School Vision & Context

Who we are: The Chinese Education Center is a K-5 elementary school designed to meet the needs of newly-arrived immigrant, Chinese-speaking students. 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. Our program provides newcomer English Language Learners focused and intensive support in their initial transitional year. This newcomer program gives students the chance to learn and develop the necessary skills and confidence that is the basis for success in their education ahead by: (a) focusing on learning foundational skills in English by utilizing the Systematic ELD program and SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words); (b) fostering their academic, social, and emotional growth holistically in this transition; and (c) helping newcomer families understand and navigate our education system by providing a comprehensive support system (Family Liaison, School Social Worker, Family Information Meetings, Family Workshops, Support Groups, and Individual Counseling) through this challenging transition to engage parents and families in becoming positive advocates for their children’s education. We build basic English proficiency for future academic success in English and Chinese, and support a healthy transition to life in an entirely new community. Our program has been very successful in advancing newcomer students, many of whom often come with interrupted or limited schooling. At the core of our program is the utilization of best teaching practices built upon supportive and trusting relationships between staff, students, families, and the larger school community. We collaborate with community-based organizations, community agencies, and businesses such as the Chinatown Child Development Center, the SF Education Fund, Chinatown YMCA, Rotary Club of San Francisco Chinatown, the Chinatown Lions Club, Wells Fargo Bank, Salesforce, the Hilton San Francisco Financial District, and more. Areas of success or strengths: + CEC students who have been in our program for at least one year make significant gains in ELD, Math, and social-emotional growth + Supportive and empowering Family Engagement Program Areas of challenge: + The nature of our program, having ongoing student enrollment throughout the year, entering the school anytime between August and May, forces our program to modify and adjust grade levels and class sizes to best meet the needs of the students and our program. + Many newcomer students arrive far below grade level; many have interrupted/limited schooling; a portion are pre-literate in Chinese and English. 99%+ of our students live in poverty and are identified to receive free or reduced meals. + Developing/identifying assessments that accurately show student growth over the school year at CEC. Key strategies: + Focus on Foundational English Language Skills using a systematic approach to ELD and reading (through two programs: Systematic ELD and SIPPS) + Adaptive differentiated English Language Development system that adjusts to students’ levels.
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 Budgeting and Central Services 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. 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 2016-2017 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).

As you review the 2017-18 Balanced Score Card template, you will find two key changes. The changes are designed to integrate the key components of Transform Learning, Transform Lives, the Local Control Accountability Plan (LCAP) and 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 24, 2017.

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 2017 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

- All 2017-2018 Title I funds should be 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
SECTION II: School Data Profile

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/dep/roa/aao/DataDisk/default.aspx) to your data. Inside your school folder look for the folder titled “16-17 Results”. Then look for these three folders:

1. “###_Mid-year_Summary_2016-17”
2. “###_EnglishLearnerReport2016-17”
3. “###_Core_SQLI_Reports_for_15-16”

<table>
<thead>
<tr>
<th>Mid-Year Summary</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(School-wide and sub-group performance in comparison to the district)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
</tbody>
</table>

Contents

- **School Data Puzzle** provides current performance, 1-year change and growth on academic and SEL/CC measures all in one report
- **Acceleration for ELA/Math** provides results for matched student data from 15-16 SBAC to Window 1 Interim Measures (grades 4-8 only)
- **Performance Summary** provides results from Window 1 16-17 compared to Window 1 15-16 school-wide and all subgroups (grades K-8 only)
- **Mid-year Chronic Absenteeism Rates**
- **Mid-year Suspension Rates**
- **Illuminate Spring 2017 Assessment Reports** provides direct links to the most current data for drilling deeper
- **BSC Revision** provides a word document prepopulated with assessment results for you reflect and record your actions (for planning purposes only, use is optional)
- **Fall Grades Distribution (grades 6-12)** provides overall and sub-group grades – % A’s and % D&F’s for English Language Arts, Math, Science, Social Science and GPA Average
- **NSC College Data (high school only)** provides college attendance trends for high school graduates

<table>
<thead>
<tr>
<th>English Learner Report 2016-17</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(AMAO Trends and performance school-wide and pathway)</td>
<td>Instructional Core: ELD</td>
</tr>
</tbody>
</table>

Contents

- Summary report for EL students by pathway with SBAC, Annual Growth on CELDT (AMAO 1) and Attaining English Proficiency (AMAO 2) for 2-years, and attendance.

<table>
<thead>
<tr>
<th>CORE SQLI Reports for 15-16</th>
<th>Strategies in Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SQLI Performance, definitions and thresholds)</td>
<td>Instructional Core: ELA, ELD and Math</td>
</tr>
<tr>
<td></td>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td></td>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

Contents

- Overall and sub-group SQLI domain and metric data, and change in index level from previous year.
- Metric definitions,
- CORE thresholds for each metric
- Powerpoint related to the new “growth” measure

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 to link to student level data
- Data shared at the Admin Institute may still be applicable. That data is also on your data disk.
- In addition your data disk contains other assessment reports such as F&P.
- 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 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 most 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. 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.</td>
<td>All teachers will utilize the SIPPS program for Reading; SIPPS routines throughout the day; Systematic ELD program for Designated ELD.</td>
</tr>
</tbody>
</table>

Data from CELDT, SBAC, F&P, ADEPT, and BPST all indicate that CEC Newcomer students need ELA support focused on FOUNDATIONAL STANDARDS in English Speaking, Reading, and Writing.

**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>Based on the analysis of our F&amp;P data results, we expect 5% of CEC students (those who fall in the Tier Two level and who have been here for at least one school year) to show at least growth of one grade level on F&amp;P (K-5) reading assessments. For most of our students, F&amp;P Level C is the target for K-2, + F&amp;P Level E 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Applicable data for CEC is 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. The data that we have available from previous school years cannot be matched to this year’s students’ data because the majority of our present students are different from the previous year’s group of students. 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. 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 our F&P data, students showed a 2.9% growth between W1 and W1. While this analysis of data is flawed given that the comparison remains between two different groups of students, this is all that is available at this time. Although this growth may seem incremental, it reflects the need for CEC to focus on addressing the foundational levels of English development. Specific ELA interventions include: grouping students by ELD / ELA levels; regrouping of students into differentiated small groups; reinforcing learning by pre-view in L1 + teach in L2 + re-view in L1; positive reinforcements and affirmations; and when students use L1, the teacher responds in sheltered L2.

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. Systematic ELD program will be used for our Designated ELD supporting ELA SIPPS routines will be integrated across subject areas throughout the day. 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. In addition, our Instructional Leadership Team, entire School Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers.

**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 SIQI?

<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. Systematic ELD program will be used for our Designated ELD supporting ELA SIPPS routines will be integrated across subject areas throughout the day. 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. In addition, our Instructional Leadership Team, entire School Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers.</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 ensure all students reach mastery?</th>
</tr>
</thead>
</table>
In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.

**Applicable data for CEC is 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. The data that we have available from previous school years cannot be matched to this year’s students’ data because the majority of our present students are DIFFERENT from the previous year’s group of students. Current District Math Benchmarks show our students dropped 18.6% between W1 and W1. While this analysis of data is flawed given that the comparison remains between two DIFFERENT groups of students, this is all that is available at this time. Our qualitative data shows teachers indicate the current Math curriculum is problematic in addressing the mixture of English language and Math needs of our newcomer students. In the meantime, for Math, we continue to search for an assessment to accurately measure newcomer student progress. Based on our observations, all CEC students need support on foundational levels of English development especially as applied to CCSS math.**

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, 2017.

Teachers will implement the SFUSD Math Core Curriculum units and CCSS. They will increase opportunities and support for student discourse and higher level thinking/questioning skills, thereby increasing student explanations and revision of math problems to their peers and in their math journals. Teachers will provide rich mathematics tasks for all students, including academic math language. Peers, resource teacher, paraprofessional, and classroom teachers will use the Math Teaching Toolkit to implement key strategies, such as Math talks, Three Read Strategies, Group-work Feedback, and in addition, math notebooks, questioning strategies, and re-engagement strategies. All students will be engaged in meaningful and rigorous mathematics that allow for the development of the Standards of Mathematical Practice. In addition, teachers will search for supplemental Math programs and materials that better suit the needs of our newcomer students. SIPPS routines will be integrated into Math to support students’ English development with Math terms. In addition, our Instructional Leadership Team, entire School Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers.

**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

| 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 meantime, for MATH, we will use the IAB. Current District Math Benchmarks show our students dropped 18.6% between W1 and W1. While this analysis of data is flawed given that the comparison remains between two DIFFERENT groups of students, this is all that is available at this time. |
| 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, 2017. |
| Teachers will implement the SFUSD Math Core Curriculum units and CCSS. They will increase opportunities and support for student discourse and higher level thinking/questioning skills, thereby increasing student explanations and revision of math problems to their peers and in their math journals. Teachers will provide rich mathematics tasks for all students, including academic math language. Peers, resource teacher, paraprofessional, and classroom teachers will use the Math Teaching Toolkit to implement key strategies, such as Math talks, Three Read Strategies, Group-work Feedback, and in addition, math notebooks, questioning strategies, and re-engagement strategies. All students will be engaged in meaningful and rigorous mathematics that allow for the development of the Standards of Mathematical Practice. SIPPS routines will be integrated into Math to support students’ English development with Math terms. In addition, our Instructional Leadership Team, entire School Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers. |

---

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

| 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 meantime, for MATH, we will use the IAB. Current District Math Benchmarks show our students dropped 18.6% between W1 and W1. While this analysis of data is flawed given that the comparison remains between two DIFFERENT groups of students, this is all that is available at this time. |
| 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, 2017. |
| Teachers will implement the SFUSD Math Core Curriculum units and CCSS. They will increase opportunities and support for student discourse and higher level thinking/questioning skills, thereby increasing student explanations and revision of math problems to their peers and in their math journals. Teachers will provide rich mathematics tasks for all students, including academic math language. Peers, resource teacher, paraprofessional, and classroom teachers will use the Math Teaching Toolkit to implement key strategies, such as Math talks, Three Read Strategies, Group-work Feedback, and in addition, math notebooks, questioning strategies, and re-engagement strategies. All students will be engaged in meaningful and rigorous mathematics that allow for the development of the Standards of Mathematical Practice. SIPPS routines will be integrated into Math to support students’ English development with Math terms. In addition, our Instructional Leadership Team, entire School Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers. |
**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?

<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. Current District Math Benchmarks show our students dropped 18.6% between W1 and W1. While this analysis of data is flawed given that the comparison remains between two DIFFERENT groups of students, this is all that is available at this time.</td>
<td>For CEC students requiring Tier Two support, we anticipate a 5% increase in performance on SBAC for students who enrolled at CEC before September 1, 2017.</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. SIPPS routines will be integrated into Math to support students’ English development with Math terms. In addition, our Instructional Leadership Team, entire Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers.</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 (REPE)**?

<table>
<thead>
<tr>
<th>Analysis of results (including CELDT, F&amp;P or SRI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTE, recently reclassified)</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 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. The data that we have available from previous school years cannot be matched to this year’s student data because the majority of our present students are DIFFERENT from the previous year’s group of students. In the meanwhile, for ELD, we use the F&amp;P, ADEPT, and BPST. Based on our F&amp;P data, students showed a 2.9% growth between W1 and W1. While this analysis of data is flawed given that the comparison remains between two DIFFERENT groups of students, this is all that is available at this time. Although this growth may seem incremental, it reflects the need for CEC to focus on addressing the foundational levels of English development. Based on this data, CEC students are making gains on a foundational level in English. As this is our first year in gathering data, further data analysis needs to be made on the limited data we have gathered.</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>Systematic ELD program will be used for our Designated ELD supporting LA SIPPS routines will be integrated across subject areas throughout the day. A bilingual Resource Teacher who has a background in Reading Recovery will help train classroom teachers on the integration of SIPPS routines throughout the school day across subject areas. In addition, our Instructional Leadership Team, entire Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Analysis of Results - 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? What resources or support will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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

<table>
<thead>
<tr>
<th>Narrative describing college going culture (using indicators suggested above)</th>
<th>What are your targets/goals?</th>
<th>What shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WASC Ch.2</strong></td>
<td><strong>WASC Ch.5</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Elementary Schools**

What is your plan for promoting college and career readiness?

CEC students will participate in K2College Program. This allows our families to begin saving for college because this could make a critical difference for San Francisco students. One main finding showed: — Savings—even small amounts—can improve the odds that San Francisco students will make it to college. New research shows that children with savings accounts will be up to seven times more likely to attend college than those without an account. This is true regardless of the family’s income, race, or educational attainment. Emerging research also shows that savings has other positive effects on children and their parents. Specifically, savings is linked to increases in math scores among youth; a greater sense of financial inclusion; greater financial literacy and fiscal prudence; protection against economic shocks; better health and education outcomes; and, the development of a “future orientation.” (http://sfgov.org/ofe/sites/default/files/K2C-Case-Study-Final.pdf) 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 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 are enabled. 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?**

CEC’s site-based and district professional development/learning will be structured in a combination of pre-service days, afterschool/non-service PROP A hours, and substitute release days. As part of this professional development, we will embed peer observation time for teachers to maintain an “instructional round” approach for improving practice. Our Professional Development Calendar will be developed and finalized with the guidance of our Instructional Leadership Team. The essential schedule will be focused on Systematic ELD and the California Reading and Literature Project SIPPS program implementations and will include: + Three preservice days in August 2017 + Regular Afterschool PLC and planning time - typically, Tuesdays and Thursdays + Substitute Days In addition, our Instructional Leadership Team, entire School Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers.

**School-Wide Action Step(s)**

Continue the school-wide implementation of Systematic ELD and SIPPS. Funds will be used to have a Resource Teacher Leader use substitute release days to coordinate peer observations and PD around ELD and SIPPS. PROP A funds will be used to support afterschool and out of school time PDs. In addition, our Instructional Leadership Team, entire School Staff, with the support of our School Site Council and English Language Advisory Committee, request the District “Specialist Schedules” of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers.

Incorporating SIPPS routines throughout the school day across all academic subjects.
Funds will be used to have a Resource Teacher Leader use substitute release days to coordinate peer observations and PD around ELD and SLPs. PROP A funds will be used to support after school and out of school time PDs. In addition, our Instructional Leadership Team, entire School Staff, with the support of our School Site Council and English Language Advisory Committee, request the District "Specialist Schedules" of PE, Library, Art, and Music-Singing, be clustered on Tuesdays and Thursdays so that we can prioritize Classroom Time for Instruction while building-in collaboration time for teachers.

---

**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 (RTI) 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><strong>Students with Disabilities/ Promotion of Inclusive Practices</strong></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 two students who were identified this year with IEPs and consequently transferred to other schools with services; we have one student with a 504 in place and one student who may potentially need a 504; 19 students on our SAP/SST list.</td>
<td>To identify any and all students who are in need of extra help and support academically, socially, emotionally, physically, etc.</td>
</tr>
<tr>
<td><strong>Student Engagement/ Attendance</strong></td>
<td>During the 2016-2017 School Year, our school’s chronic absenteeism rate as of Fall 2016 was 2.5%.</td>
<td>Continue to aim for 0% chronic absenteeism rate for the school.</td>
</tr>
<tr>
<td><strong>School Climate</strong></td>
<td>In the absence of current SEL survey data that will come out later in the year, during the 2016-2017 School Year, our number of student suspensions is 0.</td>
<td>Maintain suspension rate at 0.</td>
</tr>
</tbody>
</table>

---

**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.

<table>
<thead>
<tr>
<th>Parent-School-Community Engagement</th>
<th>Targets</th>
<th>Strategies &amp; Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrative describing Parent-School-Community culture</strong></td>
<td>STUDENTS, FAMILIES, CEC School Staff; STUDENTS, FAMILIES, CEC School Staff; CEC ExCEL Afterschool Program; Chinatown YMCA Staff.</td>
<td>Enhanced open 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>
<tr>
<td>Who you are reaching/missing (And how you know…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact of the strategy on instructional, culture/climate, and social emotional goals (And how you know…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Our WEEKLY SCHOOL BULLETIN newsletters and our MONTHLY FAMILY INFORMATION MEETINGS complement the SBRC 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 seek funding for expanding our afterschool program and extending it into the summer months.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 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 = $28,255**

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

Funds in this category will be used on the following: + Partial funding for a RESOURCE TEACHER: Our school has decided to focus on the implementation of Systematic ELD and SIPPS. Our teachers need measured guidance and refinement in their ELD instruction. Funding for a bilingual Resource Teacher has been allocated in supporting the teachers with this implementation. + Partial funding for a FAMILY LAIISON: 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.

#### 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**

*(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 = $60,000**

**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?**

Funds in this category will be used on the following: + BILINGUAL COMPUTER PARAPROFESSIONAL: funding for a Computer Paraprofessional to support the integration of technology into our instructional program using bilingual supports. + EXTENDED DAYS: funding will be used to fund staff to attend the TESOL and Engineering is Elementary Program. + INSTRUCTIONAL MATERIALS and/or SUPPLIES: a portion of the funds will be spent on the purchases of supplemental 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?**

Funds in this category will be used on the following: + TESOL and Engineering is Elementary Program: funding will be used to fund staff to attend the TESOL and Engineering is Elementary Program. + INSTRUCTIONAL MATERIALS and/or SUPPLIES: a portion of the funds will be spent on the purchases of supplemental classroom instructional materials specifically to support newcomer English Language Learners.
Funds in this category will be used on the following: **+ TRAVEL and/or CONFERENCES**: As the district’s only Chinese Newcomer school, our staff need unique and specialized Professional Development, like the annual Teaching English to Speakers of Other Languages (TESOL) conference and the Engineering is Elementary professional development. Funds have been allocated to continue to develop our staff in such necessary areas. **+ EQUIPMENT**: funds will be used to update our computer technology equipment that includes laptops, tablets, iPads, software, monitors, cameras, and other equipment or software. **+ INSTRUCTIONAL MATERIALS and/or SUPPLIES**: a portion of the funds will be spent on the purchases of supplemental 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

- **Title I =** $22,833 (31500)

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

Funds in this category will be used on the following: 1. Partial funding for a FAMILY LIASON: 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. 2. EXTENDED DAYS: funding will be used to fund staff to attend the TESOL and Engineering is Elementary Program. 3. 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. 4. POSTAGE: funding will be used to fund postage to maintain communications with families throughout the school year. 5. INSTRUCTIONAL MATERIALS and/or SUPPLIES: a portion of the funds will be spent on the purchases of supplemental classroom instructional materials specifically to support newcomer English Language Learners.

**Select the Bruyák 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 =** $228

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.*

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:**

**Select the Bruyák 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 Bruyák 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 Bruyák 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 Bruyák 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)
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*

<table>
<thead>
<tr>
<th>Counselor:</th>
<th>Social Worker:</th>
<th>Nurse:</th>
<th>Family Liaison:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0.5</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>Wellness Coordinator:</td>
<td>CHOW:</td>
<td>Elementary Advisor:</td>
<td>T10:</td>
</tr>
<tr>
<td>IRF:</td>
<td>Literacy Coach:</td>
<td>Academic RtI Facilitator:</td>
<td>Hard To Staff:</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
<td>Other:</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.
**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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.</td>
</tr>
<tr>
<td>✔</td>
<td>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.</td>
</tr>
<tr>
<td>✔</td>
<td>The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:</td>
</tr>
<tr>
<td>✔</td>
<td>English Learner Advisory Committee (ELAC)</td>
</tr>
<tr>
<td></td>
<td>Community Advisory Committee for Special Education Programs</td>
</tr>
<tr>
<td></td>
<td>Other (list)</td>
</tr>
<tr>
<td>✔</td>
<td>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.</td>
</tr>
<tr>
<td>✔</td>
<td>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.</td>
</tr>
<tr>
<td>✔</td>
<td>The school held two (2) community meetings prior to the completion of the school site plan.</td>
</tr>
<tr>
<td></td>
<td>1. One meeting to gather input from the school community including all advisory committees.</td>
</tr>
<tr>
<td></td>
<td>2. One meeting to present plan upon its completion before March 24, 2017.</td>
</tr>
<tr>
<td>✔</td>
<td>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: 9/25/2017</td>
</tr>
<tr>
<td>✔</td>
<td>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.</td>
</tr>
<tr>
<td>✔</td>
<td>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.</td>
</tr>
<tr>
<td>✔</td>
<td>Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.</td>
</tr>
<tr>
<td>✔</td>
<td>This school plan was adopted by the SSC on: 9/25/2017</td>
</tr>
<tr>
<td>Name</td>
<td>Role</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Zhang, Jianlan</td>
<td>Chairperson 主席</td>
</tr>
<tr>
<td>Zhao, Yufeng (Emily)</td>
<td>Vice Chair 副主席</td>
</tr>
<tr>
<td>Xing, Caizhen</td>
<td>Member 委員</td>
</tr>
<tr>
<td>Kuang, Lichan 鄭麗瑩 (PARENT - Peijian 陳培堅)</td>
<td>Member 委員</td>
</tr>
<tr>
<td>Kuang, Xianshu 鄭賢淑 (PARENT - Laiwang Joey 謝惠宏)</td>
<td>Member 委員</td>
</tr>
<tr>
<td>Ruan, Suqiu 阮素秋 (PARENT - Yuxin 高雨欣)</td>
<td>Alternate Member 候補委員</td>
</tr>
<tr>
<td>Fanny Li 李老師 (TEACHER)</td>
<td>Teacher 老師</td>
</tr>
<tr>
<td>Terence Li 李老師 (TEACHER)</td>
<td>Teacher 老師</td>
</tr>
<tr>
<td>Pauline Ly 李老師 (TEACHER)</td>
<td>Teacher 老師</td>
</tr>
<tr>
<td>Yunsì (Cécilia) Li 李小姐 (STAFF)</td>
<td>Family Liaison 家庭聯絡員 / Secretary 秘書</td>
</tr>
<tr>
<td>Victor Tam 謝校長 (PRINCIPAL)</td>
<td>Principal 校長</td>
</tr>
</tbody>
</table>