



# Balanced Scorecard

## CLAIRE LILIENTHAL ALTERNATIVE (

We began in August, before school started, with our entire staff engaged in building relationships and establishing priorities. Personal Narratives, shared in cross grade levels teacher TRIBES, contributed to the eventual embracing of our three priorities; social justice and equity, high achieving joyful learners, and keeping our promises to students and families at our school. 'As teachers use TRIBES with their students, a way of working and learning together in a mutually respectful environment, it was our plan to use teacher TRIBES at our Faculty Meetings and Professional Development Days. Faculty Meetings have evolved into professional learning communities, as we discuss and create the BSC together. Other Professional Development time with staff included Cafe Conversations around our school's current conditions, defining equity, social justice, and joyful learning. Teacher volunteers serve on our newly created Leadership Team, furthering and strengthening real and valid input from staff for administration from weekly grade level team meetings, the voice of the student, and their own genuine passion for social justice and equity. In turn, Leadership Team members assist the Principal with facilitating BSC work, such as Cafe Conversations. Welcome back letters, holiday letters, and weekly articles for the community, have built a connectedness between our current Academic Site Plan to show how our goals for this year, and new goals for the future, already fit with the three priorities of the Balanced Scorecard. Two Back to School Nights, and a Middle School Curriculum Night, included an address from the Principal and community discussion about fairness, with a clear message that "fair doesn't mean everybody gets the same, fair means everybody gets what they need." Under the Principal's leadership, the elected parents and teachers on the School Site Council, have been engaged in deep conversation around the priority areas of the BSC. This represents a shift in the culture of Claire Lilienthal, as discussions at SSC meetings have moved away from "money" and "materials," and toward a richer conversation about how our school can move into the future, embrace diversity, and bridge the achievement gap. The SSC is also very pleased to see that input from Community Meetings, surveys returned by 400 families, and past SSC discussions, is clearly reflected in the current site plan, validating the idea that their voice makes a difference. A first Community Meeting included the Cafe Conversations style of engaging discussion, well attended, with dinner, child care, and SSC members serving as table hosts, and community members rotated through three rounds of discussions in six groups: 1) What existing structures reinforce and promote equity/inequity within our school? 2) What are characteristics of a joyful learner? 3) What should equity look like at CL? 4) How are we preparing the citizens of tomorrow and what do we expect to see in the classroom? 5) What do we believe in for all of our students? and 6) What do teachers of joyful learners do to foster that joy? The staff and community at Claire Lilienthal, due to this high level of engagement and consistent message, now regards the Balanced Scorecard not as a new way of doing what we've done before, but as an opportunity to shape a more hopeful and brighter future by making these goals areas a priority. Professional Development for Teachers around the Balanced Score Card priorities:

August 20, 2008 Full day PD

August 22, 2008 1/2 Day PD

September 8, 2008 - Faculty BSC Mtg After School

October 6, 2008 - "

November 3, 2008 "

December 8, 2008 "

January 20, 2009 - Full Day PD

Correspondence and Written Information to Community:

August 11, 2008

December 10, 2008

January 14, 2009

BSC Presentations to Community:

September 3, 2008 - Evening Back to School Night K-2

September 4, 2008 - Evening Back to School Night 3-5

September 8, 2008 - Evening Back to School Night 6-8

Principal's Address to monthly PTA Meetings (September 18, November 20, 2008,

School Site Council Meetings

October 30, 2008 - 5:45- Building connections between current site plan, BSC, and defining priorities

December 4, 2008 - 5:45 - Defining equity, what does equity mean for CL, SSC Summit debrief

January 8, 2009 - 5:45 - Goals 1 and 2 - What is equity, social justice, high achieving joyful learners, mean at CL?  
Community Meeting

January 28th - 5:30-8:30 pm - Dinner, child care, student performances, followed by "Cafe Conversations" in three rounds. (100 in attendance)

Future Opportunities:

Student Town Hall Meetings for Upper Grades

Stories and discussions in the lower grades.

Springtime Community Meeting



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### Goal 1: Access and Equity

**What does this goal mean at your school? What is the school you aspire to be with respect to access, equity and social justice?**

All students at Claire Lilienthal are educated in a safe and nurturing environment with culturally relevant and academically differentiated curriculum.

**Enter a description of current conditions including promising practices or assets your site has in place for this goal.**

1. An early intervention rreading/literacy program for grades K-2 was started this year under the direciton of a newly hired reading specialist.
2. K-5 ELL students are grouped according to ELL status for 30 minutes each day at a specific time as decided upon by members of each grade level team.
3. Professional Development for staff has focused on using technology to differentiate the curriculum
4. Classroom teachers devise Focused Actions Plans for Focal Students according to a standardized template and use grade level planning time to assess progress using specified benchmarks aligned with adopted materials.
5. Some grade levels are not effective planning and/or using the ELL grouping time and need guidance and professional development around this.
6. Students have consistently performed well on the CST, and the school's APi increased this year from 871 to 892, including all targeted subgroups: EDY students api increased from 784 to 801.
7. Only 42% of our African American students scored at proficient or aboce in Math. This reflects an increase of 6% since 2006.
8. Many of our Focal Students from targeted subgroups of African American or ELL who would benefit from participation in the after school program do not attend due to transportation not being avaiable.
9. The Elementary Resource program has not historically served non identified at risk students, or modified core curriculum in partnership with the General Educaiton teacher, but has used a traditional pull out model and separate prescriptive reading programs.

**Objective: 1.1 Diminish the historic power of demographics**

Diminish the predictive power of all demographic data on high and equitable student achievement by increasing the achievement of all groups of students and dramatically accelerating the achievement of targeted groups of students (African-American, English Language Learners, Latino, Pacific Islanders, Samoan, Special Education

**Measurement: how will you measure success in achieving this goal and objective(s)?**

◆ **Meet statewide API growth targets for all subgroups.**

Description	Baseline (07-08)	Actual (08-09)	Target (09-10)
Met Comparable Improvement Target	Y		Y

**Strategic Action(s):**

**Owner: EVeryone**

#### O01 - Social Justice and Equity

1. Teachers and administrators will continue to strengthen partnerships with the Claire Lilienthal Learning Academy, also known as CLLA, our ExCel After School program.
2. Focal Students and other students from targeted subgroups will attend after school program daily.
3. For students who cannot attend CLLA but attend any of the other 10 after school programs in the city to which our students travel, a one to one relationship with either a teacher, administrator, or SSC



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- member will be established with one adult at the other after school programs.
4. All K-8 students will receive interactive instruction in art, music, and physical education, every day.
  5. All K-8 students will receive instruction that integrates technology every day.
  6. Faculty Meetings, SSC Meetings, and other community meetings will include professional readings and ensuing discussion about race, equity, and social justice.
  7. All K-5 classes will use TRIBES methodology, emphasizing mutual respect, attentive listening, and appreciations each day.
  8. Administrators, teachers, and staff will hold technology training evenings for parents.
  9. Claire Lilienthal web site will be expanded to include carpool information, and leadership team members will help families facilitate transportation to their neighborhoods.
  10. Middle school families will be required to sign their Wednesday Envelope information packet weekly, similar to the K-5 model, and office staff will phone every family who has not returned their Wednesday envelope for more than two weeks.
  11. A new Elementary Resource room will be created on the second floor with distinct learning areas, reading corner, computer stations, for teachers, paraprofessionals, and volunteers to use with Special Education, at-risk, GATE, and other flexibly grouped students in grades 3-5 using modified core curriculum, such as Everyday Math and Houghton Miffling Reading.
  12. Both campus' libraries will be expanded to include more high interest, multi cultural literature for students K-8. The 6-8 library section will be expanded.
  13. The Korean Immersion 4th/5th combination class with an enrollment of 38 students will have an additional teacher to partner with the classroom teacher, differentiate Math by grade level, and expand Korean Immersion into the Middle School two periods per day.
  14. Students in grades K-2 who are at risk in basic reading skills will work with a Literacy Specialist who will team with the General Education teacher.
  15. GATE students will be identified and teachers will differentiate curriculum for those students as appropriate.
  16. All students, K - 8, will have a high quality Physical Education Program, regularly during the week for K-5, and daily for 6-8.



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### Goal 2: Student Achievement

**What does this goal mean at your school? What is the school you aspire to be with respect to high achieving and joyful learning?**

Claire Lilienthal students are excited and happy to come to school every day because they know they will learn something new, they will be successful and praised, and they will be respected for their diverse and unique talents, thus embracing each day's challenge to learn.

**Enter a description of current conditions including promising practices or assets your site has in place for this goal.**

1. Learning Support Professional has been increased to full time, creating and implementing the Student Assistant Program (SAP) process at both campuses in order to provide a safety net for at risk students and strengthen communication between teaching and support staff, parents, families, and administration.

2. 400 parent surveys returned, 80 MS student surveys returned, and elementary school student surveys returned, yielded the following current conditions:

- 96% of students are happy with Language ARts, Social Studies and PE
- 55% of MS students are happy in Math.
- 87% of parents are satisfied with the instruction their child is receiving

Grade level team data analysis and teacher judgment indicates that third and fifth grade students are not achieving on Math assessment as well as they could be due to challenges with reading, not necessarily computation. Many parents feel there is a discrepancy between the media resources available to students and how they are utilized in instruction

A new, early intervention reading program identifies and serves at-risk students in Kindergarten through Second grade. 72% of Elementary students and 60% of Middle School students feel they are treated fairly by teachers. 80% of Middle School students feel safe at school, and 89% of parents feel their child is safe at school. 67% of parents feel that student discipline is handled well at CL. 80% of MS students say they feel "supported" by their teachers and have "someone to talk to and get extra help" 35% of parents feel there is enough opportunity for art and music. 8th grade Algebra students who are not meeting the Algebra standards are not receiving intervention.

**Objective: 2.1 Ensure authentic learning for every student**

Students will meet or exceed SFUSD grade level standards in all core curriculum areas (language arts/literacy, mathematics, science, history/social science, world languages, visual/performing arts)

**Measurement: how will you measure success in achieving this goal and objective(s)?**

### ◆ Matrix benchmark gap

**Strategic Action(s):** \_\_\_\_\_ **Owner: Everyone**

#### 001 - High Achieving and Joyful Learners

1. Quarterly Awards assemblies for all students will be held to recognize and celebrate group and individual achievement and improvement. Each grade level will determine which areas will be the focus of awards throughout the year. Students will be honored at those assemblies and in the weekly parent bulletin.
2. LSP and Administration will expand the SHP Mentoring for Success Program and the Student Assistance Program (SAP)
3. Expand the early intervention reading program in grades K through 2.



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4. CL will partner with the San Francisco Arts Education project to bring an artist in residence program to every grade level, K-8.
5. Site admin., the Algebra teacher, and SFUSD content specialist will team to create a new Algebra Support class (KEAS) which will be taught during the Elective period, and will "dovetail" with the adopted Algebra curriculum, not a separate curriculum.
6. All staff will receive PD on working with English Language LEarners, and will include the purchase of additional materials and equipment for the new resource room and for technology in the classroom.
7. Students will participate in a series of Town Hall Style meetings that focus on the topics of Social Justice and Equity, High achieving and joyful learning, and keeping our promises.



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### Goal 3: Accountability

**What does this goal mean at your school? What is the school you aspire to be with respect to a culture of service and keeping your promises to students and their families?**

Claire Lilienthal School is a model of inclusion, reflective of our future world, where children from all cultures, backgrounds, home languages, and learning styles, come together to create a new school culture and celebrate both our uniqueness and our similarities.

**Enter a description of current conditions including promising practices or assets your site has in place for this goal.**

Out of 400 surveys returned:  
80% of parents report volunteering at school and 87% share that they feel their volunteerism has made a difference  
90% of parents feel they can communicate with their child's teacher  
80% of parents state that they can bring their questions and concerns to the administration  
75% of parents believe their concerns are followed up on by administrators/teachers  
87% of parents state that CL demonstrates respect for cultural, ethnic, and social similarities and differences and makes families feel welcome  
Parent surveys indicate a need for: more email updates, more lists of volunteer opportunities, more advanced notice for meeting agendas, and more child care opportunities.  
As an alternative school, CL does not "save seats" for particular neighborhoods, but welcomes children from all neighborhoods in SF. 350 students per day commute by First Student Bussing.  
The ExcCel After School program enrolls 160 students per day free of charge, and a large wait list had to be established this year.  
A weekly Wednesday bulletin is sent home each week in the "Wednesday Envelope", and parents are required to sign and return it.  
Only 50% of classrooms send home classroom specific news and information. Parent Community meetings indicate a need to know "what is my child supposed to be learning this week?"  
The Wednesday bulletin, PTA meeting minutes, and other school news and information, including regular Principal letters to the community and posted on the ClaireLilienthal.org website in a timely manner.  
Parent surveys and community meetings indicate a need for more connectedness between classroom learning and the real world.  
We have not met our goal to increase the percentage of Room Parents (or their designees) attending PTA meetings to increase from 30% to 80%, there has been no increase, and there has not been an effort to recruit under-represented families to attend.

**Objective: 3.2 Create the culture of service and support**

Create the culture of service and support

**Measurement: how will you measure success in achieving this goal and objective(s)?**

◆ % of parents reporting strongly agree that I know what my child is supposed to learn in school this year.

**Strategic Action(s):**

**Owner: Everyone**

**O01 - Accountability**

1) All classrooms will include a weekly "What are we learning this week" bulletin for families, that can be either teacher created or on a new, school standardized template, which will be sent home in the Wednesday envelope and linked to from the school's website.



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- 2) All families will be provided with hard copies of the grade level standards for ELA and Math on our three Back to School Nights. For families who cannot attend, hard copies will be sent home.
- 3) A monthly bulletin will be sent home in English with Korean translation, and will be also posted on the school web site.
- 4) The administration, with parent and teacher partners, will host open and honest discussions and "coffee meetings" about race and equity, which will include professional readings.
5. The administration will partner with SFUSD Special Education Department to plan celebratory and informational events for the whole community that focus on the accomplishments and needs of Hard of Hearing learners.
6. School will provide opportunities for the community to attend various events that are culminating projects from classroom partnerships with arts providers, including but not limited to Gallery Walk and Poetry Night, two Instrumental Music Concerts, three Fall Back to school Nights and Two Spring Open House, all Middle School After School Sports programs, and more.
7. All students in grades 2 through 8 will have an Outdoor Education experience.
8. All K-5 teachers and the MS will construct a clear Homework Policy to be communicated to parents, and indicate how homework can be modified when needed for students' individualized needs.
9. Principal will provide professional readings and a discussion process at Faculty Meetings pertaining to race, equity, the achievement gap, and social justice.



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## Compliance Checklist

### Gate

- We have made efforts to increase parent participation and understanding of our GATE programming.
- We have a process to identify under-represented students.
- All our GATE students receive differentiated instruction throughout the day.

### Safe Schools

- We have a description on how after school program and regular school day staff align their safety plans for sites with after school activities.
- A Crisis Response Team (CRT) has been formed and trained. The manuals have been placed in a central location for easy access in the event of a crisis. We update emergency cards for every student annually.
- We implement regular fire and earthquake drills and complete safety checks regularly, and post evacuation information. Offer and promote Safe School Line and site based hotline to anonymously report suspicious activities.
- We have a description that ensures a Health Advocate (elementary), Healthy School Team (middle school) or Health Promotion Committee (high school) are identified and positions are filled yearly. In addition, all staff receives information about health related workshops including youth development/asset building workshops and professional development time is allocated to address school climate issues during staff meetings.
- We have a description of health related resources/programs e.g. LSP, Nurse, Safe Passages, Wellness, etc. We ensure counseling/support services referral process is offered and provided for students/families.
- Health Advocate, Healthy School Team, and Health Promotion Committee monthly health awareness activities are implemented annually such as Violence Prevention month and Gay Pride Celebration.
- We have a description of how routine methods of communication are established between school site and parents/guardians for example to receive SFUSD Parent/Student Handbook and how families are notified in a timely manner about their children's absence.
- We have a description on how we create and maintain safe transitions for students before, after and between classes by providing adequate supervision around campus, in hallways, especially during passing periods.
- We support the transitions of student to school through an orientation program and encourage youth participation in safety/school climate program planning.
- We have a description on professional development opportunities for parents/guardians related to school climate e.g. behavior modification, positive communication, and health education curriculum is available. In addition, safety, positive school climate and all health related curriculum and resources are available for families to review and when available in appropriate languages.
- We have a description of how policy practices are established and school-wide rules are reviewed, shared, posted and enforced related to safety and school climate.
- We allocate professional development time related to safety/school climate with staff. Staff are encouraged to immediately report all crimes and unsafe conditions in and around school grounds.
- All students receive mandated health education as per SFUSD policy and the California Health Education standards to ensure implementation of research-validated curricula related to school climate safety, drug prevention and HIV prevention.
- We have a Student Assistance Program/Care Team, Student Attendance Review Team on a weekly basis and Student Success Teams (SSTs) scheduled to support identified students who are at risk.



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- We have a description of how school climate related data is captured, analyzed and utilized for on-going improvement of school climate e.g. support implementation of required surveys including the California Health Kids/SFUSD School Climate Survey and the Youth Risk Behavior Survey.
- All staff receives training on State/SFUSD policies and school site rules relating to safety and school climate for example: Child Abuse Reporting, Emergency and Crisis Response Protocols, Sexual Harassment, Suspension/Expulsion, Anti-Slur Policy implementation, and other procedures on School Discipline.

## Special Ed

- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- All IEP plans support long term goals with appropriate benchmark measures that are monitored accordingly.
- We have provided parents and/or legal care providers information about their rights verbally and in writing at the annual IEP review.
- We have provided all students who qualify for special education services with a current IEP.

### Recommendations and Assurances

The school site council recommends this school scorecard and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council 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.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - District English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this scorecard, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This scorecard 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.
6. This scorecard was adopted by the school site council on: \_\_\_\_\_.
7. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing
  - a. textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials
  - b. to use in class or to use at home in order to complete required homework assignments.

Attested:

\_\_\_\_\_  
Printed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date