can change how our students' experience Wallenberg so that they are happier to be here. Next year our student activities director will focus on recruiting and developing school leaders so that our student government represents the demographics of our student body. She will also train faculty on club sponsorship and expand the assemblies, rallies, dances, performances, spirit weeks, etc. Our school community will focus on building Wallenberg's identity beyond being a small, safe, academic high school. This effort will include all faculty and staff, parents and caregivers and students.

3. College & Career Readiness

Data Patterns/ Trends	Analysis of Results
<p>EAP results indicate that only 12% of our juniors tested "college ready" in English and only 9% in math. An additional 14% tested "conditionally ready" in English and an additional 44% tested "conditionally ready" in math.</p>	

We do a good job of helping students see themselves attending college beginning in their freshman year with our Plan Ahead course which helps students explore colleges and careers. Our guidance counselors develop a 4 year plan with every student which assures that A-G requirements are met and that any lost credits are recovered quickly. We work with two college planning organizations, PACT and UAspire that counsel students about college requirements, personal essays and financial aid. We offer 2 AVID courses to prepare "C" students who are the first to go to college in their families. Next year, 7 additional teachers will be trained in AVID and will implement the strategies in their classrooms. We will continue to offer Expository Reading and Writing and AP English to prepared students for college-level English and AP Calculus and AP Statistics to prepare students for college-level math.

4. Parent-School-Community Ties

FAMILY ENGAGEMENT

How do the data patterns and trends that inform your family engagement strategies and priorities connect to [one of] your school's instructional, culture/climate, OR social emotional learning goals?

Data Patterns/ Trends	Analysis of Results	Connection to School Goals (instructional, culture/climate, OR social emotional learning)
Community Meeting Participants	Parents and caregivers who participated in our March 12th community meeting called for more and better communication between Wallenberg and themselves, including improved on-boarding of 9th graders, updating the web-site, and increasing School Loop use.	We will continue to have a half-time Family Liaison next year. We will update our web-site beginning this spring and continuing through next year. We will improve the on-boarding process with both written and verbal communications as parents enroll. Ninth graders will participate in two days of orientation, including one in the spring with their parents and one before school starts with Link Crew juniors and seniors. Link Crew activities will continue throughout the school year. Teachers will be encouraged to make more frequent and regular updates on School Loop. Auto-dial messages will go out in English, Spanish and Chinese and translations of written material will be posted on the web-site. We will continue to work with our parents/caregivers on the SSC and ELAC with an eye to improving family engagement.

SECTION III: CHANGES TO BALANCED SCORE CARD/ SCHOOL PLAN

Given the trends, pattern and analysis completed above and a review of your currently articulated Balanced Scorecard strategies and actions, what updates, if any, need to be made to your 2014-2016 Action Plan? Please note the changes in the tables below. ***If no changes are needed, simply write "Continue with existing action steps".***

1. Challenging Curriculum and Engaging Instruction (Includes Tier 1 and Differentiated Access)

Plan Component	Updates/Revisions
Language Arts	Continue with existing action steps with changes and additions noted above.
Mathematics	Continue with existing action steps with changes and additions noted above.
Additional Supports for English Learners	Continue with existing action steps with changes and additions noted above.

2. Student-Centered Learning Climate

Plan Component	Updates/Revisions
Student-Centered Learning Climate	Continue with existing action steps with changes and additions noted above. Next year will be our second year of positive behavior interventions and supports (PBIS).
Reducing Significant Disproportionality	Continue with existing action steps with changes and additions noted above.

3. College & Career Readiness

Plan Component	Updates/Revisions
College and Career Readiness	Continue with existing action steps with changes and additions noted above.

4. Parent-School-Community Ties

Plan Component	Updates/Revisions
Implementation of the Family Engagement Standards	Continue with existing action steps with changes and additions noted above.
Deepening a Community Schools Approach	Continue with existing action steps with changes and additions noted above.

SECTION IV: MID-PLAN CHANGES TO SCHOOL BUDGET AND RESOURCE PRIORITIES

Using your updated data analysis and changes to your school plan, please outline how you will prioritize your site's resources dedicated for specific student groups the coming school year. As a reference, the Site Based Budget Guide can be found here: <http://www.sfusd.edu/15-16-sbb-guide>

WSF funds are part of your school site budget and funds the core program. Recognize that there are additional weights in WSF for the purpose of providing specific core services for English Learners and Low Income students. This should be reflected in the budgets submitted on FileMaker Pro.

Site-Based Resources

Funds Designated to Support English Learners

LCFF Supplemental Concentration for English Learners (SCG-EL)	25,900	\$20,721 for .225 for long-term EL class; \$2,710 for EL supplies; \$2469 for technology i.e. electronic translators
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Funds Designated to Support Students Identifying as Low-Income

LCFF Supplemental Concentration for Students Identifying as Low-Income (SCG-LI)	120,502	\$46,047 for .5 counselor; \$9,256 for .125 attendance clerk; \$42,214 for .4 AVID sections; \$13,639 for counselor case manager for EWI students; \$3,300 for substitute days and \$6,047 for technology
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Funds Designated to Support Students with Disabilities

WSF-Special Education	5,900	\$5,900 for supplies for students with special needs
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Funds Designated to Support Special Populations, including English Learners, Students Identifying as Low-Income and Foster Youth

LCFF Concentration Allocation	12,500	\$11,977 for .1875 for Family Liaison; \$523 for technology
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Title I

Title I 1% for Parent Involvement

Targeted Instructional Improvement Block Grant (TIIBG)

Funds Designated for Class-Size Reduction

QEIA

Other Funds

Other

Centrally Managed Services & Support

Service/ Support	High leverage strategies this service or support will accomplish
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1 Wellness Coordinator; 1 CHOW; .5 nurse	Staffing of Wellness Center for students' mental and emotional health
1 full-time librarian	Support for students' research writing as well as reading
1 full time Career Tech Ed teacher	Teaches our bio-tech pathway
1 Counselor	Provides academic guidance and emotional support for approximately 350 students, including SAP participation and SSTs
.2 Ethnic Studies	This course helps meet the culturally relevant pedagogical needs of our students and supports the addition of a social studies teacher to our staff.
2 full time Visual and Performing Arts teachers	The two full-time teachers have brought dance and music classes to Wallenberg along with performances at parent events and school assemblies. Revitalized our arts program.

SECTION V: RECOMMENDATIONS AND ASSURANCES

<input checked="" type="checkbox"/>	Please print these final two pages of your BSC/SPSA. Be sure that the principal has reviewed, checked, and initialed each assurance and that the principal and SSC president have signed the assurances page, and that all SSC members, along with their role & title, are listed in the roster.
<input checked="" type="checkbox"/>	The School Site Council recommends this school plan and its related expenditures to the district governing board for approval, and assures the Board of the following:
<input checked="" type="checkbox"/>	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan.
	<input checked="" type="checkbox"/> School Advisory Committee (SAC) for State Compensatory Education Programs <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) <input type="checkbox"/> Community Advisory Committee for Special Education Programs <input type="checkbox"/> Gifted and Talented Education (GATE) Program Advisory Committee <input type="checkbox"/> Other:
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	The school held two (2) community meetings prior to the completion of the school site plan. <ul style="list-style-type: none"> ■ One meeting to gather input from the school community including all advisory committees before March 27, 2015. ■ One meeting to present plan upon its completion before October 1, 2015.
<input checked="" type="checkbox"/>	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: 3/12/2015
<input type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
<input checked="" type="checkbox"/>	This school plan was adopted by the SSC on: 3/26/2015

School Site Council Roster and BSC/SPSA 2015-2016 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")

Name	Role	Signature
Khaia Ritter	Co-President, Student	
Annie Ogata	Co-President, Parent	
Ken Free	Teacher	
Sylvia Fitch	Teacher	
Judy Mahnke	Teacher	
Rachel Langdon	Other Staff	
Jen Terry	Other Staff Alternate	
Pavle Levi	Parent	
Sharon Abayari	Parent	
Doljinsuren (Annuka) Zandanshatar	Student	
Susan Wong	Student	
Cheryl Foster	Principal	
Meghan Gauby	Teacher	