



# Resource Alignment Initiative Community Sessions

## Location

- Gordon J. Lau Elementary School, 950 Clay St, San Francisco, CA

## Date and Time

- April 2, 2024, 6:00 PM to 7:30 PM

## Themes

### School Experience

- Crucial role of teachers in education, including their qualifications, interactions with students, performance, and quality of instruction.
- Strong emphasis on creating a safe and supportive environment for students, free from bullying, racism, and discrimination, with a focus on mental health and social-emotional development.
- Importance of embracing diversity, both in the student body and the community, is highlighted. This includes offering bilingual education and valuing cultural diversity.
- Importance of providing academic support, quality education, and ensuring academic achievement.
- Quality of the learning environment, including discipline, respect, and the overall atmosphere within the school, is highlighted as crucial for student success and happiness.
- Emphasis on offering courses taught in students' first languages and incorporating cultural elements into education.
- Teacher credentials, quality of instruction, and the importance of high-quality teaching staff are recurring themes.
- Ensuring discipline, punctuality, and safety within the school environment is considered essential for effective learning.

### Ideal Outcomes

- Ensure that schools are conveniently located within neighborhoods or have transportation provided, as well as an equitable geographic distribution of schools.
- Preserving and expanding language pathways programs, particularly maintaining Mandarin language programs and hiring additional Chinese teachers
- Ensuring equal opportunity for all students, including special education students



- Desire for high student academic performance, school excellence, and effective resource use for this initiative.
- Recognize the importance of social-emotional development in students, including social awareness, self-management, growth mindset, and self-efficacy.
- Ensuring teacher qualifications, reducing teacher turnover rates, and supporting effective campus culture are important for maintaining a high-quality education environment.
- Recurring concerns are prioritizing mental health support for students, maintaining discipline, and improving school attendance.
- Efficient use of resources, saving operational costs, and building new school facilities are mentioned as important considerations.
- Some emphasis is placed on preparing students for future employment and preventing idleness after graduation.

#### Concerns

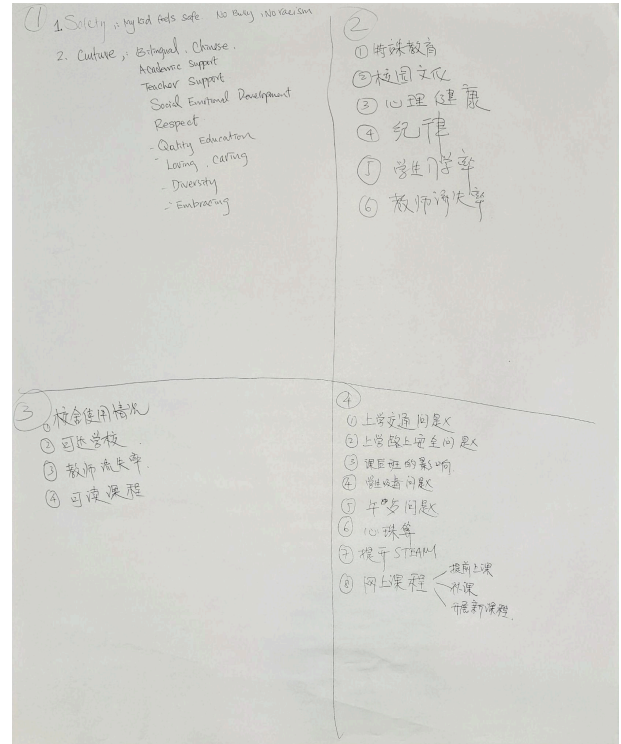
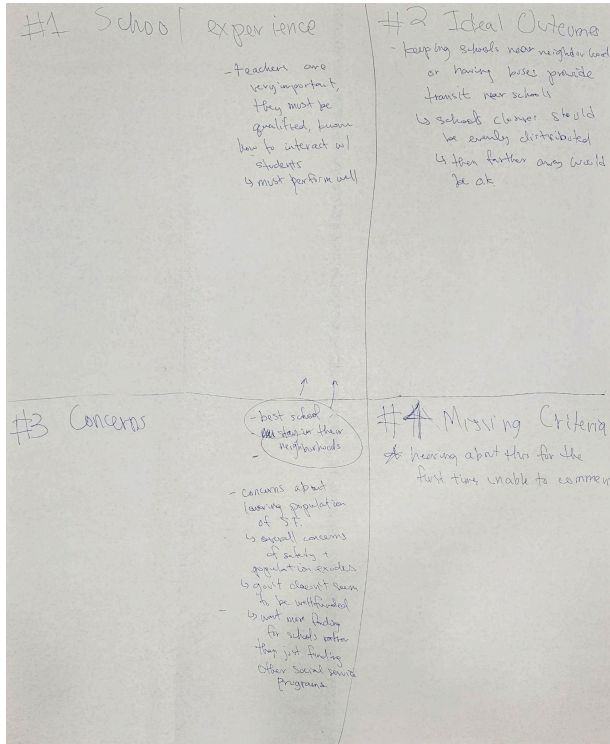
- Learning environments including issues such as large class sizes, loose discipline, bullying incidents, and the overall impact on the learning environment.
- Potential school mergers and their impact on students, teacher turnover rates, and the need for accessible schools within neighborhoods. Consider student adjustment, learning, and emotional well-being, including fears of developing school phobia.
- Allocation of resources, funding for schools, and the government's role in adequately funding education.
- Importance of collaboration between the District and educators.
- School performance, including underperforming schools, failing teachers, and the potential impact of mergers on academic performance.
- A clarifying question about including a survey question related to sexual orientation.

#### Missing Criteria

- Discussions about extra support for challenging students.
- Discussion about the need for high-quality programs.
- Emphasis on maintaining a positive school climate after mergers and the importance of understanding the psychological adjustment for children, ensuring that the principal and teachers make new students feel welcome.
- Program availability, such as afterschool programs, Chinese language pathways, and early childcare, to suit students' needs and parent schedules.
- Interest in improving educational offerings, including STEAM subjects, online courses, early start classes, and launching new courses.
- Requests to retain the name of the Edwin and Anita Lee Newcomer School.
- Concerns about discrimination or hostility towards Chinese people or Asians.
- Addressing issues related to student drug use, lunch problems, and considering the impact of sudden school mergers on students' mental health and academic performance.



The following are the written comments that were used to create the key themes above



**Translations**

**Ideal Outcomes**

- Special Education
- Campus Culture
- Mental Health
- Discipline
- Student exam success rate
- Teacher Attrition Rate

**Concerns**

- School Building Usage
- Accessible Schools
- Teacher Turnover Rate
- Available Courses

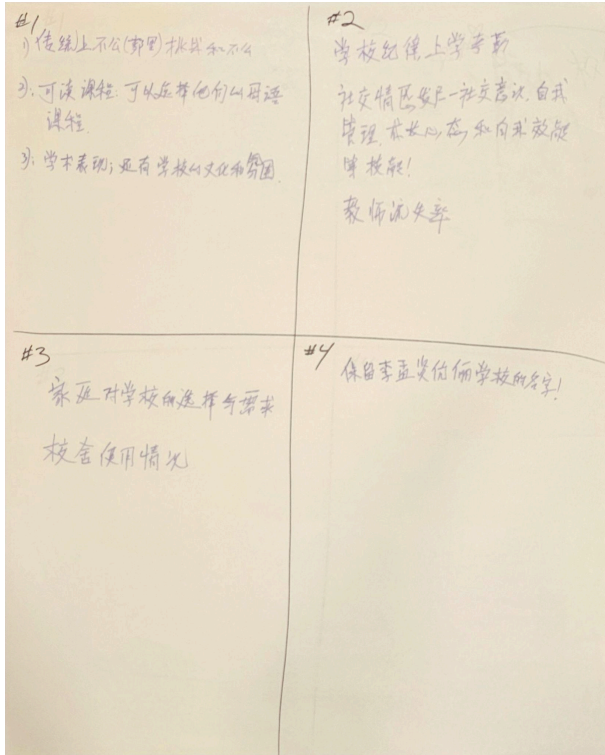
**Missing Criteria**

- Commute to School Issues
- Safety Concerns on the Way to School
- Impact of After-School Programs
- Student Drug Use Issues
- Lunch Problems
- Mental abacus calculation
- Improve STEAM (Science, Technology,



Engineering, Arts, Mathematics)

- Online Courses
  - Early Start to Classes
  - Make-up Classes
  - Launching New Courses



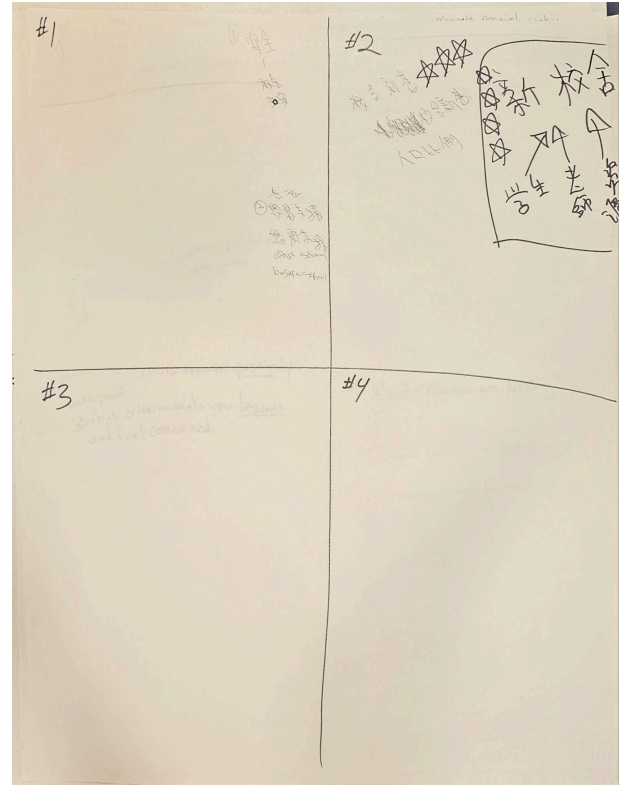
**Translations**

School Experience

- Traditional unfairness (like in the neighborhood), challenges and unfairness
- Available courses: students are able to choose the courses taught in their first languages
- The academic performance; and the cultural and environment of the school

Ideal Outcomes

- Discipline, school attendance
- Social emotion development: skills such as social awareness, self-management, growth mindset and self-efficacy



**Translations**

School Experience

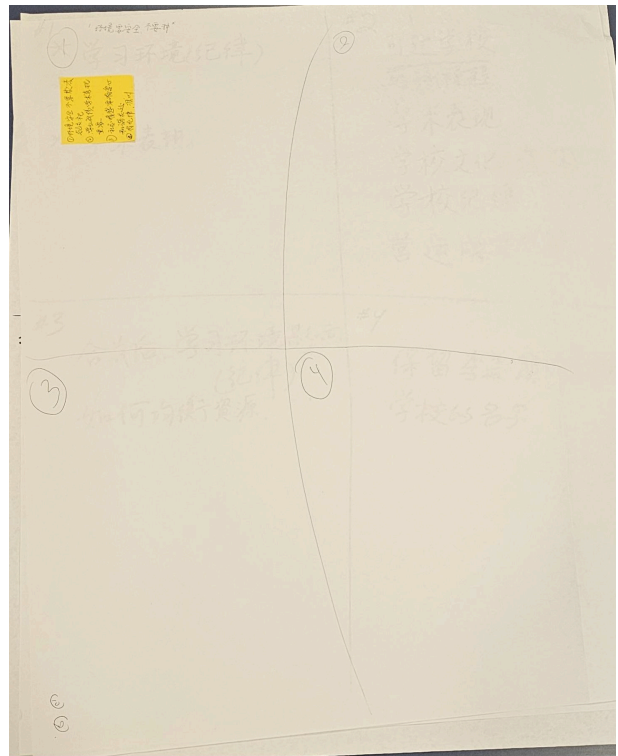
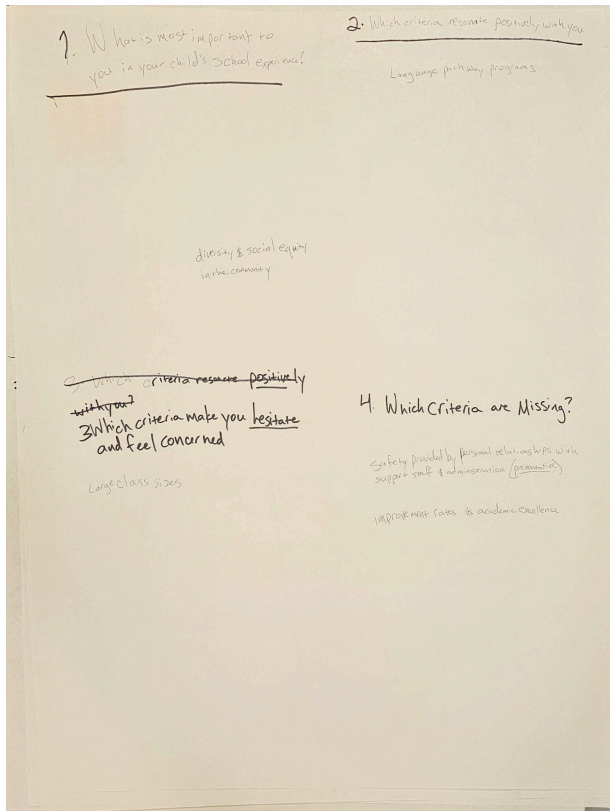
- Safety: campus and school buildings
- Study and School support

Ideal Outcomes

- New school buildings- 3 star
- Population ratio
- New school
- Students
  - Teachers
  - Resources



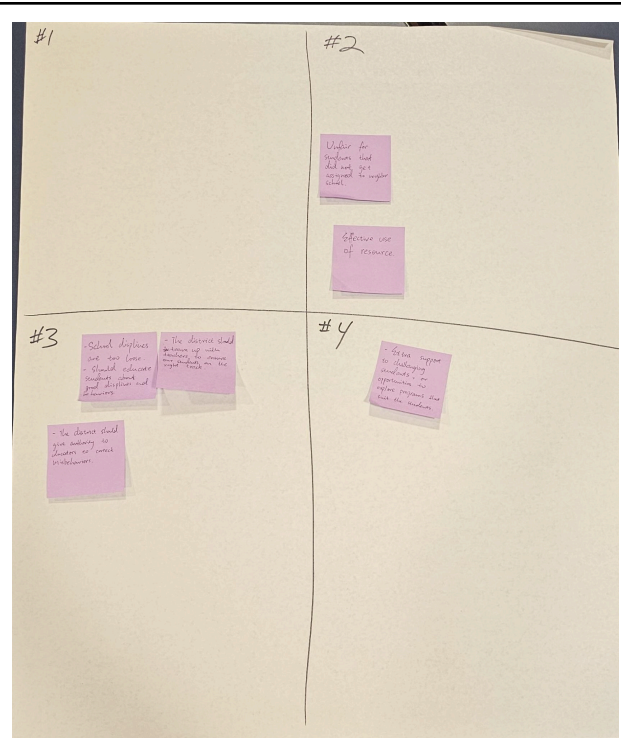
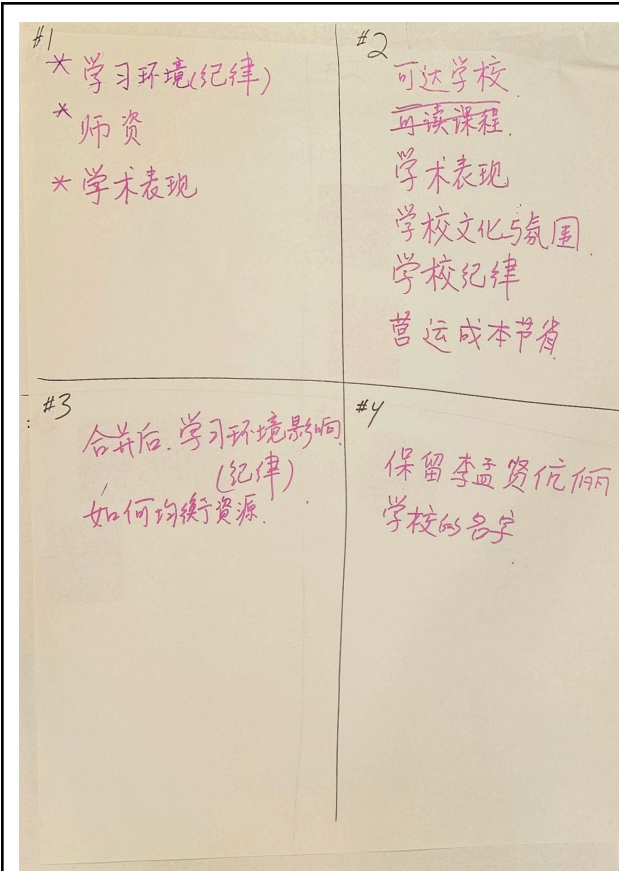
- The turnover rate of teachers
- Concerns
- Families choice and need to schools
  - The usage of school buildings
- Missing Criteria
- Keep the name of Edwin and Anita Lee Newcomer School!



**Translations**

**School Experience**

- Safe environment: no bully or discrimination
- Value the academic performance of students
- Social-emotional: need compassion and harmony
- Disciplinary and punctual



**Translations**

**School Experience**

- Learning environment (discipline)
- Teacher quality
- Academic performance

**Ideal Outcomes**

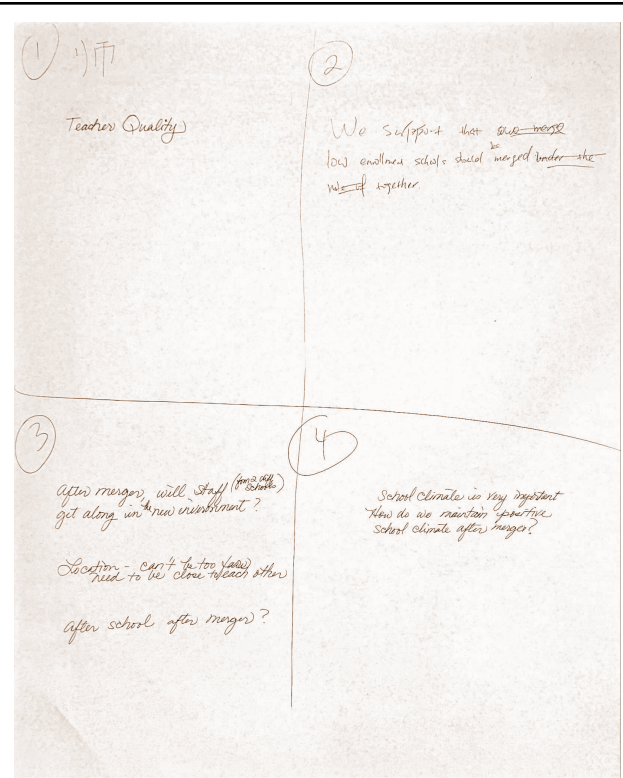
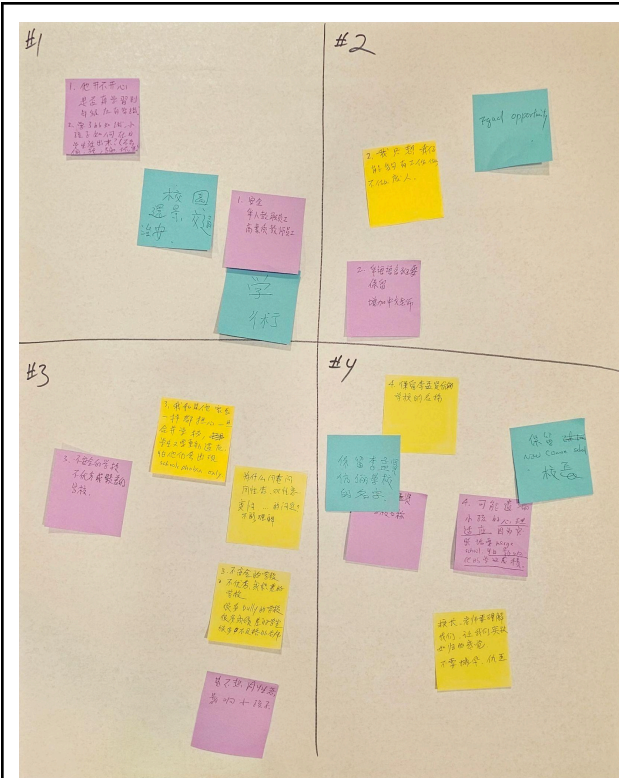
- Access to school
- Academic performance
- Culture and environment of the school
- The school discipline
- Saving operational cost

**Concerns**

- After the integration or combination of the schools, how is it going to impact the learning environment (discipline)?
- How to balance the resources?

**Missing Criteria**

- Keep the name of Edwin and Anita Lee Newcomer School



**Translations**

**School Experience**

- Student Happiness and Whether They Are Truly Learning Grade-Appropriate Knowledge
- Application of Learned Knowledge in Children's Daily Lives (Excluding Theft, Aggression, Deception, Misbehavior, etc.)
- Learning Environment, Traffic Safety, and Security
- Safety
- Chinese Teaching Staff
- High-Quality Teaching Staff
- Academic Achievement

**Ideal Outcomes**

- I simply want my child to have a job and not be idle.
- Maintain the Mandarin language program
- Hire additional Chinese teachers

**Concerns**

- Unsafe Schools

1) 1) 1)

Teacher Quality)

2)

We support that ~~two~~ <sup>be</sup> low enrollment schools should merged under the ~~the~~ <sup>be</sup> ~~red~~ <sup>red</sup> together.

3)

after merger, will staff (mostly) get along in their environment?

Location - can't factor (how) need to be close to each other

after school after merger?

4)

School climate is very important how do we maintain positive school climate after merger?



- Underperforming Schools
- I, along with other parents, share concerns about the potential merger of schools. We worry that students will have to readjust again, fearing they might develop school phobia
- Unsafe Schools
- Underperforming Schools
- Schools with a lot of bullying incidents
- Many underperforming students
- Many failing teachers
- *Note: Two translated comments were removed due to their nature and it's potentially harmful impact to the community*

#### Missing Criteria

- Retain the name of the Edwin and Anita Lee Newcomer School
- Retain the name of the Edwin and Anita Lee Newcomer School
- Retain the principal of the Newcomer School
- Possibly overlook the psychological adjustment of children because of the sudden merger of schools, fearing it may impact their academic performance
- The principal and teachers should understand us and make us feel welcome
- No discrimination against Chinese people or hostility towards Asians





<p>#1</p> <p>Environment inside the school Teacher Credentials and quality of instruction</p>	<p>#2</p> <p>Social-emotional development School culture and climate School access in own neighborhood</p>
<p>#3</p> <p>Student enrollment after merging Academic performance (will merging affect overall academic performance)</p>	<p>#4</p> <p>Afterschool Program availability Staffing (number of openings)</p>

<p>#1 School Experience</p> <p>Student Mental Health Students' academic success</p>	<p>#2 Ideal Outcomes</p> <p>school excellence high student <sup>academic</sup> performance Social-emotional Development teacher qualifications</p>
<p>#3 Concerns</p> <p>teacher turnover - will teachers leave after merger or school closure? after merger, transition period might affect student learning impact (detachment) MERGES like merger, confusion for students who have to learn their school</p>	<p>#4 Missing Criteria</p> <p>- Program/Need is important want Chinese pathway but only English may be offered - School set start time parent share a certain time to work for their schedule - need nearby childcare if schedule doesn't work - can't be too far</p>

參與者筆記		
我的問題	我的建議	我的感激之情
<p>合并学校后 是否有所有 需要的语言学 生!</p>		

**Translation**

**Concerns**

- After the integration or unification of the schools, do we have all that's needed for the students?