

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Allen Lee

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name John Yehall Chin Elementary School

(As it should appear in the official records)

School Mailing Address 350 Broadway Street

(If address is P.O. Box, also include street address.)

City San Francisco

State CA

Zip Code+4 (9 digits total) 94133-4503

County San Francisco County

Telephone (415) 291-7946

Fax (415) 291-7943

Web site/URL <https://www.sfusd.edu/school/john-yehall-chin-elementary-school>

E-mail leea@sfusd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Matt Wayne E-mail waynem@sfusd.edu

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Francisco Unified

Tel. (415) 241-6000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Kevine Boggess

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 72 Elementary schools (includes K-8)
13 Middle/Junior high schools
14 High schools
0 K-12 schools
- 99 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	41
1	42
2	43
3	44
4	46
5	49
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	265

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- | |
|--|
| <u>0</u> % American Indian or Alaska Native |
| <u>85</u> % Asian |
| <u>1</u> % Black or African American |
| <u>4</u> % Hispanic or Latino |
| <u>3</u> % Native Hawaiian or Other Pacific Islander |
| <u>5</u> % White |
| <u>2</u> % Two or more races |
| 100 % Total |

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	4
(4) Total number of students in the school as of October 1, 2021	265
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

Algerian, Arabic, Cambodian, Cantonese, Hindi, Khmer, Mandarin, Spanish, Tagalog, Taishanese, Ukrainian, Urdu, and Vietnamese

English Language Learners (ELL) in the school: 55 %

147 Total number ELL

7. Students eligible for free/reduced-priced meals: 77 %

Total number students who qualify: 203

8. Students receiving special education services with an IEP: 7 %
Total number of students served 18

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>9</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>0</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 2

10. Number of years the principal has been in the position at this school: 22

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	97%	99%	97%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☒ No

If yes, select the year in which your school received the award. 2013

16. In a couple of sentences, provide the school's mission or vision statement.

John Yehall Chin Elementary School endeavors to create a safe & rigorous learning environment where staff, students, and families collaborate with one another in the vigorous quest for academic achievement and success for all students. JYC students will learn to become resilient lifelong learners by thinking critically and working collaboratively.

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.sfusd.edu/services/know-your-rights/non-discrimination-policy>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

John Yehall Chin Elementary School (JYC) is a K-5 public school located on the northeastern corner of San Francisco, California, near Chinatown, North Beach, and the Financial Districts. Two hundred and sixty five students currently attend JYC. Our school building, opened in 1914, has been renovated a few times, most recently, during the 2016 - 2017 School Year.

In 1914, what is now known as JYC was originally named after Washington Irving, an American writer, historian, and a diplomat. During the mid-1960's, due to declining student enrollment in the Chinatown area, Washington Irving Elementary school morphed and became The School of Business and Commerce, essentially, an adult education school. Then, in 1995, due to a swell of student enrollment in the Chinatown area, The School of Business and Commerce ceased operation. This building went through an expansive renovation and again began operating as an elementary school. This time, the school was renamed after John Yehall Chin, one of the most respected local Asian American pioneers in education. John Yehall Chin once served as the Principal of St. Mary's Catholic Chinese Language School in Chinatown.

During the 2014 - 2015 School Year, alumni as well as former staff members of Washington Irving Elementary School, School of Business and Commerce, and JYC celebrated the centennial of our illustrious school building. The centennial celebration brought former and current students, staff, and families together, across generations. After several heartfelt testimonials, lively student performances, and a slideshow that transported the audience through time, centennial attendees were given time to wander throughout the venerable school building, reliving precious timeless memories.

JYC serves a richly diverse community. The majority of JYC students reside in the neighborhoods of Chinatown, Visitacion Valley, and the Tenderloin. Families at JYC currently represent at least thirteen (13) languages, including several different dialects of Chinese. The highest language concentration is Cantonese Chinese. Fifty-six percent (56%) of JYC students are considered English Language Learners (ELL). Seventy-seven percent (77%) of JYC students qualify for free or reduced breakfasts and lunches. About seven percent (7%) of JYC students are receiving Special Education services. JYC has not had to suspend any student over any and all types of behavioral infractions ever since we reopened our doors as an elementary school back in 1995.

Through the expert utilization of the Direct Instruction model, our Classroom Teachers as well as our Support Staff design and teach interconnected lessons that have been tailored to address our students' needs. Our Classroom Teachers and our Support Staff accept the simple and undeniable fact that we can do nothing to change any of the myriad of factors that our students are associated with as they walk through our doors. We hold high expectations of all of our students, in spite of the aforementioned factors and challenges.

For example, after having disaggregated our state assessment data from recent school years, JYC Staff has continued to modify and fortify our instructional practices and assessment modalities in order to bolster our students' performance in the specific area of literacy analysis. Students who were/are struggling in this content area have received/are receiving Extended Day Instruction/Support through our after-school enrichment program. This addition to our daily instructional practices has garnered us impressive gains in our students' performance on last year's state assessments.

Our Classroom Teachers as well as our Support Staff design and teach rigorous lessons that have been tailored to address our students' needs. We hold high expectations for all of our students, in spite of factors and challenges that are beyond our control. Having disaggregated our state/district/school/classroom assessment data, we consistently and effectively modify our instructional practices and assessment modalities to make certain that all of our students have full access to our core curriculum.

Since 56% of our students are ELL's, the JYC Staff needs to differentiate and build accessible scaffolds for our students. The use of academic language needs to be introduced, modeled/taught, differentiated, encouraged, practiced, evaluated/assessed, and repeated as needed. Instead of relying strictly on teacher talk, JYC Staff recognizes the necessity for our ELL's to practice the use of academic language through

authentic discussions and multi-faceted writing assignments.

At JYC, we provide our students with a balanced and well-rounded curriculum. From physical education to language arts, from science to music, we aim to facilitate our students' learning through the expansion of their zones of proximal development. A balanced and well-rounded curriculum is a must in our vigorous effort to empower our students so they can pursue multiple and complementary goals.

As a 2013 National Blue Ribbon School, we have leveraged our recognition as a North Star and a compass for what our school community should always strive for when it comes to academic excellence. In addition, we have also readily and collaboratively shared our instructional and operational best practices with other schools in the area.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

All grade levels utilize our District's Reading/English Language Arts Scope and Sequence & Spirals. In Kindergarten, students receive foundational skills instruction which includes phonological awareness, phonics, & decodable text. Kindergarten students learn about the alphabet and its role in reading. They also begin to experiment with writing and are encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings. In addition to informal as well as formal classroom assessments, kindergarteners are assessed with the Kindergarten Readiness Inventory & the Fountas & Pinnell Benchmark Assessment Systems.

In 1st grade, students receive foundational skills instruction which includes phonological awareness, phonics, decodable text, dictation, and differentiation. First grade students learn how to listen carefully to the sounds inside words: to play with those sounds, to rhyme. They also learn to match words with beginning sounds, blend sounds into words, and use a whole range of word analysis skills. In addition to informal as well as formal classroom assessments, 1st graders are assessed with the Fountas & Pinnell Benchmark Assessment Systems.

In 2nd grade, students are automating the patterns they learned in K and 1st so they read with fluency and confidence. Students continue to learn and practice rules for matching sounds to letters that make up words, and they learn new concepts -- such as words that share the same root -- that help them figure out the meanings of new words. They also come to appreciate that some words and phrases have meanings that are not literal. In addition to informal as well as formal classroom assessments, 2nd graders are assessed with the Fountas & Pinnell Benchmark Assessment Systems.

In 3rd grade, students are becoming more independent readers and writers. Third graders will spend time with books or articles on subjects such as science, history, and the arts. 3rd graders will also utilize their writing as an exciting way for them to utilize newly learned words and phrases to express ideas. In addition to informal as well as formal classroom assessments, 3rd graders are assessed with the Reading Inventory Assessment, a computer-adaptive, research-based reading assessment that measures students' level of reading comprehension.

In 4th Grade & 5th Grade, students are building the stamina and skills to read widely and deeply from a range of challenging fiction and informational texts. Building knowledge about subjects through informal research projects and responding analytically to literary and informational sources in history, science, and the arts are key to students' continuing success. Through attention to vocabulary, students learn variations in word meanings: synonyms, antonyms, idioms, and words with more than one meaning. 4th graders & 5th graders will produce numerous nuanced written pieces over short and extended time frames throughout the school year, writing effective summaries, book reports, balanced essays, and zany descriptions of characters or events. In addition to informal as well as formal classroom assessments, 4th graders & 5th graders are assessed with the Reading Inventory Assessment, a computer-adaptive, research-based reading assessment that measures students' level of comprehension.

1b. Mathematics curriculum content, instruction, and assessment:

All grade levels utilize our District's Math Scope and Sequence. In kindergarten, instructional time focuses on two critical content areas: 1. representing, relating, and operating on whole numbers (initially with sets of objects) and 2. describing shapes and space. Under the first content area, kindergarteners will understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Under the second content area, kindergarteners will -- identify and describe shapes; analyze, compare, and create shapes.

In 1st Grade, instructional time focuses on four critical content areas: 1. developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; 2. developing understanding of whole number relationships and place value, including grouping in tens and ones; 3. developing understanding of linear measurement and measuring lengths as iterating length units; and 4. reasoning about attributes of, and composing and decomposing geometric shapes.

In 2nd Grade, instructional time focuses on four critical content areas: 1. extending understanding of base-10 notation; 2. building fluency with addition and subtraction; 3. using standard units of measure; and 4. describing and analyzing shapes.

In 3rd Grade, instructional time focuses on four critical content areas: 1. developing understanding of multiplication and division and strategies for multiplication and division within 100; 2. developing understanding of fractions, especially unit fractions (fractions with numerator 1); 3. developing understanding of the structure of rectangular arrays and of area; and 4. describing and analyzing two-dimensional shapes.

In 4th Grade, instructional time focuses on three critical content areas: 1. developing understanding and fluency with multi-digit multiplication and developing understanding of dividing to find quotients involving multi-digit dividends; 2. developing an understanding of fraction equivalence, addition, and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and 3. understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

In 5th Grade, instructional time focuses on three critical content areas: 1. developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); 2. extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and 3. developing understanding of volume.

In all grade levels, our District's Math Scope and Sequence will include the following standards for Mathematical Practice make sense of problems and persevere in solving them; reason abstractly and quantitatively; construct viable arguments and critique the reasoning of others; model with mathematics; use appropriate tools strategically; attend to precision; look for and make sense of structure; and look for and express regularity in repeated reasoning.

In all grade levels, at JYC, in addition to informal as well as formal classroom assessments, all students are assessed with the District's Math Milestone Task Assessment.

1c. Science curriculum content, instruction, and assessment:

JYC and our District's mission and vision for science are aligned -- the natural-born scientist in every JYC/SFUSD student will be tapped and nurtured so that they graduate from high school scientifically and ecologically literate. This will be realized through rigorous and engaging science education connected to life-worthy and lifelong learning that fosters 21st century dispositions and skills (identifying problems and designing solutions, observation and questioning, analyzing evidence, creativity, communication, and collaboration).

JYC's K-5 Science Core Curriculum combines the Next Generation Science Standards-aligned Amplify physical, earth, and life science instructional materials and SFUSD teacher-created guides to localize, enhance, provide language supports, and interdisciplinary connections for our students. Full coverage of the standards requires that science is taught at least twice weekly in kindergarten through 2nd grade and three times a week in 3rd through 5th grade.

The three-dimensional learning in the Amplify Science Kindergarten Course focuses on: needs of plants and animals, pushes and pulls, and sunlight and weather.

Amplify Science 1st Grade Course focuses on: animal and plant defenses, light and sound, and spinning earth. Amplify Science 2nd Grade Course focuses on: plant and animal relationships, properties of materials, and changing landforms. Amplify Science 3rd Grade Course focuses on: balancing forces, inheritance and traits, environments and survival, and weather and climate. Amplify Science 4th Grade Course focuses on: energy conversions, vision and light, Earth's features, and waves, energy, and information. Amplify Science 5th Grade Course focuses on: patterns of Earth and sky, modeling matter, the Earth system, and ecosystem restoration.

The three-dimensional learning of Amply Science are based on: science and engineering practices -- what scientists and engineers DO; disciplinary core ideas -- what scientists and engineers KNOW; and crosscutting concepts -- how scientists and engineers THINK.

At JYC, all students are assessed informally and formally in their classrooms.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Kindergarteners, 1st graders, 2nd graders, 3rd graders, and 4th graders utilize the District adopted Harcourt Social Studies series while 5th graders utilize the District adopted Oxford University Press Social Studies series.

There are four dimensions to our District's social studies inquiry arc: Dimension 1 -- developing questions and planning inquiries by asking a compelling question supported by investigation questions; Dimension 2 -- applying disciplinary tools and concepts by investigating the ideas, tools, and concepts of geography, history, civics, and economics; Dimension 3 -- evaluating sources and using evidence by gathering evidence from reliable sources; Dimension 4 -- communicating conclusions and taking informed action by doing something with the knowledge and skills acquired.

In each social studies unit, there are three parts: inquiry (dimension 1), investigation (dimensions 2 & 3), & informed action (dimension 4). A practical example of how inquiry, investigation, and informed action can be achieved is students generate questions based on what they learned, explore more, eventually and/or during the process create artifacts that represent their learning and/or contribute to their community in some fashion.

As an example, in kindergarten, students will follow the overarching social studies theme of everyone is a member of a community where members (citizens) work together and learn from the past to thrive in the future." In Unit 1, an inquiry question can be: How can we make sure that our school (or classroom) is a fun, safe learning space for all of us as community members (citizens)? In Unit 2, an inquiry question can be: How do we build a strong community for ourselves, and others? In Unit 3, an inquiry question can be: How can we learn from the past to build a better future for ourselves?

At JYC, all students are assessed informally & formally in their classrooms.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

JYC Staff regularly and consistently promote fine arts activities throughout the school year, often integrating fine arts with other core curriculum. In addition, JYC has a consultancy based partnership with LEAP...Imagination for Learning where a resident instructor spends one-third of the school year working with all JYC students on a particular aspect of the fine arts once every week. For the current 2022-2023 School Year, our focus is in visual arts. The residency program is in addition to the visual arts lessons that are taught by our classroom teachers.

All JYC students also participate in dance for half of the school year once every week as well as in music for half of the school year once every week. With our District dance and music teachers, our students learn to: generate artistic ideas and work; organize and develop artistic ideas; develop and refine artistic techniques and work for presentation; convey meaning through the presentation of artistic work; perceive and analyze artistic work; interpret intent and meaning in artistic work; apply criteria to evaluate artistic work; synthesize and relate knowledge and personal experiences to make art; and relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

2b. Physical education/health/nutrition

JYC Staff regularly and consistently promote physical education as well as health/nutrition activities throughout the school year, often integrating PE as well as health/nutrition with other core curriculum. In addition, JYC has a consultancy based partnership with the Chinatown YMCA where a resident physical education instructor spends three days a week for the entire school year working with all JYC students once or twice every week. The residency program is in addition to the physical education lessons that are taught by our classroom teachers and our District PE teacher.

The JYC PE program revolves around the five overarching model content standards for the state of California. Standard 1 -- Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities. Standard 2 -- Students demonstrate knowledge of movement concepts and strategies that apply to the learning and performance of physical activities. Standard 3 -- Students assess and maintain a level of physical fitness to improve health and performance. Standard 4 -- Students demonstrate knowledge of physical fitness concepts and strategies to improve health and performance. Standard 5 -- Students demonstrate and utilize knowledge and strategies that apply to the learning and performance of physical activity.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

All JYC students utilize the SFUSD computing curriculum that introduces computer science as a collaborative and engaging discipline. Students will learn about algorithms and programming, computing systems, the Internet, and impacts of computing, while developing strong practices and dispositions. Across 3 units and 15-20 lessons, kindergarten through 2nd grade lessons are designed to be implemented in 30 to 40-minute periods approximately once per week. Across 12-20 lessons, 3rd through 5th grade lessons are designed to be implemented in 45 to 60-minute periods approximately once per week. Each JYC classroom is equipped with a Prowise interactive board along with a Chromebook cart.

All JYC students visit the JYC School Library once a week. The JYC School Library program revolves around the four overarching model content standards for the state of California. Standard 1 -- The student will access information by applying knowledge of the organization of libraries, print materials, digital media, and other sources. Standard 2 -- The student will evaluate and analyze information to determine what is appropriate to address the scope of inquiry. Standard 3 -- The student will organize, synthesize, create, and communicate information. Standard 4 -- The student will independently pursue information to become a lifelong learner.

2e. Any other interesting or innovative curriculum programs you would like to share

Though technically not a "curriculum," after many years of fevered inquiries and repeated applications, JYC has finally become a partner in the San Francisco Society for the Prevention of Cruelty to Animals (SPCA)'s Puppy Dog Tales Reading Program. The Puppy Dog Tales Reading Program provides a positive, non-judgmental space for children who have reading challenges. The program's volunteers, dogs and their human companions alike, visit schools, libraries, and clubs throughout San Francisco to promote literacy and a love of reading. For some children, reading to an adult may seem overwhelming, so participants read to trained therapy dogs. It is our shared goal that reading will eventually become a sustained activity that our students will eagerly anticipate. Evidence from various researches suggest that reading to a dog will have a beneficial effect on a number of behavioral processes which contribute to a positive effect on the environment in which reading is practiced, leading to improve reading performance.

All JYC students, through teacher's recommendation, will be given an opportunity to read to Hunter (the name of the therapy dog) and Peter (Hunter's human companion) during the school year as Hunter and Peter visit us once every other week during our students' lunch recess.

3. Academic Supports

3a. Students performing below grade level:

Over the years, JYC has developed a clear process for classroom teachers to follow when they notice that certain students are performing below grade level. First, classroom teachers use multiple assessments and classroom strategies to gauge their students' academic progress. When and if a teacher discovers that a student may be struggling, the teacher will schedule a meeting with the parents/guardians of that student to discuss and document their concerns. Classroom interventions then can be implemented to provide the student with additional academic support.

Some of the classroom interventions may include: 1. breaking down the assignment -- complex topics broken down into understandable concepts and reading passages can be simplified; 2. breaking down the answers -- provide work banks of answers and pre-constructed simple responses; 3. guided practice -- provide graphic organizers and simple outlines.

If further interventions are deemed to be warranted after a minimum of six weeks of consistent intervention, then the teacher will fill out a referral so that our Student Success Team can meet to document previous and current concerns, previous and current interventions, previous and current learning goals, previous and current data, and determine next steps. After another minimum of six to eight weeks of more intensive interventions, then the Student Success Team will convene again to recommend other intensive interventions.

At this tier of interventions, our goals are: 1. individualize the problem-solving; 2. focus the direct support; 3. monitor progress much more frequently; 4. utilize specific Tier 3 research-based support curriculum and strategies; 5. provide support utilizing specialized staff (reading support teachers, resource teacher, speech pathologist, etc.)

After another eight to ten weeks of top tier academic Response to Intervention support, if the student is still not making satisfactory academic progress, the Student Success Team will reconvene yet again to perhaps suggest specialized assessments.

3b. Students performing above grade level:

Approximately 30% - 40% of JYC students perform above grade level. First and foremost, JYC teachers use a myriad of assessments, informal as well as formal, to gauge our students' understanding of the academic content and to inform, plan, and continually shift instruction that will meet the individual needs of our students who are performing above grade level. These students are asked to extend their learning on various classroom and home assignments.

JYC's multi-layered instructional program can be differentiated to provide a more personalized learning

experience for all of our students, including those who are performing above grade level. Classroom teachers from various grade levels meet with classroom teachers from other grade levels in order to develop an extended and robust curriculum map that aligns many different subjects. The extended and robust curriculum map, paired with our teachers' professional development training in Project-Based Learning, Reader Workshop, and Writer Workshop allow our students to incorporate higher-order thinking and problem-solving skills.

In JYC's combination 4th and 5th grades classroom, we have designed a Project-Based Learning environment in which rather than reciting mere facts, the classroom teacher gives students the resources they need to research various concepts and apply them in practical ways. Students in this setting will become more active rather than passive learners. In order to set up a more rigorous learning environment, we made certain that our learning spaces must be organized in a way that supports collaboration, not necessarily having students sit in rows, instead, utilizing the flexible seating furniture that we have purchased.

An ideal Project-Based Learning environment will also need to be student-centered in which our students drive their own learning. Utilizing our school's expansive educational technology, our students will conduct research online, use databases to organize information, and use video-editing and presentation software to illustrate ideas.

3c. Students with disabilities:

Approximately 7% of JYC students receive Special Education services. The Special Education program at JYC has a team that consists of one resource specialist, one speech pathologist, one school psychologist, one School Social Worker, one General Education classroom teacher, one or two reading support teachers, one resource paraprofessional, potentially one occupational therapist, potentially one physical therapist, and one administrator. Students that have academic needs may receive their services using a pull-out model and/or push-in model. Students' goals are proposed, drafted, discussed, and written based upon assessment data that have been collected and shared with the Individualized Educational Plan team, which will also include the student's parent(s)/guardian(s) and when developmentally appropriate, the student.

Regular progress monitoring takes place using formative and summative assessments to accurately measure progress towards the students' goals on the Individualized Educational Plan. The goals that are agreed upon will guide the amount of services that each student will receive with a deliberate effort to keep the student in their general education classroom as much as possible. Some students may need more support and will receive additional support minutes with our resource paraprofessional.

As our Individualized Educational Plan team formulate our meetings as well as learning goals for our students with disabilities, we consistently consider the following: 1. lean on others -- every member of the Individualized Educational Plan team has something helpful to share with others; 2. stay organized -- creating an organized classroom with minimal distractions can help students feel focused without adding unnecessary structure; 3. keep instructions simple -- break things down to smaller tasks that feel more manageable; 4. create opportunities for success -- creating lessons and activities that lead to positive results and introducing appropriate rewards to increase motivation; and 5. don't feel pressure to be perfect -- be patient and learn from mistakes.

3d. English Language Learners:

Approximately 56% of JYC students are considered as English Language Learners. To ensure that all English Language Learners have full access and rich engagement to the core curriculum, JYC implements comprehensive Designated and Integrated English Language Development (ELD) instruction based on the California ELD Standards. Designated ELD is targeted instruction for a minimum of 30 minutes daily, tailored to the proficiency level of the English Language Learners. The goal is to provide English Language Learners with the academic language supports necessary to increase the access to grade-level content. At JYC, Designated ELD takes place at least 60 minutes daily, far exceeding the minimum of 30 minutes daily. Integrated ELD, in the meantime, is embedded within core content instruction across the instructional day using a plethora of rigorous strategies to enable English Language Learners to comprehend, use, and learn

grade-level content toward accelerated language learning.

Essential overarching strategies that JYC classroom teachers and reading support teachers have utilized with our English Language Learners include: 1. cultivate relationships and be culturally responsive -- a thriving classroom is one in which students feel appreciated, heard, safe, and comfortable taking risks; 2. teach language skills across the curriculum -- English Language Learners should applying their developing English language skills to interwoven academic content in all subjects; 3. emphasize productive language -- even if students find speaking and writing in English challenging at first, we need to strategically and intentionally focus on speaking and writing; 4. speak slowly and increase one's wait time -- adding in extra three to five seconds after we pose a question to offer English Language Learners more time to think and formulate what they may want to say; and 5. use multiple modalities -- aim to develop lessons/activities that involve writing, speaking, drawing, and listening to provide additional engagement opportunities.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Motivating students is one of the major challenges teachers face daily, especially in the last few pandemic years. Students who are motivated and engaged in learning tend to perform considerably higher academically than unmotivated and un-engaged peers. Engaged students demonstrate more effort, experience more positive emotions, and pay more attention in the classroom. While motivation may be intrinsic to students, teachers play a pivotal role in the motivation and engagement of their students. Students who believe their teacher is caring also believe they learn more. Positive relationships with teachers will enhance social, cognitive, and language development in students.

At JYC, we aim to engage and motivate by -- 1. allowing students to work as autonomously as it is developmentally appropriate, focusing on the cultivation of intrinsic motivation and fostering self-determination; 2. creating educational experiences for students that are appropriately challenging and enriching so that their academic abilities can be stretched and extended; 3. creating learning opportunities that are active, collaborative, and promote learning relationships; 4. enhancing students' self-belief by incorporating problem-solving activities and providing discussions when failures happen; 5. ensuring the classroom environment is affirming, warm, inviting, and welcoming to students from all cultures; 6. recognizing and enhancing the teachers' mental and physical stamina; and 7. keeping teachers up with the latest educational research through professional development activities.

JYC staff support our students' social-emotional learning skills by providing lessons and activities from a variety of programs and resources: Caught Being Good Tickets, Class Dojo, Harper For Kids' Pyramid of Success, Panda Tickets, and Second Step. These programs and resources assist our students in the development of improved communication skills, increased confidence, meaningful peer relationships, positive home-school connection, and stronger self-awareness.

Though 77% of our students are socio-economically disadvantaged, JYC students arrive to school raring to learn. On our school's latest Social-Emotional Learning Skills survey, 61% of our students responded favorably in the area of growth mindset. Seventy one percent of our students responded favorably in the area of self-management. And 65% of our students responded favorably in the area of social awareness. On our school's latest School Culture-Climate survey, 74% of our students, 99% of our staff, and 100% of our families responded favorably.

Unlike most other schools, we do not employ bells. Instead, to signify transitions, JYC employs a system that plays a snippet of music from various genres throughout the day, giving our students and staff something pleasant to listen to.

2. Engaging Families and Community:

JYC communicates student performance information, including assessment data, to parents, students, and the community through a variety of channels. This two-ways communication fortifies our goal of keeping all of the stakeholders in the loop so to speak. The reinforced communication also helps all of us in focusing on student achievement/performance.

On top of report cards, our classroom teachers send out bi-monthly Student Progress Updates to give our parents helpful feedback as to how their children have done during the last two months of school. Once these bi-monthly Student Progress Updates are brought home, parents are asked to review the data and the comments, discuss the ramifications of the data and the comments, then sign and return the Student Progress Updates back to the classroom teachers.

On the alternate months when the bi-monthly Student Progress Updates aren't sent out to our parents, our classroom teachers send out bi-monthly Classroom Newsletters to inform our parents as to what has been happening and what will be happening in their respective classrooms. Each classroom teacher sends out a

set of Classroom newsletters that are tailored for her/his students and families.

Both the bi-monthly Student Progress Updates as well as the bi-monthly Classroom Newsletters have proven to be very powerful communication tools between JYC and our families. In order to supplement the bi-monthly Classroom Newsletters with updates regarding school-wide events, JYC sends home a school newsletter titled "Yehall Times" on a monthly basis. On these school newsletters, parents and the community at large are informed about school-wide activities and school-wide safety reminders.

During monthly meetings, parents, staff, and community members are kept informed about the school's annual School Plan for Student Achievement. Voting members will also make important decisions on the expenditures of the school and the PTC budgets. School-wide as well as disaggregated student assessment data are also shared with the parents, staff, and community members during these monthly meetings. Last but not least, at the beginning of each subsequent school year, our State Superintendent of Public Instruction at the California Department of Education sends home the California Assessment of Student Performance and Progress Report to all JYC families.

At the end of the school year, our PTA and school volunteers would plan, organize, and run our annual School Carnival with minimal additional work from our school staff, thus giving our staff and our students golden opportunities to wholeheartedly enjoy our School Carnival.

3. Creating Professional Culture:

Both JYC and SFUSD have placed a lot of importance in maintaining robust professional development programs for all of our staff. Over the past ten years, considerable effort and resources have been expanded toward better preparing our staff to help students achieve the state content standards across various curricular areas with a particular emphasis on our work with our English Language Learners and other focal students.

New teachers are strongly encouraged to participate in our district's Beginning Teachers Support and Assessment program (BTSA). As a part of the BTSA program, new teachers are partnered with more experienced mentors on-site and attend regular BTSA specific in-services held at the district level. Many of our district's Professional Development Institute sessions are designed specifically for the unique professional needs of our new teachers. As an example, in the last five years, three new teachers at JYC attended a series of workshops that were offered as part of the district Professional Development Institute. Subject matters that were discussed at these sessions include but are not limited to -- Common Core State Standards, classroom management, parent communication, assessment, student motivation, special education, etc.

At the site level, many of these topics that were brought up in the previous paragraph are reinforced on an ongoing basis through site level in-services, collegial presentations, grade-level meetings, cross grade-level meetings, book clubs, other written communiques, and planning sessions. JYC classroom teachers are always encouraged to learn from their colleagues, whether on-site or off-site, by seeing them in action.

All JYC staff are encouraged to participate in staff development activities during the school year and during the summer months outside the district and site levels. For example, ten out of eleven JYC classroom teachers have attended the Teacher's College Readers and Writers Workshops Summer Institute in New York City in the last five years. In addition, three of JYC's classroom teachers have also attended a GATE Conference down in Southern California in the last five years. Upon the conclusion of these conferences, these JYC teachers shared with their colleagues what they learned at these conferences. The instructional applications and shifts from having attended these professional development sessions have definitely parlayed into increased student achievement in all curricular areas.

During the pandemic, attending professional development sessions has shifted toward a lot of online learning. This shift has prompted us to examine and juggle the pros and cons of online professional developments.

4. School Leadership:

A principal and other school leaders should all aim to be student-centered and their school mission and vision should center around the needs of the students. Every lesson and every learning activity that are strategically planned in your building should revolve around what is best for the students. Our vision is to create a micro-society of learners where students are being constantly challenged by their peers and their teachers. Classroom teachers are facilitators of learning opportunities for their students. All students should experience meaningful academic and personal growth each day.

As a principal, it is crucial to establish and maintain a warm sense of community around the school campus. A warm sense of community will behoove growth among all stakeholders of your school community. Too many times we shortsightedly only focus on the stakeholders inside the school building, when the outside community at-large can offer a whole lot that will benefit the stakeholders inside the school building. The school's leadership team needs to implement strategies to make best use of outside resources in order for our school to be successful.

A school's leadership team should aim to empower stakeholders at the school site to step up by delegating resources, and of course, providing consistent guidance. A school's leadership team and all of the stakeholders at the school should work to build a positive and efficient school structure that is supported by a safe and caring environment. Student achievement can occur under a variety of circumstances and conditions. As a school leader, one will have to immerse oneself into the particular culture of the school before one should even attempt to change the structure at the school. Understand that sudden and unsustainable changes will most likely promote active and worse yet, passive aggressive resistance towards those changes. Whenever possible, a principal and the school leadership team should present a cohesive plan for change that includes strategies for the change agents to take at least some ownership for the changes that are about to be implemented.

During the pandemic, especially during distance learning, school leadership has definitely gone through numerous adaptations. For those leading schools, the impact of the pandemic is the ongoing disruption to learning, teaching, and assessment. School leader has had to lead virtually, drawing upon crisis management skills daily. At JYC, the principal has distributed leadership, relying on relationships with his staff through online connections rather than in-person conversations.

5. Culturally Responsive Teaching and Learning:

In the past two school years, in order to cognify and deepen our understand and implementation of culturally responsive teaching and learning, JYC, alongside the Ed and Anita Lee Newcomer School & the Mission Education Center, both newcomer elementary schools in the San Francisco Unified School District, started an online monthly book club collaboration. During the planning of this joint book club, the initial planning committee from the three schools had to consider: 1. what type of book club we want to host; 2. how & how often our book club will meet; 3. how we will choose the books; and 4. how the discussions will be set up during the book club.

Having already participated in previous book clubs, the initial planning committee also had to decipher what NOT TO DO in our version of the book club: 1. being way overly theoretical; 2. using too many educatic vocabulary; 3. being overly taxing after a whole day of teaching; 4. forget that everyone reads at their own way and pace; and 5. being boring.

After agreeing that our book club will attempt to enhance our schools' culturally responsiveness to teaching and learning, we decided to read these two books last year: 1. "We Want To Do More Than Survive -- Abolitionist Teaching and the Pursuit of Educational Freedom" by Dr. Bettina Love and 2. "Amanda Gorman -- The Biography" by Amanda Gorman. This year, we decided to read "Other People's Children -- Cultural Conflict in the Classroom" by Lisa Delpit.

In Dr. Love's book, these culturally responsive teaching and learning related themes were discussed at length: White supremacy, anti-Blackness, sexism, other forms of oppression, cause peril, and educational

genocide. In addition, we also discussed then started to implement a myriad of practices and approaches to teaching that focus on restoring humanity for all children in schools.

With Ms. Gorman's biography, we read and discussed how Ms. Gorman has confronted the themes that Dr. Love wrote about in her book, from dealing with oppression and marginalization to earning admission to Harvard University, graduating from Harvard University, then becoming the youngest poet to read at a presidential inauguration.

In Ms. Delpit's book, she called for teachers to celebrate their students' diversity and embrace the pluralism within their classrooms. Book club members also reminded ourselves that it is absolutely essential that we not compartmentalize learning according to predetermined standards and generalized expectations.

PART VI - STRATEGY FOR EXCELLENCE

Each of the eleven classrooms plus our resource room has a Prowise Interactive Electroboard System, which includes a state-of-the-art interactive 10-point touch panel on a full-HD screen, an integrated PC-module, quality built-in audio system, a powerful online presentation solution, a wireless keyboard, and a multi-purpose stand that allows one to lift, tilt, and even flatten the screen. Software wise, the Prowise Presenter grants our teachers and our students a virtual platform to interact with one another, explore free digital resources, or engage in real-time collaboration using ProQuiz or ProConnect.

Our school's ever-evolving plan for educational technology meets the unique needs of our school's diverse learners and falls under our district's Local Control and Accountability Plan (LCAP) under all three goals -- In Goal 1 under "achievement," the continued use of the Prowise technology has led to a 76% proficiency rate on the English Language Arts (ELA) portion of the Smarter Balanced Assessment Consortium (SBAC) and a 76% proficiency rate on the Mathematics portion of the SBAC. In Goal 2 under "access & equity," the continued use of Prowise technology has led to increases of proficiency rates on both the ELA as well as the Mathematics portions of the SBAC. In Goal 3 under "accountability," the continued use of Prowise technology has led to a 100% positive rating on our school's School Culture-Climate Survey.

Our target areas under all three LCAP goals were strategically chosen by our School Site Council and the data that have been collected and disaggregated have provided resoundingly powerful evidence of our students having gained full access to the curriculum across all subjects.

Impactful show and tell works best when one both shows and tells. Using interactive technology such as the Prowise Interactive Electroboards, we as educators can show and tell with ease and with clarity. To assess, informally as well as formally, what our students have learned, our students can also show and tell by utilizing the Prowise Electroboards. If a classroom teacher has brought in realia, that teacher can display the realia in detail with her/his students by placing the realia under the SMART document camera, which will then project the image of the realia onto the Prowise Electroboard. However, if a classroom teacher can't locate a realia to bring in, that teacher can surf the vast Internet using her/his Prowise Electroboard to show her/his students still pictures or mass media clips of the realia.