This report is submitted to Carlos Garcia, Superintendent of schools, by the members of the Public Education Enrichment Fund (PEEF) Community Advisory Committee.

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Executive Summary

In March of 2004, San Francisco voters, with approval of over 70% of the electorate, passed the ballot
initiative Proposition H. The passage of Proposition H established the Public Education Enrichment Fund
(PEEF) as law within the City Charter, Section 16.123.1-10. The passage of Proposition H came at a time
when district resources were diminished as funding at the state and federal level was decreasing.

PEEF provides critical funding to improve the quality of education for the youth of San Francisco and is
shared by SFUSD San Francisco First Five as follows:

• The first third of the total PEEF fund is allocated to San Francisco First Five for preschool
  support.
• The second third supports sports, libraries, the arts and music also known as SLAM.
• The last third, Other General Uses, funds student support programs including Learning Support
  Providers, Wellness Centers, Peer Resources, Translations and Interpretation Services,
  Restorative Justice, and Custodial Services.

During May of 2010, with district staff support, the PEEF Community Advisory Committee (CAC) held
PEEF Community Forums. The forums provided an opportunity for PEEF funded program to illustrate
the impact each program has on the school community, particularly students and parents. School
community members presented their personal stories of impact at the Forums. The stories of impact
represent community feedback on PEEF and are the basis for the recommendations outlined in this report.

The PEEF CAC’s objectives at the Forums were to:

• Investigate the impact of PEEF programs by hearing about PEEF Program Highlights through
  stakeholders voices.
• Collect qualitative data (stories) on PEEF program impact for the 2010 CAC Report to the
  Superintendent.

Four PEEF impact themes emerged from the participants’ stories:

(1) Creating safe and welcoming schools
(2) Increasing attendance
(3) Increasing access to educational programs and support services
(4) What if There Were no PEEF?

The themes supported one or more of the goals from the Balanced Scorecard: Access and Equity, Student
Achievement, and Accountability. Beginning in 2005-06, PEEF has increased the number of educational
programs and student support services that were either nonexistent or limited to some schools or some
students. Increasing access to educational programming and providing additional support services to all
students and at all schools can assist in increasing student achievement and closing the achievement gap.
PEEF has helped create safer and more welcoming schools through the implementation of PEEF funded
programs at all school sites. Students and their families will be more engaged in their schools when they
are safe, clean, and responsive to their needs. Having safe and welcoming schools can also assist in
increasing attendance.
2010-11 Recommendations

1. Through the testimony from program participants, it has been shown that the most important change that can be made in 2010-11 is to restore Learning Support Professionals as much as possible so that all elementary, middle and K-8 sites have LSP support.

2. Recognizing the important role these programs play at school sites, the PEEF CAC recommends no further reductions to Third-Third programs. The PEEF CAC urges the District to maintain current program funding for Third-Third programs in 2011-12 in order to sustain the current level of services.

3. The PEEF CAC recommends improving the transparency around funding decisions for Third-Third programs. Understanding the process by which decisions are made for funding reductions and program discontinuations during any year for PEEF will provide greater opportunity for including community feedback as well as instill greater confidence from the citizen population for this voter-approved initiative.

During 2010-11, the PEEF CAC will continue its work around informing the public about PEEF and its importance to schools sites, students, and families as well as gathering feedback from school community members on PEEF program impact and priorities. Networking with parents groups, community organizations, and school communities will be integral in building awareness of PEEF programs. The PEEF CAC will focus on building student representation on the CAC and conducting outreach to students to hear student perspectives about PEEF impact and priorities for their schools.
Historical Context

In March of 2004, San Francisco voters, with approval of over 70% of the electorate, passed the ballot initiative Proposition H. The passage of Proposition H established the Public Education Enrichment Fund (PEEF) as law within the City Charter, Section 16.123.1-10 (Appendix A). The passage of Proposition H came at a time when district resources had significantly diminished due to state and federal funding. The preamble of SEC. 16.123-1 includes the rationale for creating PEEF:

(a) The people of the City and County of San Francisco find and declare that:
1. Quality public education is highly correlated with higher earnings potential, reduced crime, lower rates of teen pregnancy and substance abuse, and greater self-esteem;
2. Urban public schools have the greatest need for comprehensive educational programs-including preschool programs, arts and music programs, sports activities, and after school programs-but often have the fewest resources to provide them;

PEEF provides funding to improve the quality of education for the youth of San Francisco (Table 1). One third of the total PEEF fund is allocated to San Francisco First Five for preschool support. The remaining two thirds is allocated to SFUSD. One third supports sports, libraries, the arts and music also known as SLAM. The last third, Other General Uses, also referred to as The Third-Third, has funded programs such as Learning Support Professionals, Violence Prevention, Peer Resources, Teacher Development, Formative Assessment, Translation Services, Custodial Services, and Academic Coaches.

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<th>Fiscal Year(s)</th>
<th>First 5 (Pre-K)</th>
<th>SFUSD SLAM</th>
<th>SFUSD Other</th>
<th>Total</th>
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<td>$20,000,000</td>
<td>$60 million</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Table 1: PEEF Funding Allocations
*Amount refers to financial support plus the cash value of any in-kind support services.
- 2008-09, 2009-10, & 2010-11 allocations reduced 25% due to City’s $100 million or more budgetary shortfall.
- Contributions in years 2010-11 through 2014-15 are adjusted based on the percentage increase or decrease in the City’s discretionary General Fund revenues in each year.

In June of 2004, the PEEF Community Advisory Committee was created to make recommendations to the Superintendent and Board of Education for the use of money and in-kind services supported by the Public Education Enrichment Fund. From its inception, CAC played an integral part in assisting the equitable distribution of funds to all students in SFUSD at every level including pre-k, elementary, middle, high school, as well as charter, court and county schools. As outlined in the CAC’s Guiding Principles.
(Appendix B), which was designed to support the original objectives of the June 2004 resolution, the Committee was dedicated to ensuring that:

“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.)”

In April, 2009, the Board of Education passed Resolution No. 86-24A3, (Appendix C). The resolution recognized the value of the CAC as well as emphasized the CAC’s function as a conduit for information between the district and the broader San Francisco community. The Board of Education recognizes:

“the crucial importance of input from all voices of the greater school community and values their input in considering how PEEF funding is used and The Board of Education recognizes the CAC as an advisory committee with the role to directly inform the Superintendent on the impact of PEEF to the broader SF community.”

The resolution continues to outline the role of the CAC to serve as a conduit for informing, educating, and briefing community stakeholders on the purpose and execution of PEEF funding as well as gathering community input and feedback from the community. Each year, with district staff support, the CAC will provide recommendations within a report to the Superintendent to inform his evaluation of the impact of PEEF and his development of the PEEF Spending Plan. The PEEF Spending Plan is submitted to the Board of Education in January each year and includes anticipated expenditures of the SLAM and Other General Uses (Third-Third) spending areas.

Beginning in April 2009, the PEEF CAC has transitioned, prioritizing its responsibility of connecting to the community, and has moved toward serving the dual role of informing the public about the impact and function of PEEF and serving as the voice of the community informing the Superintendent’s recommendations for PEEF spending.
Methods

During May of 2010, with district staff support, the CAC held PEEF Community Forums. The forums provided an opportunity for PEEF funded program to illustrate the impact each program has on the school community, particularly students and parents. School community members presented their personal stories of impact at the Forums. The stories of impact represent community feedback on PEEF and are the basis for the recommendations outlined in this report.

The CAC’s objectives at the Forums were to:

1. Investigate the impact of PEEF programs by hearing about PEEF Program Highlights through stakeholders voices.
2. Collect qualitative data (stories) on PEEF program impact for the 2010 CAC Report to the Superintendent.

The Forums were held in the spring of 2010 on May 12, 19, and 26. Each PEEF program was scheduled for one of the Forum dates and was asked to include school community members (students, families and staff) to share their experiences of how PEEF funded programs have impacted their lives. In preparation for the Forums, program managers were asked to plan presentations in response to the following questions:

1. How has your program contributed to the following:
   a. Creating joyful learners
   b. Increasing attendance
   c. Creating positive relationships
2. Why are your services life saving or urgent?

The forum presentations were videotaped and selected stories from students, parents, teachers, and principals were transcribed. The most impactful quotes were extracted from the transcriptions and categorized in themes. Quantitative data is included to support the qualitative findings from the forum presentations. Quantitative data includes survey data from the annual SFUSD Satisfaction Survey and statistical test results on attendance for Athletic participants.

Analysis

Four PEEF impact themes emerged from the participants’ stories:

(1) Creating safe and welcoming schools
(2) Increasing attendance
(3) Increasing access to educational programs and support services
(4) What if There Were no PEEF?

The themes supported one or more of the goals from the Balanced Scorecard: Access and Equity, Student Achievement, and Accountability.

Limitations

The intention of the Forums was to collect information that described meaningful and significant aspects of PEEF programs. Because the intent was to demonstrate the positive impact of PEEF, the comments from participants tend to be positive and focus on success. This approach was not intended to be used for any evaluative or assessment of the program. It was to provide an opportunity to program participants to share the stories of how PEEF has impacted their lives and their schools.
PEEF Impact Theme 1 – Creating Safe and Welcoming Schools

PEEF has helped create safer and more welcoming schools through the implementation of PEEF funded programs at all school sites. Students and their families will be more engaged in their schools when they are safe, clean, and responsive to their needs. Creating safer and more welcoming schools addresses the Balanced Scorecard Access and Equity Goal 1.3: Create an environment for students to flourish; creating a safe, affirming, and enriched environment for participatory and inclusive learning for every subgroup of students. Ensuring this goal is achieved for each school includes increasing students’ sense of safety, parents and families’ connectedness to and inclusion in the school community, as well as having schools fully staffed, welcoming, clean, and open beyond the hours of the instructional day.

During the Community Forums, students, parents and staff spoke about the safe space that a number of PEEF programs work to provide for students. Full transcripts of testimony from students, parents, and staff can be found in appendix H and on line: http://web.sfusd.edu/partners/enrichment_fund/default.aspx.

Testimony included the following (edited for clarity):

“Prop H came in and it was like a God send. It attracts students to the sports. They come in and they are off the streets. So it’s a safety issue...They can play, they can study, and they have somewhere to go and they are not on the streets... they are not involved in things that could be very dangerous, from drive-bys to drugs, and being involved with gangs. When you speak to them... you find out what it means to them, and keeps them safe. It’s a safe haven. It’s like a boys and girls club or the YMCA. They feel safe and feel that nothing is going to happen to them.” – Athletic Director at a high school on Athletics

“The library is also a safe space. Bullying happens at schools. The library is a place that they can go and be safe and it’s been helpful.” – Parent on Libraries

“Ms Wax [Learning Support Provider] offers me a place to go whether it [is] during lunch, before school and after school when I could be off doing other things. It’s just not going to school [it’s not] getting in trouble with the law...” – Middle school student on Learning Support Professionals

PEEF programs help schools become more welcoming and inclusive to both students and their families. The Translation and Interpretation program offers translation services for school and district events. By providing translation services for families, families feel more welcome by having their home language honored. Increased parent participation contributes to increased student academic achievement. Comments during the Community Forums included:

“Yes, the services of interpretation are helping me because I am able to understand what is being said and also I’ve been able to participate more and help, and to support and to volunteer at the school.” - Parent of two elementary student (in Spanish) on Translation & Interpretation

“I have to say that [the] translation service in the district is one of the greatest programs and departments by far. At Mission High school we have 50% of our student body [who] are second language speakers, and all sorts of languages but primarily Chinese and Spanish. I could not run the parent engagement programs without the help of translation

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services. This year, our Balanced Score Card we identified parent engagement is our single most important factor for the vision of our school and we offered many programs for parents from early morning chats with the principal to evening meetings, back to school nights, open houses, and parent workshops etc. A very specific story: as we had a big community meeting last week for our school improvement grant we had 50 families here last Tuesday night and it was very complicated meeting with power points and breakout groups and different sort of reporting back sessions. And there was no way that I could have done it without the support from translation and they came out very quickly very professionally. They are always so willing to help and pitch in and support the families in any way. It really does make a difference at Mission High School.” – Principal at Mission High School on Translation & Interpretation

“I definitely think that Translation Department helps the parents participate more and there’s an increase in parent participation because we have translation... it allows our parent liaison to work with the parents instead of only translating... I think is an added benefit because I’ve noticed that since the Translation Department [has provided] translation services, the parent the parent liaisons are participating and offering services, when they are translating they can’t do that.” – Monroe Elementary Principal on Translation & Interpretation

Since PEEF began to fund additional staffing for Translation and Interpretation Services, the number of school events with interpreters has increased from 34 in 2006-07 to 942 in 2009-10. Additionally, from 2006-07 to 2009-10 the number of documents translated in Chinese, Spanish, Tagalog, Russian, Vietnamese, Arabic, and Samoan for distribution to parents has increased by 204%. Another factor in increasing family participation at school is having school sites open and accessible beyond the instructional day. Having the schools open longer and ensuring that they are clean and safe, provides space for additional activities on campus, such as after school programs and school related meetings and events. Custodial Services receives PEEF funding that provide additional cleaning services for all of the Children Education Centers and night-time custodial staffing at 14 elementary and K-8 schools. Parents and principals shared why having additional custodial support at their school is so important:

“The environment serves as an invitation for children and parents to enter [into] and participate. The value placed on elements such as cleanliness, aesthetics, organization, thoughtfulness, communication, and interaction is seen throughout the school and [it] all contributes to creating an atmosphere where children, families and staff feel visible and understood.” - Site administrator at a Child Development Center on Custodial Services

“So, in addition with the obvious aspects of the job, the after-hour custodian, by their mere presence, has reduced incidences of theft and vandalism. In short, it’s prohibited mischievous loitering after hours. I actually live in the neighborhood. And I walk by the school at night when I walk my dog in the evening. I’ve seen firsthand in the reduction of loitering and acts of vandalism on campus. The after-hour presence is gentle reminder for the people visiting our campus to behave...” - Parent from Alice Fong Yu on Custodial Services

“Since you added the additional custodian, our school is cleaner and safer than it has ever been. The added security that the additional custodial hours provide is also of great value. Due to the many evening events and meetings that happen at our school, the evening custodial hours have been very necessary for both maintenance and security.” – Principal of Lilienthal on Custodial Services
PEEF Impact Theme 2 - Increasing Attendance

Having safe and welcoming schools as described in the previous section can also assist in increasing attendance. In order to meet the Balanced Scorecard Goal 1.1: Access and Equity - Diminish the predictive power of demographics: Reducing and eliminate the variability in achievement between the District’s highest and lowest performing subgroup, students need to attend school regularly. PEEF programs and PEEF funded staff not only keep kids engaged at school but can help prevent students from being absent and dropping out. By reducing absenteeism and implementing PEEF programs that address factors that contribute to not only absenteeism, but also to chronic truancy and dropping out, progress can be made toward closing the achievement gap.

Student testimonials illustrate the importance of participating in PEEF programs and how having positive adult relationships at school supports higher attendance:

“The Wellness [Center] makes it a lot easier for me to come to school [because] I know if I have any problems at home or anywhere, at school, at any time, I [can] come to talk to their staff because they are all really cool and easy to talk to.” – High school student on the Wellness Centers

“Our teacher, she motivates us. One time I said I was going to cut a class and she [said] don’t cut. She tries to find ways to make you go [to class] and she just has a positive attitude and she makes you feel wanted. And she makes you feel that you can stay in the class and just chill and [at] the same time do work.” – quote from Peer Resources student focus group shared by a UC Berkeley professor

“She helped me out a lot and helped me stay in school because, honestly, I felt really like dropping out in 8th grade and I’m a pretty good soccer player and ... I felt like quitting soccer as well.” – Middle school student on Learning Support Professionals

“At the beginning of the year I came from James Lick middle school and had been kicked out of that school and felt no desire to learn and just go to school at all. I just felt no desire to learn. And I think Ms. Wax, throughout the whole year, instilled in me... different ideas about what I had previously thought and about what the teachers actually could do to help me, as well as the counselors.” – Middle school student on Learning Support Professionals

“For some [students] sports/athletics is the only thing they have. And the only reason they are willing to go to school and try to get an education and further their education is because they do well in sports and they have a release.” – Athletic Director at a high school on Athletics

“They come to school people constantly asking what’s going on in P.E. Kids, believe it or not, [don’t] come to school unless they know they will have P.E. That’s not all kids, but there are a lot of kids who love P.E. because they are banking on it so much.” – Elementary P.E. specialist on Physical Education

In analyzing attendance data for middle school athletics and non-athletes for the fall semester of 2008, it was found that, for some ethnic groups, students who participated in interscholastic athletic programs attended school at a statistically significantly higher rate than students who did not. African American athletes attended approximately 20 more days of school than African American non-athletes, Filipino
athletes attended approximately six more days of school than Filipino non-athletes, Latino athletes attended approximately eight more days of school than Latino non-athletes, White athletes attended approximately seven days more days of school than White non-athletes.¹

¹ SFUSD RPA department conducted independent t-test using Statistical software SPSS 17.0 and fall 2008 attendance data extracted from the SFUSD IT database.
PEEF Impact Theme 3 – Increasing Access and Equity for Educational Programs and Support Services

PEEF has played a significant role in addressing Goal 1 of the Balanced Scorecard - Access and Equity: Increasing student engagement and creating joyful learners. Beginning in 2005-06, PEEF has increased the number of educational programs and student support services that were either nonexistent or limited to some schools or some students. Increasing access to educational programming and providing additional support services to all students and at all schools can assist in increasing student achievement and closing the achievement gap.

PEEF has brought an increase in SLAM programs for all grades at all sites. In 2009-10, PEEF funded approximately 300 SLAM teachers and coaches that served over 110 K-12 school sites and sites received approximately $2 million for supplies, materials and equipment for art and music, libraries, physical education and athletics. All sites have fully operating and staffed libraries. The number of students served in libraries increased from 3,750 in 2005-06 to 40,439 in 2009-2010. In 2009-10, 15 credentialed physical education teachers served over 10,000 students at 30 elementary sites. Testimony from SLAM participants illustrates the positive effect programs on academic achievement, physical and emotional health, and in creating joyful and more engaged learners:

“\textit{We have found that sports complement the academic side of the school equation. It provides balance. It provides an outlet and it promotes better performance in the classroom...that ... is particularly critical for our youngest son who has severe learning differences. The classroom is a struggle for him. Learning is a great challenge for him. But sports and team sports and afterschool team sports has helped my son in the classroom. Sports is the great equalizer. His dyslexia does not impede his ability to throw a baseball or to shoot a basketball. It has boosted his self-esteem which has increased his ability to learn and more importantly increased his enjoyment of learning.”} \\
\hspace{1cm} – Parent of middle school student on Athletics

“For day by day I have homework. So they inspire me [by saying] ‘it’s ok, we are family and we are going to be with each other for three months.’” – High school student on Athletics

Since PEEF funding began in 2005-06, the number of bus trips provided for student athletes to and from sports events increased from 340 to 836 in 2009-10. Because student athletes have transportation to and from games as opposed to using public transportation, they miss less class-time on game days and are also much safer.

“We have a better [PE] program in place to help our students and teach them a healthier physically active lifestyle.” – P.E. specialist on Physical Education

“We work in the Excelsior neighborhood with a lot of working class families who don’t have time or money to take their children to museums, so sometimes the art experience they have in the school is all they have in the arts.” – 2$^{nd}$ grade art teacher on Visual and Performing Arts
“We just had our first art night which our Art Coordinator, art teacher and the whole school community worked on. We had over 350 people there and historically at our school, we don’t get a lot of turn out for events. It was amazing. People came out to see their kids’ art. They came out to see kids’ performances and it was just an amazing event.” – Elementary principal on Visual and Performing Arts

“This is the first time we had music in five years at mission HS. And I felt with having music this year, it has put a more positive type of environment in our high school. It has given the kids more of the opportunity to kind [of] release or put how they feel or how they sing out there. I’ve gone through things, and some hard times, and having choirs has given me a chance to release and make myself feel better.” – High school student on Visual and Performing Arts

“I am really happy with librarians for many reasons. They teach me to go online on the computer.” – 1st grade student on Libraries

“My daughter was a slow reader. And she struggled with reading but the librarian suggested poetry as a way for her to learn. And she got it. It was short rhyming words was able to read the stanzas. She has been working with the reading recovery teachers and although that was very helpful, it was the librarian that suggested the poetry which was the breakthrough for my daughter.” – Elementary Parent on Libraries

“[With] all the equipment and the amount of money invested in[the] program, I think this school has been changed forever.” – Elementary Physical Education Teacher on Physical Education

The SFUSD Satisfaction Survey was administered in the spring of 2010 to fifth grade students, families, staff, and site administrators. The survey for fifth grade students and families included a survey item pertaining to the SLAM programs.

3,193 of the total number of fifth graders (3,681) completed the survey. Using a scale, 5th grade students were asked if they agreed with the following statement:

I enjoy the sports, library, and arts and music programs at my school.

Of the total 5th grade respondents, 64.8% strongly agreed and 25.6% agreed; for a total of 2,886 5th graders out of 3,193 respondents.

Using a scale, family members were asked if they agreed with the following statement:

The sports, library, and arts and music programs at my child’s school are a very important part of my child’s school life.

Of the total family member respondents (14,345), 47.7% strongly agreed and 42.9% agreed; for a total of 13,004.

Third-Third funding provides both support services and educational programs. Providing students with the supports needed to help them stay in school is paramount. Third-Third programs show us that positive relationships with adults, and the role that relationship plays, is critical in helping students achieve.
Wellness center is a great help for all the students that have problems. For example, when I had problems with drugs, they helped me to think about all of the bad things they did do to me. They also helped me stop using drugs. Also, [they helped] when I had problems with my family and with others. The wellness center helps all bad students change into a good one[s]. 9th grade Newcomer High School on Wellness

“So I started to [tutor a middle school student] one-on-one and slowly he started, instead of me coming up to him, to do the work, he would come up to me and say, ‘Ms. Kristine I’m ready to start’ or ‘I had questions about last night’s homework’. It was really great how excited a child could be and it was also cool because the child, he failed his math class his 7th grade year, so it was kind [of] great to feel that I helped him proceed so he was able to move onto the 8th grade.” - High school student on Teacher Academy

“Taking the City College [class] during [the] summer [and] supervising secondary students has helped me to realize that teaching is not just you teaching [students] but you helping them to realize that education is important, and engaging with them building trust [and] community with them help them and motivate them to go to school more.” - High school student on Teacher Academy

“During middle school I had a tough time in my life. I didn’t have many [people] to talk to because I was not the type of person who liked to share my feelings... I got involved in gangs and I needed someone to talk to and Ms. Wax really helped me out. She helped me see life in a different way. How I looked at my life back then… I was wasting my life away and I didn’t want to live that way.” - Middle school student on Learning Support Providers

“When my son entered kindergarten three years ago with designated services for speech, I had no idea how challenging an academic environment would be for him. For the last two years, he has worked with Donna Rodriguez, learning support professional at Commodore Sloat elementary school. His work with Ms. Rodriguez has had a hugely positive impact on his behavior. He worked in small groups with other boys with similar challenges as my son, learning about group interaction, appropriate responses, and providing others with positive feedback. Ms. Rodriguez is an important part of our school family and I know my son would suffer without her support and services.” - Parent of kindergarten on Learning Support Providers

“It’s not just ‘oh, this is not just another class to get by throughout the day’. I’ve seen me and my peers, we genuinely devote ourselves, trying to help our other peers and help each other...Peer Resources allows you to bring such a close bond in relationship [with] people you [don’t] know but you see in the hallway and you would never say hi to... but [then you talk to them] on a day to day basis.” – High school student on Peer Resources

“…for example, last month I was having some trouble in my math class and I’m sitting there in the Peer Resources rooms at Lowell and I’m talking to my friends [saying] ‘I don’t understand this, what can I do?’ And a girl I don’t even know, who I [did] know was part of Peer Resources, she came up to me and asked me what I need help in and she started to help me. For a person I don’t even know to come help me while I was struggling, it completely shocked me and I don’t know what to say because I feel that
even in my own math class I don’t think that kids that [I do]I know would necessarily go out of their way to help me.” – High school student on Peer Resources

“Senior year I got the chance to take a city college course at CCSF instead of taking the general business class because it was full and budget cuts [were] extreme at city college, so I decided to take an accounting class because I felt that accounting is what I really wanted to do. In this accounting class, I learned how to balance financial statements and balance sheets and income statements. Overall, it was a nice experience because it gave me like super confidence that it’s something I can do. Also from the Academy of Finance, they actually prepared me for the business world because I was able to find who I was. I don’t want to be dependent on anybody. I want to be an independent woman that [can] do stuff on her own.” - High school student Burton on Career Technical Education

“Every day when I come to class in the Wellness Center it makes me feel happy because I get to see students coming in with problems and leaving happy. Wellness helps take away that stress so going to school could be fun. To me
“I live with my older brother, sister, and nephew in the Haight-Ashbury neighborhood. Washington is a big school. Last year, I met Ms. Parker in the Wellness Center. She connected me with a counselor who worked in my neighborhood. And also told our school nurse that I couldn’t see very well and my health insurance was a little complicated, so she made some phone calls and she wouldn’t give up. And after awhile it was all cleared up. Also, she made me an eye appointment and my brother who’s my guardian, he works a lot so he wasn’t able to make it, so she came with me to the appointment and she arranged all this with my counselor and my guardian.” High school student on Wellness Centers

“I think the Wellness Center changes the school culture by helping out students with their problems. Before they never had the wellness so students had to keep all their problems to themselves and overtime that develops into stress”. - High school student on Wellness Centers

“Learning and going to school is fun only when you aren’t stressing about a final or a test.” - High school student on Wellness Centers

“I have learned so many thing from the wellness. I learned how to stay with a group and work together.” – High school student on Wellness Centers

“That it’s a place where students work together with other students where they can be themselves express themselves and build trust with other students and really critical to this I think in that they are working on an issue that is important to them.” – UC Berkeley professor on Peer Resources

The testimony shows the connections between meeting students’ needs, creating safe spaces, coming to and wanting to be at school, becoming joyful learners, and increasing achievement. These are all essential components to help students be engaged at school and achieve. Closing the achievement gap will remain difficult if we don’t have students coming to school, feeling safe in school, staying in school, motivated to participate in school, and feeling joyful about their learning.
PEEF Impact Theme 4 – What if There Were no PEEF?

Forum testimonies demonstrate the important role PEEF programs play in creating safe and welcoming schools, increasing attendance, providing essential programs and support services to all students at all schools. Participants shared compelling stories that showed that these programs are making schools a safer place, helping to meet the social and emotional need of students so they can stay in school and be ready to learn, motivated to learn, and engaged, which is essential in closing the achievement gap.

During the forums, presenters were asked to imagine the ramifications of not having any PEEF funding:

“Sacrificing sports would lessen the school experience …would lessen their ability to maximize their academic performance, and lessen their development as well rounded adults. School sports is not an option but a necessity. I cannot imagine our schools without an afterschool sports program. My concern is that without sports programs, many families who can afford to leave the district will leave the district.” – Parent of 3 SFUSD students on Athletics

“What we need more of is Peer Resources. Unfortunately, in the case of my school, we are unable to fund our portion of Peer Resources for next year… I want this to keep going. It could only get better with time.” – Peer Resources Staff

“Without the CAC and without PEEF, our physical education department in San Francisco Unified School District would probably not exist. So in 2004, the PEEF committee approved hiring a content specialist, one for K-12 and through that we had been able to build capacity and grow to the point where we now have this wonderful department. We are supporting every school site and we are implementing P.E. across the district. We have grown by leaps and bounds.” – Physical Education Staff

“Before Proposition H we had the mission we did not necessarily have the means to fully implement our aspects of the mission, so we are most grateful. Basically, Prop. H has allowed us to fulfill our role of putting students in a position to maximize their performance. When we first began with Prop H, we had so little that just getting things into the hands of our students, getting them the capacity to have medics, transportation, and other things [that were] essential [was difficult].” – Athletics Department Staff

The testimony of program staff illustrates the considerable impact of losing PEEF funding. Imagining schools without PEEF funding shows that unless individual school sites can independently find funding, we will see:

- Reduced number of or no LSPs at elementary, middle, or K-8 sites.
- Four high schools without Wellness Centers.
- No elementary arts teachers and few middle schools arts teachers.
- No librarians at K-8 sites and limited or no access to school libraries.
- Athletic teams with antiquated equipment, dilapidated playing facilities, and old uniforms.
- No elementary physical education teachers.
- Limited physical education equipment or curriculum.
- Fewer Peer Resources teachers, classes, and peer leaders.
- Less support at CDCs and elementary schools for safe and clean schools that are open longer.
Because of PEEF, the students of San Francisco Unified School District can receive a comprehensive educational experience that otherwise would not be available to this degree.
2010-11 Recommendations

1. Through the testimony from program participants, it has been shown that the most important change that can be made in 2010-11 is to restore Learning Support Professionals as much as possible so that all elementary, middle and K-8 sites have LSP support.

2. Recognizing the important role these programs play at school sites, the PEEF CAC recommends no further reductions to Third-Third programs. Maintain current program funding for Third-Third programs in 2011-12 in order to sustain the current level of services.

3. The PEEF CAC recommends improving the transparency around funding decisions for Third-Third programs. Understanding the process by which decisions are made for funding reductions and program discontinuations during any year for PEEF will provide greater opportunity for including community feedback as well as instill greater confidence from the citizen population for this voter-approved initiative.

During 2010-11, the PEEF CAC will continue its work around informing the public about PEEF and its importance to schools sites, students, and families as well as gathering feedback from school community members on PEEF program impact and priorities. Networking with parents groups, community organizations, and school communities will be integral in building awareness of PEEF programs. The PEEF CAC will focus on building student representation on the CAC and conducting outreach to students to hear student perspectives about PEEF impact and priorities for their schools.
Appendices
Appendix A   City Charter – Section 16.123-1

SEC. 16.123-1. PREAMBLE.
(a) The people of the City and County of San Francisco find and declare that:
1. Quality public education is highly correlated with higher earnings potential, reduced crime, lower rates of teen pregnancy and substance abuse, and greater self-esteem;
2. Urban public schools have the greatest need for comprehensive educational programs-including preschool programs, arts and music programs, sports activities, and after school programs—but often have the fewest resources to provide them;
3. While California once led the nation in public school spending and performance, investments have greatly declined. Despite its high cost of living, San Francisco per pupil spending ranks 34th among 43 comparable central City U.S. public school districts of similar size. As of 2001, adjusted for cost-of-living, teacher salaries for the San Francisco Unified School District (SFUSD) ranked 99th of 100 metropolitan areas;
4. SFUSD enrollment has dropped in recent years as families have left San Francisco in search of affordable neighborhoods with high-quality public schools;
5. The choices businesses make about where to locate include the quality of public services the City provides, including public safety, transportation and education;
6. Since 2000, the SFUSD has made strong improvements in achievement measures and financial management; and
7. As the economy begins to recover, now is the time to invest in our children's future, before further declines begin to erode the progress the SFUSD has made.
(b) This measure may be referred to as "The Arts, Music, Sports, and Pre-School for Every Child Amendment of 2003."
(Added March 2004)

SEC. 16.123-2. PUBLIC EDUCATION ENRICHMENT FUND.
(a) Creating the Fund. There shall be a Public Education Enrichment Fund. The City shall each year appropriate monies to the Public Education Enrichment Fund according to subsections (b), (c), and (d), below. In determining whether the City has met its annual obligation to the Fund, the Mayor and the Board of Supervisors may consider both direct financial support and the cash value of any in-kind support services, as described in Section 16.123-5, provided by the City to the San Francisco Unified School District and the Children and Families First Commission (hereinafter the "First Five Commission") or any successor agency, provided that at least two-thirds of the City's contribution to the Fund each year shall be comprised of direct financial support necessary to meet the requirements of Sections 16.123-3 and 16.123-4 of this measure.
(b) Baseline Appropriations. The Fund shall be used exclusively to increase the aggregate City appropriations to and expenditures for the San Francisco Unified School District. To this end, the City shall not reduce the amount of such City appropriations (not including appropriations from the Fund and exclusive of expenditures mandated by state or federal law) in any of the eleven years during which funds are required to be set aside under this Section below the amount so appropriated for the fiscal year 2002-2003 ("the base year"). These baseline appropriations shall be separate from the City's annual contributions to the Public Education Enrichment Fund under subsection (c), and shall be appropriated by the City to the School District each year during the term of this measure for the same purposes and in the same relative proportions among those purposes as in the base year, as certified by the Controller.
The amount of the City's baseline appropriations to the School District shall be adjusted for each year after the base year by the Controller based on calculations consistent from year to year by the percentage increase or decrease in City and County discretionary General Fund revenues. In determining City and County discretionary General Fund revenues, the Controller shall only include revenues received by the City and County that are unrestricted and may be used at the option of the Mayor and the Board of Supervisors for any lawful City purpose. Errors in the Controller's estimate of discretionary revenues for a fiscal year shall be corrected by an adjustment in the next year's estimate. Using audited financial results for the prior fiscal year, the Controller shall calculate and publish the actual amount of City appropriations that would have been required under this baseline for the School District.

(c) Annual Contributions to the Fund--FY 2005-2006 through FY 2009-2010. In addition to the annual baseline appropriation provided above, the City shall, for years two through six of this measure, contribute the following amounts to the Public Education Enrichment Fund:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>Fiscal Year 2005-06</td>
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<td>$45 million</td>
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<tr>
<td>Fiscal Year 2009-10</td>
<td>$60 million</td>
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</table>

(d) Annual Contributions to the Fund-FY 2010-11 through FY 2014-15. For Fiscal Years 2010-11 through FY 2014-15, the City's annual contribution to the Public Education Enrichment Fund shall equal its total contribution for the prior year, beginning with Fiscal Year 2009-2010, adjusted for the estimated increase or decrease in discretionary General Fund revenues for the year.

(e) Audit Requirements. All disbursements from the Fund and from the baseline appropriations shall be subject to periodic audit by the Controller. The San Francisco Unified School District and the First Five Commission shall agree to such audits as a condition of receiving disbursements from the Fund.

(Added March 2004)

SEC. 16.123-3. ARTS, MUSIC, SPORTS, AND LIBRARY PROGRAMS. 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.

(Added March 2004)

SEC. 16.123-4. UNIVERSAL ACCESS TO PRESCHOOL. (a) Universal Access to Preschool. 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.
(b) Planning Process. No later than September 1, 2004, the First Five Commission, in consultation with the San Francisco Childcare Planning and Advisory Council, the San Francisco Unified School District, the San Francisco Department of Children, Youth and Their Families, and community stakeholders, shall submit to the Board of Supervisors a proposal for a universal preschool program for San Francisco. The Board of Supervisors shall approve the plan by resolution; if the Board does not approve the plan, it may refer the plan back to the First Five Commission for revision.

In preparing the plan, the First Five Commission shall develop universal preschool funding guidelines consistent with the Childcare Planning and Advisory Council's San Francisco Childcare Needs Assessment, including guidelines designed to meet neighborhood-specific needs, such as subsidies, new facility development, and provider support for both family childcare homes and childcare centers. Such funding guidelines also shall address the unmet need for universal preschool and childcare slots in specific City neighborhoods.

(c) Annual Disbursements. 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 First Five Commission for universal preschool programs administered by the Commission.

(Added March 2004)

SEC. 16.123-5. OTHER CITY SUPPORT FOR THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT.

(a) In-Kind Support. Not later than one year after the effective date of this measure, the City and the School District shall identify areas of potential in-kind support that the City could provide to the School District free of charge or at substantially reduced rates. In-kind support, for these purposes, may include, but is not limited to:

- Learning support services, including health, counseling, social work, and nutrition services;
- Financial support services;
- Telecommunication and information services;
- Construction management services;
- Utility services;
- Transportation services;
- Legal services; and
- Public safety services.

(b) Planning Process. No later than six months after the effective date of this measure, the School District shall submit to the Board of Supervisors proposals for in-kind services that could be provided by the City to the District to further the educational goals and operations of the District. The Board shall distribute those proposals to all City departments having expertise in providing or capability to provide such in-kind services, and no later than nine months after the effective date of this measure, the departments will respond to the Board with proposals to provide such in-kind services to the District. The School District may use any direct financial support provided under this Section to hire consultants to help identify possible in-kind services. The Board of Supervisors may, by ordinance, provide for continuation of this planning process during the subsequent term of the measure.

(c) Annual Disbursements. 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.
(d) Permissible Uses. The San Francisco Unified School District may expend funds provided as direct financial support under this Section for any educational or support purpose provided under law, including, but not limited to, gifted and talented programs, magnet programs, literacy programs, dual-language immersion programs, special education, employee compensation, career and college centers at high schools, teacher mentoring or master teacher programs, or other instructional purposes. The City recognizes that in providing such programs and services, a well-run school district requires both certificated and classified staff, and urges the San Francisco Unified School District to hire both certificated and classified staff to carry out the purposes of this measure.

(e) Within one year of the effective date of this measure, the School District, with the assistance of the City's Department of Public Health, Department of Human Services, and Department of Children, Youth, and Their Families, shall conduct an assessment of health, counseling, social work, and nutritional needs of pupils in the District, including problems related to asthma and other chronic diseases. The City may appropriate a specific portion of the disbursement under this Section through its annual appropriation process for these purposes, pursuant to recommendations from the School District.

(Added March 2004)

SEC. 16.123-6. EXPENDITURE PLANS.
(a) No later than February 1 of each year during the term of this measure, the San Francisco Unified School District and the First Five Commission shall each submit an expenditure plan for funding to be received from the Public Education Enrichment Fund for the upcoming fiscal year. The proposed expenditure plans must include prior year total budgeted and expended appropriations and Fund budgeted and expended appropriations by category, as well as average daily attendance information for the prior year and anticipated average daily attendance information for the plan year, to facilitate multi-year comparison.
(b) The Controller shall review the plans and transmit them, with his or her comments, to the Mayor and the Board of Supervisors for their review and comment.
(c) 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 the District and Commission deem appropriate or the Mayor or the Board requests.
(d) The Mayor and the Board of Supervisors may request further explanation of items included in the plans, and the District and the Commission shall respond in a timely manner to such inquiries. The Board may place appropriations provided for under this measure on reserve until it has received adequate responses to its inquiries.
(Added March 2004)

SEC. 16.123-7. STRUCTURAL SAVINGS TO THE CITY'S BUDGET.
(a) Controller's and Budget Analyst's Recommendations. Not later than October 1 of each fiscal year from Fiscal Year 2005-06 through 2009-10, the Controller and the Board of Supervisors' Budget Analyst shall prepare and submit recommended cuts or other structural changes to reduce, on an ongoing basis, spending on City departmental operations, or identify new revenues, in an amount sufficient to meet each year's required funding for the Public Education Enrichment Fund.
(b) Board of Supervisors' Proposals. Not later than December 15 of each fiscal year from Fiscal Year 2005-06 through Fiscal Year 2009-10, the Board of Supervisors shall hold hearings on the recommendations made by the Controller and the Budget Analyst and shall forward its proposals to the Mayor.

(c) Budget Requirements. In his/her annual budget submission to the Board of Supervisors for each fiscal year from Fiscal Year 2005-06 through Fiscal Year 2009-10, the Mayor shall incorporate the Board of Supervisors' proposals, or identify alternative revenue or expenditure savings sufficient to appropriate funds to the Public Education Enrichment Fund according to the schedule set forth in Section 16.123-2 of this measure.

(Added March 2004)

SEC. 16.123-8. ADJUSTMENTS.

(a) In any year of this measure, if the joint budget report as prepared by the Controller, the Mayor's Budget Director and the Board of Supervisors' Budget Analyst projects a budgetary shortfall of $100 million dollars or more, the Mayor and the Board of Supervisors may reduce the City's contribution to the Public Education Enrichment Fund under Section 16.123-2, and its disbursements under Sections 16.123-3, 16.123-4, or 16.123-5, by up to 25 percent; provided, however, that the City must pay back the amount deferred within the period from June 30, 2015, the last day of the term of this measure, and June 30, 2018, a date three years later, unless the voters extend this measure beyond July 1, 2015 or authorize a substantially similar measure at that time.

(b) Audit Recommendations. The Mayor and the Board of Supervisors may suspend the City's disbursements from the baseline appropriations or the Public Education Enrichment Fund under Sections 16.123-3, 16.123-4, or 16.123-5 in whole or in part for any year where the Controller certifies that the San Francisco Unified School District or the First Five Commission has failed to adopt audit recommendations made by the Controller.

As part of the audit function, the Controller shall review performance and cost benchmarks developed by the School District and the First Five Commission in consultation with the Controller for programs funded under this measure. The Commission's performance and cost benchmarks shall be based on the same performance and cost benchmarks as are required for other City departments, and on comparisons with other cities, counties, and public agencies performing similar functions. The School District's performance and cost benchmarks shall be based on similar standards.

In particular, the Controller shall assess:

1. Measures of workload addressing the level of service being provided or providing an assessment of need for a service;
2. Measures of efficiency including cost per unit of service provided, cost per unit of output, or the units of service provided per full time equivalent position; and
3. Measures of effectiveness including the quality of service provided, citizen perceptions of quality, and the extent a service meets the needs for which it was created.

The Controller's audits may address the extent to which the School District and the First Five Commission have met their respective performance and cost benchmarks.

(c) Reserve Policies. The Mayor and the Board of Supervisors may suspend the City's disbursements from the baseline appropriations or the Public Education Enrichment Fund under Sections 16.123-2, 16.123-4, or 16.123-5 in whole or in part for any year where the Controller
certifies that the San Francisco Unified School District or the First Five Commission has failed to adopt reserve policies recommended by the Controller.

(d) Transfer and Use of Suspended Distributions. If the Mayor and the Board of Supervisors suspend City distributions from the baseline appropriations or the Public Education Enrichment Fund under subsections (b) or (c), the City shall transfer the amount that would otherwise be distributed from the baseline appropriations or the Public Education Enrichment Fund for that year to the Children's Fund established in Charter Section 16.108, for the provision of substantially equivalent services and programs.

(e) New Local Revenues. The Board of Supervisors may, by ordinance, proportionally reduce the contribution to the Public Education Enrichment Fund and the disbursements to the San Francisco Unified School District and the First Five Commission required by this measure if the voters of San Francisco adopt new, dedicated revenue sources for the School District or the Commission, and the offsetting reduction in disbursements is specifically authorized by the local revenue measure.

(f) New State Revenues. The Board of Supervisors may, by ordinance, proportionally reduce the contribution to the Public Education Enrichment Fund and the disbursements to the San Francisco Unified School District required by this measure if the percentage increase in per-pupil Revenue Limit funding provided by the State of California to the San Francisco Unified School District in any fiscal year exceeds the percentage increase in the City's cost of living during the previous fiscal year.

The Board of Supervisors may, by ordinance, proportionally reduce the contribution to the Public Education Enrichment Fund and the disbursements to the First Five Commission if the State of California provides funding to the City for universal preschool, provided that such disbursements are not required to match state and/or other funding.

(g) Eighteen months prior to the expiration of this measure, the Controller shall conduct a complete analysis of the outcomes of the programs funded through the Public Education Enrichment Fund. The Controller's study shall also address changes in the levels of state and federal funding for local schools, per-pupil spending in the San Francisco Unified School District compared to urban school districts of similar size. The Controller shall present the results of this analysis to the Mayor and the Board of Supervisors no later than nine months prior to the expiration of the measure.

(Added March 2004)


(a) The people of the City and County of San Francisco find and declare that major urban school districts, such as San Francisco, serve an ethnically and economically diverse student population that requires more resources than currently provided under state guidelines. In adopting this measure, the people of San Francisco choose to provide additional City resources to complement, and not supplant, state funding for the San Francisco Unified School District.

(b) Consistent with subsection (a), the people of the City and County of San Francisco specifically find that their contributions to and disbursements from the baseline appropriations and the Public Education Enrichment Fund are discretionary expenditures by the City for the direct benefit of the children of San Francisco, their families, and the community at large. In the event that the State attempts, directly or indirectly, to redistribute these expenditures to other jurisdictions or to offset or reduce State funding to the School District because of these expenditures, the City shall transfer said monies that would otherwise be distributed to the
School District each year to the City's Children's Fund established in Charter Section 16.108, for
the provision of substantially equivalent services and programs.
(Added March 2004)

SEC. 16.123-10. SUNSET.
The provisions of this measure shall expire in eleven years, at the end of Fiscal Year 2014-15,
unless extended by the voters.
(Added March 2004)
Appendix B PEEF CAC Guiding Principles

COMMUNITY ADVISORY COMMITTEE ON PROPOSITION H
SAN FRANCISCO UNIFIED SCHOOL DISTRICT

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 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 certified 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 recognize the principle that SLAM and learning support services are integral to meeting District goals for improving student academic achievement.
- The recommendations of this committee will support the district’s goals:
  - Enhance teaching and learning to focus on higher achievement for all students
  - Improve parent, community and staff participation and communication in the educational process
  - Create and maintain school environments that are safe, secure and attractive
  - Build a school environment that is fully integrated, racially, ethnically and socio-economically, in all its programs and activities, and provides equal opportunity for all students
  - Improve and expand the Early Childhood Education Program and integrate it into the K-12 Program
  - Support and strengthen public and private collaboration to better serve our students
  - Support staff through ongoing high-quality professional development and other programs
  - Secure adequate and stable revenue from federal, state, local, and private sources to realize the aforementioned goals
Appendix C SFUSD Board Resolution No. 86-24A3

Adopted, as amended, by the Board of Education at Its Regular Meeting of April 28, 2009 (Substitute Motion)

Subject: Resolution No. 86-24A3
Claritying the Support, Responsibilities, and Role of the Community Advisory Committee (CAC) for the Public Education Enrichment Fund
- Commissioners Mark Sanchez and Kim-Shree Maufas

WHEREAS: On June 22, 2004, the Board of Education adopted Resolution 44-27A10, creating the Community Advisory Committee (CAC) to make recommendations to the Superintendent and Board of Education for the use of money and in-kind services supported the Public Education Enrichment Fund (PEEF), and

WHEREAS: The Board of Education recognizes the crucial importance of input from all voices of the greater school community and values their input in considering how PEEF funding is used, and

WHEREAS: The members of the CAC are representatives of the community who spend significant volunteer hours dedicated to supporting this effort, and

WHEREAS: The Board of Education recognizes the CAC as an advisory committee with the role to directly inform the Superintendent on the impact of PEEF to the broader SF community, and

THEREFORE BE IT RESOLVED: That the PEEF CAC shall be comprised of up to twenty one members with two members appointed by each member of the Board of Education, two members appointed by each student delegate and three members appointed by the Superintendent representing each of the three divisions Elementary/CDC, middle, and high schools.

FURTHER BE IT RESOLVED: That the CAC will serve as a conduit for informing as well as receiving input from SFUSD stakeholders (students, parents, staff, and other community members) in order to assist the Superintendent and the Board of Education to effectively allocate this funding. Working with district staff to effectively coordinate their efforts, the CAC will inform, educate and brief community stakeholders on the purpose and execution of PEEF funding. Additionally, the CAC members are charged with gathering data, informal feedback, and ideas from community members on the effects and impact that this funding has had or may potentially have on schools and the greater community, and

BE IT FURTHER RESOLVED: That the Superintendent shall designate staff to assist the CAC in areas supported by PEEF, coordinating venues for community meetings, and in other formats to collect data that informs their recommendations; and

FURTHER BE IT RESOLVED: That the CAC shall be provided with site based data on the utilization of PEEF funding and District-wide data on the impacts and
penetration of PEEF funding from District staff in order to effectively educate as well as solicit feedback from the community around the annual allocation of funding; and

**SUBSTITUTE MOTION** (Adopted, as amended, April 28, 2009)

Subject: Resolution No. 86-24A3
Clarifying the Support, Responsibilities, and Role of the Community Advisory Committee (CAC) for the Public Education Enrichment Fund
Commissioners Mark Sanchez and Kim-Shree Maufas

**BE IT FURTHER RESOLVED**: That all CAC’s recommendations shall be aligned to and support one or more of the three goals in the Balanced Score Card (BSC), in addition to being subject to evaluation regarding their effectiveness in achieving the BSC goals and only those programs that are shown to successfully support BSC goals shall continue; and

**FURTHER BE IT RESOLVED**: That the CAC’s recommendations shall be prepared by the committee members (with staff support) and is due to the Superintendent no later than the first of November; and

**BE IT FURTHER RESOLVED**: That the Superintendent will consider the insights and information provided by the CAC as a result of their investigations in the recommendations to the Board of Education for the expenditure of funds in the “SLAM and “Other General Uses (the “Third-Third”)” spending areas; and

**FURTHER BE IT RESOLVED**: That the Superintendent’s report of recommendations shall be forwarded to the Board of Education’s Business and Budget Services and Curriculum and Programs Committee Meetings in December of that same year, with a finalized report due to the Board of Education by the first board meeting in January.

**Substitute Motion**

86-24A3

4/28/09
SFUSD
Public Education Enrichment Fund
Community Advisory Committee

2010 PEEF Program Forums

An opportunity to hear how PEEF funded programs impact students, schools, and communities in San Francisco. Come hear about PEEF Program impact through stakeholders’ voices.

May 12 6:00-8:00  Board Room  555 Franklin
Program Presentations: Physical Education, Teacher Academy, and Athletics

May 19 6:00-8:00  Library  Everett Middle School
Program Presentations: Wellness Centers, Career Technical Education, and Library Services

May 26 6:00-8:00  Board Room  555 Franklin

The PEEF CAC is charged with gathering data, informal feedback, and ideas from community members on the effects and impact that this funding has had or may potentially have on schools and the greater community, and will use the information gathered at the Forums to inform their recommendations to the Superintendent in their November 2010 Report. All participant presentations will be video taped.

All Forums will be open to the public. Please invite members of the school community and public to the CAC Forums.

For more information, please visit the PEEF website at:
http://sfportal.sfusd.edu/sites/advisory_committees/enrichment_fund/default.aspx
email: Kathy Fleming, PEEF Program Administrator at flemingk@sfusd.edu
Welcome to the 2010 Public Education Enrichment Fund Community Advisory Committee's Forums: An opportunity to hear how PEEF funded programs impact students, schools, and communities in San Francisco through stakeholders' voices.

In March of 2004, San Francisco voters approved the ballot initiative Proposition H. The passage of Proposition H established the Public Education Enrichment Fund (PEEF) by law within the City Charter, Section 16.123.1-10. The passage of Proposition H came at a time when district resources were diminishing as funding at the state and federal level was decreasing. The role of PEEF continues to prove increasingly important as we continue to face difficult economic times within our District.

PEEF provides critical funding to improve the quality of education for the youth of San Francisco and is shared by SFUSD and the San Francisco First Five as follows:

- The first third of the PEEF fund is allocated to San Francisco First Five for pre school support.
- The second third supports sports (athletics and Physical Education), libraries, the arts and music also known as SLAM.
- The last third, Other General Uses, Also known as the Third- Third has funded programs such as learning support services, safe and clean schools, peer resources, teacher development, formative assessment, translation services, and Wellness Centers and will begin to fund the District's Restorative Justice program in 2010-11.

Detailed information about PEEF allocations, program budgets and program activities is available tonight at the information table.

The PEEF CAC, per Board of Education resolution 86-24A3, is charged with gathering data, informal feedback, and ideas from community members on the effects and impact that this funding has had or may potentially have on schools and the greater community, and will use the information gathered at the Forums to inform their recommendations to the Superintendent in their November 2010 Report.

The program presentations will highlight the impact that each program has had on students, families, and cohoes through the stories and testimonials from program participants.

All participant presentations will be video taped. The video taping is intended to capture the qualitative data the PEEF CAC will use for their Report to the Superintendent in November of 2010.

The Report is presented to the Superintendent and the Board of Education and includes the findings from these Forums as well as recommendations for the 2011-12 PEEF Expenditure Plan that will go before the board in January of 2011 for approval prior to submission to the City.
Public Education Enrichment Fund
Program Information
2009-10

Sports, Libraries, Arts and Music (SLAM)

Physical Education
Elementary Program Support schools receive the equipment, curriculum and PE specialists to help build strong physical education programs. Some middle and high school sites receive additional physical education teachers. All secondary sites receive funding to support quality PE programs for all students. Funding enables schools to receive new fitness centers, professional development, teachers, equipment and curriculum to support quality physical education classes.

The goal of the physical education program and the Physical Education Master Plan is to provide quality K-12 physical education for every child through participation in a comprehensive, sequential physical education system that promotes physical, mental, emotional, and social well-being.

The 2009-10 Spending Plan includes physical education support for:
1. 15 FTE Elementary School Physical Education Teachers to provide direct instruction to elementary students at approximately 30 sites.
2. 6 Physical Education Office FTEs: 2 PE Implementation Specialists, 2 PE Content Specialists, 1 PE Program Administrator and 1 PE Clerk to implement programming, support teachers at K-12 school sites, and to ensure alignment with standards and the district’s PE Master Plan.
3. 30 stipends for elementary school teachers to serve as physical education site coordinators at 30 sites to support teachers and staff in implementation of PE requirements.
4. Site allocations for all middle and high schools ($21.59 per pupil) including charter and county/community/court sites.

Physical Education has a FY 2008-09 carryover amount of $1,020,710. The 08-09 carryover is budgeted for the following:
- 6.0 secondary physical education teachers
- Professional development for teachers
- Elementary and secondary school physical education equipment, resources, and materials to support implementation.

Athletics
The Public Education Enrichment Fund allows our Athletic department to provide additional services to SFUSD student athletes and teams, including bus transportation to and from athletic events, trainers for high school athletes, additional coaches, security
personnel, officials, repair of athletic facilities, and athletic and medical equipment, uniforms, and supplies for all participating middle and high schools. These services help to keep our student athletes in the classroom longer, provide a safe environment, improve their health and athletic performance, and provide them with the proper training, uniforms, and equipment to participate safely and successfully.

The goal of the Athletic program is to provide accessible, well coached, safe, and well supported athletic opportunities to students at all SFUSD middle and high schools.

The 2009-10 Spending Plan includes Athletics support for:
1. Site allocations for middle and high schools to purchase athletic equipment, uniforms, and stipends for athletic event personnel
2. Repair of athletic equipment at school sites
3. Construction and repair of athletic field and track areas at SFUSD High School sites
4. Private security and uniformed police officers (School Resource Officers) for athletic events
5. Athlete transportation to high school and middle school athletic competitions within San Francisco and throughout the Bay Area
6. Officials for football, volleyball, wrestling, baseball, and softball games and matches
7. Coaching salary and benefits
8. Professional development stipends
9. Medical personnel at football games and for athletic trainers at high schools
10. Medical supplies for all high school athletic programs

Libraries
PEEF supports all SFUSD school libraries. Since 2005, all libraries have been revitalized with credentialed teacher librarians and resources including (but not limited to) technology, an online catalog, databases, and lots of great books.

The goal of Library Services is to provide high quality, effective library services that enhance the education and instruction for all students.

The 2009-10 Spending Plan includes Library support for:
1. 42 FTE Librarians placed at 82 K-8 schools
2. 2 FTE for central support: 1 content specialist and 1 program administrator
3. Online Subscription Resources (library research / reference databases)
4. Computer technology improvement in libraries
5. Professional development for librarians
6. Site allocations include 5$ per pupil for elementary, middle, and charter schools for library books, materials and supplies, includes charter schools
7. Site allocations include $10 per high school per pupil for library books, materials and supplies and staffing, includes charter and county/community/court sites
8. Allocations to charter schools for 1.0 FTE at 3 sites

Visual and Performing Arts
PEEF directly supports the SFUSD goal to provide arts education for every student at every school. The fund pays for 43 (FTE) certificated arts teachers who serve all K-12 schools, arts supplies, fieldtrips, assemblies, visiting artists-in-residence, Arts Coordinators at every campus (stipend), arts-based professional development, and the production of Young At Art (SFUSD’s annual festival of students’ art work). The funding
allows SFUSD students to have more access to the power of arts education during the curricular day.

The goal of the Visual & Performing Arts program is to provide access & equity in arts education (both arts as a discrete discipline taught by certificated teachers & arts infused academics using San Francisco as the Campus) for every SFUSD student, at every school, during the curricular day.

The 2009-10 Spending Plan includes support for:
- 43 FTEs at K-12 sites and County/Community/Court Schools providing direct instruction: 14 FTE Certificated Arts Teachers for Elementary Schools, 19.6 FTE Certificated Middle School Arts Teachers 7.6 FTE Certificated High School Arts Teachers , 2 FTE Certificated Arts Teacher to County/Community/Court Schools
- 3.5 FTEs for Visual & Performing Arts Office administration and support: 1 Arts Education Master Plan Implementation Manager, 1.5 FTE Teacher on Special Assignment, and 1.0 FTE clerk
- 98 Stipends for elementary, middle and high school Arts Coordinators
- Professional Development
- VAPA Implementation Support and infrastructure costs
- Young At Art (K-12) festival production support
- Supplies/Materials/Equipment for Sites, to support Generalist Arts Program
- Per pupil spending allocations for ES ($9.53), MS ($6.59), & HS ($11.96) for supplies/materials, field trips, artists-in-residence and/or credentialed arts specialists including charter and county/community/court schools

PEEF funds are also supporting (not specified in spending plan):
- Funding to support 2.4 FTE for arts education at charter schools

Other General Educational Services (Third-Third)

Learning Support Professionals
Learning Support Professionals and School District Nurses focus on prevention, early detection, and management of health and behavioral health concerns and provide individual and group health and mental health services to students. These professionals also coordinate the support services at school sites and connect students and families to needed resources in the community.

Student Support Professionals are School District Nurses and Learning Support Professionals who provide site based services to improve the health, and social/emotional learning of students, a critical component of academic achievement.

Support services provided by Learning Support Professionals and School District Nurses include:
- Individual, group, and class behavior support
- Assessment and identification of student needs and appropriate interventions
- Strategy modification in classroom
- Crisis assistance and crisis prevention planning
- Health education and personal / social skill development
- Community referral and resource development
- Family outreach to support home involvement in school

The 2009-10 Spending Plan includes Student Support Professional program support for:
• 44.0 FTEs including school district nurses and mental health clinicians serving 71 elementary and K-8 and 14 middle schools in the district
• 1 FTE Program Administrator and .5 FTE Clerk for central office support
• Professional development

**Peer Resources**
San Francisco Peer Resources provides student led services (tutoring, mentoring, support groups, conflict mediation, and peer education) to 22 middle and high schools throughout the city that serve 20,244 students. The goal of Peer Resources is to empower students to be leaders in their own lives, in their schools, and in their communities. Students receive training to become Peer leaders and gain the skills and knowledge necessary to look critically at their schools and communities to take action to improve them.

Peer Resources is committed to developing young leaders in San Francisco with the use of fun, creative, and interactive strategies that build safety, confidence, and skills. Core student-run delivery services includes conflict mediation, peer mentoring, peer tutoring, and peer education programs that focus on improving schools and schools communities, particularly for vulnerable student populations.

The spending plan supports the continuation and expansion of the Peer Resources program serving middle and high schools.

**Wellness Centers**
PEEF provides core funding for the Wellness Programs at June Jordan School for Equity, Newcomer High School, Wallenberg High School and Washington High School. PEEF funds a full-time Wellness Coordinator, a full-time Community Health Outreach Worker (CHOW), a part-time Nurse, and the Youth Outreach Program at each school site.

The spending plan supports sustaining four Wellness Programs in high schools, ensuring support for all high school students (including newcomer students). The goal of each Wellness Program is to improve the health, well-being and educational outcomes of high school students through the provision of coordinated prevention and early intervention services including health education, behavioral and physical health services, and related support services at the school site.

The 2009-10 Spending Plan includes Wellness Center support for:
• Salaries and benefits for 4.0 FTE Wellness Coordinators, 1.7 FTE School District Nurses, and 3.85 FTE Community Health Outreach Workers
• Youth Outreach Coordinators and Youth Outreach Workers
• Site supplies and contracts for services

**Violence Prevention School Allocations**
The goal of the violence prevention activities is to create school environments free from violence that demonstrate a high degree of caring relationships, high expectations and youth involvement so that students demonstrate high levels of engagement, self-efficacy, participatory and inclusive learning for all groups of students.

The Violence Prevention funds are used for a variety of programs/services and staffing that each secondary school identifies based on their needs. Currently the funds support: mental health staff, mentors, clubs, lunch time activities and after school activities, field
trips, professional development for staff to address violence prevention in their curriculum, incentives for students, and consultants to mentor/train school site staff.

Funding supports site based violence prevention activities at the discretion of individual sites. Individual site allocations are designated to school site budgets upon submissions of end of year reports for 2008-09, a work plan for 2009-10 based upon the criteria established by the Board of Education and the Safe Schools Taskforce, and a budget for the current year.

**Language Arts and Math Coaches:** Funding supports language arts and math coaches to support teachers in improving instructional practice. The goal of the PEEF funded academic coaches is to provide highly-skilled and effective teacher coaches at non-STAR school sites to provide students access to grade level content from teachers who deliver instruction that engages students in active learning.

**Career and Technical Education**

The Career Technical Education department creates relevant curriculum connections and real world experiences for students. The CTE department funds teachers of career academies and pathways programs and provides instructional materials and equipment for these programs in 12 high schools. The Enrichment Fund enables the department to create job shadowing and internship opportunities for students, field trips and mentorships.

Funding supports a 1.0 FTE for a career and technical education teacher responsible for expanding the program consistent with the Career Technical Education Strategic Plan. The goal of this program is to improve instructional programs within the career academies and pathways model; improve and expand career academies and pathways programs to underserved SFUSD students; and ensure that Career-Tech-Education (CTE) students will demonstrate improved enrollment, attendance and completion of post-secondary programs.

The Career Technical Education (CTE)-Instructional Specialist has developed and improved technology and enhancement of all career academies / pathways programs in the 12 high schools funded by the Career Technical Education Department.

**Formative Assessment**

Funding supports a Benchmark - Formative Assessment System. The goal of this system is to provide multiple performance measures and tools for all teachers to inform instruction and to provide students with the means to demonstrate understanding and to reflect upon their learning. 2009-10 represents a continuation and improvement of the current benchmark assessment system.

Program activities include:
- Professional development for teachers and administrators to assist them in understanding and interpreting assessment results.
- Training 1800 teachers at 93 sites in the use of DataDirector, including 68 Elementary and K-8 schools, 12 Middle schools, and 13 High schools.
- Training 250 Central office administrators, site administrators and staff in the use of DataDirector.
- Administering 17,543 Benchmark Assessments in grades K-8 at more than 50 different school sites.
• Continue development of an array of student answer documents that provide flexibility in both how the results are recorded and the types of information that can be captured.

**Translation and Interpretation Services**
The Translation and Interpretation Unit’s primary goal is to provide translation and interpretation services to Limited English Proficiency parents with equal access to information and services by maintaining and expanding translation interpretation services at school sites and central office. PEEF has increased written translation services for all schools and central office. The turnaround for translated documents has shortened to five days or less in Spanish and Chinese. Interpretation services in Spanish and Chinese have expanded significantly to school sites that traditionally didn’t utilize these services. The Translation and Interpretation Unit is also able to outsource the services for other languages, including, Arabic, Vietnamese, Russian and Tagalog. Funding supports Translations and Interpretations Services.

The 2009-10 Spending Plan includes support for:
- 2.0 FTE Chinese language translators/interpreters
- 2.0 FTE Spanish language translators/interpreters
- 0.5 FTE Assistant Manager
- Interpretation services/Pool of interpreters
- Contract funds for translation and interpretation services
- Translation and Interpretation Equipment

**Custodial Services**
This fund allows SFUSD to add 4 hours of cleaning time at 14 elementary schools to accomplish all cleaning tasks daily. These hours also made these schools more available to their communities after hours. All Child Development Centers receive a deep cleaning. Funding provided to Custodial Services supports a year-round general cleaning crew for the child development program and an increase of 0.5 FTE at 14 at elementary sites.

The 2009-2010 Spending Plan supports:
- 10.0 FTE custodians
- 1.0 FTE custodian assistant supervisor

**Teacher Development**
PEEF supports SFUSD students interested in becoming teachers. Students enrolled in Teacher Academy Programs at Lincoln or Marshall High Schools and provide tutoring at SFUSD Child Development Centers, Elementary, and Middle Schools. The goal of the program is to develop high school students as Teachers Aides and encourage them to be college bound, teacher leaders and advocates for education.

**Teacher Recruitment**
The most important factor in education is having a quality teacher in every classroom. The goals of the program are to recruit a diverse, highly qualified workforce; train, support and retain talented employees; PEEF enables SFUSD to recruit and hire teachers, such as librarians and physical education specialists. Funding supports a 1.0 FTE for a recruitment analyst, 0.5 FTE credential analyst.

**General Infrastructure:** Funding supports 1.0 FTE program administrator and a 1.0 FTE program evaluator. These positions ensure effective program implementation and
management; fiscal management and program evaluation for all of PEEF funded programs. The allocation also funds technical assistance for grant applications.
Appendix G  2010 PEEF CAC Community Forums - 2009-10
Allocation Charts

2009-2010 PEEF Allocations
Sports, Libraries, Arts, and Music - SLAM

Other General Educational Uses – Third-Third

PEEF Community Advisory Committee
Report to the Superintendent - November 1, 2010
Appendix H  2010 PEEF CAC Community Forums – Testimony

Video Links: All program videos are posted on Teachertube.com. To view the program videos create an account and use the links below.

Sports Libraries Arts and Music

Visual and Performing Arts:

Libraries:

Physical Education:
Part 1:

Part 2:

Part 3:

Part 4:

Part 5:

Athletics:
Part 1:

Part 2:

Part 3:
Part 4:

Third-Third

Wellness Center:

Peer Resources:

Learning Support Professionals:

Career Technical Education:

Custodial Services:

Formative Assessments:

Restorative Justice:

Teacher Recruitment:

Translation & Interpretation:

Teacher Academy:
Part 1:
Sports, Libraries, Arts and Music Transcriptions

Athletics
Part 2
Bob Gamino Athletic Director John O'Connell HS
I got to see the pre-prop H funding and just to give you an example at the time I became AD 8 years ago I had 12 sports and had $4000 to fund 12 sports for a full year. Semi impossible. So when you see schools that come out with t-shirts for varsity uniforms and lower quality pants and shorts it’s because the funding wasn’t there. And I did what I could with what I had. Prop H came in and it was like a God send. It does a lot of things for it. It attracts students to the sports. They come in and they are off the streets. So it’s a safety issue. They the kids that play are no longer on the streets and a lot of them were on the streets when they were younger. Having first hand knowledge with my soccer team, boys and girls soccer. Formerly coaching baseball in the 90s at o’connell and when you speak to them and you find out what it means to them and keeps them safe. It’s a place they go to. It’s a safe haven. It’s like a boys and girls club or the YMCA. They feel safe and feel that nothing is going to happen to them. The ones that are student athletes that really care they have an extra apple they want to grab that keeps them in school. For some of them sports/athletics is the only thing they have. And the only reason they are willing to go to school and try to get an education and further they education is because they do well in sports and they have a release. Personally at o’connell I had gone from having no uniforms for 12 teams to 17 teams fully uniformed and having kids take pride of what they wear. They feel good when they go to Lowell Hs or Washington and Lincoln. And they don’t feel like anybody is looking at them and putting them down for what they look like. They compete well. It has helped numerously. They enjoy looking good, they enjoy feeling good, we have coaches that prepare them. Prop H allows me to have more coaches, so they are physically fit. I feel they are ready for life. I try to have coaches that only want the best for kids. I do the best I can in interviewing them and making sure I fill the needs of our population and I feel we are doing a good job. And prop H is a huge part of it. Perennially, my basketball girls JV team, JV team has been in the playoff team every year. The girls softball JV team same thing. The boys soccer team. This year we won our first championship in the first history of the triple A. for the first time ever, we received a state reward the CIF
farmers scholastic scholarship given to Marwell Samaron the first time ever john o’connell has been put on that kind of map. joins the ranks other schools. It creates the ability to have a safe haven at school. they can play, they can study and they have somewhere to go and they are not on the streets and they are not involved in things that could be very dangerous from drivebys to drugs and being involved with gangs. I received $18000 this year as compared to $4000 8 years ago. Huge difference.

Part 3
Hallie Meneses Freshman at Lincoln
I play basketball. And coming in as a freshman, I was freaked out. This is a whole new ball game. I was so scared I even tried out for JV thinking I wasn’t going to be anybody. So right when I was trying out for JV, here comes the varsity coach pulling me aside asking are you Hallie?...yes. why are you trying out for JV why don’t you try out for varsity. So that alone gave me a big push and I have something to going for me. I’m a freshman and here’s a varsity coach at the first tryout telling me that you are ready for the varsity level. One of the only freshmans to have this opportunity and with this opportunity in my head I was thinking this must be a lot of pressure for a freshman. The juniors and seniors that have lead the team has inspired me. I used to struggle in school a lot. So everyday at practice I was with them because that’s what we had afterschool. So they would do homework and I would just sit there and say “I don’t have homework”. And then each day passed by I don’t look smart. And day by day I have homework and sometimes I’ll hesitate to ask questions because I don’t want to sound not smart. So they inspire me it’s ok we are family and we are going to be with each other for 3 months. So basketball kept me busy afterschool. It occupied me and made me focus in school and socially basketball helped me with my confidence. If I didn’t have sports, I wouldn’t be here talking to you now. I was so shy, so I can actually come up here confident. I fell so in love with the sport. After basketball season was over, I had nothing to do. I actually joined track. Because that kept me busy and kept my grades up. The competitiveness stuck with me and that’s how much high school sports affected me.

Part 4
Parent
Steven Worth
We have 3 children; two in high school and one in middle school. and all of them play afterschool team sports. What my wife and I have found is that the afterschool sports programs have played a significant role in enhancing their school experience. Besides being fun and hopefully something they could look back upon fondly. Besides encouraging good fitness and good health which is obviously a paramount issue nowadays. We have found that sports complement the academic side of the school equation. It provides balance. It provides an outlet and it promotes better performance in the classroom. And that for us is particular critical particularly importance for our youngest son who has severe learning differences. The classroom is a struggle for him. Learning is a great challenge for him. But sports and team sports and afterschool team sports has helped my son in the classroom. Sports is the great equalizer. His dyslexia does not impede his ability to throw a baseball or to shoot a basketball. Team sports promotes bonding. It promotes encouragement. It promotes friendship. For a few hours a day, he can escape the struggles that he has in the classroom. Through his participation, afterschool sports, basketball court and on the baseball field, he has excelled and he has
had positive experiences which has boosted his self-confidence. It has boosted his self-esteem which has increased his ability to learn and more importantly increased his enjoyment of learning. Sacrificing sports would lessen the school experience. Would lessen their ability to maximize their academic performance. Lessen their development as well rounded adults. School sports is not an option but a necessity. I can not imagine our schools without an afterschools sports program. My concern is that without sports programs many families who can afford to leave the district will leave the district.

Athletic supplement
Student-swimming have given us not only a competitive edge but also the friends and the community that we’ve created from being on the swim team and participating and working hard it helps us bond. It’s like a big family we see everyday. Student football- we are all friends. We look after each other at school. outside of the school we hang out, we have great chemistry.

Golf student- golf is a total mental game. You got to be really mentally strong. You got to keep your head straight to be a good golfer. It helps you a lot in real life situations.

Volleyball student – when I’m in the gym playing volleyball it’s my sanctuary.

Soccer student – if I see something wrong they’re doing I just tell them, stop doing that you’re going to mess up not only your life but you’re going to mess up the team. Every single player is part of the team, so everyone is important in life. My goal for the team is to make everyone’s GPA a 3.5 and make them work and do their best. Not just on the field but to never give up in life because everything is possible in life.

Another volleyball student – my coach is pretty awesome and he’s like a father figure to many of us. He keeps us in check and makes sure we are doing well in school. I try my best to stay in his coach’s office. He has a bunch of computers and has my files in them. It’s hard for me to focus at home, just being inside school and focus on all the work I have to finish. It’s just amazing. You could get a lot out of volleyball. Focus. Focus is something everyone needs in life. If you can’t focus on the court who’s to say you can’t focus on an exam or on a job interview.

Softball student – our greatest strength is we have great teamwork. We all get a long together and have great chemistry. Softball is our second priority because our coach says school is always first. Our coach is really cool. She treats us like her family.

Volleyball student – my coach expects us to get no C’s, so basically school comes first. And the hard work with volleyball comes later. That’s actually a good aspect about it because it gets our priorities straights.

Football student – we have study hall after school until 5:30 then go practice right after study hall. Try to get it better for my mom and my dad and myself so I could graduate this year.

Baseball student - We are friends on and off the field. We are always going to pick each other up. Someone strikes out they aren’t going to hear anything negative from their
team mates. They know that. I’ve learned a lot from baseball. I’ve been playing for a long time. I’ve learned to work hard and come out hard everyday. You win some you lose some, but you keep your head up and come out the next day because there’s always another game.

Physical education
P.E. Specialist
I work at one very unique called Marshall Elementary. I personally believe without this program this school would not be anywhere it is as today. I have kids that have never experienced a Frisbee. Without the exposure and all the equipment and the amount of money invested in program, I think this school has been changed forever. We recently got our fitness testing back and the fitness testing schools compared to last year has doubled. So many parents have become so involved in the program. They come to school people constantly asking what’s going on in P.E. kids believe it or not will not come to school unless they know they will have p.e. that’s not all kids, but there are a lot of kids who love P.E. because they are banking on it so much. This program has helped my students grows. Not only in the classroom, they are so much more motivated parents are involved. We just got done with 1st tee golf program. That has been huge for my kids because it’s taught them discipline, sportsmanship, how to behave, how to interact with each other. the culture where I live. You are playing on the street. The only outlet they have is to come to P.E. class and having the equipment having the money to financially support that just speaks volumes.

Part 3
Another P.E. specialist
The classroom teachers with whom we work so that when we leave the school we are at they can take over teaching physical education and that point in time it’s sort of uncomfortable for the classroom teachers. because they are used to coming out watching me teach. Now I’m coming out and watching them teach. They are uncomfortable because they aren’t used to teaching physical education. A lot of time they will come up to me with excuses and they will say you know what Mr. Kelder I don’t have enough time to do p.e. or I don’t have enough time to get the equipment out and it takes so long to set up or I don’t know how to do basketball, how can I teach basketball to my students if I don’t know basketball for myself. For the past 8 weeks, I have been training and coaching these classroom teachers so they could become competent in teaching their own physical education. And at this point in time, their excuses they had when they first started have been coming less and less and they have become more confident. What I’m hearing now instead of I can’t do P.E. is that teachers are coming to me saying I’ve tried to do P.E. now but two teachers are already teaching P.E. on the yard with their own classrooms. I can leave knowing that not only have I taught students this year but in the future these teachers that I’m leaving will have the knowledge and content knowledge and skills to teach P.E. on their own not just affecting students this year but all years in the future by leaving behind successful and competent P.E. teachers.

1st tee program director
It’s a national organization that teaches life skills and values through the game of golf. Values such as judgment, confidence, integrity, etc. in the fall 2009, we partnered with the school district to have golf in the schools. We are in 15 schools right now. And the
one thing that I know the students can take out of the 2-3 weeks of golf is that the stereotypes, rumors, and myths that are out there that golf is for one type of person one social class is completely false. All these kids no matter what grade they are in no matter what physical limitations they have what ethnic background what social class, they have access to play golf.

High school P.E. specialist
When our freshman come in we are generally considered having the worst aerobic capacity in the district. Which is really scary for me because I want our kids to be healthy for their whole lives. When we start our programs, we have to keep in mind our overweight and obese students and we have to keep on struggling with them, but with new equipment, the funding we now have state of the art treadmills, we have rowing machines. we have a better program in place to help our students and teach them a healthier physically active lifestyle. In high school this is their last step, so we need to make sure they have all that as they continue forward.

Libraries
1st grade student - My name Rohini Govier and I am 7 years old. I am in 1st grade at Monroe elementary school I am really happy with librarians for many reasons but here are 3 of them: First, they teach me to go online on the computer - but don’t waste your time just going on the computer, read a book or something like that! Next, they always give me a lot of books. I am always happy to read another book, both in English and Spanish. Third, they always put the books on the shelves very nicely. I can choose my books and know exactly where it is.
Some things just go together like
Cookies and milk
pen and paper
hammer and nails
and I think that schools and librarians go together too.

4th grade student - I always look forward to library day as Ms. Winnie is very thoughtful, clever and wise. Monroe appreciates the fact that she is at our school and I hope the same with all the librarians out there.

Ms. Winnie is very polite, active and special. We get to take out books from the library and she reads interesting books to us too. I couldn’t imagine a world without librarians, that would be too sad. Parents can help out in the library but not do what you librarians do for us.

She makes sure that we have lots of great books both fiction and non-fiction. She also makes sure that we have the latest books and graphic novels too. Our library is very welcoming and we have beautifully painted chairs and lots of books on display.

Our lovely librarian also teaches us important things that we will need for middle school. For example, the Dewey decimal system and the difference between a bibliography and a citation. She also shows us how to do research on the computer and much more. If I gave you more examples, it would fill out the whole page! The thing that makes me happy is that she did all this for us.
ISA Middle school teacher 1 – it’s great to have a librarian work side by side with me as a classroom teacher. The librarian helped me work with my 7th and 8th grade students with Google Docs, a program that allows us to collect writing online, with me as an editor.

ISA Middle school teacher 2 – our school librarian is amazing. She is more like a partner in planning. She helps develop curriculum and sometimes creates her own based on an idea that I have given her. Last semester my students were doing research for an end of the year assignment called the international interview project. Each group of students had the task of researching: education, women’s issues, health and healthcare, media and you. They then interviewed someone from another country about these specific topics in that country. I asked Ms Cussary to help me search for websites that the students could use. She did that more. She took this opportunity to teach students about research basics. This year I am taking part in a immigration and identity workshop. I’ll bring some lessons to the classroom and my students will be displaying their work at the zeum at the end of the school year. I briefly told Ms. Cussary about these workshops. Next thing I knew, she was handing me a lesson about identity. She also gave me the idea of creating a simple ppt. for my low level eld students. The project was basic. Go around the neighborhood and take pictures and then simply write a sentence about them. Instead of exercises out of books, these students were digging into the language and asking “what’s this? What’s that” She is an amazing partner to have.

Balboa HS teacher – our library offers students many things: the resources and research tools they need to succeed academically, a respite place when the chaos of the school environment becomes too overwhelming, and an incredibly supportive staff person who demonstrates, repeatedly, how much she cares for our students and our school. Please do not doubt the significance of the library in supporting student achievement. Balboa’s API and graduation rates have soared in recent years; there is no question that the library has been part of that. Our library is a cornerstone of our school; without it, our students would be lost.

Mann MS teacher – I am a teacher who taught here a few years back when we didn’t have a librarian nor funds for new books. Three months ago, I had the fortune to return to teach here at Horace Mann. I definitely can see and can experience the difference now that we have a librarian and the access opportunities to enjoy the library facilities. It is now a functioning library where classes take place, students do research, staff meet for planning as well as it being a haven for students who just want to hang out a little longer after school.

Peabody parent – I am writing to express my gratitude for the existence of a library at Peabody ES, and the wonderful service of the librarian. My daughter entered kindergarten last fall, and has been benefiting from the library ever since. In fact, I chose this school partly because it’s library, conveniently located between the school entrance and the school yard. My daughter loves books since she was a baby; so when she found that there’s a school library and knew that she could visit every day, she was elated. I take her to school early every morning, just so that we can read a book or two before the school bell rings. I always offer her the choice of playing on the school play structure or
going to the library. Her response has been the library every single time. While it offers a wide range of books, the library is nice, quiet environment for my daughter to get into a “learning” mood for the rest of the day. And seeing other older kids studying in the library motivates her to read more. By mid school year, my daughter’s reading level was already at 1st grade. I can’t tell you how thankful I am, knowing that my little girl maintains her joy of reading, and that she’ll be well on her way to academic success.

Parent of two ES students – my daughter was a slow reader. And she struggled with reading but the librarian suggested poetry as a way for her to learn. And she got it. It was short rhyming words was able to read the stanzas. She has been working with the reading recovery teachers and although that was very helpful, it was the librarian that suggested the poetry which was the breakthrough for my daughter. The library is also a safe space. Bullying happens at schools. the library is a place that they can go and be safe and it’s been helpful. The librarian teach valuable information literacy skills. Students know how to enter search terms. But that’s not evaluating the search terms on currency, timeliness, author’s credentials and that’s something that librarians are trained to do and they do it well. We are lucky to have a full time librarian at Flynn and it has a dramatic effects on the students. We have poetry slams, slumber parties, book groups for reluctant readers. They go to the library to have small group sessions with the librarians. I think the library is a really great place.

Flynn ES student – I was a reluctant reader. It was poetry and also the magic tree house series that actually got me reading. I was only reading the magic tree house and eventually I learned I ended up reading bigger and bigger books. Also at the library there is something called mouse squad where you learn how to use the computer and teach people to learn how to use the computer. I am a part of mouse squad. At school, I remember for awhile, I used to always go to the library. I really never seem to do anything else. Even though my friends were my friends, eventually I kinda learned that the library was amazing. I also decide to go for my friends. Whenever I’m at the library, I would always be reading, or doing something else. If I want to use the computer to print something out, they helped me. So the library really is a great place. The library encourage parents to come. My librarian always gives us chances even though they are being bad.

VAPA drama teacher – this is my second year teaching as a generalist. I work at 5 different schools. for many years I worked as a classroom teachers. and through those experiences at different grade levels. I started to write songs to speak to the academic needs of my students. When I got this job two years ago, it was a wonderful opportunity to start creating drama activities and scenes and new songs and speak to the needs whatever population I was working with and what teachers were requesting. So last year, we put together. Actually when we started to writing the scenes, they started to fall into categories. For example, plants and animals is a play that came out of different songs and skits about animals. The first one was inspired by a teacher when she asked me about a song about carnivores, herbivores, and omnivores. So last year, three of my schools performed a show called we grow and change and one of them performed a show called renaissance which was directly response to a teacher’s request to develop something related to the harlem renaissance. Then I wrote a song. Then I wrote a futuristic song
about the renaissance of the bayview which contained verses that were written by bayview students about their future and what profession they would be in the 2020s. so this year, we took three different shows to young at art. And one of them was plants and animals. I also did a show called kings and queens was an African American music history that was inspired by a list given to me by a principal. Lots of the curriculum I develop have activities for children to develop part of the songs and parts of the plays so it is interdisciplinary and help to develop their interdisciplinary skills and their 21st century skills. The ideas from my program comes directly from my students and educators. The animals of the alphabet was written by a kindergarten teacher and I put it into my play. Generally speaking, many of these activities are flexible to include student input. This year over 800 students from my schools performed at young at art and these shows would not have been possible without many many individuals students and adults working creatively together.

2nd grade teacher – we work in the excelsior neighborhood with a lot of working class families who don’t have time or money to take their children to museums, so sometimes the art experience they have in the arts is all they have in the arts.

3rd grade students – it helps me by when you feel afraid, like when you never been on stage you learned you don’t have to be afraid. It helps very much when you are on stage. On performing at the deyoung museum-I felt encouraging and brave and I felt I got to met new people at my school that I didn’t really know.

5th grade students – we do a lot of singing and acting. We have a lot of fun doing and we get to meet new people and that what I like about it and learning new songs. It like kinda calms me down, the music and sounds and we have a lot of laughs and sometimes we have some jokes. In drama class, at my other school there was this play that I tried out for but I didn’t make it. So I came to Cleveland and I looked at him and saw him playing on the piano and I knew because I had a dream to be an actress. And I knew he would help me and it was amazing when we had the play at the deyoung museum. On performing at the deyoung-It felt great. It felt really good. it was kinda like really scary but I had fun.

ES teacher – talking about a poster from a bilingual teacher. When they are singing the songs and having fun doing that. And they are also learning English and Science.

ES principal-the energy on our school building and the energy from our kids is. Our building just comes alive when he’s there. I get to hear first hand how much they get from the program. We just had our first art night where our art coordinator and art teacher and the whole school community worked on. we had over 350 people there and historically at our school, we don’t get a lot of turn out for events. It was amazing. People came out to see their kids art. They came out to see kids performances and it was just an amazing event.

Choir teacher – I have been able to have a partnership with davies symphony hall and the SF gay men’s chorus and our first year choir has been able to perform at davies symphony hall last month. It was such a great event and experience.
Choir student – this is the first time we had music in 5 years at mission HS. And I felt with having music this year. It has put a more positive type of environment in our high school. it has given the kids more of the opportunity to kinda release or put how they feel or how they sing out there. Kinda be able to experience things they maybe wouldn’t have the chance to had we not had choir. I’ve gone through things and some hard times and having choirs has given me a chance to release and make myself feel better. Overall, this program is just given us the opportunity to really live out something we all maybe wanted to do as little kids. Sing and perform in front of schools. it’s an amazing opportunity. I’m going to miss choir. I do plan to try to become asst. choir director. If it’s possible, So I myself can become a choir director.

Third-Third transcriptions

Teacher Academy
#1 High school senior Lincoln-I joined teacher academy my junior year because I wanted more experience working with children because I love children. In the future I hope to be a pediatrician so I thought that working with children and gaining field experience would help me and it did. So my junior year, I started volunteering at Diana Feinstein elementary and I still do with the same teacher at a 2nd grade classroom and it’s really exciting to see the children grow and progress throughout the year. Because we start out with them the first few weeks when school starts until the end. Also, I participated in summer internship at Everett MS. There I worked in a 7th grade math classroom and it was really fulfilling for me because there was this one child specifically that was struggling with his math and he didn’t understand anything at all with his math and he wasn’t motivated to do his work. And so I started to work with him one-on-one and slowly he started instead of me coming up to him to do the work, he would come up to me and say Ms. Kristine I’m ready to start or I had questions about last nights homework. It was really great how excited a child could be and it was also cool because the child, he failed his math class his 7th grade year so it was kinda great to feel that I helped him proceed so he was able to move onto the 8th grade. I also took the city college courses and one of the courses I took was the child development course over the summer while I was doing the internship and I also took health 14 CPR certified and I’m currently enrolled in health 53 where we just learn about all the factors that impact health which is important to become a teacher. Another thing I’m doing is that I’m taking the CBEST test, so I can become a substitute teacher during my 2nd year of college.

#2 High school senior at Lincoln- I joined teacher academy because my 8th grade math teacher inspired to be a teacher. Before I joined teacher academy, it was really hard for me because as an immigrant not knowing English holding me back from reaching my goal, but after working with a group of 2nd graders it helped me realize that teaching is a piece of cake. Not until during last summer where I worked with a group of messed up high school students who was taking algebra and geometry. Making a lot of impact to me because Marshall wasn’t the school that was most popular or has the highest scores and the students wasn’t motivated to retake their class or go into class. They always go in late or cut class. They held them back to receive the credit they need to graduate from the school. but taking the City college during summer supervising secondary students have helped me to realize that teaching is not just you teaching them but you helping them to realize that education is important and engaging with them building trust
community with them help them and motivate them to go to school more. And because of the internship it has helped me realize to become a geometry teacher is what I want to do for my future.

Wellness Center
Sophomore student at Washington – I live with my older brother, sister, and nephew in the Haight Ashbury neighborhood. Washington is a big school. Last year, I met Ms. Parker in the Wellness Center. She connected me with a counselor who worked in my neighborhood. And also told our school nurse that I couldn’t see very well and my health insurance was a little complicated, so she made some phone calls and she wouldn’t give up. And after awhile it was all cleared up. Also, she made me an eye appointment and my brother who’s my guardian, he works a lot so he wasn’t able to make it, so she came with me to the appointment and she arranged all this with my counselor and my guardian. I also joined the youth outreach program which is where I got introduced to our community health outreach worker. Being a YOW (youth outreach worker) is good. It’s awesome. I wasn’t sure if I could do it at first but they kept pushing me and motivating me to keep doing it so I ended up being really good at it. I did a presentation at UC Berkeley for a conference and I spoke to lots of students mainly in health aide classes about smoking, safer sex, alcohol, nutrition, and supporting the LGBTQ teens. We meet every Tuesday at lunch to go over what we said like a script in a movie. So when we get up there we just present and it helps me a lot in my public speaking. It’s a lot easier for me now. I plan to go to college. I’m not sure what I want to study but there’s a lot of things I want to study maybe astronomy something like that. As for college I don’t know what college I want to go to yet, but I want to go to Georgia state for the football team. Also the university of Miami I like their quarterback. The wellness makes it a lot easier for me to come to school cuz I know if I have any problems at home or anywhere at school at any time I could come to talk to their staff because they are all really cool and easy to talk to. Everyone gets treated the same at the Wellness with kindness and respect. Students come here everyday for an ice pack, some tea, or a bandaid, or a bus pass if they need it.

Newcomer high school student-I am really grateful with the wellness center at my school. I would never forget what they did for me when I was arrested by an immigration officer. And after that they sent me to (??) where they put me in detention for 3 months. It was a very sad situation because I have never been in a situation like that before. I had about 10 days in detention and I told that I was alone. I received a letter from my counselor when she said to me don’t worry about anything you are not alone, we are with you and I promise you that you will get your freedom again. After that I was a little bit more happy and I continued to receive helpful letters from her. She asked other teachers to write support letters to me. Thanks to her I still study and hope that I will graduate from high school the next semester.

Senior at newcomer HS –I just want to let you know that the wellness center is the most important that the schools can have, because wellness center is where every student go when they don’t feel good, or when they need to talk with someone.

10th grader Newcomer HS – Before I had no friends. I was alone. I cannot speak clearly and loud in front of people. I cannot speak clearly and loud in front of people. In
wellness program helped me “how to make a friends, how to be safe.” If I need to talk to somebody, I’ll go to the wellness center, because they always take care everybody.

9th grade Newcomer HS – Wellness center is a great help for all the students that have problems. For example, when I had problems with drugs, they helped me to think about all of the bad things they did do to me. They also helped me stop using drugs. Also, when I had problems with my family and with others. The wellness Center helps all bad students change into a good one.

11th grade newcomer HS – I have learn so many thing from the wellness. I learned how to stay with a group and work together. I like it, they teach a lots of different things, and I know so many thing that they teach me. In wellness we had so many program to do and I very like it, I know how work hard and knew how to help people. I have make a new friend and meet a new people. Everybody was friendly and help each other.

Washington HS student – I appreciate that we have a Wellness Center with a nurse. The nurse has listened to me and given me support whenever I needed it. I believe in helping other students to make good decisions about drugs and alcohol, smoking, sex, and other decisions that teens have to make.

Parent of Washington HS student – About the emotional support, the Wellness Center provides that too. High school seems a lot more stressful than how I remembered it. They work as a team with my daughter’s school counselor and therapist and make sure she’s getting the support she needs. Also, the Wellness Center is a nice place to hang out.

Senior at Washington HS – Everyday when I come to class in the wellness center it makes me feel happy because I get to see students coming in with problems and leaving happy. It makes me happy because I get to play a role in making other people happy. Being in the wellness center motivates me to want to learn more about it. There were a lot of things I didn’t know about drugs, alcohol abuse and sex. The wellness center gave me hope that there are still nice people out there because before I came in I wasn’t sure if there were real nice people out there because I met a lot of “fake” people in the past. That feeling of just helping a person in need is indescribable. I think the wellness center changes the school culture by helping out students with their problems. Before they never had the wellness so students had to keep all their problems to themselves and overtime that develops into stress. Wellness helps take away that stress so going to school could be fun. To me learning and going to school is fun only when you aren’t stressing about a final or a test. People had begun to accept the wellness center because it really helps students out. The wellness center connects people within our school community because they have a lot of connections to clinics, hotlines, and therapists. If you have a problem just go to the wellness center and if they can’t solve it they’ll help you connect with someone who can help you, in a nice way of course.

Peer Resources
Lowell student – I’ve been involved with peer resources for 4 years now. Starting back in middle school in aptos. I have experience and done all the programs and activities that peer resources offers. I’ve been a mentor, a tutor, a workshop presenter, and a conflict mediator. Honestly, peer resources helped me become a well rounded person and it
definitely created a new aspect for me to view the world in. I’ve learned that so many opportunities to grasp and that so many different ways you can learn. To be a part of a group that makes a change and makes me feel comfortable and makes me motivated. And the things that I learned I want to teach it to my other peers. I think that our peers individually that we are the strongest bridges to get our point across. For peer resources making a change. The peer resources programs allow us to help us do that. We get our teachers and our other leaders they come together and they help teach us about different topics and subjects and we learn about that and we spend some time researching and putting presentations together and show our other peers and host different events and activities. And I think that any school can be a school but with a school with peer resources it opens up a community and that it opens up a gate to all the kids to be having a special atmosphere. Like for example, last month I was having some trouble in my math class and I’m sitting there in the peer resources rooms at Lowell and I’m talking to my friends like I don’t understand this what can I do. And a girl I don’t even know who I do know was part of peer resources. She came up to me and asked me what I need help in and she started to help me. For a person I don’t even know to come help me while I was struggling it completely shocked me and I don’t know what to say because I feel that even in my own math class I don’t think that kids that even I know would necessarily go out of their way to help me. And peer resources that the whole atmosphere and the feeling and relationship between each peer resources student. It’s not just oh this is not just another class to get by throughout the day. I’ve seen me and my peers we genuinely devote ourselves into trying to help our other peers and help each other and peer resources allows you to bring such a close bond in relationship from people you can even know but you see in the hallway and you would never say hi to but constantly stay talking on a day to day basis. Overall I think peer resources is essential for each school and I know that when I speak for this that other students believe that peer resources is a great program and it should definitely be spread to other schools too.

Balboa high school student-I’ve been a part of peer resources for about a year. I think that peer resources have been such a great program for me. It has taught me about so many different issues varying from a whole wide spectrum. I’ve learned about issues from environmental justice to gender roles to under age drinking and all its consequences. There is so much more than I can name but it will take too much time. Peer resources has made me become such a well rounded person because it made me so well knowledged and passionate about every single thing that now going off the college I really don’t even know what major I want to do because I feel like peer resources has opened up such a big path for me. Don’t get me wrong this is a good thing. This newfound passion has made me applicable and interested in so many different things and so many different opportunities. And speaking of opportunities the staff of peer resources are extremely helpful and resourceful. My teacher she can always be counted on and I could speak the same for all the other peer resources teachers as well because I saw the way they interacted with their students at the youth arts resources conference. I was amazed by how they were able to put themselves out there and as an equal to the student. They were able to bond and interact and I haven’t be able to see that before. I just feel privileged to have peer resources at balboa high because balboa has always been known as the violent dangerous school and I feel that with peer resources it’s definitely improved. I’ve seen with its training conflict mediation and the buddy system. The crime rate and violence has definitely decreased. And fellow students have been able to breakdown the typical
adult counselor and solve the issues with their fellow students. I think peer resources has changed my school and me for the better.

O’connell high school- When I entered high school, I was a shy quiet girl kept to myself. And I met the peer resources coordinator at o’connell and he really encouraged me to join peer resources and the year started and we were deciding on a topic to work with in our research class. There are many different topics to go through. we choose something that could make a difference not only for us but for students to come and we built the best practices club. So in this club or this program what we do is conduct observations to our staff members. To be able to sit in the classroom and the teacher to act who they really are and not put on a front and I’m like this professional person to the principal. They actually act who they really are. They think we are their students and not their evaluators. So I think with that program running at the school it builds a relationship with the students and teachers and they know where those boundaries are. Also we got a chance to show the community at o’connell that the school are into their education. they want to focus on their engaging and learning. They want to see that full potential in that short amount of time the teachers get to teach us. So I am a student at city college of san Francisco and studying pre-law. So after I finish city college I’ll transfer to San Francisco state and then I’ll transfer into law school and become a certified lawyer and help people make the right choices. Like what peer resources has done for me. Peer resources is such a great program. They strengthened my teamwork skills my communication skills. And obviously, my public speaking skills because I was that shy girl and now I’m here before you guys speaking. I’m such a different person. I’m more of a risk taker. I’m more outgoing and that’s through the help of peer resources. And I would like to thank them for that.

Francisco ms principal – the biggest thing that happened is that our student leaders established a big goal that their classes will reach out to at least 100 students per week and I’m happy to say that through the activities, through tutoring, through conflict resolution, they have been able to meet their big goal. It means something because it comes from the kids and there’s nothing more valuable than that to me.

UC Berkeley professor – I’ve working with the SFUSD peer resources for the last 4 years as part of a research grant funded by the William T grant foundation which supports youth development research. And I want to share a few key points about the observations and research I’ve been doing with peer resources. So my research project and the collaboration with peer resources is a little different than the main areas that was already discussed. We’ve been working together to test an innovated model of youth development in which students are trained as researchers called Youth Lead Participatory Research. So students identify an issue of concern to them and Raquel was sharing some of her experiences on the Best practices club where the topic they decided on is how can teachers teach in a way that students learn best. So the model is the students identify an issue, they get research training from coordinators with support from us to actually study and learn about that issue so whether it’s conducting surveys, observations, or interviews they get research training to gather data to come up with systematic recommendations about how to approach the problem and action steps they can make a difference. So my team and I have been conducting research on this innovated project for the last 4 years. The more than 300 students who participate in our collaborative research projects, they
take surveys before and after they participate in peer resources and we also do a lot of qualitative research where UC Berkeley students observing every week and we’ve done about 60 focus groups with students at the end of each semester to hear their perspective on their experience in being with peer resources what they got out of it what would they improve. I just want to share a view observations or themes coming out of the data so far. And I am going to focus on the qualitative data. So from some of the focus groups, over and over again the theme that’s come out about peer resources is that it’s unique in their high school experience. That it’s a place where students work together with other students where they can be themselves express themselves and build trust with other students and really critical to this I think in that they are working on an issue that is important to them and to their school and their building skills and public speaking and collaboration and our case research which they can use throughout their lives. They don’t use critical thinking or connection to school, but I use those terms in terms of what I see them getting out of it. And just to draw from some of the representative quotes from the focus groups. These are students describing what they got out of participating in the class. One student shared “I woke myself up to see what’s actually happening in the school. I was indifferent about it. It was something not so strong, but when I got into this class it helped me realize. You should be worried about it because it’s your school and you should be able to make a difference in it.” Another student shared “Working in groups was nothing new, we do it in other classes only this time we made it a point in how we work together because we weren’t just working for a grade we were working to make a change and I guess we had to be a lot more serious.” And that term serious comes up a lot that they are taking this seriously. Another student said “I feel in this class you can be yourself and in other classes you are forced to act a certain way or you are focused to do what they say but this one is kinda just like free, you are able to place your opinion and even though people might disagree it’s like it’s out in the open. And last a quote “our teacher, she motivates us. One time I said I was going to cut a class and she was like don’t cut. She tries to find ways to make you go and she just has a positive attitude and she makes you feel wanted. And she makes you feel that you can stay in the class and just chill and the same time do work.”

Learning Support Professionals

Hoover middle school student #1 – during middle school I had a tough time in my life. I didn’t have many to talk to because I was not the type of person who liked to share my feelings with. I got involved in gangs and I needed someone to talk to and Ms. Wax really helped me out. She helped me see life in a different way. How I looked at my life back then was I was wasting my life away and I didn’t want to live that way. She made me opened my life to the real world and even though I didn’t get the best grades in middle school. She helped me out a lot and helped me stay in school because honestly I felt really like dropping out in 8th grade and I’m a pretty good soccer player and I feel like doing soccer player and I felt like quitting soccer as well. Being on the block like every day and doing wrong and giving up on society and everything. She helped me change and even though it was a slow process. I eventually graduated on the stage from hoover and I currently attend Sacred heart with a full scholarship. I was grateful that she was always there for me. She always helped me with everything and always had time for me. There are a lot of students that need it. That’s just in middle school and in high
school it’s probably worst. There’s gang violence and there’s violence going on in public schools in SF today and I think these people really help you out.

Hoover middle school student #2 – at the beginning of the year I came from james lick middle school and had been kicked out of that school and felt no desire to learn and just go to school at all. When I got to hoover MS, I felt like I really didn’t need it. I just felt no desire to learn. And I think Ms. Wax throughout the whole year instilled in me like different ideas about what I had previously thought and about what the teachers actually could do to help me as well as the counselors. Ms. Wax offer me a place to go whether it be during lunch before school and after school when I could be off doing other things. It’s just not going to school and getting in trouble with the law whatever it be. So I always used to go to her office and I used to do a lot of studying and I wouldn’t want to study anywhere else because again I didn’t feel the need for it. By the end of the year, I had graduated on stage as well, but at the beginning of the year, I was way off track. Ms. Wax talked to all the counselors and teachers and offered me different options to pass my classes so I can graduate on stage. I think her job is essential to like the education and the welfare of the kids at hoover middle school because she had also participated in making lots of special programs possible such as murals which really like a huge thing in hoover mS because kids could be off doing graffitti and being in gangs and she just offered an outlet for people who could do that.

Parent of kindergarten – when my son entered kindergarten three years ago with designated services for speech, I had no idea how challenging an academic environment would be for him. For the last two years, he has worked with Donna Rodriguez, learning support professional at Commodore sloat elementary school. His work with ms. Rodriguez has had a hugely positive impact on his behavior. He worked in small groups with other boys with similar challenges as my son, learning about group interaction, appropriate responses, and providing others with positive feedback. Ms. Rodriguez is an important part of our school family and I know my son would suffer without her support and services.

4th grade student at Guadalupe ES – Your girls’ group has helped me have a better attitude and meet new friends like Lani in the group. It really helped me. I hope you have one again next year.

Translation & Interpretation

Program Director – the main goal of our department is address the issue of communication with parents that don’t speak English.

TIU DVD-The translation and interpretation was started in 2001 and started out with 2 staff members one Spanish and one Chinese to provide translation of documents for school and district wide distribution and interpretation services for school and district wide events. A year after the creation it was expanded to 4 bilingual staff members: 2 Spanish and 2 Chinese translator-interpreters. The unit is recipient of Prop H funds that allow the district nearly double the TIU staff to 4 Spanish and 4 Chinese staff who provide translation and interpretation services to the school site and the central office. It was made possible to make a pool of community interpreters to respond to the increase demand for interpretation services for Chinese and Spanish. It has funds to support other
minority languages in the district from Arabic, Vietnamese, Russian, Tagalog, and Samoan among others.

Principal at Chinese Immersion School at De Avila – the school district opened up the Chinese Immersion school at De Avila in March 2009. During that time, there were a lot of unknowns. The thing that we did know was that we had a school and we had a principal but a lot of parents had a lot of questions. And the Translation Interpretation Unit was instrumental in helping them put together the information for the parents. Because the parents are able to understand and access information available, then they feel they are a real part of the community.

Parent of two elementary student (in Spanish) – Yes the services of interpretation are helping me because I am able to understand what is being said and also I’ve been able to participate more and help and to support and to volunteer at the school.

Principal at high school – I have to say that translation services in the district is one of the greatest programs and departments by far. At Mission High school we have 50% of our student body are second language speakers and all sorts of languages but primarily Chinese and Spanish. I could not run the parent engagement programs without the help of translation services. This year our Balance score card we identified parent engagement is our single most important factor for the vision of our school and we offered many programs for parents from early morning chats with the principal to evening meetings, back to school nights, open houses, and parent workshops etc. And I couldn’t do it without the translation department. A very specific story as we had a big community meeting last week for our school improvement grant we had 50 families here last Tuesday night and it was very complicated meeting with powerpoints and breakout groups and different sort of reporting back sessions. And there was no way that I could have done it without the support from translation and they came out very quickly very professionally. They are always so willing to help and pitch in and support the families in any way. It really does make a difference at mission high school.

Principals at Sherman Elementary School – I’m just beaming this year. I think one of the biggest goals we set this year was to increase the participation of our ELAC and that our Chinese community are really involved in our schools. When I first came to Sherman we had only 5 to 10 people at the meetings, now we have 40-60 depending on what the topic is. The translation office helped me learn things. They made me sound good and they helped me communicate what my thoughts and what my feelings were of our community. They helped me bridge that gap between the community and myself. And they understood what the community needed. So it helped because every time at every meeting the community expected the Translation office to be there and they knew who was going to come. And they had great relationship with the Ramon, Andy, and Sunny and they knew who was going to come. I think it wasn’t about having me it wasn’t about having topics and wasn’t about the outreach, but it was the security and knowledge who’s going to be at that meeting to translate for me, communicate what my needs were and I’m in shock coming from a non functional DELAC to the best in the city.

Principal Monroe Elementary – I definitely think that Translation department helps the parents participate more and there’s an increase in parent participation because we have
translation and it allows our parent liaison to work with the parents instead of only translating and not being able to participate which I think is an added benefit because I’ve noticed that since the translation department is providing translation services the parent the parent liaisons are participating and offering services when they are translating they can’t do that. As far as increase of student achievement, I’m sure it’s having a positive impact. I would have to specifically look at their grades in who’s impacted but I think that all the statistics show that kids who have parents who are actively involved do better in school and without the translation services we wouldn’t be able to have the 3 languages in our community participate. I am grateful for the additional services.

Custodial Services
Custodial Services Director - Over the years before Prop H was established, the Child Development Centers had not received a general cleaning for over ten years. PEEF funding allowed us to hire three custodians and a working supervisor to thoroughly clean the Child Development Centers once per year and upon request to assist them in getting ready for their accreditation visits. The detailed cleaning of the Child Development Centers has improved the overall appearance and mind set of students, staff, parents, and administrators who appreciate and understand the positive effect that a clean building has on the beginning of each day when they turn the key and feel that their site or classrooms are safe, clean and ready to accept their students. Clean and attractive schools encourage parents, staff and the community to participate and support the efforts of the District departments in achieving their goal to ensure that all buildings are safe and free from germs and hazardous conditions that may affect the learning atmosphere of the school. A more thorough cleaning of Child Development Centers and the additional 0.5 custodian at 14 Elementary schools this year helped to prevent the H1N1 flu virus from spreading. This virus could have caused the closure of schools due to students and staff illness and cross contamination.

Principal of Lilienthal – The additional custodial hours provided by Prop H resources have made a huge impact on a wide variety of school improvement efforts. For many years, our large campus struggled with custodial maintenance and security. While our longtime dedicated custodian worked very hard and always continued to e a reliable and important member of our community, our school had been through tremendous growth and keeping up with that growth had become nearly impossible. Since you added the additional custodian, our school is cleaner and safer than it has ever been. The added security that the additional custodial hours provide is also of great value. Due to the many evening events and meetings that happen at our school, the evening custodial hours have been very necessary for both maintenance and security.

Site administrator at a Child Development Center – I would like to acknowledge the great work that you staff has done at my 3 sites. Thanks to your staff, my centers were spotless. The floors were like brand new. We really appreciated the fact that the furniture was always put back in its proper place. The crew was professional. They came and went in a timely manner. The foreman would check in on us after each cleaning to see if it met our expectations. I must say, that it exceeded it. Thank you for the awesome work and for including the Child Development Program in your clean up schedule.
Another site administrator at a Child Development Center – The environment serves as an invitation for children and parents to enter in and participate. The value placed on elements such as cleanliness, aesthetics, organization, thoughtfulness, communication and interaction is seen throughout the school and all contributes to creating an atmosphere where children, families and staff feel visible and understood.

Conference participants at a Child Development Center –
“Beautiful, stimulating, warm learning community”
“You all have created a beautiful place for children, families and teachers.”

Parent from Alice Fong Yu – I am a parent at Alice Fong Yu and I have a kindergarten and a 4th grader. I can say that the night time custodian has made a big change in the school. We have one custodian at a K-8 school that services over 500 students. I have enough trouble cleaning my own house. To have one person during school hours clean up after 500 so odd kids plus parents, staff, community. It’s daunting, but he does a great job. I think two years ago the night time custodian was added to help Mr. Philip our daytime custodian and it’s just remarkable how well maintained the school is. There haven’t been incidents of vandalism which would occur because we didn’t have someone working at night cleaning the school. We have an onsite after care program we also have activities and meetings that take place that go on until 8:30p and to have that night time custodian there to clean up is huge. I know that my children are really proud of the school. When my daughter was in 1st grade, she saw some graffiti on the school and this was before the night time custodian. She got so angry. She said how could someone destroy the school how could someone do that to my school. So to have these custodians working so hard and for the children and the community to see that really makes an impact. They are proud of their school they are at. They feel safe. They could focus on their school work. The teachers feel respected and could focus also on teaching. And as a parent, I feel very secure dropping off my kids off at school and picking them up at night as they are at the afterschool program and I do go to meetings at school to know that the school is well maintained. A clean school makes a huge profound impression on the people who use the facility.

2nd Parent from Alice Fong Yu – I am also a parent at Alice Fong Yu. I’ve been active and involved in the school for the past 15 years, so I’ve seen the transition before and after. As was said before, keeping the school clean helps reduces the germs, decreases sick days therefore keeps our attendance up. This has also reduced some of our pest problems that we had at the school. And both custodians work closely with the kids believe it or not with our composting and recycling in our cafeteria both during school and after hours when we have activities. So they work with the kids so they make sure they deposit their stuff in the right bins. So in addition with the obvious aspects of the job, the afterhour custodian by their mere presence has reduced incidences of theft and vandalism. In short it’s prohibited mischievous loitering after hours. I actually live in the neighborhood. And I walk by the school at night when I walk my dog in the evening. I’ve seen first hand in the reduction of loitering and acts of vandalism on campus. The afterhour presence is gentle reminder for the people visiting our campus to behave basically. So being a custodian is not as glamorous as other jobs in the district, it’s something that is necessary and we have benefited greatly by having it.
Teacher Recruitment
Program Director – Recent research has shown that the most influential lever on student achievement is the classroom teacher. As such we take our responsibility in human resources to assure that every classroom is staffed with a qualified caring teacher very seriously. In Human Resources, PEEF has been used in the 08-09 school year and 09-10 to fund a 1.0 FTE recruitment analyst and a .5 credential analyst. For the 10-11 school year, the allocation has been reduced to a 1.0 FTE recruitment analyst and a .2 credential analyst. PEEF funds has greatly expanded the certificated staffing department increasing the capacity of the recruitment team of two to three individuals from 1 and a half to two full time employees. These positions support the staffing of PEEF funded teaching positions including physical education, counseling, the visual and performing arts program as well as provides counseling and credentialing of new hires. This nominal increase in staffing resulted in a dramatic improvement in the staffing of highly qualified certificated staff.

To illustrate the PEEF funds had on the district, consider the number of classroom openings on the first day of school of the past 3 school years. In 2007, schools opened with 46.4 open classroom positions. With additional recruitment and credential analysts this number is reduced to 12.2 in 2008. This includes a staffing of several positions of PEEF funding. For example, during this hiring cycle we 3 and a half times number of physical education teachers normally hired in a given year as a result of the roll out of PEEF funded education specialist programs for the elementary schools. For the 2009-10 school year, we were able to improve upon the success by opening schools with only 3.4 vacancies. Beyond simply filling open positions, many teacher quality measures has also on the rise in the past few years, while there is no single predictor of teacher quality we utilized a few proxies such as the percent of teachers who are highly qualified according the to definition utilized by No Child Left Behind. Every year since 2006, the percentage of new hires in this category has continued to rise. Since the introduction of PEEF funds, this percentage of new hires has increased from 90 to 94%. Once hired, our credentialed staff works with teachers to make sure they meet the appropriate requirements. With such support we have been able to ensure 98.5% of teachers district wide meet this definition. Helping our new hires and current staff navigate the complex world of credentialing and progress toward full certification of highly qualified status is just one role our credential analyst plays but is a critical services funded by PEEF funds.

Career Technical Education (CTE)
Director of the Law Academy – I think it’s safe to say that without the CTE department Balboa HS would close. 1994 they came very close to closing Balboa High school and one vote on the school board kept it open with the idea that they need to see the scores go up. Our principal at the time started bring in this idea of small learning communities or pathways to help bolster the lower achieving students to bring them up with the help of CTE and the Bar Association San Francisco created the law academy first at Mission HS and the following year at Balboa HS. At the time, Balboa HS was a one-one school in the low 400 doing very poorly with quite a number of problems. Today we are a 753 and a 7-8 school we are now considered one of the top academic schools in the school district and I know we could attribute much of that to the relationship we have to CTE. We are a wall-to-wall upper division academy school. Two of the pathways work with CTE: the
law academy and the information technology academy. These programs work better than most other programs at our school because of the resources. The work placing students in summer internships regardless of GPA, but just getting these students prepared to get out there into the workforce having real world experiences benefits them and helps them in their senior year. We have seen students who have struggled with their junior year grades perhaps always do much better senior year. Will definitely attest to the fact that it got them ready or what is going to be expected in their senior year and beyond high school. Also, getting them involved and telling these students they are expected to participate in the city college dual enrollment courses have gotten them into a college class their senior year where they are treated like a college student but they are expected to perform as one. And they know that the pressure is on. It has helped these students many whom are underachieving academically many of whom are low socioeconomic kids understand that they have to rise to a higher standard but the resources are there for them. CTE has been there time and again for not only their city college classes and the summer internship program but when we want to bring in more resources for professional development CTE is there for us. When it comes to developing cross curricular activities, getting the teachers out in the community and bring the community into the schools. CTE is always the first resource to go to them and they work very hard and understanding that the staff they had to build over time because the program CTE has grown over time it’s understandable that to keep it going they need the resources. To lose CTE would mean that much of the success we have seen in the schools that have CTE support are going to decline. I think it would be safe to say you might not see it in the initial school year but the following school year.

High school student Burton – My parents actually made me fall in love with business because they told me I spend too much money and it was a slap in the face. Even because of that I just kinda fell in love with dealing with money is something I want to do. That is what brought me in the academy of finance. And in the academy of finance I had the opportunity in my junior and coming to senior year at an internship. I worked at United Commercial bank, but they are no longer here. At this job, I realized how much I hate human resources because it was so boring. Like I had to deal with customer information like is this the right customer is this a real ID is this a real Social Security number. It was so much customer information I just didn’t like it. But from that it helped me realize that if I hate it so much I wouldn’t want to go into banking so that’s a good thing. It’s a new experience. Senior year I got the chance to take a city college course at CCSF instead of taking the business general class because it was full and budget cut was extreme at city college, so I decided to taking an accounting class because I felt that accounting is what I really wanted to do. In this accounting class, I learned how to balance financial statements and balance sheets and income statements. Overall, it was a nice experience because it gave me like super confidence that it’s something I can do and in this accounting class I kinda interpret all the stuff that I learned in my senior year for my AOF (academy of finance) class because my teacher talked about financial statements or income statements for stock portfolios of the companies we are looking into. I automatically know what he was talking about. It made life easier. My experience with Burton’s tax office is that it made filling out the FAFSA for the government easier because automatically I know where I can input all the income, where I put all the adjustment income, and all the financial stuff. For college application, I was grateful to put down there was this category of community service or work experience.
and extracurricular activities, I put always put down the Burton’s tax office because I worked there for two years and it was a friendly community and I give back and don’t gain anything back but experience, how to communicate with people, how to treat others with respectful and work as a team. Also from the Academy of Finance, they actually prepared me for the business world because I was able to find who I was. I don’t want to be depended on anybody. I want to be an independent woman that could do stuff on her own. I kinda want to be the alpha female of the group. I like the control. So overall Academy of finance has showed me who I am, what my parents didn’t tell me they didn’t talk about personal finance or how to use a credit card or how to deal with debt and what pathway I can take to reach my goal, so without academy of finance I wouldn’t be here today.

Formative Assessments
Program Supervisor of Assessments – Through Data director has been the broader implementation of standards based report cards those standards based reports were developed by teachers. A group of teachers working with Hoover Liddell and through data director we’ve been able to allow them to do an electronic entering of the data and then produce really nice printed report cards for the teachers. About 10-11 thousand students are receiving the standards based report cards electronically through Data Director just in this year alone just in the first year. But much more importantly is the stories from the school site. Data director allows teachers to see into the future. It’s one of the nicest features of it. Teachers see these students and they move on and often times that the end of them seeing them. Data Director gives them access to the students as they move on. They get to see how they students move forward. So the example would be a grade 5 teacher currently teaching grade 5 they had students back in 2004, they can actually now go into data director and see what courses those students are enrolled in, they could see the grades that student is achieving. So they can see oh look this student is in geometry, they made it into geometry even though I knew they were struggling with math those types of things, so whenever I do the training they are like oh this is so great and they get to see this, so this is really brings it home that they really can follow their students that’s using this tool.

Paul Revere IRF-Previous today implementation of data director, we were using different systems but not every teacher was really abiding to or actually really using the tracking systems for data. This year also beyond my expectations we have every teacher K-8 that is accessing data director to view the data to have instantiate analysis. And that has really allowed us to promote more extensive and continued frequent collaboration. I’ve just spent my whole day in data analysis meeting with the kindergarten team and the 1st grade team and we were all sitting at a table with our laptops looking at student results and achievements throughout the year. Looking at data from beginning middle end. It made the process so much easier. It makes it so much easier for them to implement in their own grade level meetings. There is no more paper pencil nothing. It’s just right there. You click on it and it does a lot of beautiful things. Very user friendly. Something else we’ve used that we really started with one class. We started to pilot it was online testing online assessments so these are teacher created standard based assessments. We just wanted to pilot with one class and very soon actually within two weeks, the whole school was actually doing that. What that allowed us to do was to have really immediate feedback for teachers and for students because the students could see how they did on the
assessments. And for teachers they can immediately see which standards are to focus on what are the needs of the class. The same afternoon they can meet, they can plan, they can reflect, then they can reteach or interventions. Finally, this is the last thing we have been doing. Recently, there’s been a lot of data collected at school level to keep assessing the progress of students. And these data was mainly in files on my computer someone’s computer or someone’s table and finally we found a place which is Data Director where we customized and created our own place for our assessments in our school level. And that’s what we were analyzing today beginning middle end assessments. That has been able to collect, analyze it. Now that we are on the same system, we are reporting in the same way clearly. Next questions are what really is the accuracy of our data. How we could have more conversations about shared accountability about agreements about student achievement and how does that look like. So at every corner it not only made our life so much easier, but also it really pushed for getting more collective conversations reflections about student achievement.

IRF from elementary school describing the Language Arts Assessments at Cesar Chavez – At Cesar Chavez Elementary school we found the need to develop specific learning goals for each grade level that build from year to year. These are based on Language Arts standards and grade level appropriate literacy skills. We determined specific Language Arts goals in both Spanish and English from Kindergarten to 5th grade for our ELD and Bilingual maintenance programs. We researched and selected assessments that are aligned with our goals and provide us with the specific data we need to plan targeted instruction. We collect and analyze this data every quarter to monitor student’s growth toward their goals and to plan instruction based on their needs.