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

School	**Lilienthal, Claire (K-8) School**
Principal	Moira Zacharakis

SCHOOL VISION & CONTEXT

Claire Lilienthal Alternative K-8 is a city wide school that serves a diverse population of students, representing a broad cross section of San Francisco. Our mission is to inspire each student to achieve their maximum potential in an academically, culturally, and socially inclusive environment. Our school is located on two campuses in San Francisco's Marina and Presidio Heights neighborhoods. At both locations we host a Korean Immersion Program (KIP) as well as a general education inclusion program. In total, Claire Lilienthal enrolls 697 students, making it the largest K-8 in the city. Of the current student body, 28% identify as White, while 29% identify as Asian, 12% Mixed Race, 12% Hispanic, and 5% identify as African American. Additionally, our school has 10% of its students enrolled in Special Education and 10% are identified as English Language Learners, while 20% of our students are Socioeconomically Disadvantaged. Claire Lilienthal is known for its high academic outcomes as well as its strong Arts and Outdoor Education programming. We are currently deepening our commitment to Social-Emotional Learning and Readers and Writers Workshop. A smaller group of teachers within our school are also piloting Project Based Learning to expose students to innovative teaching practices that focus on collaboration, communication, and critical-thinking skills. Our parent body does an amazing job supporting our school's mission. The PTA strategically supports several enrichment activities for our students including a robust garden program at each campus and a long-term partnership with SFArtsEd. With that investment, all K-5 students engage in weekly garden classes led by garden teachers. They also receive a six week course in visual or performing arts in the elementary grades and the opportunity to engage in a performing arts elective in middle school. More recently, the PTA has focused more of its fundraising in support of professional development for our experienced teaching staff as well as a Tier II Reading Intervention program for our struggling readers. As a community, we recognize the importance of teaching to the whole-child. We continue to hold high academic expectations for our students while exposing them to engaging enrichment activities and supporting their social-emotional needs.

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

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

SECTION I: Overview and Key Components

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

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

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

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

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

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
At Claire Lilienthal our focal groups will be our African American and EL students.

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
The students at Claire Lilienthal performed well on the 2016-2017 SBAC. 82% of the 3rd-5th grade students were proficient or advanced. 84% of our Middle School students were proficient or advanced. A highlight for us was that our 87% of our 4th grade students were proficient or advanced in ELA. Although our students performed well again, only 50% of our African American students in grades 3-5 and 55% of our EL Students in grade 3-5 were proficient or advanced. Our Special education students in grades 3-5 were 62% proficient or advanced. In grades 6-8, 23% of our African American students scored proficient or advanced, 42% of our EL Students were proficient or advanced, and 40% of our Special education students were proficient or advanced.	Claire Lilienthal will have 85% of it's 3rd-5th grade students performing at proficient or advanced levels. Claire Lilienthal will have 85% of it's 6th-8th grade students performing at proficient or advanced levels. Claire Lilienthal will have 55% of it's African American students proficient or advanced in English Language Arts Claire Lilienthal will have 70% of it's EL students proficient or advanced in English Language Arts	In order for students to gain more mastery in English Language Arts, teachers will need to deliver more targeted, differentiated lesson for students. As a way to do that, Readers and Writers Workshop will be implemented across all K-5 classrooms and in Humanities classrooms.	Instructional staff will support students growth in language arts by differentiating instruction, using culturally responsive teaching strategies, and social-emotional learning supports. Teachers will participate in capacity building professional development that focuses on high levels of performance for all students.

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

Analysis of Results for Language Arts-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required specifically for your focal students to achieve these goals?

Although our students performed well again, only 50% and 23% (3-5, 6-8, respectively) of our African American students and 55% and 40% of our EL Students were proficient or advanced. Our Special education students were 62% and 40% proficient or advanced.	Claire Lilienthal will have 55% of it's African American students proficient or advanced in English Language Arts Claire Lilienthal will have 70% of it's EL students proficient or advanced in English Language Arts	Instructional staff will support struggling students growth in language arts by differentiating instruction, and making available to struggling learners reading intervention support and small group instruction, as well as more frequent check-ins and conferring time. Teachers will engage in culturally responsive teaching strategies, and social-emotional learning supports. Additionally, teachers will participate in capacity building professional development that focuses on high levels of performance for all students and closing the achievement gap for our African American students. Targeted work in regards to focal students will occur throughout the year.

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):
At Claire Lilienthal our focal groups will be our African American and EL students.

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
The students at Claire Lilienthal performed well on the 2017-2018 SBAC. 82% of the 3rd-5th grade students were proficient or advanced. 77% of our Middle School students were proficient or advanced. A highlight for us was that nearly 89% of our 4th grade students were proficient or advanced in Math. Although our students performed well again, only 28% (3-5) or 15% (6-8) of our African American students were proficient or advanced in Math. Only 72% (3-5) or 0% (6-8) of our English Language Learner students were proficient or advanced in Math.	Claire Lilienthal will have 85% of it's 3rd-5th grade students performing at proficient or advanced levels in Math. Claire Lilienthal will have 80% of it's 6th-8th grade students performing at proficient or advanced levels in Math. Claire Lilienthal will have 40% or more of it's African American students proficient or advanced in Math. Claire Lilienthal will have 75% of it's EL students proficient or advanced in Math.	In order to increase proficiency in Math across the school, teachers will work to differentiate instruction and deepen their culturally responsive teaching practices. Through differentiated instruction and culturally responsive teaching	Teachers will work to differentiate instruction and provide appropriate instructional supports by incorporating culturally responsive teaching practices into their instructional repertoires. Teachers will build their instructional capacity by participating in relevant professional development around CRT, SEL, and math.

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

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
Although our students performed well again, only 28% (3-5) or 15% (6-8) of our African American students were proficient or advanced in Math. proficient or advanced in Math. Only 72% (3-5) or 0% (6-8) of our English Language Learner students were proficient or advanced in Math.	Claire Lilienthal will have 40% or more of it's African American students proficient or advanced in Math. Claire Lilienthal will have 75% of it's EL students proficient or advanced in Math.	In addition to collecting data, and making instructional decisions based on formative and summative assessment data, teachers will differentiate their math instruction and provide s… group teaching opportunities to ensure all students meet mastery.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum?

many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum?		
Claire Lilienthal's middle school students receive an A grade in science 51% of the time and only 1.3% of the students receive a D or an F. However, only 22% of our African American students receive an A and 5.6% receive a D or an F.	Claire Lilienthal's African American Middle School students will receive an A over 30% of the time.	Teachers will instruct using the SFUSD Science curriculum and culturally responsive teaching practices and strategies. Teacher will continue to perfect their craft by engaging in meaningful professional development and communicating with families on a consistent basis.

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

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)?	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery?
Claire Lilienthal continues to reclassify its students at high rates. The majority of EL students at Lilienthal are reclassified before 3rd grade and most of them are from our Korean Immersion Program (KIP). In 2017/2018, 23% of English Language Learners in grade 3-5 were redesignated, and 15% of ELL in middle school were redesignated.	Claire Lilienthal will reclassify 30% of its EL students in 4th through 8th grade.	English Language Learners at Claire Lilienthal will have 30 minutes of targeted ELL instruction daily. Teachers will engage in evidenced based practices that support EL students with English language development acquisition, vocabulary, comprehension, fluency and other additional language skills.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that **all** students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
Claire Lilienthal's elementary studetns are performing well as it relates to Growth Mindset (76%), Self-Efficacy (67%), Self-Management (73%), and Social Awareness (68%). They perform 1-14% higher than the district average on four of the four measures.	Claire Lilienthal will continue to offer health classes to all 6th grade students and to 7th and 8th grade students through an elective.	Our 6th grade Math/Science teacher will continue to teach a health elective to all 6th grade students through an elective wheel. Our 6th grade Math/Science teacher will rotate switch classes with the 7th/8th grade science teacher to teach a 4 week health class to the 7th and 8th grade students.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
	Targets/goals for the 18/19 school year are to continue with our current robust arts programs that includes a variety of offerings, activities, and outside events.	Required resources include continued support our PTA, the Elementary Arts Grant, and Prop H.

In the 18/19 School year, the vision for a balance, comprehensive arts program remains a top priority, as the benefits of access to the arts are numerous. The following will be offered to Claire Lilienthal students: Kindergarten: Visual Arts - 12 week Residency First Grade: Ceramics /Visual Arts - 12 week Residency Second Grade: Dance - 12 week Residency Third Grade: Visual Arts -12 week Residency Fourth and Fifth Grade: Theater Arts - 12 week Residency Middle School: Musical Theater - 10 week Residency Middle School: Visual Arts - 10 week Residency Additionally, generalist Music Program offering weekly singing and rhythm/percussion in K-2nd and an Instrumental music program in 3-5th will continue to be offered. SFUSD in partnership with the San Francisco Symphony offers Adventures In Music. A curriculum based music program that includes four concerts on campus and a visit to the San Francisco Symphony Hall. Parents participate is welcome as the support our comprehensive vision. In addition, special late afternoon and evening events bring the whole Claire Lilienthal community together for performances, art exhibits, and other special events including Art Gallery Night and Poetry Night. The district goals of social justice, ensuring high achieving and joyful learners, and keeping our promises to children and families (i.e. the passage of Prop H), are at the forefront of the Claire Lilienthal/San Francisco Arts Education Project partnership. The integration of Art into the daily curriculum is an important goal that all classroom teachers strive to achieve for our students at Claire Lilienthal. This can be seen in a variety of ways: You may see a class perform a play based on Science or Social Studies curriculum, a class might paint scenes from a story including an important vocabulary word, or you may see a mosaic created in the schoolyard to reinforce understanding of endangered animals. In addition, as part of our Physical Education Program, all Lilienthal students participate in May Dance demonstrating dance, movement and expression skills. Teachers are continuing to integrate Art and Technology through the use of Power Point and Podcasts in the classroom. Our 4th grade students participate in Poets In The Classroom. Classroom teachers, also, participate in many field trips including SFMOMA, The de Young Museum, The Legion of Honor, The Asian Art Museum, and The Contemporary Jewish Museum to reinforce concepts in all subject areas. Arts at Claire Lilienthal are supported by the Elementary Arts Grant, Prop. H, and the Claire Lilienthal PTA.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
	Targets/goals include maintained high levels of physical activity for students regardless of presented obstacles.	

Claire Lilienthal's physical education goal is to offer PE classes to it's K-5 students at a rate of 200 minutes every two weeks, and to offer daily PE to its 6th-8th grade students. Claire Lilienthal has a robust sports program that is offered to its Middle School students. Facilitated play will be offered at lunch recess at both campuses.		Claire Lilienthal will continue to offer PE classes to it's K-5 students at a rate of 200 minutes every two weeks. Claire Lilienthal will continue to offer daily PE to its 6th-8th grade students. Claire Lilienthal will continue to offer strong sports programming to its Middle School students. Claire Lilienthal will continue to offer facilitated play at lunch recess at both campuses.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

| Analysis of Results - All Students
For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.
WASC Ch.2 | Based on the analysis of the results, what are your targets/performance goals? | What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
WASC Ch.5 |
|---|---|---|
| Claire Lilienthal teachers implement Project Based Learning in targeted classrooms. Teachers are invited to participate in PBL professional learning opportunities. Teachers may take a release day in order to review and provide feedback on PBL projects. Students enjoy working on projects and some of them have resulted in presentations to our parents, staff and PTA which allowed them to practice their presentation and communication skills. | Claire Lilienthal will work to allow more collaboration space for our teachers working with Project Based Learning. All teachers formally trained with PBL will engage their students in one project in the 2018-2019 school year. All teachers engaging their students in project based learning will document student work as a way to curate the work students are doing across the school. | PBL Teachers will be given two release days in order to plan and revise their project plans. PBL Teachers will lead one staff meeting to share their learning from the projects they've implemented. Administration will work with central office to bring in PBL coaching for teachers engaging in PBL projects in the 2018-2019 school year and beyond. |

COLLEGE AND CAREER READINESS

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

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

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

| Narrative describing college going culture
(using indicators suggested above)
WASC Ch.2 | What are your targets/ goals? | What shifts will be required to achieve these goals?
WASC Ch.5 |
|---|---|---|
| 60% of Claire Lilienthal 8th grade graduates attend Lowell, SOTA or move into a private school setting. Many other graduate students attend SFUSD's other rigorous high school settings. | Targets/goals are to continue high levels of high school attendance at high performing high schools in the district. | Shifts required include continue awareness of shifts in teaching and learning. |

Elementary Schools

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

For our K-5 students, we will continue to promote the Kindergarten to College program through messaging to parents.

Strategies in Action: Schools

In *Transform Learning. Transform Lives*, the "**Strategies in Action: Schools**" section describes the actions of effective schools. The section is organized in keeping with a framework created by researcher Anthony Bryk, which describes five essential supports found in effective schools: (1) leadership, (2) instructional guidance, (3) professional development, (4) student-centered learning environment, and (5) parent-school-community ties

School teams are encouraged to refer to "**Strategies in Action: Schools**" as you consider plans for the coming school year.

LEADERSHIP, INSTRUCTIONAL GUIDANCE & PROFESSIONAL DEVELOPMENT

Schools with coherent instructional guidance can articulate the what and how their site's instructional program. Student tasks are foundational and assessment plays an integral role in student learning. Teachers are clear as to the steps they will take to differentiate instruction and site leaders create the appropriate conditions to ensure all students reach mastery. As you reflect on your site's current context, what steps, from a leadership perspective, do you need to take to deepen your site's coherence and mastery of the vision. How will you resource these steps? (**consider: IRFs, coaching, site based instructional rounds, data-driven decision making, lesson design, standards-based grading, district sponsored professional development, teacher collaboration**)

How will you structure site-based and district professional development/learning?

This coming year we will structure the majority of our professional leaning opportunities through our bi-monthly staff meetings. We will expand our meeting time by offering a PropA hour after every other staff meeting. We will also focus our learning in staff meetings to be centered around our new instructional shifts in 3-8 meeting cycles. The Instructional Leadership Team will plan for and implement professional learning opportunities through our bi-monthly staff meetings. The Instructional Leadership Team will take a release day to visit other schools in the area to learn from what they are doing at their sites. The Instructional Leadership Team will provide modeling, PD, and topic suggestions to support rigorous grade level collaboration meetings. Math and ELA teacher leaders will participate in district-provided PD on CCSS. The teacher leaders will also be given an opportunity to lead professional development at staff meetings and/or through Prop A hours. Grade level teams will be provided 2-3 release days to plan the implementation of Readers and Writers Workshop, Math Units of Study, and other Common Core related curriculum. Selected teachers will be given the opportunity to attend PBL World, Readers and Writers Workshop, or other trainings based on interest and need. The staff will collectively analyze student data and student work as a way to identify exemplary work and plan next steps. Staff meetings will include relevant research articles, videos, and protocols to aid in professional collaboration and learning. Staff will be given the opportunity to visit other classrooms for collaboration, modeling, or peer support.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
1. Lilienthal will offer 2 or 3 release days for grade level planning. 2. The Principal will oversee and support grade level collaboration with clear expectations for output. 3. Staff meetings will provide significant opportunities to learn about, discuss, and plan for our instructional shifts in Language Arts, Math and new initiatives with School Culture. 4. Selected staff will be given the opportunity to attend workshops to strengthen and build their capacity. 5. Lilienthal will continue using the Instructional Leadership Team as a way to learn about school-wide trends and plan professional development opportunities.	This will be resourced through our Site Budget and support from our PTA and the Principal's Innovation Fund.

STUDENT-CENTERED LEARNING CLIMATE

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

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

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

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	31% - 66% of Claire Lilienthal students receiving special education supports score in the proficient or advance range on SBAC assessment. It is imperative that we allow these students time with their typical peers to the maximum extent that is appropriate and to provide them with specially designed instruction to allow them to make appropriate progress.	Targets include improved assessment data, 40% - 75%, compliance and appropriate supports.	Education Specialist support students with specially designed instruction and specific instructional strategies. Students receive support in the classroom and/or in the specialist's instructional space.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Claire Lilienthal has identified vulnerable students. These students have access to the Wellness Center and social emotional supports through our onsite Social Worker.	Our target is to identify more vulnerable students so that these students will have access to the Wellness Center and social emotional supports through our onsite Social Worker.	Make all students and families aware of our on campus supports through onsite communication to students, and through parent communications.
Student Engagement/ Attendance		Our target is to minimize tardies and absences.	When attendance and tardies impact student attendance, engagement and learning families are provided support through our SAP process. Parent communication starts as soon as a trend is identified.

	Chronic absenteeism is evident in 2% - 4% of our student body. Chronic absenteeism impacts our Hispanic/Latino, Socio-economically disadvantaged, and African American students to a greater degree than our other student populations.		
School Culture/Climate	Favorable response in regards to School Culture-Climate 2017/2018: Family - 94% - 96% Staff - 84% Students - 69% - 80%	Targets include high levels of favorable responses from family and staff, and 10% increase of favorable responses from students - up to 85%.	Allow student voice in challenges and changes present in the school setting.
Social Culture/Climate	Social Emotional Learning Skills favorable responses vary from 63% to 83%.	Targets include increases in favorable responses from students from 63% - 83% to 70% to 85%.	Allow student voice in challenges and changes present in the school setting. Continue with restorative practice and community circles. Allow students access to the peace table and additional supports when needed and/or requested.
Wellness Policy	Students have access to our school Wellness Center in order to allow access to social-emotional supports as needed, when needed.	Targets include increases in favorable responses from students from 63% - 83% to 70% to 85%.	Allow student voice in challenges and changes present in the school setting. Continue with restorative practice and community circles. Allow students access to the peace table and additional supports when needed and/or requested.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

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

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

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

Parents and families will have multiple entry points to the school community. Meeting opportunities may include face-to-face meetings, phone calls, emails, and/or texts. Authentic relationship will be developed through authentic conversations.

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

Culture and climate surveys, academic and behavior data.

Community Partnerships

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

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

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

CLAA and CLASP onsite after school programs

What are your specific goals or objectives for these partnership?

Goals include continue academic, physical, and social-emotional support after school instructional hours.

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

Consistent and intentional communication and inclusion with program staff.

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

Academic and behavior data collection and well as conferencing with after school staff and school site staff.

SECTION IV: School Budget & Resource Priorities

Weighted Student Resources in WSF and Other LCFF-Funded Allocations
In the fields below, list the amount of funds you received and describe how you plan to use these funds to increase and improve services to specific student groups.

Special Education Weighted Student Formula (WSF-SpEd)

Allocation = $3,000

We will use the allocation we have to purchase special education materials for students and our classroom teachers.

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 = $32,258

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

This allocation will go to support the position of a Paraprofessional the help in the implementation of our ELD programming and the remaining money will go to purchase materials for ELD programming.

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 = $0

How will your site use SCG-LI resources to increase and improve services for low income students? 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)*

LCFF Concentration Grant (SCG-C) 07092

Allocation = $0

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?

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 = $0

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

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

CATEGORIAL EXPENSES

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

Title I = $0   (31500)

How do you plan to use these funds?

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

1% Title I Parent Set Aside = $0
For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy. **Please ensure that you <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

Date your school's **Parent Involvement Policy** was reviewed by your School Site Council:

Select the Bryk Essential that most aligns to the use of these funds:
- ○ Parent-School-Community Ties *(LCAP Priorities: Parental Involvement)*

Impact & Innovation Awards = $0

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 = $100,000   *(For Middle Schools and PK-8 Schools as applicable)*

How do you plan to use these funds?

PIF funds will be used to support student access and engagement by providing technology and instructional resources across grade levels as needed. Funds will be used to increase professional development opportunities for staff to support instructional shifts and focus on school priorities, primarily closing the achievement gap for African American students.

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 = $0

Identify Sub-group & specific actions

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

Other (PTA, external sources, School Quality Pairing/CoP work) = $176,000

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

We will use money from our PTA to fund a full-time Tier II Reading Teacher, 0.3 FTE Social Worker, and support rigorous summer professional development for our teaching staff.

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	1.0 FTE		
Wellness Coordinator:	**CHOW:**	**Elementary Advisor:**	**T10:**
IRF:	**Literacy Coach:**	**Academic RtI Facilitator:**	**Hard To Staff:**
Other:	**Other:**	**Other:**	**Other:**
Assistant Principal 0.5	MPD 1.0 FTE	CSR MS Math 0.2 FTE	

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

Access to the school's Wellness Center will provides students an opportunity to receive SEL support, thus increasing engagement and presence at school. A full-time K8 Assistant Principal supports with the overall structures and systems of the school including MTSS implementation. Access to Tier II supports supports improved academic performance.

SECTION V: Recommendations and Assurances

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

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

☑	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
☑	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
☐	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	☐ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
☑	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
☑	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
☑	The school held two (2) community meetings prior to the completion of the school site plan. 1. One meeting to gather input from the school community including all advisory committees. 2. One meeting to present plan upon its completion before **March 23, 2018**.
☑	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **11/13/2018**
☐	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
☑	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
☑	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
☑	This school plan was adopted by the SSC on: **11/13/2018**

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

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

School Site Council Learning Module - SSC Parity

SFUSD Website, School Site Council Page

Name	Role	Signature
Moira Zacharakis	Principal	
Candy Selig	Other School Role	
Tim Simpson	Teacher	
Gloria Carrillo	Teacher	
Jane Lee	Teacher	
Usen Udoh	Parent	
Katie Klingensmith	Parent	
Nikki Shapiro	Parent	
Emma V.Sanchez	Parent	
Hansa Kaipa	Parent	