

John Yehall Chin Elementary School

350 Broadway, San Francisco, CA 94133 (415) 291-7946

Mr. Samuel Louie, Principal

S.F.U.S.D.

1999-2000 School Accountability Report Card

Fall 1999

School Description

Named after a long time educator and community leader, the John Yehall Chin Elementary School serves Kindergarten through fifth grade students. We have English Only classes for English speaking and English Language Learner (ELL) students and have English Plus classes for Limited English Speaking Cantonese students. The school has plans for a GATE (Gifted and Talented Education) program for the gifted and high potential students. It also has Resource Specialist Program classes for those students requiring special help.

A strong emphasis is placed on mastering the basic skills -- reading, writing and mathematics. Our instructional program uses the practical approach; students apply learned skills in their daily activities. We have a multidiscipline curriculum, integrating science, social studies, art and music with the core academic subjects.

Our goal is to integrate the technology with textbooks. All classrooms have Macintosh computers, for use by the students and teacher throughout the day. Our entire school has been wired for the Internet and e-mail. Since all computers are on a network, we are able to communicate with each other throughout the school, as well as with the world.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified their individual school priorities:

A Improve the academic achievement of all students in Reading, Language Arts and Mathematics, especially the achievement levels of African American, Latino and ELL students.

B To develop student, staff, parent and community participation in the educational process.

C To build a school climate that recognizes the cultural diversity of the school population and promotes self-esteem with equal access for all students.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

- | | | |
|---|--|---|
| * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. | * All individuals are entitled to be treated with respect and dignity. | * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success. |
| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. | * All individuals learn in many different ways and at varying rates. | |
| | * Each individual learns best in a particular way. | |
| | * All individuals are both potential learners and potential teachers. | |
| | * Learning has both cognitive and affective dimensions. | |

Grade Span:	K-5	Student Enrollment:	234	LEP/NEP (ELL) ¹ :	80.8%
Building (sq.ft.):	23,100	Average Daily Attendance:	96.1%	EDY ² :	26.9%
Year of Construction:	1914	Optional Enrollment Requests:	48.7%	% of Points Met ³ :	85%
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	Yes

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD goals

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. At John Yehall Chin, we feel that counseling and student support services are vital components of our educational program. Our staff is committed to seek and provide student counseling and student support services as needed. We will work together with the parents and agencies to provide the necessary services.

Student Attendance and Dropout Rate

Dropout rate 1996-97 = 0% 1997-98 = 0% 1998-99 = 0%

The District's K-5 average attendance for 1998-99 was 95.1% and the dropout rate was 1.7%. At Chin ES, attendance for the year was 96.1%, excused absences were 3.4%, unexcused absences were 0.5%, and the dropout rate was 0%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. It is our policy to check with parents regarding all student absences. We promote good attendance and a low dropout rate.

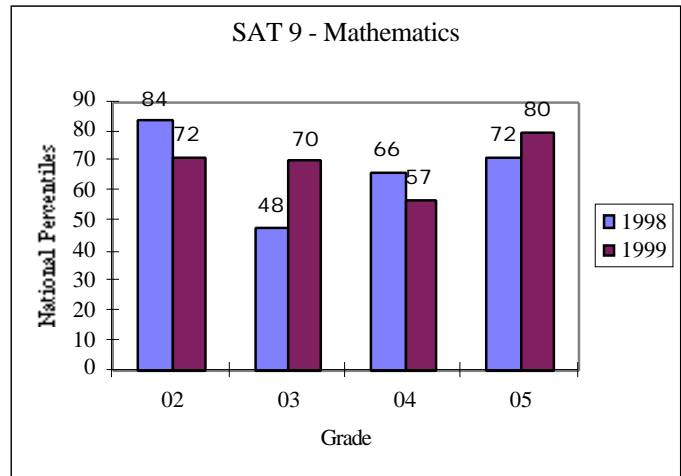
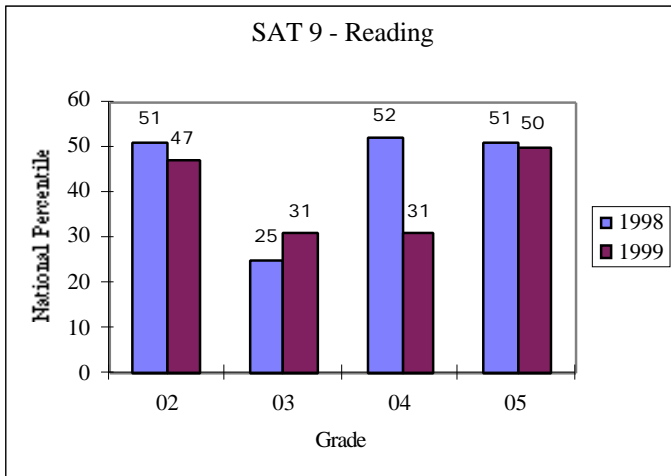
Student Achievement

SAT9 (Spring 1998 & Spring 1999)

District K-5 Average National Percentiles	1998	1999
	Reading	43
Math	52	54

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

*Unmatched performance data



Ethnic Diversity

Ethnic Representation (Percents)

	AA%	AI%	C%	F%	J%	K%	L%	ONW%	OW%
234 Students	1.3	0.0	60.7	4.7	0.4	0.0	6.4	21.4	5.1
13 Certificated	7.7	0.0	76.9	0.0	0.0	0.0	0.0	0.0	15.4
3 Classified	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
4 Paraprofessional	0.0	0.0	50.0	25.0	0.0	0.0	0.0	0.0	25.0

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>
School Suspension rates:	0%	0%	0.0 %
District Expulsion rates:	.14%	.09%	.11%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Chin ES, no student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: establishment of a weekly "Winner's Circle" program, a "Student of the Week" program, "Good Citizen Tickets" program, etc. At our school, students are recognized for positive achievement and/or behavior.

Teacher Assignment

Out of 3,984 teachers in the District, 388 are teaching with emergency credentials and 53 with program waivers.

At John Yehall Chin Elementary School, all teachers are credentialed to teach in their credential areas. Many of our teachers have specialized training. Some of our teachers also hold advanced degrees.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1997	1998	1999	
K	**	20	19.1	19.5	19.5	20.0	43,200
01	**	20	18.8	19.0	20.0	18.5	50,400
02	**	20	19.0	19.7	18.0	19.5	50,400
03	**	20	18.7	25.0	29.0	19.0	50,400
04	32.2	30	25.7	0.0	30.5	24.5	54,000
05	32.2	30	26.8	22.5		31.0	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1997-98 = 8 1998-99 = 8 1999-2000 = 3

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

Our staff attends and participates in all District Staff Development Days to improve our Mathematics and Language Arts curriculum. Some of our teachers serve as instructors at these District workshops. In addition, we have many on-site workshops on various topics, such as use of the computers in the classroom, curriculum improvement, teaching strategies, etc.

Quality of School Instruction and Leadership

Because our school is small, we are able to give our students more personalized attention. Instruction is in small groups or individualized, geared to the student's needs. We encourage hands-on activities and the use of manipulatives to foster better understanding. Emphasis is placed on understanding and comprehension rather than on rote memory.

We are here for the children. We promote self-esteem. We encourage our students to explore and extend their learning. We want our students to appreciate their cultural heritage and the cultural heritage of other peoples. We are developing caring and responsible citizens.

Substitute Teachers

During the 1998-99 school year, the Chin ES teacher attendance rate was 97%. Our classes are always covered by a credential teacher. When a teacher is absent, a substitute teacher or other credential staff is assigned to cover that class.

Average Salaries, Budget Percentages & Expenditure per Student

1997-98 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$30,521	\$29,729
Mid-Range Teacher's Salary	\$47,729	\$46,982
Highest Teacher's Salary	\$57,429	\$53,643
Principal's Average Salary	\$75,942	\$66,605 **
Superintendent's Salary	\$129,993	\$175,000
Expenditure per Student		\$4,190 **
% of Budget for Teacher's Salaries	43.15%	42.08%
% of Budget for Administrators	4.79%	4.80%
* Districts over 19,999 ADA		**Elementary Schools Only

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there will be K-8 History/Social Science adoption. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

We constantly adding books to our library collection in order to meet the needs and interests of our students. We have books in Chinese as well as other languages in our library. Funds are also available for purchase of supplemental instructional materials for use in the classrooms. Our resource room also has a collection of instructional materials for teacher use.

School Facilities and Safety

Current Conditions

John Yehall Chin was recently remodeled, converting it back into an elementary school. A new school library, new bathrooms and new offices were added. New furniture was purchased throughout the school. Improvements to the school yard include installation of basketball and a volleyball courts. A new stage and sound system has also been installed.

Planned Improvements

Computers are in all classrooms. These computers are being networked for the Internet and e-mail. Additional improvements in the electrical system will provide us with additional outlets for our computers and other equipment. Improvements to our school yard include the painting of murals by our students.

Needed Improvements

Classrooms and hallways need to be repainted. The windows need to be replaced. New window shades need to be installed in all classroom. The school yard needs to be repaved. Improvements to the heating and ventilation system needs to be done.

Parent Involvement

Parent and community involvement is a major component of our school plan. All parents are urged to take an active role in our school activities. Parents are always welcome to visit the school. We urge parents to volunteer and become a part of our school family. Membership in our Parents Teachers Club is strongly encouraged.

We have a major parent and community volunteer program. Last year one of our parents was honored by the S.F. School Volunteers as one of the "Super Volunteers of the Year." Our school volunteer program was also recognized as one of the three best programs in the City.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефон.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

555 Franklin Street

San Francisco, CA 94102

Attn: John Yehall Chin Elementary School

Chinese Education Center

657 Merchant Street, San Francisco, CA 94111 (415) 291-7918

Ms. May Marie Huie, Principal

S.F.U.S.D.

1999-2000 School Accountability Report Card

Fall 1999

School Description

The Chinese Education Center was established in 1969 to meet the needs of newly arrived non-English proficient elementary students. Students are screened by the Educational Placement Center to determine proficiency in their native language and English. Some students have had very little formal education in their native country. Upon enrollment at CEC, students are assigned to multi-graded classes. They attend CEC for one year and are then reassigned to their designated schools. CEC's mission is to provide newcomer students and families with a positive and supportive transition to a new culture through a one year program. This special program orients students and parents to their new community, develops basic English skills in listening, speaking, reading and writing; provides access to the core curriculum through the students' primary language; and develops basic personal, social and academic skills. All teaching staff is bilingual. Chinese reading and writing is taught. School wide holiday activities involve students, community and staff. CEC has a computer program, a Dental Health program, an annual Thanksgiving program, display of students' art work at the Chinese Cultural Center, National Engineers Week, Educational Summit 2000, Census 2000 as well as many other newcomer activities which are both integrative and supplemental to all core curricula areas. CEC is a resource for local institutions of higher learning, especially in the area of educational programs for teachers of English language learners.

School Priorities

For each district goal (listed below), there are measurable objectives. Every school has developed a school site plan to achieve each objective and has identified their individual school priorities:

A To improve teaching and learning to enhance the academic achievement of newcomer students.

B To improve teaching and learning to enhance the academic achievement of newcomer students by improving staff's participation in the educational process of all students at CEC.

C To improve teaching and learning to enhance the academic achievement of all students by improving parent participation in the educational process of all ELL students at CEC.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

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| * All individuals want to learn and to be recognized for their achievements. | * All individuals can learn. | |
| * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. | * All individuals learn in many different ways and at varying rates. | * Parents want their children to attain their fullest potential as learners and to succeed academically. |
| | * Each individual learns best in a particular way. | |
| | * All individuals are both potential learners and potential teachers. | |
| | * Learning has both cognitive and affective dimensions. | |

Grade Span:	K-5	Student Enrollment:	59	LEP/NEP (ELL) ¹ :	100%
Building (sq.ft.):	11,700	Average Daily Attendance:	99.3%	EDY ² :	0%
Year of Construction:	1976	Optional Enrollment Requests:	100%	% of Points Met ³ :	N/A
Children Center/Childcare:	No	Title I/State Pre-K Program:	No	Student Uniforms:	No

¹ LEP/NEP(ELL): Limited English Proficient or Non English Proficient (English Language Learner)

² EDY: Educationally Disadvantaged Youth

³ % Met: Refers to the objectives to achieve SFUSD goals

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Two bilingual paraprofessionals, district music teacher, speech teacher, community resources and volunteers assist teachers with small group and individual tutoring. At risk students are referred to SST, Sp. Ed, health and social service agencies for follow up. We have the support of many community organizations, interested friends and alumni. A matching grant from PAW provide our students the opportunity to learn English through music and dance. District funded Artist in Residency provide an Arts program. Other grants include a dental sealant program. Our students art work was exhibited in the Community Art Gallery at the Chinese Cultural Center and on the World Wide Web. Volunteers from T.Y. Lin conducted a Spelling Club three times a week and sponsored a week long event during National Engineers Week.

Student Attendance and Dropout Rate

Dropout rate 1996-97 = .7% 1997-98 = 0% 1998-99 = .6%

The District's K-5 average attendance for 1998-99 was 95.1% and the dropout rate was 1.7%. At Chinese Ed Ctr ES, attendance for the year was 99.3%, excused absences were 0.5%, unexcused absences were 0.2%, and the dropout rate was .6%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. Whenever a student is absent from CEC, the school secretary calls the parents/guardians to determine the reason for the absence. CEC parents are counseled at registration time, through teacher welcome back letters and through back to school orientation on the importance of regular school attendance. Families are instructed to inform the school office if a student is absent for any reason. On the whole, CEC students are very diligent about attending school.

Student Achievement

SAT9 (Spring 1998 & Spring 1999)

District K-5 Average National Percentiles

	<u>1998</u>	<u>1999</u>
Reading	43	44
Math	52	54

Portions of the Stanford Achievement Test 9 (SAT9) are used by this District to measure individual student progress and proficiency standards.

*Unmatched performance data

Ethnic Diversity

Ethnic Representation (Percents)

	<u>AA%</u>	<u>AI%</u>	<u>C%</u>	<u>F%</u>	<u>J%</u>	<u>K%</u>	<u>L%</u>	<u>ONW%</u>	<u>OW%</u>
59 Students	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
7 Certificated	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0
3 Classified	0.0	0.0	66.7	0.0	0.0	0.0	0.0	0.0	33.3
1 Paraprofessional	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0

The certificated and classified staff reflects the ethnic makeup of the newcomer students at the Chinese Education Center. When recruiting volunteers, an effort is made to find appropriate people who are not only sensitive to the needs of newcomer students but can also provide an extension to both teaching and learning.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years. The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

	<u>1996-97</u>	<u>1997-98</u>	<u>1998-99</u>
School Suspension rates:	0%	0%	1.0 %
District Expulsion rates:	.14%	.09%	.11%

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Chinese Ed Ctr ES, 1 student was suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: The administrator, certificated and classified staff take care of most discipline problems. School rules and a schoolwide discipline policy are enforced. Each classroom has its own set of class rules.

Teacher Assignment

Out of 3,984 teachers in the District, 388 are teaching with emergency credentials and 53 with program waivers.

All teachers at CEC hold bilingual cross-cultural credentials and/or a Bilingual Certificate of Competence in Chinese. All teachers are teaching in the areas for which they are credentialed.

Class Size

Grade	Contract Ratios	Contract Goals	District Averages	School Averages			Minutes Per Year*
				1997	1998	1999	
K	**	20	19.1	20.0	n/a	16.0	43,200
01	**	20	18.8	15.0	n/a	16.0	50,400
02	**	20	19.0	0.0	13.0	20.0	50,400
03	**	20	18.7	14.0	18.0	20.0	50,400
04	32.2	30	25.7	16.0	14.0	23.0	54,000
05	32.2	30	26.8	19.0	16.5	23.0	54,000

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
 ** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1997-98 = 8 1998-99 = 8 1999-2000 = 3

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update subject area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

CEC staff participates in on-site and district inservices to improve skills in the effective implementation of district adopted core curriculum. Each staff member develops an individual professional development plan which includes participation in on site and district wide workshops, conferences and other related activities. The health, reading, language arts, science, and math leaders collect, share and provide relevant information to all staff members. A Staff Development Survey is given out annually to determine the areas of the curriculum which need to be addressed. First Aide/CPR, Technology and Establishing Goals and Objectives for 2000-20001 were the three main foci for our on-site professional development days.

Quality of School Instruction and Leadership

CEC teachers participate in the Faculty Council which helps identify needs and programs for our students. The Council works cooperatively with the administrator to develop site instructional plans, operational procedures, and agreement on working conditions. Staff is encouraged to assume leadership by placing items for discussion on the staff meeting agenda. Because the staff is very small, teachers carry multiple responsibilities to implement the daily program for students. As part of our Program Quality Review, we are working as a team to establish the curriculum content standards and outcomes based performances for our school especially in the area of English Language Learning.

Substitute Teachers

During the 1998-99 school year, the Chinese Ed Ctr ES teacher attendance rate was 97%. A group of appropriate substitutes has been identified to work with newcomer students.

Average Salaries, Budget Percentages & Expenditure per Student

1997-98 SALARY COMPARISON		
	* STATE	SFUSD
Beginning Teacher's Salary	\$30,521	\$29,729
Mid-Range Teacher's Salary	\$47,729	\$46,982
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Principal's Average Salary	\$75,942	\$66,605 **
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% of Budget for Teacher's Salaries	43.15%	42.08%
% of Budget for Administrators	4.79%	4.80%
* Districts over 19,999 ADA		**Elementary Schools Only

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials and in 1999-2000 there will be K-8 History/Social Science adoption. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

District funds provide the basic materials for classroom instruction. The school has built up a collection of teaching materials. Students use audio/visual equipment and computers to reinforce skills and concepts. The staff is using currently district-adopted materials. Resource materials purchased by supplementary funds and donations are available in the classrooms and in the library. CEC has developed and field tested instructional materials for ELL; these materials have been shared and are currently used by teachers throughout the district. Our teachers have been selected to serve on SFUSD's review and adoption committees.

School Facilities and Safety

Current Conditions

The building is well maintained by the custodial staff with the cooperation of students, teachers, parents, and other staff members. The one way direction of Merchant Street was reversed as a result of community outreach and participation. Gates were installed in the four entrances to our building.

Planned Improvements

Technology upgrades are planned for the 1999-2000 School Year.

Needed Improvements

Repair of roof leaks and water damage, keeping streets clean, and general regular maintenance of areas surrounding the school. Library needs to be made into an enclosed area. Emergency lights need to be installed in all classrooms. Assessment of safety issues in both stairwells is needed.

Parent Involvement

Parents serve on the School Site Council, School Advisory Committee and English Language Advisory Committee. They assist with the writing and the implementation of the site plan. Our parents are newly arrived immigrants and need resources to orient and adjust to their new environment. CEC scheduled education workshops that include resources for parents, nutrition and dental health, cultural differences, communication, discipline, helping with homework and child safety issues. At least 50 to 60% of our parents or guardians attend each workshop. Parents accompany classes on field trips and assist teachers in varied situations.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

555 Franklin Street

San Francisco, CA 94102

Attn: Chinese Education Center