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

School	**Chinese Education Center Elementary School**
Principal	Victor C Tam

SCHOOL VISION & CONTEXT

Our Vision: The Edwin and Anita Lee Newcomer School (LNS) cultivates academically-prepared newly immigrated students by developing foundational skills for the mainstream classroom. LNS empowers newcomer advocacy in students, families, and staff through building relationships, social-emotional learning, and cultural learning. Our Context: Who we are: ~We are a school for Chinese speaking newly-arrived immigrant students. ~95% of all our students have been in the United States for less than one calendar year. Most of our families face transitional crises and challenges that are often not recognized by our school/government systems. ~All our teachers and staff are bilingual / bicultural to best support the needs of the students and families. ~Students and families stay in our program for ONE YEAR OR LESS... depending on the choice of the families. ~We have NO PTA/PTO to support our programs. Our families are in transition as newcomer immigrants. Many live in poverty and do not have the means to maintain an active PTA/PTO membership. Areas of strengths: Two strengths that directly impact student academic success, student social/emotional development, and/or school culture/climate: #1: Our TEAM. Our teachers and staff are committed to the vision of LNS in doing whatever we can, however we can, to ease the transition of our newcomer students and families. This is a team that chooses to work at LNS because they CARE about newcomers in a way that is above and beyond. They work hard individually and collaboratively to move our school "from good to GREAT." #2: Our TEAM's commitment to teaching and learning. Our entire team of teachers decided to pursue National Board Certification this year. They are pursuing this as a TEAM. This commitment, alone, is indicative of their dedication to improving and refining their ability to teach and to learn. This is a team that CARES! Areas of challenge: ~ Ongoing enrollment. Our program starts small and enrollment increases throughout the year as students enter our district. This is THE BIGGEST challenge and is the origin for other systemic problems that follow. ~ Need district support systems to recognize the challenges of newcomer students and families. Data for student achievement often clusters our "Chinese-speaking newcomer student data" within "Asian student data". This is misleading and detracts from the many needs of our students. (For example, in March 2018, we were informed the district was considering removing either our 0.5 FTE School Social Worker OR our 0.5 FTE Family Liaison.) ~ Funding for our after-school program. Our families desperately want and need after-school program support but our ASP gets full within months of school opening. Key strategies: ~ Systematic English Language Development ~ SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words): We know that "literacy builds a foundation for success in school and life." SIPPS is a program that helps new and struggling readers "build the skills and confidence they need to gain reading fluency and comprehension." This is done as a systematic approach to decoding that supports students in developing reading fluency and comprehension at a foundational level.

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

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

SECTION I: Overview and Key Components

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

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

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

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

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

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

These requirements include:

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

SECTION II: School Data Profile

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

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

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

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

SECTION III: School-Wide Analysis and Plan

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

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

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

Strategies in Action: Classrooms

School Plan
Instructional Core / Engaging and Challenging Curriculum

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

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

LANGUAGE ARTS CORE CURRICULUM IN ENGLISH AND OTHER TARGETED LANGUAGES

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

Identify Focal Group(s):
Newcomer immigrant Chinese speaking English Language Learners

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

Analysis of Results Language Arts-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all student reach mastery?	What instructional shifts will be required to achieve these goals? WASC Ch.5
District data points of CELDT; SBAC ELA; and F&P illustrate on the macro level that our newcomer students are not performing anywhere close to grade level. This is absolutely understandable. Newcomer ELLs NEED extra support - not just in their first year, but their first 5-7 years to bridge the gap with their peers. It is imperative to ensure that these students do not become at-risk as long-term ELLs. Other internal indicators - BPST and ADEPT, and the district F&P, show that our program supports these students in their growth and development in English Language Development. Our LNS Newcomer Pathway Program allows students a year to develop their Foundational English Language Skills and to transition more smoothly to life in the United States.	Because each school year LNS starts with a whole new group of newcomer students, we are targeting similar performance goals. Using the F&P as the benchmark measure, during Window 1, base level is projected to be 0% meeting or exceeding standard. Window 2 is projected to be 3-5% meeting or exceeding standard. Window 3 is projected to be 5-10% meeting or exceeding standard.	~ Continue designated ELD instruction using SYSTEMATIC ELD program ~ Continue SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) instruction to help students master Foundational English Reading Skills development. ~ Continue district and internal LNS Assessments. ~ Continue collaborative planning for teachers ~ Continue family and differentiated groupings for ELD and ELA instruction.	The instructional shift is to maintain our course, following the instructional practices put into place SY 17-18, and continue to track the assessment data to adjust as necessary.

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

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

| There is little data to reference for this area. One group of students who need extra support are students who enter late into our program because of when their families immigrate to the United States. With LNS's ongoing enrollment, students enter throughout the school year. | Depending on when during the school year a student enters our program, the "late newcomer" students' performance goal target should be similar to students at the start of the school year based on the F&P for Window 1, having base level projected to be 0% meeting or exceeding standard. IF they have enough time in our program, their relative "Window 2" is projected to be 3-5% meeting or exceeding standard. | Resource Teacher, family liaison, School Social Worker, tutors, and ExCEL staff will collaborate with classroom teachers to support students and provide interventions, inclusive practices, small flexible and strategic groupings, and support for focal students and all students who need additional support. |

MATHEMATICS CORE CURRICULUM

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

Identify Focal Group(s):
Newcomer immigrant Chinese speaking English Language Learners

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

Analysis of Results Mathematics-All Students In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices are required to ensure all students reach mastery?	What instructional shifts and supports will be required specifically for your focal students to achieve these goals? WASC Ch.5
The area of Math is especially challenging for our newcomer students because they are raised and educated in a system that teaches Math instruction in a drastically different way. Each student entering LNS as a newcomer is also entering a whole new world of Math, approaching it in a way that is worlds apart from how they learned to approach it before. Given this difference, it is important for our team to assess what Math the student already knows, which Math approaches the student is most familiar with, and where the teacher needs to meet the student to address the opportunity for the most effective Math growth possible.	With only 15.4% of our students meeting or exceeding standards on SBAC Math, our target is to have 17.4% or more of our students meeting or exceeding standards on SBAC Math.	In collaboration with our last TSA Math specialist, Kathy Bradley, working in conjunction with our school Math Lead Teachers, and with greater focus on CCSS Math approach to problem solving, and in keeping balance with the needs of our newcomer EALNS students, our team will promote growth mindset mentality to support students toward way of recognizing that they need to struggle to learn; to help students move from dependent to independent learners. Teachers will learn how to support students' understanding that struggling is a natural part of learning. Teachers will learn how to support struggling students without leading them through a process.	More Professional Development provided by our Math Lead Teacher and the District Math Content Specialist. Development of a PRE- and POST- Math Assessment measuring student Math knowledge and skills.

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

Analysis of Results for Mathematics-Intervention	Based on the analysis of the results, what are your targets/performance goals?	What interventions are required to ensure all students reach mastery?
There is little data to reference for this area. One group of students who need extra support are students who enter late into our program because of when their families immigrate to the United States. With LNS' ongoing enrollment, students enter throughout the school year.	Given that 15.4% of our students met or exceeded standards on SBAC Math, perhaps for students who enter after the first semester, the measure might be half this level of meeting or exceeding standard on SBAC Math.	Resource Teacher, family liaison, School Social Worker, tutors, and ExCEL staff will collaborate with classroom teachers to support students and provide interventions, inclusive practices, small flexible and strategic groupings, and support for focal students and all students who need additional support.

SCIENCE CORE CURRICULUM

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

Analysis of Results Science-All Students In a narrative, describe how students are currently being provided access to science instruction. For elementary and middle school, how often are students receiving science hands-on instruction? For high school, how many students are successfully completing their science graduation requirements by the end of their sophomore year? Which students are continuing on to take 3 or 4 years of science? Consider data points that are	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? How much time will you provide at your school site for teachers to work collaboratively on the implementation of the science curriculum? WASC Ch.5

internally developed and/or qualitative. How will you ensure that all students have access to the science learning described by the SFUSD Science Core Curriculum? WASC Ch.5		
Integration of Science instruction is an area of growth for our school. We need to incorporate more STEAM instruction for our students that include integrated Science, Technology, Engineering, Arts, and Math.	To have our staff focus on establishing a system of peer and collaborative lessons on Science and STEAM lessons to be taught throughout the school year.	Instruction, scaffolding, and buy-in by the staff to focus on this area. This will be done at least an hour each month.

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

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

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

Analysis of results (including ELPAC (formerly CELDT), F&P/RI and SBAC) for all ELs (By Typology: Newcomer, Developing, LTELs, recently reclassified) In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative. How will you ensure that all English Learners (ELs) have access to, can engage with, and achieve in grade-level academic content within Designated and Integrated English Language Development (ELD)? WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional practices, strategies & scaffolds will be provided for your ELs to attain mastery? WASC Ch.5
As a newcomer program where all our students are brand new to the country, our students' ELPAC / CELDT / F&P levels are understandably low. ELD is CORE to our program. We provide 60 minutes of Designated ELD each and every day for each and every student. Integrated ELD is also central to our CORE program.	Teachers will continue to provide 60 minutes of leveled Designated ELD each and every day for each and every student. Teachers will continue integrating ELD throughout our instructional program.	Continue collaborative planning and collaborative implementation of Designated and Integrated ELD.

HEALTH EDUCATION CORE CURRICULUM

Analysis of results: Can include Social Emotional Learning/Culture Climate survey results, BMI/Fitnessgram, Coordinated Program Monitoring Tool (CPM), Youth Risk Behavior Survey (YRBS) trends, qualitative data In a narrative, describe what your analysis of the data says about your school.	Based on analysis, describe site's goals for a balanced, comprehensive health education program. What systems are in place to ensure that **all** students systematically receive the required Health Education lessons each year?	What shifts will be required to achieve these school-wide goals? What resources or support will be required to achieve these goals?
As newly-arrived immigrant students who are coming from a very different culture and system of education, heath, especially in terms of Social Emotional Learning, looks drastically different in the US from China. Educating our students and families on positive Social Emotional health is critical to the overall health of the students and families. We want our students to understand and live the best practices in Social Emotional Health - especially amidst their transition to this country - because their transition can be quite traumatic on so many levels.	Our goal is to incorporate a positive Social Emotional Learning culture using elements from Caring School Communities, the Harper for Kids Pyramid of Success, and other program.	Professional Development for the staff on Social Emotional Learning, Caring School Communities, and the Harper for Kids Pyramid of Success.

VISUAL AND PERFORMING ARTS

Narrative describing site's vision for a balanced, comprehensive arts program. Refer to The Graduate Profile Creativity, Sense of Purpose and Self and Leadership, Empathy, Collaboration and the BSC Examples and Exemplars.	What are your targets/ goals? (Elementary, Middle, High) Refer to the VAPA section in the Central Services Supports Guide	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
	To continue Visual Arts / Performing Arts in Music, Dance, Theatre, and Visual Arts for our students at least one day a week.	To continue our VAPA Arts program for our students.

"Education in the arts is an integral part of the development of each human being. Those who have studied learning processes throughout the ages, beginning with Plato, have emphasized the importance of the arts in the education process. Arts education refers to education in the disciplines of music, dance, theatre, and visual arts. Study in the arts is integral to our society. They are a part of the cultural heritage of every American. The arts are what make us most human, most complete as people. The arts cannot be learned through occasional or random exposure any more than math or science can. Education and engagement in the fine arts are an essential part of the school curriculum and an important component in the educational program of every student" at LNS. [http://www.katyisd.org/dept/finearts/Pages/The-Importance-of-Fine-Arts-Education-.aspx] This quote captures the essence of what LNS believes is a positive, balanced, and comprehensive Arts Education Program. This is our ideal.

PHYSICAL EDUCATION

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

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

Narrative describing site's vision for a balanced, comprehensive Physical Education program. Refer to California Physical Fitness tests (FITNESSGRAM), Students PE ePortfolio, CA Program Monitoring. Review current PE Master Schedules to ensure all students have access and required minutes are provided.	What are your targets/ goals? (Elementary, Middle, High) Refer to the Physical Education section in the Central Services Supports Guide. How might students use the new PE ePortfolio to monitor, track and assess their cardiovascular fitness, social emotional well being and over health?	What shifts will be required to achieve these goals? What resources or support will be required to achieve these goals?
We want our students to be active each and every day. We want this goal to be internalized for each and every student. We want our students to measure success based on wherever they begin to wherever they mark as a personal target. We want our students to be healthy physically, mentally, emotionally, and spiritually, recognizing that the more healthy we are physically, the greater the chance we will be healthy in other aspects of being, as well.	As our students are new to this country and new to the culture of the US, we want all our students to, at the very basic, be comfortable and used to 100 minutes of PE every two weeks, so that they can begin to build a foundation in positive physical health.	Continue our PE program.

OTHER SUBJECT AREAS (Secondary Schools, optional for Elementary)

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

Analysis of Results - All Students For these departments, data is not collected centrally. Consider data points that are internally developed and/or qualitative. WASC Ch.2	Based on the analysis of the results, what are your targets/performance goals?	What instructional shifts will be required to achieve these goals? What resources or support will be required to achieve these goals? WASC Ch.5

COLLEGE AND CAREER READINESS

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

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

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

Narrative describing college going culture (using indicators suggested above) WASC Ch.2	What are your targets/ goals?	What shifts will be required to achieve these goals? WASC Ch.5

LNS' plan for promoting college and career readiness is to continue to promote our K2C program. The KtoCollege savings program will help encourage and support our students' and families' goals towards college and career success, whatever that looks like, knowing that "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." [https://sfgov.org/ofe/sites/default/files/K2C-Case-Study-Final.pdf]	Continued participation by our new LNS families in the K2C program. Relative to our student enrollment, 60-90% participation.	Continue our K2C Ambassadors program to outreach to our students and families.

Elementary Schools

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

LNS' plan for promoting college and career readiness is to continue to promote our K2C program. The KtoCollege savings program will help encourage and support our students' and families' goals towards college and career success, whatever that looks like, knowing that "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." [https://sfgov.org/ofe/sites/default/files/K2C-Case-Study-Final.pdf]

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 site-based and district professional development will be entirely centered around the NBCT process. Our school has committed to having all our teachers go through the National Board Certification process for growth and professional development. We are being supported by the district NBCT office with Sara Saldana. We look forward to continuing this collaboration.

School-Wide Action Step(s)	How will you resource this? (Site Budget, Specific Categorical Fund, People, etc.)(Prop A, MTSS Resource Staff Facilitation, Site Funded Sub release, Title I)
ALL LNS teachers will go through components 2-3-4 of the NBCT Process.	Funds have been encumbered for the NBCT process. Release time has been set-up internally. Facilitation will be done by members of our staff in collaboration with Sara Saldana and the district NBCT Office.

STUDENT-CENTERED LEARNING CLIMATE

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

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

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

Reflecting on and improving a Student-Centered Learning Climate

	Analysis of Data	Targets	Strategies & Interventions
Students with Disabilities/ Promotion of Inclusive Practices Assurance of Safety through provision of needed physical and mental health services (implementation of care plans, administration of medication, etc.)	Each year, we start off with a completely new group of students and families who, culturally, may not be familiar with / exposed to / comfortable with this area of practice.	Our target is to expose our students to more inclusive practices and sensitivity training.	Inclusive Practices Lessons Caring School Community Program for inclusive practices.
Identify supports for vulnerable student populations (FYIT, Foster Youth, undocumented youth, LGBTQ)	Each year, we start off with a completely new group of students and families who, culturally, may not be familiar with / exposed to / comfortable with this area of practice.	Our target is to expose our students to more inclusive practices and sensitivity training.	Caring School Community Program for inclusive practices.
Student Engagement/ Attendance	Attendance is not an area of need for our school.	Maintain our present attendance levels.	Continue present practices of encouraging students to attend school on time each and every day.
School Culture/Climate	Each year, we start off with a completely new group of students and families who, culturally, may not be familiar with a positive school climate. During the year, we will build such a positive Caring School Community with our students and families.	Community Circle Meetings at least three times a week in each class.	Professional Development on Caring School Community program for all our teachers provided by our School Social Worker.
Social Culture/Climate	Each year, we start off with a completely new group of students and families who, culturally, may not be familiar with a positive school climate. During the year, we will build such a positive Caring School Community with our students and families.	Community Circle Meetings at least three times a week in each class.	Professional Development on Caring School Community program for all our teachers provided by our School Social Worker.
Wellness Policy	Each year, we start off with a completely new group of students and families who may not be familiar with the need for healthy practices that include good nutrition and physical activity.	At least three health lessons in each class. 100 minutes of PE every two weeks.	Health Advocate will support the Health Lessons. PE Lead Teacher will support the PE Lessons.

PARENT-SCHOOL-COMMUNITY TIES: A Community Schools Approach

Family Partnerships: *The child's first and most influential teacher is the family.*

Refer to your data: Culture & Climate surveys, site specific surveys, participation in school community meetings or advisory committee meetings, and participation in family-teacher conferences.

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

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

Our Family Liaison will build upon our Family Outreach Program by continuing to enhance and build upon the connections we hold with community partners and resources while simultaneously establishing new community partnerships and connections to resources to offer to families.

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

Measures will be based upon Culture & Climate Surveys and internal LNS surveys.

Community Partnerships

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

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

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

Chinatown Y Rotary Club of San Francisco Chinatown Wells Fargo Bank

What are your specific goals or objectives for these partnership?

To help students develop foundational English skills

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

Continue to have the Chinatown Y provide our ExCEL funded after-school program Continue having volunteers tutor and provide special projects introducing social sciences and history lessons to our students and families.

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

LNS in-house surveys.

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

N/A

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 = $19,734

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

Resource Teacher ($19,231) ~to support the instruction and learning of students / teachers / staff ~to support professional development for teachers and staff ~to facilitate, oversee, and support the core and supplemental programs for students. Supplies and Instructional Materials to supplement the instructional program for our newcomer English Language Learner students. ($503)

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

Supplemental Concentration Grant - Low Income (SCG-LI) 07090

Allocation = $0

How will your site use SCG-LI resources to increase and improve services for low income students? Why is that the best use?

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

LCFF Concentration Grant (SCG-C) 07092

Allocation = $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?

Bilingual Computer Paraprofessional ($56,858) ~to help integrate technology into the learning program for students ~to support the overall instructional program of the school for students. ~to support students / families / staff in any ways possible. Supplies and Instructional Materials to supplement the instructional program for our newcomer English Language Learner students. ($3142)

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

Family Liaison ($16849) ~to address the needs of our newcomer students' families ~to provide outreach and translation support to our families ~to connect families with community resources ~to address group and individual needs Resource Teacher ($5198) ~to support the instruction and learning of students / teachers / staff ~to support professional development for teachers and staff ~to facilitate, oversee, and support the core and supplemental programs for students. Supplies and Instructional Materials to supplement the instructional program for our newcomer English Language Learner students. ($356) Substitutes to support release time for teachers to plan/observe/attend conferences/professional development. ($1367)

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

CATEGORIAL EXPENSES

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

Title I = $20,418   (31500)

How do you plan to use these funds?

Family Liaison ($16849) ~to address the needs of our newcomer students' families ~to provide outreach and translation support to our families ~to connect families with community resources ~to address group and individual needs Supplies and Instructional Materials to supplement the instructional program for our newcomer English Language Learner students. ($1506) Postage for outreach to families and students. ($100) Travel and Conference to improve the instruction in the classroom for students ($1963)

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 <u>attach</u> the Parent Involvement Policy's full text when you upload your BSC to SharePoint**.

Light refreshments; incentives for meeting attendance. ($200)

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

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

Impact & Innovation Awards = $0

Referencing your plan, how do you plan to use these funds?

N/A

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?

N/A

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

Equity Grant = $0

Identify Sub-group & specific actions

N/A

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? (**Limit: 250 words**)

N/A

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

CENTRAL SUPPORTS & RESOURCES

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

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

Counselor:	Social Worker:	Nurse:	Family Liaison:
	0.5		0.5
Wellness Coordinator:	**CHOW**:	**Elementary Advisor**:	**T10**:
IRF:	**Literacy Coach**:	**Academic RtI Facilitator**:	**Hard To Staff**:
Other:	**Other**:	**Other**:	**Other**:

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

As an elementary school specifically focused on addressing the needs of Chinese speaking, newly-arrived immigrant students and families, the work we do is complex. All the students and families face multi-layered and tangled challenges related to their transition to the United States. Having MTSS supports like a SCHOOL SOCIAL WORKER and a FAMILY LIAISON is essential to the success of our program. The work we do to support the students naturally entails establishing and building supports for our students' families. This begins with getting to know our students and families on a very personal and honest way to understand the specific struggles each of our students and each or our families are facing. The specific strategies and actions that each MTSS resource will pursue over the 2018-19 school year will include: SCHOOL SOCIAL WORKER: 1. Facilitate the Student Assistance Program and Student Success Team program to address the students facing Tier I and Tier II challenges. 2. Initiate and coordinate the assessment process for students that are identified in need of supports beyond the classroom. This might include initiating and coordinating supports with district departments, CBO partners, and/or other community/government agencies. 3. Work to inform and educate newcomer families of the supports available for students facing such specific challenges. FAMILY LIAISON: 1. Initiate and establish a connection with each and every family within their first 2-3 weeks in our school community. Conduct an entry interview and orientation with each and every family, 2. Maintain contact with families, ensuring multiple methods for families to contact you that include (a) person-to-person contact, (b) phone contact; (c) online contact, to allow families easy access to share their challenges, concerns, feedback, questions, and comments with our school. 3. Help organize, facilitate, and conduct Family Information Meetings, Family Networking events, and our School Site Council/English Learner Advisory Committee, to support and engage our families, to inform and educate our families, and to offer leadership opportunities for our families.

SECTION V: Recommendations and Assurances

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

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

✔	The SSC is correctly constituted, and was formed in accordance with district governing board policy and state law.
✔	The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
✔	The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:
	✔ English Learner Advisory Committee (ELAC)
	☐ Community Advisory Committee for Special Education Programs
	☐ Other *(list)*
✔	The SSC reviewed the content requirements for school plans of programs included in this Balanced Scorecard/Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies, SFUSD's strategic plan, and in the Local Improvement Plan.
✔	This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

✔	The school held two (2) community meetings prior to the completion of the school site plan.
	  1. One meeting to gather input from the school community including all advisory committees.
	  2. One meeting to present plan upon its completion before **March 23, 2018**.

✔	The SSC reviewed the impact of the school's categorical programs and made alterations to these investments on the basis of student achievement data. This review was conducted on: **9/21/2018**
✔	For Title I School-Wide Program Schools ONLY: Based on our comprehensive review of school data and program goals, our SSC elects to have our site continue as School-Wide Program.
✔	Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials to use in class or to use at home in order to complete required homework assignments.
✔	Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
✔	This school plan was adopted by the SSC on: **9/21/2018**

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

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

School Site Council Learning Module - SSC Parity

SFUSD Website, School Site Council Page

Name	Role	Signature
Siu, Chuck C.	主席 Chairperson	
肖健麗 Xiao, Jianli	副主席 Vice-Chairperson	
黃子和 Huang, Zihe	委員 Member	
張丹丹 Zhang, Dan Dan	委員 Member	
王靜 Wang, Jing	委員 Member	
Tam, Victor 譚校長	校長 Principal	
Fanny Li 李老師	老師 Teacher	
Pauline Ly 李老師	老師 Teacher	
Terence Li 李老師	老師 Teacher	
Yunsi (Cecilia) Li 李小姐	家庭聯絡員 Family Liaison (Secretary)	