<table>
<thead>
<tr>
<th>School</th>
<th>Chinese Education Center Elementary School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Victor C Tam</td>
</tr>
</tbody>
</table>

**SCHOOL VISION & CONTEXT**

Our vision is to implement the most effective newcomer elementary school program to support the academic, social-emotional health, and acclimation of our newly-arrived Chinese-speaking immigrant students and their families. Chinese Education Center is a K-5 elementary school designed for Chinese-speaking, newly-arrived immigrant students. This transitional program helps the newcomer English Learner students learn and develop the necessary skills and confidence in order to succeed in other district schools to which they will transfer at the end of one year. During their time at CEC, we support our students in learning fundamental skills in the English language; foster their academic, social, and emotional growth in their new home environment; and assist and guide students’ families in navigating and understanding our education system. Our program has been very successful in advancing newcomer students, many who often come with interrupted or limited schooling experience. At the core of our program is the utilization of best practices in teaching founded upon establishing supportive and trusting relationships with the staff, students, families, and the larger school community. Our program provides a comprehensive support system to support our students and families in this often challenging transition so that they can gain confidence and accelerate in academic, social, and personal growth. Our teachers are Chinese bilingual and credentialed to work with our newcomer population. Our main goals are building basic English proficiency for future academic success in English and Chinese, and transitional orientation to life in an entirely new community. We have systems in place to support parents and families to become engaged in and supportive of their child’s education, through family information meetings and workshops, support groups, and individual counseling. We work collaboratively with community-based organizations, community agencies, and businesses such as SF Education Fund, Chinatown YMCA, Rotary Club, the Lion's Club, Wells Fargo Bank, Salesforce, the San Francisco Hilton, etc. Successes/Strengths: -Dedicated, talented, caring, stable staff - CEC students who have been in our program for at least one year make significant gains in social-emotional growth, math skills, and ELD. - Supportive and empowering Family Engagement Program Challenges: -Students arrive throughout the year, entering the school anytime between August and May. -Some of our students experience levels of trauma that impair their ability to focus and learn. -98% of our newcomer students arrive far below grade level; many have interrupted/limited schooling; and many are pre-literate in Chinese. -99% of our students live in poverty and are identified to receive free or reduced meals. Key Strategies: -Academic: Improve quality of student discourse, reading comprehension, ELD, and math skills through the implementation of the SFUSD Core Curriculum, differentiated instruction, small group instruction, structured language practice strategies, and culturally and linguistically responsive engagement strategies. -Social-Emotional: Welcoming each and every family through an orientation; Having all staff - especially our Family Liaison, share supportive and caring empathy for each family’s individual struggles. Instilling a sense of value in what families bring to the table - their language, culture, experiences, and life knowledge - in terms of support and care for the children; that through their participation, they will learn and grow; that they will find success for themselves and their families through this immigrant experience.

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

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

SECTION II: School Data Profile

SECTION III: School-Wide Analysis and Plan

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

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

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

SECTION IV: School Budget & Resource Priorities

SECTION V: Recommendations and Assurances

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>What Has Changed?</th>
<th>Why Has it Changed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The School Data Profile section has been added</td>
<td>In previous versions schools were required to transcribe data points into the BSC. With the advent of the School Quality Improvement Index and our shift toward a more holistic set of measures, we can produce summary data reports that can be easily accessed from the BSC document.</td>
</tr>
<tr>
<td>The School-Wide Analysis and School Planning sections have been combined into one section, as a single progression.</td>
<td>SFUSD’s Balanced Score Card process has always included a section dedicated to school-wide analysis, including analysis of available data and identification of student groups. This has not changed. This year, however, the School-Wide Analysis and School Planning sections have been combined into one section. Combining these sections pivots the focus away from identifying and gathering data to analyzing data, complementing it with site-based qualitative and anecdotal variables, and determining the appropriate and deliberate actions, interventions and resources. Sites are called on to consider all students and targeted or focus students, across different tiers. This refashioned approach links the analysis to the targets and identified strategies and actions in one section, irrespective of terminology (Problems of Practice, Critical Areas of Need, etc.).</td>
</tr>
</tbody>
</table>

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

These requirements include:

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

BSC Development Checklist
To be sure that all schools satisfy the key requirements for the BSC and school planning process, sites are required to PDF and upload all of the below documents, including the SharePoint BSC template, to SharePoint in the 2016-18 School Site Folder found on the “School Balanced Score Card” page by March 25, 2016.
1. Balanced Score Card/ Single Plan for School Achievement
   - All 2016-2018 School-Wide Action Steps, aligned to the District’s priorities, should be described completely in the SharePoint BSC template and, as necessary, revised in Fall 2016 in alignment with the release of any additional data and final budget allocations.

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

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

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

*The 2016-18 BSC template also incorporates your School Site Council Roster, SSC Signature & Assurances page, and Title I Parent Involvement Policy into the body of this document. Please note that ELAC and rosters will be collected in January 2017 at the same time that schools submit their annual revisions to the Lau Protocol.
In previous versions of the BSC, schools were required to transcribe data points from SharePoint into their school’s BSC. This year, the data section has been eliminated and schools are called on to invest their time into the analysis of the data, reflection on current practice, targets, strategies and interventions.

Follow this [link](https://district.sfusd.edu/dept/rpa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled "SchNum_Balanced_Scorecard_2016-18". This folder includes the following reports:

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

NOTES:

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

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

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

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

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>Based on the analysis of our F&amp;P data results, we expect 95% of CEC students who have been here for at least one school year to show growth of one grade level or more on F&amp;P (K-5) reading assessments. For the majority of our students, + F&amp;P Level E is the target for K-2. + F&amp;P Level G is the target for 3-5.</td>
<td>WASC Ch.5 This year, MPD introduced SYSTEMATIC ELD and SIPPS to CEC. This was the implementation year. Next year, we need to continue to implement and to document all growth as a result of these programs. Our team has also decided to utilize the CRLP RESULTS BPST Assessment to help us collect data on student growth. A bilingual Resource Teacher who has a background in Reading Recovery will help train classroom teachers to: (1) plan Spirals and Unit Plans aligned with the Common Core and ELD standards; (2) facilitate the exploration of the meaningful use of L1/L2 in classroom instruction.</td>
</tr>
</tbody>
</table>

Applicable data for CEC is very limited based on present SFUSD structures for data analysis. Normally, we refer to data from year to year to look for growth. At CEC, our population changes from one year to the next. As such, the data that we have available from last school year cannot be used to compare with this year's student data because most of the students are DIFFERENT from last year's group. One priority for our school is to work on identifying assessments to assist us in meaningful data analysis. In the meanwhile, for ELA, we will use the F&P. Based on our F&P data, all CEC students need support in foundational levels of English development. Within an academic year, we are able to gather ENTRY and EXIT data.

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?

<table>
<thead>
<tr>
<th>Analysis of Results for Language Arts- Intervention</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicable data for CEC is very limited based on present available data. Normally, we refer to data from year to year to look for growth. At CEC, our population changes from one year to the next. As such, the standardized data that we have available from last school year cannot be used to compare with this year's student data because most of the students are DIFFERENT from last year's group.

The following assessments are used at CEC: teacher made assessments, portfolios, observations, teacher checks, and unit assessments to show growth over time and to help inform instruction. During School Year 2015-16, CEC Staff have identified our CORE ASSESSMENTS in ELA/ELD to be: + F&P + ADEPT + BPST To be administered: + upon ENTRY + 3 weeks prior to the end of each trimester.

Based on the analysis of our F&P data results, we expect 95% of CEC students who have been here for at least one school year to show growth of one grade level or more on F&P (K-5) reading assessments. For most of our students, + F&P Level E is the target for K-2. + F&P Level G is the target for 3-5. For students who need additional support to be successful in the core ELA program, the performance target may be adjusted appropriately given the needs of individual students.

A bilingual Resource Teacher with Reading Recovery training will work with students, paraprofessional, family liaison, classroom teachers, volunteers, afterschool program staff, and families to help identify and provide interventions, inclusive practices, and differentiated instruction to individual and small groups of students who need additional supports. Classroom teachers will collaborate with ExCEL afterschool program leaders and school day support staff and volunteers to ensure all students receive the support and instruction needed to reach performance goals.

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

<table>
<thead>
<tr>
<th>Analysis of results for Language Arts-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-literate, underschooled, newcomer Chinese-speaking English Learners. Over 95% of students enter CEC knowing LESS THAN HALF of the alphabet letter sounds. 100% enter able to write a maximum of three English coherent sentences.</td>
<td>Based on the analysis of our F&amp;P data results, we expect 95% of CEC students who have been here for at least one school year to show growth of one grade level or more on F&amp;P (K-5) reading assessments. For most of our students, this may be level G. For our focal group of pre-literate, under-schooled, newcomer Chinese-speaking English Learner students who need additional support to be successful in the core ELA program, the performance target may be adjusted to F&amp;P Reading level C.</td>
<td>A bilingual Resource Teacher with Reading Recovery training will work directly with focal students, paraprofessional, family liaison, classroom teachers, volunteers, afterschool program staff, and families to help identify and provide interventions, inclusive practices, and differentiated instruction to individual and small groups of focal students who need additional supports. Classroom teachers will collaborate with ExCEL afterschool program leaders and school day support staff and volunteers to ensure all students - especially our focal students - to receive the support and instruction needed to reach performance goals.</td>
</tr>
</tbody>
</table>

### Mathematics Core Curriculum

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

<table>
<thead>
<tr>
<th>Analysis of Results Mathematics-All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2</td>
<td>Our target performance goal based on projections from current student performance assessments is a 5-10% increase in performance on SBAC for students who enrolled at CEC before September 1, 2016.</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
Based on the analysis of the results, what are your targets/performance goals for CEC students requiring Tier Two support, and what interventions are required to ensure all students reach mastery?

<table>
<thead>
<tr>
<th>Analysis of Results for Mathematics-Focal Group</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What interventions are required to ensure all students reach mastery?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicable data for CEC is very limited based on present available data. Normally, we refer to data from year to year to look for growth. At CEC, our population changes from one year to the next. As such, the standardized data that we have available from last school year cannot be used to compare with this year’s student data because most of the students are DIFFERENT from last year’s group. One priority for our school is to work on identifying assessments to assist us in meaningful data analysis. In the meanwhile, for MATH, we will use the IAB. Using last year’s SBAC Math as a reference, 29% of our students reached “meeting or exceeding” level. Based on this year’s IAB Math data, 40-45% of our students this year are on the road to “meeting or exceeding” on the SBAC by the end of the school year. If this is accurate, we can expect a 5-10% growth on SBAC Math for students who enrolled at CEC before September 1, 2016.</td>
<td>Resource Teacher, instructional aides, family liaison, tutors, and ExCEL staff will collaborate with classroom teachers to support students and provide interventions, inclusive practices, small, flexible, and strategic groupings, and one-to-one support for focal students and students who need additional support.</td>
<td></td>
</tr>
</tbody>
</table>
English Language Development (ELD)

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

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

**Analysis of results (including CELDT, F&P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTEs, recently reclassified)**

In a narrative, describe what your analysis of the data says about your school.
WASC Ch.2

**Based on the analysis of the results, what are your targets/performance goals?**

Based on Systematic ELD assessments, 60% of CEC students will increase one level in CELDT.

**What interventions are required to ensure all students reach mastery?**

Teachers will fully implement the Systematic ELD program for one hour each day during their designated ELD period.
WASC Ch.5

100% of CEC students are Chinese-speaking newly-arrived immigrant students who are at CELDT Level 1 in English. Based on the Lau Plan, newcomer students receive one hour of designated ELD instruction. During the 2015-2016 school year, MPD provided CEC teachers with five full days of Systematic ELD training and instructional materials. The newcomer students remain at CEC for only one year, or just over one year, before transferring to other district schools.

**Other Subject Areas (Secondary Schools, optional for Elementary)**

**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

(NOT APPLICABLE) (NOT APPLICABLE) (NOT APPLICABLE)

**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**

(why your site is taking the necessary steps to ensure student success - using indicators suggested above)
WASC Ch.2

(NOT APPLICABLE)

**What are your targets/goals?**

(NOT APPLICABLE)

**What shifts will be required to achieve these goals?**

(NOT APPLICABLE)
WASC Ch.5

**Elementary Schools**

**What is your plan for promoting college and career readiness?**

100% of CEC students will participate in K2College Program. CEC Family Liaison will facilitate meetings and workshops to introduce parents and families to graduation requirements and career planning information. Monthly Family Information Meetings and support groups will focus on accelerating student achievement and promoting the importance of a college education and/or a vocational education. Classroom teachers implement the CCSS which promote critical thinking and career awareness.

**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?

Our IIT, working in close collaboration with our CEC staff, have decided to focus all the Professional Development around (1) continuing to develop and expand our ELA/ELD Units and Spirals; (2) continuing to implement Systematic ELD for newcomers; (3) continuing to implement SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program; and (4) continuing to implement the 3-Read Protocol in Math. CEC staff has started working in cross grade level collaborative teams with the IRF and Content Specialist from LEAD ELA on the SFUSD Core Curriculum spirals and maps at each grade level for each spiral (Narrative, Informative/Explanatory, Opinion, and Research), as part of the Tier 2 / 3 grant. The IRF, Humanities, & MPD staff will continue to provide PD around the spirals and mapping. In addition, PD will be provided by the Resource Teacher and MPD to help staff go deep in addressing the question of the meaningful use of L1/L2 in content areas. The CEC Math Teacher Leader, along with Math Department Content Specialist, and MPD, will provide PD to staff on the implementation of the Math Core Curriculum, focusing on the Three Read Protocol. Staff will also revisit the Systematic ELD PD from 15-16 school year. PBIS, RTI, Restorative Practices PD will also continue to be offered. Technology Lead and district provided PD in Google Classroom. Substitute days, travel and conferences, and stipends (depending on funding) will be offered to support teachers attending PD and peer observations.

<table>
<thead>
<tr>
<th>School-Wide Action Step(s)</th>
<th>How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.) (Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Plan and facilitate a year-long PD sequence around the meaningful use of L1/L2 in core content areas, Spiral and Unit Planning, Math Three Read Protocol, Systematic ELD, SIPPS, PBIS/Restorative Practices. - Build staff capacity to utilize Google Classroom, supported with on-site PD, using Technology Lead, Resource Teacher, and district-provided module that is scheduled to be delivered in September 2016. - Expand Time for grade level and cross grade levels to meet with Resource Teacher for collaborative learning and reflective practice. - Engage staff in PD in inclusive practices, RTI/PBIS, and Restorative Practices</td>
<td>Resource Teacher, teacher leaders, and district personnel will lead staff PD on the SFUSD Core Curriculum, Math Three Read Protocol, ELD, and PBIS/Restorative Practices/RTI. Staff will attend appropriate conferences. Prop A and extended hours will be given to staff for PD when available. Resource Teacher will oversee the coordination and implementation of all staff PDs. Extended hours - when appropriate Substitute Days - WSF, SCG-EL, TIIBG Travel and Conferences - WSF RESOURCE TEACHER - WSF, LCFF Concentration Grant, TIIBG, Title I - SWP</td>
</tr>
</tbody>
</table>

Student-Centered Learning Climate

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

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

Consider the following items as they relate to each category:

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

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

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

Reflecting on and improving a Student-Centered Learning Climate

<table>
<thead>
<tr>
<th>Analysis of Data</th>
<th>Targets</th>
<th>Strategies &amp; Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with Disabilities/ Promotion of Inclusive Practices</td>
<td>CEC is a newcomer school and we normally do not assess students for SPED services until they have been here at least one year unless there is strong evidence that a physical/cognitive concern exists or if students enter with documentation that warrants further assessment. At this time, we have 1 IEP in process for finalization and 1 potential 504 in motion.</td>
<td>CEC staff will identify any students who (1) enter CEC with SPED documentation from their home countries and/or (2) identify any students who show evidence that a physical/cognitive concern exists.</td>
</tr>
<tr>
<td>Student Engagement/ Attendance</td>
<td>During the 2015-2016 School Year, our school’s chronic absenteeism rate is 1%.</td>
<td>Our target is to reduce our school’s chronic absenteeism rate to 0%.</td>
</tr>
</tbody>
</table>
Continuing to closely monitor student attendance; continuing to work with parents/families on their responsibilities in student attendance and its influence on student academic success. Continue attendance best practices that include: - Phoning parents daily when students are absent. - Keeping records of all excused absences. - Encouraging families who have immigration or doctor appointments to bring students to school before or after these appointments. - Considering rewards to promote good attendance.

| School Climate | During the 2015-2016 School Year, our number of student suspensions is 0. | Our target is to keep our school's number of student suspension at 0. | Continuing the implementation of PBIS, RP, RTI, and positive classroom/student management practices |

### Parent-School Communities Ties

Families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community to deepen relationships and engage them will support student achievement and school improvement. Additionally, a community school approach organizes and maximizes the resources of your school and community-based organization partnerships to support student success. The intent of a community school approach is to intentionally support and align these valuable resources around your school’s key strategies, to ensure coherence within your school community.

Reflecting on quantitative and qualitative data (e.g. site-developed measures, survey questions), identify specific school strategies to promote parent input and participation in alignment with SFUSD’s Family Engagement Standards.

**Family Engagement:** Your school’s family engagement strengths and challenges (And how you know…)

**Deepening A Community Schools Approach:** the depth and breadth of CBO partnerships that are essential to your school community.

### Parent-School-Community Engagement

<table>
<thead>
<tr>
<th>Narrative describing Parent-School-Community culture</th>
<th>Targets</th>
<th>Strategies &amp; Impact What is the strategy &amp; how will you know you were successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who you are reaching/missing (And how you know…) Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td>STUDENTS, FAMILIES, CEC School Staff; STUDENTS, FAMILIES, CEC School Staff; CEC ExCEL Afterschool Program Chinatown YMCA Staff.</td>
<td>Enhanced two-way communication between all stakeholders Increased capacity of our ExCEL Afterschool Chinatown YMCA Program with more room to accommodate the later newcomers that arrive late in the school year.</td>
</tr>
</tbody>
</table>

Our WEEKLY SCHOOL BULLETIN newsletters and our MONTHLY FAMILY INFORMATION MEETINGS complement the report cards and trimester CEC Progress Reports that we will continue to send home to further our accountability to all stakeholders and maintain regular communication between all stakeholders To further our collaborative efforts with our ExCEL Afterschool Program provider, the Chinatown YMCA, we will continue advocating for and seeking funding for expanding our afterschool program and extending it into the summer months.
## 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 = 0**

**(NOT APPLICABLE)**

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

### Supplemental Concentration Grant-English Learner (SCG-EL) 07091
**Allocation = 28,263**

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

+ Partial funding for a **RESOURCE TEACHER**: Our school community has identified the need to expand our bilingual family liaison position to support our newcomer families and to support the newcomer English Language Learner students by helping educate newcomer families in parenting skills / study skills / educational guidance and support. + Substitute Days: There are limited resources that are readily available and applicable to the newcomer students and our newcomer program. Time is needed for our teachers to collaboratively plan, peer observe, and modify lessons and unit plans for newcomer English Language Learners. + Instructional Materials: a portion of the funds will be spent on the purchases of classroom instructional materials specifically to support newcomer English Language Learners.

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?**

**(NOT APPLICABLE)**

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 = 50,000**

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

+ Partial funding for a **RESOURCES TEACHER**: Our school has decided to focus on exploring the meaningful use of L1/L2 in classroom instruction. We need a bilingual teacher who has experience working as a classroom teacher with newcomer English Language Learners to help guide and facilitate this exploration. + Instructional Materials: a portion of the funds will be spent on the purchases of classroom instructional materials specifically to support newcomer English Language Learners.

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 = 22,403**

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

+ Partial funding for a **RESOURCES TEACHER**: Our school has decided to focus on exploring the meaningful use of L1/L2 in classroom instruction. We need a bilingual teacher who has experience working as a classroom teacher with newcomer English Language Learners to help guide and facilitate this exploration. + Instructional Materials: a portion of the funds will be spent on the purchases of classroom instructional materials specifically to support newcomer English Language Learners.
Select the Bryk Essential that most aligns to the use of these funds:

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
### Categorical Expenses

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

| Title I | 19,979 | 31500 |

**How do you plan to use these funds?**

- **Partial funding for a RESOURCE TEACHER:** Our school has decided to focus on exploring the meaningful use of L1/L2 in classroom instruction. We need a bilingual teacher who has experience working as a classroom teacher with newcomer English Language Learners to help guide and facilitate this exploration. **Instructional Materials:** a portion of the funds will be spent on the purchases of classroom instructional materials specifically to support newcomer English Language Learners. **Supplies:** a portion of the funds will be spent on the purchases of other classroom materials used to support our newcomer English Language Learners.

**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: 200**

For Title I schools, describe how the school involves parents in an organized, ongoing, and timely way in the planning, review, and improvement of its Title I programs and Parent Involvement Policy.

**Please ensure that you attach the Parent Involvement Policy’s full text when you upload your BSC to SharePoint.**

(PLEASE NOTE that we are allocating more than 1% for Parent/Family Involvement Activities) CEC involves parents and families in an organized, ongoing, and timely way in the planning, review, and improvement of our Title I programs by educating the newcomer parents and families as to: 1. the purpose of the Title I funding. 2. their rights and responsibilities as participants in a Title I school. Thereafter, involving the families in our SSC/ELAC/community meetings. These are scheduled on a monthly basis in addition to our monthly Family Information Meetings that are essential in assisting families transitioning to the United States.

**Date your school’s Parent Involvement Policy was reviewed by your School Site Council:** 2/17/2016

**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?**

(NOT APPLICABLE)

**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: 0  
(For Middle Schools and PK-8 Schools as applicable)

**How do you plan to use these funds?**

(NOT APPLICABLE)

**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  
(as applicable 16-17)

**Identify Sub-group & specific actions**

(NOT APPLICABLE)

**Select the Bryk Essential that most aligns to the use of these funds:**

- Instructional Guidance (LCAP Priorities: Implement Standards, Pupil Achievement, Course Access)
- Professional Capacity (LCAP Priorities: Basic)
- Student-Centered Learning Climate (LCAP Priorities: Pupil Engagement, School Climate, Other Outcomes)
- Parent-School-Community Ties (LCAP Priorities: Parental Involvement)
**QEIA Carryover = 0**

*How do you plan to use these funds?*

(NOT APPLICABLE)

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) = 0**

*How do you plan to use these funds to support your school-wide actions?*

(NOT APPLICABLE)

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

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

<table>
<thead>
<tr>
<th>Support</th>
<th>FTE</th>
<th>FTE</th>
<th>FTE</th>
<th>FTE</th>
</tr>
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<tbody>
<tr>
<td>Counselor</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>Wellness Coordinator</td>
<td>0</td>
<td>0.5</td>
<td>0</td>
<td>0.5</td>
</tr>
<tr>
<td>Social Worker</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
<td></td>
</tr>
<tr>
<td>IRF:</td>
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<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Two to three high leverage strategies that will be accomplished:

**SOCIAL WORKER**
1. Social Worker will facilitate all SST meetings for students identified as needing extra support.
2. Social Worker will facilitate all coordination of weekly SAP meetings.
3. Social Worker will facilitate meetings with CBOs and other agencies working on supporting the needs of our students and families.

**FAMILY LIAISON**
1. Family Liaison will coordinate all Family Information Meetings to assist newcomer families in their transition to the US.
2. Family Liaison will maintain structures in place to ensure that families receive communications from school. These include the CEC Weekly Information Bulletin, the CEC WeChat group, and all school family community meetings.
3. Family Liaison will help coordinate home visits.

**RESOURCE TEACHER**
1. Resource Teacher will coordinate and facilitate ongoing peer observation/feedback sessions throughout the school year.
2. Resource Teacher will coach classroom teachers in best practices.
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 25, 2016. |
| ☑ | The SSC reviewed the impact of the school’s categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: 2/17/2016 |
| ☑ | For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program. |
| ☑ | Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments. |
| ☑ | Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines. |
| ☑ | This school plan was adopted by the SSC on: 3/16/2016 |
Please make sure the role listed clearly indicates whether the person is a principal, classroom teacher, other staff, parent, community member or student. Co-Chair and alternates can be identified in addition to role as listed above (i.e., "Teacher/Co-Chair" or "Parent/Alternate")

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Luo, AiXia 羅靄霞 (Huang, Yucheng 2 - 102)</td>
<td>CHAIRPERSON - PARENT</td>
<td></td>
</tr>
<tr>
<td>Li, Weiqiang 李偉強 (Li, Jiankeng 4 - 204)</td>
<td>VICE-CHAIR - PARENT</td>
<td></td>
</tr>
<tr>
<td>Huang, Yu 黃玉 (Huang, Yuebin 3 - 207)</td>
<td>SECRETARY - PARENT</td>
<td></td>
</tr>
<tr>
<td>Ou, Yanfang 欧豔芳 (Ou, Lifeng 4 -204)</td>
<td>MEMBER - PARENT</td>
<td></td>
</tr>
<tr>
<td>Zhen, Jianxiong 甄建雄 (Zhen, Hongyu 1 - 101)</td>
<td>MEMBER - PARENT</td>
<td></td>
</tr>
<tr>
<td>Cecilia Li 家長聯絡員－李小姐</td>
<td>STAFF - Family Liaison</td>
<td></td>
</tr>
<tr>
<td>Candy Lee 102室- 李老師</td>
<td>STAFF - Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Terence Li 103室－李老師</td>
<td>STAFF - Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Fanny Li - 101室 - 李老師</td>
<td>STAFF - Classroom Teacher</td>
<td></td>
</tr>
<tr>
<td>Victor Tam 譚校長</td>
<td>STAFF - Principal</td>
<td></td>
</tr>
<tr>
<td>Chen, Pumiao 陳璞妙 (Chen, Zhisen 3- 207)</td>
<td>ALTERNATE- PARENT</td>
<td></td>
</tr>
</tbody>
</table>