I am pleased to present this expenditure plan for the Public Education Enrichment Fund dollars to be appropriated to the San Francisco Unified School District for school year 2005-2006. The passage of Proposition H is resounding evidence of San Francisco’s support for public education in general and the importance of funding for sports, arts, and libraries in our schools in particular.

Pursuant to Board of Education resolution number Resolution Number 44-27A10, the Community Advisory Committee on Proposition H has submitted a document to me recommending specific Proposition H expenditures for school year 2005-2006. I am in agreement with their recommendations and have attached the document describing them.

I am requesting that the Board of Education place Proposition H on the agenda for its next regular meeting or Curriculum Committee meeting to hear additional public comment and discuss the recommendations of the Community Advisory Committee.

As the funding appropriated to SFUSD from the Public Education Enrichment Fund grows, I look forward to being able to provide more flexibility for schools sites to determine additional instructional support their students may need such as literacy specialists, nurses, social workers, counselors and paraprofessionals.

Preliminary performance goals, expenditure budgets, target populations, hiring and recruitment plans, and plans for matching or other additional funding are articulated in
the chart on the following page. In addition to this information, the Proposition H charter amendment indicates that this spending plan should include information about the District’s operating reserve. SFUSD is required by California Education Code to keep an operating reserve of no less than 2% of expenditures in school year 2005-2006. Please recognize that the information in the attached chart is preliminary and will be developed more fully in the coming months.
<table>
<thead>
<tr>
<th>Proposed Expenditure</th>
<th>Portion of Prop H</th>
<th>Budget</th>
<th>Performance Goals</th>
<th>Target Populations</th>
<th>Hiring and Recruitment Plans</th>
<th>Plans for matching or other additional funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funding to replace equipment for safety reasons for middle and high school athletics</td>
<td>SLAM</td>
<td>$121,489</td>
<td>Reduction in Injuries of participants</td>
<td>Middle and High School Students</td>
<td>N/A</td>
<td>On-going fundraising</td>
</tr>
<tr>
<td>Funding for intramural sports for middle and high schools</td>
<td>SLAM</td>
<td>$680,341</td>
<td>Increased participation of students in physical activities at school</td>
<td>Middle and High School Students</td>
<td>Upon approval, opportunities for positions or additional hours will be advertised to internal staff and externally, if needed.</td>
<td>N/A</td>
</tr>
<tr>
<td>PE Content Specialist (to be limited to 2 years) to provide support for PE teachers and develop PE Master Plan</td>
<td>SLAM</td>
<td>$97,192</td>
<td>Professional development provided to all District PE through Professional Development Institutes and / or Professional Develop Days Preparation of PE Master Plan</td>
<td>All Students, PE Teachers</td>
<td>Upon approval, this position will be posted internally and externally. External advertising will include professional publications and web-based publications.</td>
<td>N/A</td>
</tr>
<tr>
<td>Additional librarians to work on the elementary level (approximately 15 FTEs)</td>
<td>SLAM</td>
<td>$1,060,340</td>
<td>Expansion of library services in elementary schools serving approximately 1,875 students per day</td>
<td>Elementary School Students</td>
<td>Upon approval, positions will be advertised in professional publications, on-line publications and to schools of education.</td>
<td>On-going fundraising</td>
</tr>
<tr>
<td>Art supplies for each student ($5/student)</td>
<td>SLAM</td>
<td>$280,299</td>
<td>Provide consistent and reliable funding for art to allow for academic planning</td>
<td>All Students</td>
<td>Upon approval, positions will be advertised in professional publications, on-line publications and to schools of education</td>
<td>N/A</td>
</tr>
<tr>
<td>Additional Arts teachers for middle schools (approximately 15 FTEs)</td>
<td>SLAM</td>
<td>$1,060,340</td>
<td>Expansion of arts in middle schools serving approximately 1,875 students per day</td>
<td>Middle School Students</td>
<td>Upon approval, positions will be advertised in professional publications, on-line publications and to schools of education</td>
<td>N/A</td>
</tr>
<tr>
<td>Nurses and Learning support professionals for elementary schools (approximately 40 FTEs)</td>
<td>General Education</td>
<td>$2,900,000</td>
<td>Expansion of services to elementary students in high need schools</td>
<td>Elementary School Students</td>
<td>Upon approval, positions will be advertised in professional publications, on-line publications and to schools of education</td>
<td>School site budgets provide half of the cost of each position and the remaining half comes from this budget and other foundation funding for Peer Resources.</td>
</tr>
<tr>
<td>Peer Resources Program</td>
<td>General Education</td>
<td>$400,000</td>
<td>Maintenance of Peer Resources program in 11 high schools and 6 middle schools</td>
<td>Middle and High School Students</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>
RECOMMENDATIONS FOR THE PUBLIC EDUCATION ENRICHMENT FUND

Prepared by the
San Francisco Unified School District Community Advisory Committee on Proposition H

Submitted to
San Francisco Board of Education
and
Arlene Ackerman, Superintendent of Schools

February 1, 2005

“Live a balanced life--learn some and think some, and draw and paint, and sing and dance, and play and work every day some.”

Robert Fulghum, All I Ever Really Need To Know I Learned In Kindergarten
Introduction

In March of 2004, voters of San Francisco overwhelmingly passed Proposition H creating the Public Education Enrichment Fund. The fund brings much needed resources to San Francisco students for arts, music, sports and library programs; universal access to preschool; and other supports such as physical and mental health services, and general educational programming. The measure specifically designates one-third of the funds for preschool programs, one-third for sports, library programs, arts and music (SLAM), and the remaining third for general education purposes.

Funding from the Public Education Enrichment Fund will be phased in over the next five years peaking at $60 million annually from 2009-2010 through 2014-2015. In each year the City and County of San Francisco (The City) will appropriate one third of the funds to the First Five Commission for universal preschool programs administered by the Commission. The remaining two thirds will be appropriated to the San Francisco School District (SFUSD) for the uses noted above. The table below displays the schedule of appropriations from the City to the SFUSD and the First Five Commission.

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>San Francisco Unified School District*</th>
<th>First Five Commission*</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>2005-2006</td>
<td>$6.7 million</td>
<td>$3.3 million</td>
<td>$10 million</td>
</tr>
<tr>
<td>2006-2007</td>
<td>$13.3 million</td>
<td>$6.7 million</td>
<td>$20 million</td>
</tr>
<tr>
<td>2007-2008</td>
<td>$20 million</td>
<td>$10 million</td>
<td>$30 million</td>
</tr>
<tr>
<td>2008-2009</td>
<td>$30 million</td>
<td>$15 million</td>
<td>$45 million</td>
</tr>
<tr>
<td>2009-2010</td>
<td>$40 million</td>
<td>$20 million</td>
<td>$60 million</td>
</tr>
<tr>
<td>2010-2011**</td>
<td>$40 million</td>
<td>$20 million</td>
<td>$60 million</td>
</tr>
<tr>
<td>2011-2012**</td>
<td>$40 million</td>
<td>$20 million</td>
<td>$60 million</td>
</tr>
<tr>
<td>2012-2013**</td>
<td>$40 million</td>
<td>$20 million</td>
<td>$60 million</td>
</tr>
<tr>
<td>2014-2015**</td>
<td>$40 million</td>
<td>$20 million</td>
<td>$60 million</td>
</tr>
</tbody>
</table>

* In years in which the City projects a budget deficit of greater than $100 million in its General Fund, the Board of Supervisors may reduce the allocations indicated above by up to 25 percent.

**In years 2010-2011 through 2014-2015 contributions will be adjusted based on the increase or decrease in the City's discretionary General Fund revenues for the year.

Both the First Five Commission and the San Francisco Unified School District are required to submit annual expenditure plans to the City Controller. The plans shall include a budget for the expenditures, performance goals, target populations, hiring and recruitment plans for personnel, plans for matching or other additional funding, operating reserves, and any other matters that SFUSD and the Commission deem appropriate or the Mayor or the Board of Supervisors requests.
In June of 2004, the Board of Education adopted Resolution 44-27A10 forming the Community advisory Committee on Proposition H. (See Appendix A) The committee was comprised of two people nominated by each member of the Board of Education, one person nominated by each Student Delegate and three people nominated by the Superintendent. The following is a brief biography of all the members of the Community Advisory Committee on Proposition H.

**Katie Albright** is the mother of two preschool-age children and currently serves as the Director of Public Engagement for the San Francisco Education Fund. She has also worked as the Director of Policy and Outreach at Preschool California and a San Francisco Deputy City Attorney. Ms. Albright is a graduate of Georgetown University Law Center.

**Rosa Castrejon** is the parent of a high school student and a San Francisco native.

**Niki Gibbons** is currently serving as Head Counselor at Herbert Hoover Middle School. She is a member of Hoover’s School Site Council and the school faculty liaison to the Parent Teacher Student Association. Ms. Gibbons is also the Interim Coordinator and Lecturer in the School Counseling Program at San Francisco State University.

**Kay Hones** is actively involved in local, state, and international organizations and has worked in the areas of standards development, policy, curriculum, licensing and training and evaluation of programs. She holds credentials for K-12 instruction in library media and art as well as a K-6 multiple subject and an administrative credential. A National Board Certified librarian, Ms. Hones currently serves as the librarian at John O’Connell High School.

**Jeremiah Jeffries** is a first grade teacher and member of the School Site Council at John Swett Elementary School. He is the coordinator for Teachers 4 Change, a public education advocacy group and a facilitator with Teachers 4 Social Justice, a grassroots education professional development organization.

**Jane Kim** a graduate of Stanford University, serves as the Youth Education Director at Chinatown Community Development Center, a 27-year-old affordable housing nonprofit that also engages in community organizing, education and planning. Her program educates students from 11 San Francisco public high schools developing youth leadership, advocacy and civic engagement through youth-initiated community projects. She is also a co-director and co-founder of Locus Arts, a volunteer-run venue in San Francisco that showcases emerging local artists in the musical, performing and literary arts.

**Steve Klopf**, a San Francisco resident, is a father of a pre-schooler and CEO and partner of a San Francisco based technology company.
**Kim Knox** is a San Francisco resident and educational and environmental activist.

**Diana Ming Chan** is a graduate of San Francisco Schools, University of California at Berkeley and the University of Minnesota. She has worked as a licensed clinical social worker at a number of San Francisco public schools including Francisco Middle School, and Redding, Sanchez and Lafayette Elementary Schools. Since retirement her family has established a foundation to support the process of re-installing school social workers into SFUSD schools.

**Sally Payson Hays** is a parent of two boys and the current president of the Monroe Elementary School Parent Teacher Association. She holds a Ph.D. in education with an emphasis in cognitive development/school psychology and has taught at several high schools and colleges in the Bay Area. She is also a member of Parents for Public Schools.

**Amanda Perez** is a senior at Burton High School and a member of the Student Advisory Council.

**Cheryl Polk** is the Executive Director of the Miriam and Peter Haas Fund, a local family foundation that supports the development of high quality early childhood programs in San Francisco. As a clinical child psychologist who works closely with children and families to promote healthy child development, Dr. Polk also provides consultation to child care centers, social service agencies and foundations. Dr. Polk is on the Children and Families Commission of San Francisco, a member of the Executive Committee of the Board of Directors for *Zero to Three: National Center for Infants, Toddlers, and Families*, and a member of the Board of A Home Within: The Children’s Psychotherapy Project.

**Oren Slozberg** is the Executive Director of the Community Artreach Program. In that role he is an art educator in the public schools for both youth and fellow educators. Mr. Slozberg is also a parent.

**Novella Smith** is a community activist and the parent of two San Francisco public school children. She has been a volunteer in her children’s classrooms since 1991. She serves as a surrogate education parent, and volunteers to read at her neighborhood elementary school. She has served on School Site Councils and is a member of the PTA, and PPS. She sat on SFUSD’s 1996 Prop A oversight committee, Construction Master Plan Committee, and the School of the Arts Task Force. She was the Campaign Manager for the 2003 Prop A school bond campaign and 2004 Prop H Great Schools for a Great City campaign. Novella has hosted education salons and continues to work for more money for the education of our children.

**Suzanne Vradelis** is a National Board Certified teacher (2003-Early Childhood Generalist.) She is currently a second grade teacher at West Portal Elementary
School and the parent of a SFUSD high school student. Ms. Vradelis has been a School Site Council member at West Portal School.

**Kathleen White** has had three children in SFUSD over 20 years. She currently serves as fundraising chair at Giannini Middle School and has had an active role as a past School Site Council Member and PTA officer at Lakeshore Elementary School. Ms. White is a faculty member in the Child Development Department at City College of SF and the Coordinator of the Teacher Preparation Center. She is a member of numerous advisory boards, committees, community groups related to teacher development, early childhood education, and child development. She is a former SFUSD student and native San Franciscan.

**Bruce Wolfe**, a resident of Haight Ashbury, holds bachelor’s and master’s degrees in social work from San Francisco State University. He is a Board Member of the San Francisco Community Land Trust and a disability and workers’ rights advocate. Mr. Wolfe is also a veteran Chinese Martial Artist and Instructor of Martial Arts.

**Larry Yee** is the parent of three children in San Francisco Public Schools. As such he has been a volunteer at Lowell High School, Presidio Middle School and Sherman Elementary School. He also serves as President of the Chinese American Democratic Club and is a twenty year member of the Communication Workers of America.

**Carol Kocivar** is the parent of two graduates of San Francisco public schools and currently serves as the Ombudsperson in Special Education Services for SFUSD. Ms. Kocivar is the past president of the San Francisco Parent Teacher Association and currently serves on the Board of Managers of the California State Parent Teacher Association as its Legislative Advocate. She has also served as chair of the San Francisco Board of Supervisors’ task force for sustainable funding for music and arts in SF public schools.

**Nancy Waymack** is the Director of Policy and Resource Management for SFUSD. She is a former elementary teacher in the Houston Independent School District and an alumna of Teach For America. Ms. Waymack has worked in education policy positions at *Education Week*, the National School Boards Association, The Urban Institute, and the District of Columbia Public Schools. She is a graduate of Georgetown Public Policy Institute.
Planning Process

From October of 2004 through January of 2005, the Community Advisory Committee on Proposition H met to develop recommendations on the use of Proposition H funds. The Committee began their work by reviewing the current conditions in schools across the City and learning about the programs that will form the baseline on which Proposition H funding will build.

In November and December of 2004, the Committee met with a variety of community groups and held a series of community meetings to gather input from students, parents and other stakeholder groups. (See Appendix B for a list of community meetings.)

The Committee developed the following list of guiding principles to steer their work.

Guiding Principles

- The distribution of Proposition H will reflect the need of every student to receive developmentally appropriate practices in physical education and sports, library services, arts, and music within the school day.
- The distribution of Proposition H will reflect the need for additional direct services to students provided by additional staff and materials.
- The funding provided for Proposition H will supplement existing District programs – not supplant them – and be guided by District master plans in SLAM and learning support services.
- Proposition H will target programs to benefit the greatest number of students across all grade levels and designations (special education, English language learners, county / community students, etc.).
- Resources from Prop H will provide support systems for administration, evaluation, and accountability.
- The recommendations of this committee will consider the autonomy of School Site Councils and the site planning process.
- The recommendations of this committee will focus on the goals outlined in Excellence for All, the District’s five year plan and community input.
- The recommendations of this committee will focus on the long-term benefits of Proposition H, not just the actions for the upcoming school year.
- The recommendations of this committee will recognize the value added by certificated personnel trained to work in school settings.
- The distribution of funds for SLAM and learning support services will reflect the expanding schedule of funds available under Prop H by focusing initial
efforts to fund complete and coherently staffed programs and build into the spending schedule school site flexibility as funds available increase.

- The distribution of Prop H funds will reflect that SLAM and learning support services are integral to meeting District goals for improving student academic achievement.

Recurring themes in community input sessions centered on the conflict between a desire for consistent programming across schools and the desire to fill gaps where obvious needs exist. The Committee agreed with community members who suggested that using Proposition H dollars to leverage other resources from both inside and outside of the school district is an important strategy. The role of School Site Councils (SSCs) in decision-making around Proposition H funds was also debated among participants in community meetings. Some felt that schools should be given directives to provide part of a sequential program of an on-going and permanent nature while others recognized a need to allow the school community to tailor expenditures to fit the needs of their population. Ultimately, these recommendations reflect a blend of central direction for specific expenditures and choices to be made at the school sites.

References to “all schools” in these recommendations include all K-12 elementary, K-8, middle and high schools as well as county/ community schools and charter schools.
Sports, Libraries, Arts and Music

Each year during the term of this measure, the City shall appropriate one-third of the money in the Public Education Enrichment Fund to the San Francisco Unified School District for arts, music, sports, and library programs in the schools. SEC. 16.123-3. ARTS, MUSIC, SPORTS, AND LIBRARY PROGRAMS.

Recent research on brain development shows that participation in the arts, literature and sports is beneficial for a child’s cognitive development, yet school districts across the nation are being forced to reduce these programs to compensate for reduced funding levels from the state and federal sources. The Public Education Enrichment Fund provides a much needed funding stream for program in sports, libraries, arts and music in San Francisco schools.

Parents, community members, and others provided input in each of the areas. Using that input, knowledge of existing programs and the established guiding principles, the Committee approached each area by looking at the long-term goals of the Fund and determined a recommendation to begin moving toward those goals. The sections below contain the recommendations for the use of funds from the SLAM portion of the Public Education Enrichment Fund and the supporting rationale for the recommendations. In general, the committee feels strongly that it is imperative for each and every student – even those performing below grade level – to have access to sports, libraries, arts and music.

Sports

As reflected in the guiding principles, the Committee believes that students should have access to developmentally appropriate opportunities for physical education and sports during the school day. In 2004, the Centers for Disease Control and Prevention reported that the number of overweight children has more than tripled in proportion of the population since 1980. In addition, another 15% of children were at risk of becoming overweight.

At full implementation of Proposition H, the Committee contemplates a variety of options for physical activity at all schools at all levels. At a minimum, the Committee expects to have a Physical Education (PE) teacher for every 500 elementary students and smaller PE classes at the middle and high school levels at full implementation of Proposition H in 2009-2010. This would provide specialized PE instruction for elementary school students and smaller PE classes in secondary schools.

To address this goal, the committee is recommending that intramural sports be made available at middle and high schools. Intramurals can provide students opportunities to be physically active and gain experience in a variety of sports beyond the opportunities offered through organized inter-scholastic athletics. Intramurals can also serve as a vehicle to develop skills of students who will go
on to play on varsity teams in future years. **The Committee recommends that Proposition H funding support sports equipment and materials and coaching time to be used for intramurals at the secondary level.**

In addition to strengthening intramurals in secondary schools, **the Committee recommends that a portion of Proposition H SLAM funds be used to provide for equipment, supplies and facilities upkeep for SFUSD’s athletics program to ensure the safety of participating students.** This could include annual care of gym floors, medical supplies, ice machine repair, league game security and transportation, and miscellaneous safety equipment (helmets, pads, etc.). As the funding for athletics grows through Proposition H, more students will be able to participate in athletic programs providing an outlet for not only the established athletes, but also the emerging athletes. Increases in funding for athletics will support the development of more middle school, freshman, sophomore, and junior varsity teams to provide competitive inter-scholastic athletic experiences and training to a greater number of students.

PE teachers strongly recommended the hiring of a PE Content Specialist to provide central support for PE teachers across the District since it is one of only two major content areas (the other being world languages) that is not currently staffed by a content specialist. Some members of the Committee felt that this position should not be funded by Proposition H but recognized the general need for central support in this area. One of the primary functions cited as a need was the planning and support for the implementation of Prop H.

**The Committee recommends that the District develop a PE Master Plan to be adopted by the Board of Education such as the one being developed in the Arts and the Library Plan adopted in 2002.** It is the recommendation of this Committee that Prop H funds are used to support a PE Content Specialist to prepare a PE Master Plan and to provide central support and professional development for PE teachers at all school levels. **The Committee recommends that this position be funded by Prop H for a maximum of two years.**

One introductory design of providing PE to elementary schools proposed providing a PE teacher for each class once a week. This teacher would prepare lesson plans for use by the classroom teacher until the next session with the PE teacher to increase classroom and school-wide physical fitness. While the committee is not recommending this strategy for the 2005-2006 school year, it should be considered as an option during the PE master planning process.

**Libraries**

Following the guiding principles established by the Committee, the group turned to the Library Master Plan for guidance in making recommendations around libraries. **Consistent with the goals established in the Library Plan, the Prop H**
Committee aims to make operating libraries available to all students. The ultimate goal of both the Library Plan and the Committee is to provide a Certificated Library Media Specialist for approximately every 500 students by the time Prop H reaches full funding in 2009-2010.

The Committee recommends beginning this process by investing resources at the elementary level. In SY 2005-2006, Prop H would support approximately 15 full time equivalent (FTE) librarians to serve elementary schools. Given that there are 77 schools in the District serving elementary students, 15 FTE librarians would be required to carry approximately five schools each. The committee recommends that the Chief Academic Office work with sites to determine the best allocation of librarians based on the enrollment and geographic location of each site.

Arts and Music

The District has just begun work on the development of an Arts Education Master Plan. The goal of both the Master Plan and the Prop H Committee is to provide sequential arts education for students from the primary grades through high school. The term “Arts” is used to refer to visual arts, drama, music, theater, dance and literary arts.

Community members often cited the opportunities for arts and music in elementary schools through the Elementary Arts Program and the music and art teachers provided at STAR schools in fourth and fifth grade. However, many families found a lack of options once they reached the middle school level. Staff of the School of the Arts (SOTA) reported that middle schools without active arts programs typically produced very few applicants for SOTA. Other school-based arts programs found it difficult to plan because of the inconsistency of resources available; they never knew how much money they would have to purchase materials for activities. The committee recommends funding be provided for arts supplies for each student. Funding for SY 2004-2005 is projected at $5 per student. (See table below.)

The committee recommends funding be provided for arts supplies for each student. Funding for SY 2004-2005 is projected at $5 per student. (See table below.)

The Committee is recommending that SLAM Arts resources be focused in middle school grades to build on the foundation provided by the Elementary Arts Program in the first year of funding for Proposition H. Providing approximately 15 arts FTEs would allow for additional support at each middle school. Given that there are 27 schools in the District serving middle school students (18 comprehensive middle schools, 6 K-8 schools, 1 county community school and 2 charter schools), the Committee recommends that the Chief Academic Office work with sites to determine the best allocation of arts teachers based on the enrollment and geographic location of the school.

"Music can give you your dreams. It will teach you hard work, it will break your heart and make you so happy, you can't stand it. . . .I don't think I'd have been president if it hadn't been for music."

Former President Bill Clinton, 2001
Preliminarily, the committee recommends ratios for arts teachers – one of each specialty – that are similar to those recommended for librarians. However, the Arts Education Master Plan will inform future recommendations.

### Proposed SLAM Spending for SY 2005-2006

<table>
<thead>
<tr>
<th>Item</th>
<th>Preliminary Recommendations</th>
<th>Cost</th>
<th>Portion of Prop H</th>
<th>Remainder /Deficit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarians</td>
<td>All funds go to support additional librarians to work on the elementary level (approximately 15 FTEs)</td>
<td>$1,090,980</td>
<td>$ 1,100,000</td>
<td>$ 9,020</td>
</tr>
<tr>
<td></td>
<td></td>
<td>$1,090,980</td>
<td>$ 1,100,000</td>
<td>$ 9,020</td>
</tr>
<tr>
<td>Sports</td>
<td>PE Content Specialist (to be limited to 2 years) to develop PE master plan</td>
<td>$100,000</td>
<td>$ 1,100,000</td>
<td>$175,000</td>
</tr>
<tr>
<td></td>
<td>Funding to replace equipment for safety reasons for middle and high school athletics</td>
<td>$ 125,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Funding for intramural sports for middle and high schools</td>
<td>$ 700,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts and Music</td>
<td>Art supplies for each student ($5/ student)</td>
<td>$ 285,720</td>
<td>$ 1,100,000</td>
<td>$(276,700)</td>
</tr>
<tr>
<td></td>
<td>Arts teachers for middle schools (to be distributed based on the numbers of students per school) -- 15 FTEs</td>
<td>$ 1,090,980</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>$ 3,392,680</td>
<td>$ 3,300,000</td>
<td>$(92,680)*</td>
</tr>
</tbody>
</table>

*The cost of all recommendations exceed available funding by $92,680; however, salary costs may vary depending on the education level and experience of employees hired.*
Universal Access to Pre-School

*It shall be the policy of the City and County of San Francisco to provide all four-year-old children who are City residents the opportunity to attend preschool, and it shall be the goal of the people in adopting this measure to do so no later than September 1, 2009.* SEC. 16.123-4(a). UNIVERSAL ACCESS TO PRESCHOOL.

The third portion of the Public Education Enrichment Fund that is dedicated to pre-school is administered by the First Five Commission; however, the Community Advisory Committee on Prop H formed a subcommittee of six members to provide input to the First Five Commission on their recommendations. Moira Kenney, Executive Director of the First Five Commission, presented to the full committee on November 9, 2004.

Upon receipt of the draft plan, the subcommittee again met with staff of the First Five Commission and made recommendations with respect to the District’s Title I classrooms and the inclusion of standards for benefits as well as salaries as a part of the ideal model.
General Educational Purposes and Other City Support

Each year during the term of this measure, the City shall provide direct financial assistance from the Public Education Enrichment Fund to the San Francisco Unified School District, in an amount equal to one-third of the money in the Fund, or in-kind support services of equal value. SEC. 16.123-5(c). OTHER CITY SUPPORT FOR THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT.

The remaining third of Proposition H is to be used for any educational or support purposes provided under law. The recommendations of this Committee focus on the health, safety and well-being of students. While many worthy programs and ideas for funding were posed and considered, the items recommended below were the highest priorities of the Committee and represent items that the Committee believes should have ongoing support through Proposition H.

Nurses and Learning / Student Support Services

The Community Advisory Committee sees support services for the physical and mental health of SUFSD students as a paramount priority. While the National Association of School Nurses recommends one full time nurse for every 750 students, the Committee feels that SFUSD students are not a reflection of the general public and are likely to have higher needs than average students. **The Committee recommends that 1 nurse to every 400 students should be the goal of Prop H at full implementation.** However, the group recognizes that students with greater needs may be concentrated at particular schools. For that reason there may be a need to target nurses to high need schools in the years before full implementation.

The respective roles of social workers, counselors and / or marriage and family therapists were discussed at length. While some service providers may primarily work with more students one-on-one, others may provide more group therapy and / or referrals to community based organizations for services. The Committee recognized the distinction between providing services directly to students and providing services to bring systemic change.

The Committee acknowledged the combination of direct services and systemic development to be the ultimate goal. **This goal was quantified by recommending a 1 to 400 ratio for both social workers and counselors.** During the phase-in period, SFUSD’s School Health Programs and Pupil Services departments should be a resource in determining the best combination of services to each school. As this recommendation rolls out in future years, needs for college counseling should also be considered.

**The Committee recommends supporting elementary schools in year one of implementation and leaving the choice of support providers to School Site Councils. A joint recommendation from Pupil Services and School Health Programs as to the most appropriate support provider (nurse, social**
worker, marriage and family therapist, counselor) for each site and a description of the main duties of each type of position should be provided to each SSC to inform their decisions.

Other Programs and Priorities

In addition to providing support staff in the form of additional school staff, the committee considered dedicating funding to a number of additional educational programs both internal and external to the District.

After much debate and consideration, the Committee unanimously voted to recommend that funds from Prop H support Peer Resources as a part of the General Educational Purposes third. Peer Resources is a program created in partnership between the San Francisco Unified School District and the San Francisco Education Fund. While it is recognized as one of the most comprehensive models of peer programs in California and has been used as a national model, it is largely funded on grants that are due to expire at the end of the 2004-2005 school year.

The committee noted that the Peers program provides a means to reach students experiencing difficulties that are not yet at crisis level. In addition to providing these valuable services, Peer Resources provides a student leadership program for students in participating secondary schools. With Prop H funding, Peer Resources projects that it can continue working in 11 high schools and 6 middle schools in San Francisco, including several after school programs.

Areas of Recommendation for Future Years

A number of other possible uses of funds and in-kind services in the general education third of Proposition H were discussed by the committee. While funding in the first year is not sufficient to cover more items than those recommended above, the Committee recommends that the items below be considered in future years. As Prop H funding increases in the coming years, the Committee recommends holding a formal request for proposals from organizations external to the District.

Additional Student Support

The Committee agreed that paraprofessional support is a priority. The group discussed the importance of paraprofessionals, especially in fourth and fifth grades when classes often increase from 20 students per class in third grade to as much as 32 students per class in fourth grade. It then considered the cost of several scenarios including one additional paraprofessional per school, one per classroom in Kindergarten through third grade and one in each fourth and fifth grade classroom. Specific recommendations in this area should be considered based on assessed needs and changes to school-level staffing.
Other Programs and Priorities

Asthma Prevention, specifically, and generally the prevention of chronic childhood diseases, is an issue the Committee feels is a very high priority. A district-wide coordinator to institutionalize and expand the “Tools for Schools” program, a program designed to give schools the information and tools to improve indoor air quality, is one specific item the committee considered.

Field Upkeep for the District’s athletic fields and courts is another high priority for the group. Ultimately, the group hopes to increase financial or in-kind support for this purpose to increase the safety of playing fields and decrease the risk of injuries. This investment also has the potential to increase income through an increased demand for field rentals.

While the Committee agreed that increasing the number and effectiveness of custodians is a high priority, the group was split on the question of providing Proposition H funds to support this effort. There was considerable discussion about the importance of clean schools and clean bathrooms, especially at the high school level. Clean bathrooms seem to be a very high priority for students.

Proposed General Education Spending for SY 2005-2006

<table>
<thead>
<tr>
<th>Item</th>
<th>Recommendation</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nurses and Learning Support</td>
<td>Nurses and Learning support professionals for elementary schools (approximately 40 FTEs)</td>
<td>$2,900,000</td>
</tr>
</tbody>
</table>
| Peer Resources        | Peer Resources develops young people into leaders who serve their peers, schools, and communities. Core programs of Peer Resources include the following:  
  ● Peer Education,  
  ● Peer Tutoring  
  ● Peer Conflict Mediation  
  ● Peer Advocates/ Mentors  
  ● Peer Support Groups & Counseling  
  ● Strategies of Successful Students  
  ● Project Leaders  
  ● Youth Council  
  ● Recreational Activities | $400,000 |
| Total                 |                                                                                 | $3,300,000 |
On-going Governance

The Proposition H Committee recommends that a standing committee be formed for the duration of the Public Education Enrichment Fund. This committee would include key stakeholders and representatives of affected departments. The Committee will develop and oversee the annual plan, budget, activities, performance outcomes, and make policy recommendations to the Superintendent and Board of Education. The Committee would also have the authority to establish sub-committees as needed.

This Community Advisory Committee on Proposition H had a goal of presenting long-term recommendations in addition to recommendations for the 2005-2006 school year. Its timeline did not permit the Committee to complete long-term recommendations that are more specific than the long-term goals articulated above. However, we recommend that long-term decisions continue to be guided by the guiding principles established by this group, including the adherence to Excellence for All and PE, Library, and Arts Education Master Plans as well as community input. The Committee has scheduled one additional meeting to prepare a schedule of costs of current recommendations rolled out over the life of Proposition H which will be provided as an addendum to this report.
Appendix A

Adopted, As Amended, by the Board of Education at its Regular Meeting of June 22, 2004

Subject:  Resolution No.  44-27A10
Community Advisory Committee on Proposition H
- Commissioner Sarah Lipson

WHEREAS:  San Francisco voters approved Proposition H with over 70% support; and

WHEREAS:  When in full phase 40 million dollars will go directly into our public schools; and

WHEREAS:  Input from a diverse range of people, including but not limited to, UESF, Parent Advisory Council, Arts Commission, librarians, Youth Commission, Student Advisory Council, coaches, and advocates is critical in ensuring that the money is spent in the best and most efficient way possible.

THEREFORE BE IT RESOLVED: That the Board of Education establish a Community Advisory Committee comprised of broad based San Francisco community members; and

BE IT FURTHER RESOLVED: That each Commissioner nominate two individuals to participate on the committee; and

FURTHER BE IT RESOLVED: That each Student Delegate nominate one individual to participate on the committee; and

BE IT FURTHER RESOLVED: That the Superintendent nominate up to three individuals after Commissioner and Student Delegate nominations have been submitted to ensure diversity; and

FURTHER BE IT RESOLVED: That the committee is established no later that 60 days after the passing of this resolution; and

BE IT FURTHER RESOLVED: That a subcommittee of the Community Advisory Committee be formed that focuses on Universal Preschool within our Child Development Program, and works with the First Five Commission in helping to ensure Preschool For All in San Francisco; and

FURTHER BE IT RESOLVED: That the Committee identify and form additional subcommittees as needed; and

BE IT FURTHER RESOLVED: That the Community Advisory Committee on Prop H hold public hearings in different quadrants of the city to ensure all voices can be heard; and

BE IT FURTHER RESOLVED: That the Community Advisory Committee make recommendations for the use of money and in-kind services to the Board of Education and the Superintendent of Schools no later than February 1st, 2005.

FURTHER BE IT RESOLVED: That the Committee’s recommendations are made in consideration of the District’s policy and progress in strengthening School Site Councils and site-based decision-making; and

BE IT FURTHER RESOLVED: That the Superintendent should designate staff to facilitate and participate in discussions based on their knowledge of program areas potentially supported by Prop. H.

4/27/04
6/22/04

Please Note:
- Referred to the Rules, Policy & Legislation Committee by order of the Chair on 4/27/04.
- Taken up by the Rules, Policy and Legislation Committee on 5/6/04. It was recommended by the Committee that the Resolution be returned to the author.
- Adopted, as amended, on 6/22/04.

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2/2/2005
## Appendix B

### Community and Organization Meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 15, 2004</td>
<td>San Francisco Youth Commission</td>
</tr>
<tr>
<td>November 16, 2004</td>
<td>Parents’ Advisory Council</td>
</tr>
<tr>
<td>November 29, 2004</td>
<td>Focus on the Arts, Sanchez Elementary School</td>
</tr>
<tr>
<td>December 2, 2004</td>
<td>Focus on Input from Community Based Organizations, Board Room, 555 Franklin Street</td>
</tr>
<tr>
<td>December 6, 2004</td>
<td>Washington High School</td>
</tr>
<tr>
<td>December 7, 2004</td>
<td>Martin Luther King Middle School</td>
</tr>
<tr>
<td>December 8, 2004</td>
<td>School of the Arts</td>
</tr>
<tr>
<td>December 9, 2004</td>
<td>Marina Middle School</td>
</tr>
<tr>
<td>December 15, 2004</td>
<td>UESF, General Assembly Meeting, Sanchez Elementary School</td>
</tr>
<tr>
<td>January 13, 2005</td>
<td>Learning Support Services Group, Twenty-first Century Preparatory Academy</td>
</tr>
</tbody>
</table>