



2010-11
san francisco **education** fund

The San Francisco Education Fund is the oldest and largest non-profit dedicated to strengthening San Francisco public schools. The Education Fund leverages financial and human capital to ensure that every San Francisco student — especially those in underserved communities — graduates from high school ready for college, career and civic responsibility.

Our Programs

We work with all the key constituents in schools: teachers, students and administrators. We also engage the outside community to join our efforts to strengthen public schools. Our work impacts nearly all schools in the District but we focus our efforts on a set of priority schools identified as having the most urgent needs. Our five major programs work together to ensure that the students graduate college eligible, aware and prepared.

Peer Resources fosters middle and high school students' leadership skills so they take ownership of their education and take an active role in creating safe, engaging, supportive and rigorous learning environments in their schools.

We engaged more than 13,000 students to strengthen their schools.

Read more on page 3.

School Volunteers mobilizes corporate and community volunteers who serve as tutors, mentors, career speakers and interpreters.

We recruited, trained and placed more than 800 community members who volunteered weekly with teachers and students.

Read more on page 5.

Teacher Professional Development provides professional development and support to teachers to form communities where they can safely and honestly look at issues of race, class and privilege in relation to their own teaching and student results in an effort to bridge the achievement gap.

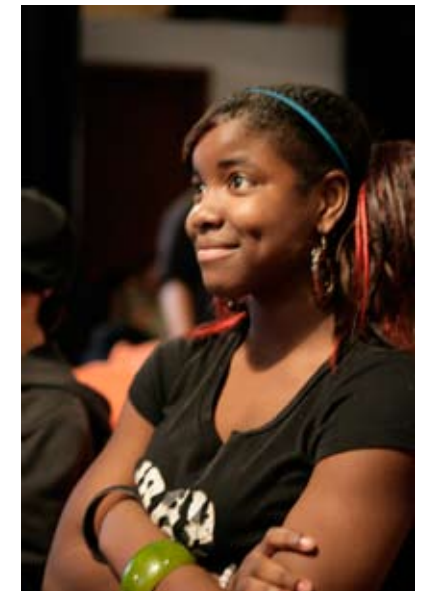
We trained and supported 106 teachers to examine their practice and make necessary changes to better serve African American and Latino students. *Read more on page 7.*

Postsecondary Success Program helps school staff analyze their student data to identify which students drop-out, when and why, so the schools can implement interventions with teachers, counselors and direct service organizations to interrupt these patterns and increase the numbers of students who graduate high school ready for college and careers.

We targeted college and career interventions that impacted more than 2,500 high school students. *Read more on page 9.*

San Francisco Teacher Residency transforms how teachers are prepared to serve in our public schools by combining master's level coursework at Stanford University or University of San Francisco and hands-on experience with a master San Francisco Unified School District teacher.

We launched the first teacher residency on the West coast. *Read more on page 11.*



OUR PROGRAMS

PEER RESOURCES

“Peer Resources is such a positive presence in the school. I am encouraged to see these public positive contributions because teens are rarely seen as part of the solution!” -Laura Parker, Assistant Principal, Mission High School.

Engaged 13,000 students to strengthen their schools

Milestones

- Trained **726 student Peer Leaders**
- Leaders served as **conflict mediators, mentors, tutors** and support group facilitators
- All 14 Peer Resources sites identified a key issue to change at their school such as combatting bullying

- or demystifying the college application process, and **designed and implemented solutions that engaged 13,000 peers**
- Peer Resources’ services made more than **99,000 contacts with students**

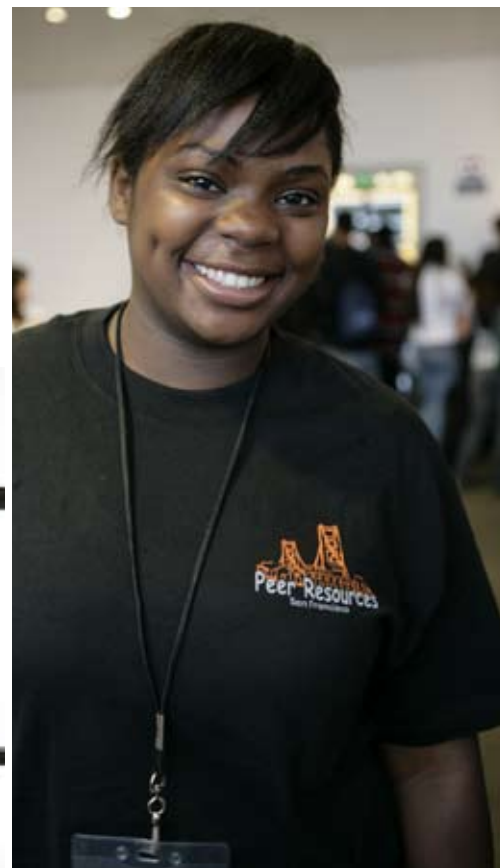


Why it Matters

Research shows that **to improve health, social and academic outcomes**, youth need opportunities to build and practice “personal resiliency strengths” such as problem solving, empathy, self-awareness and goal setting.

“Resilience and Youth Development” survey of SFUSD 9th graders reported just 11% of students surveyed felt their “meaningful participation” in the school environment was high

40% of Peer Resources students report an increase in self-efficacy according to surveys by LaFrance Associates. Self-efficacy refers to the belief in one’s own competence and feeling one has the power to make a difference. Self-efficacy is a critical component of developing identity and sense of self—the major developmental task of the adolescent years.



“In preparing the presentations it was great to see the ‘locals’ from Bayview serve as a dynamic source of information for immigrant youth. This interaction led to deeper cross-cultural socialization by the students. It was amazing to watch two disenfranchised groups interact with each other in helping modalities to not only strengthen their own understanding but to make Marshall better as well.” – Greg, teacher.

Closer Look

Goals: 1) provide direct service to students who are struggling and 2) identify the issues facing those students and make change around them.

This school year Thurgood Marshall became one of the primary schools in the District for newcomer students (students new to our country, often with limited English skills), without all the supports in place to help them.

In response we formed a new Peer Resources class with newcomer students and veteran Peer Leaders. Veteran leaders taught newcomer students conflict mediation and presentation skills—all while building conversational English skills.

Together this group of Peer Leaders wanted to provide workshops for newcomer students to ease their transition to high school here. They quickly identified safety as an issue – newcomers were often victims of bullying. The Peer Leaders developed a workshop on safety for the newcomer students and followed up with posters throughout the school in multiple languages.

In addition to the safety classes the newcomer Peer Leaders began to conduct peer tutoring in their native language with other English Language Learners throughout the school.

SCHOOL VOLUNTEERS

"The ARUP volunteers explain how what we do in class directly relates to what they do on the job. I often explain this connection but when someone other than a teacher explains it, it makes it more real for the students." -Holger Michaelis, teacher, Burton High School

Mobilized more than 800 community members who volunteered weekly with teachers and students

Milestones

- **82 mentors** met one-on-one with their mentee weekly
- **193 conversations** between non-English speaking parents and teachers were **interpreted** by specially trained volunteers bilingual in English/Cantonese or English/Spanish
- **807 tutors** were placed one-on-one or in small groups in classrooms k-12
- **Piloted a Volunteer Literacy Program** where volunteers were specially trained to work with students who are one grade level behind. San Francisco literacy teachers helped design the program so volunteers could effectively help teachers increase gains in reading for underperforming students.
- **13 companies partnered with schools:** Advent Software, ARUP, Chronicle Books, Ernst & Young LLP, Google, Hanson Bridgett LLP, IBM, K&L Gates LLP, Microsoft Corporation, Morrison & Foerster LLP, Old Navy, Salesforce.com, Triage Consulting Group
- Volunteers hand wrote **thank you notes to more than 3,500 teachers** as a part of our Thank a Teacher Campaign

Why it Matters

Nearly **2 in 5 San Francisco students report they do not have any close adult relationships** at school.

1 in 3 students come from a family that speaks a language other than English at home.

Early literacy is critical to students' long-term academic success. Multiple longitudinal studies show that children who do poorly in reading in the first year are likely to continue to do poorly as they get older; students who fall behind *do not catch up without intervention.*

92% of teachers report an increase in their ability to address their goals and priorities as a result of our volunteers

91% of teachers report an increase in their students' academic skills as a result of working with our volunteers



Closer Look

For the past 7 years, Andy Lesser has volunteered in Liz Scotta's 4th grade class at Cesar Chavez Elementary School. When Andy first started Ms. Scotta had a lot of students living in single parent homes with their mothers, so she started the Mr. Lesser Club. Students in the club got to spend one-on-one time with a male role model.

According to Ms. Scotta, *"Every Thursday morning I take out the brown leather chair and a smaller student size chair into the hallway for Andy and the lucky student who has a 15 minute valued appointment. Andy always insists the students get the special chair and he squeezes his 6 foot frame into the smaller chair. On his Ipad he shows various websites to my students, always encouraging them to study and read. He listens to them read their essays and makes corrections. If my students like cooking, he'll look up and bring recipes. Those that enjoy wrestling will have John Cano biographies the following week. He makes each kid feel special."*

Students that wear their uniforms,

do their homework and help their classmates are given time with Andy. *"When do you think I have the most students doing homework and wearing uniforms?"* Ms. Scotta asks, *"You guessed it – Thursdays."*

According to Rafael Nuñez the Elementary Advisor at the school, *"Since the day Andy started, he has been involved in the vision and ideas of the children. He listens! He makes the dreams come true. One such dream was of a 5th grader named Jorge who wanted to have a half pipe for our non-organized skate session. Andy believed in Jorge's passion so much that he and some friends donated enough wood and came out on weekends and helped us build the half pipe. Even after the ramps were finished, donations still came pouring in. We had enough to buy skateboards, pads and helmets for forty skaters. A true skate club was born. This club has helped students become better students, have higher self-esteem and overcome obstacles. It would never have been possible without the dedication of Andy Lesser. I guess in some cases,"* Raffa chuckled, *"Lesser is more."*



"I am inspired to meet more, talk more, and actually change my practice."

—Learning Community participant

TEACHER PROFESSIONAL DEVELOPMENT

Trained and supported 106 teachers to examine their practice and make necessary changes to better serve African American and Latino students



Milestones

- **Groups of teachers at nine schools** throughout the District committed to two years of intensive collaboration to **address the achievement gaps** at their schools

- More than 50% of teachers in six schools took part, and in three of those schools every teacher on the faculty participated

- Teachers addressed a variety of issues in learning communities:

- standardizing expectations and curriculum around writing
- more effectively addressing the needs of African American students

Why it Matters

Though the District certainly values professional development, **intense budget cuts have severely limited professional development opportunities for teachers**; many opportunities that remain are for very specific purposes (such as getting trained in a new curriculum) and therefore don't include time for reflection, discussion and/or new learning around broader issues.

Research shows that high quality **professional development that explicitly focuses on issues of equity, race, class, culture and privilege increases teachers' ability to directly address achievement disparities**, especially when they participate with colleagues at their school sites.

Nearly 50% of new teachers leave the profession within five years;

these departures cost SFUSD more than \$3 million between 2005-07.

When the Education Fund asked a large group of San Francisco teachers what it would take to keep them in the District, one of the most popular responses was "sustained and quality professional development."

In particular teachers value time to reflect on their practice, learn instructional techniques, meet with colleagues, plan curriculum and analyze student data.

"The learning community creates more accountability. I feel urgency to reflect with my students more, to set more goals, have them set more goals, and give them more feedback." —Learning Community participant

Closer Look

At an Elementary school* the school staff were surprised to learn that **75% of their African American students had been suspended** at some point during their time at the school. 18 of the 24 teachers formed a learning community to assess how well they were serving the needs of their African-American students.

The learning communities facilitated many different activities including:

- Analyzing student data like suspension rates and test scores broken down by ethnicity
- Looking closely at examples of student work to identify ways the teacher might better support the student. For example, one teacher brought in three examples of a student's writing. The writing wasn't strong but during the group discussion someone noticed that in each

piece the student brought up the importance of family. As a result the teacher saw an opportunity to build a better relationship with the student and could focus literacy exercises on a subject that clearly interested the student.

- Reading professional articles about race, class, and privilege and then going through a structured discussion process to make sense of the article and think about its implications for their own practice.

By reflecting honestly about their own race, culture, and opportunities in relation to their students and their classroom practice, teachers individually and collectively made changes that, among other things, dramatically reduced the number of African-American students suspended this year.

*Due to the sensitive nature of this work names are kept confidential

"My learning community helps me be more aware of the preconceived notions I have about students. I have made efforts to see them as they really are and to respond appropriately."

—Learning Community participant



"We could not do this work that is really changing the face of Mission High School without our wonderful partnership with the Education Fund."

—Principal Guthertz, Mission High School

POSTSECONDARY SUCCESS

Targeted college and career interventions impacted more than 2,500 high school students

Milestones

- Developed and supported the **implementation of a College and Career Advisory curriculum for all students** at two high schools (Marshall and Mission).

- Worked with over 40 college access providers** to

- a) align student services with the school's specific college goals
- b) reduce overlap and
- c) fill in gaps.

For example, at Mission High School the college support organizations compared their rosters and found there were a large number of students not served by any organization. They worked together

to make sure that every student received support on their college application process from at least one organization.

- Developed a comprehensive **directory listing all services available** to students, parents and staff at Mission, Burton and Thurgood Marshall High Schools. Services included help with college applications, federal financial aid form completion, college tours and parent workshops.

- Three high schools **piloted ConnectEdu, a resource rich, interactive college/career platform** for students, parents and school staff. Students researched colleges and careers and compared their

real-time academic scores to college requirements. Counselors tracked where a student was in the college application process. SFUSD will roll-out ConnectEdu district-wide in the fall of 2011.

- The Education Fund was one of two community-based organizations asked to join the **Bridge to Success Executive Committee**, comprised of the Mayor, the Chancellor of CCSF, the President of San Francisco State and the Superintendent of SFUSD. Bridge to Success is a partnership developed to double the number of students who receive a college degree or certificate in San Francisco.

Our Postsecondary Success Program is generously funded through a matching grant by Citi Foundation.

Why it Matters

In 2009, fewer than half of SFUSD graduates completed the requirements to attend California public universities.

Only 1 in 3 SFUSD graduates complete a college degree or post-secondary certificate in the 5 years following high school graduation.

College graduates earn an average of \$1 million more than non-graduates over their lifetime.

Teachers using the College and Career Advisory curriculum reported they felt more prepared to guide students on their pathway to college.

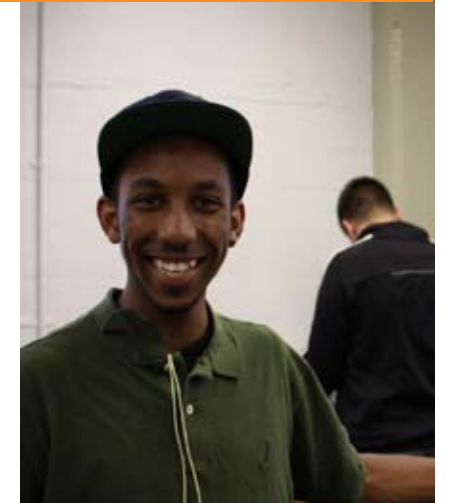
District level surveys showed that students at Mission and Marshall felt they knew more about the college-going process and financial aid than the District average.

Closer Look

San Francisco Education Fund compiled, analyzed, and presented data about graduation, college access, and college success rates for Mission, Burton and Thurgood Marshall High Schools. The data highlighted a lack of college-going knowledge at Thurgood Marshall High School, which prompted the administration to establish a College and Career Advisory for all grade levels. During the fall semester the Education Fund convened key school staff to build a curriculum, drawing on their collective expertise. Working within the advisory period's limited time

frame of only 20 minutes long once a week, the team focused on a few topic areas with specific curriculum targeted to each grade level. At the beginning of spring semester we provided teachers with the new curriculum, sample lesson plans and a box of supplies to support them through the first semester of implementation. January's curriculum launch was dedicated to financial aid awareness. Freshman classes had a general focus on the different types of college financial aid, while Senior classes had a more specific focus on why and how to fill out a FAFSA (Free Application for Federal Student Aid) and scholar-

ship applications. Teachers were given resources to support their students on the college-going path and students were empowered with information about what is needed to get into college.



“One of the greatest challenges that we face is the retention of quality teachers because of the rigors of the job. San Francisco Teacher Residency is a critical component in meeting this extraordinary challenge.”

—Principal Tai Schoeman, El Dorado Elementary School

TEACHER RESIDENCY

Launched the first teacher residency on the West coast

Milestones

- In response to teacher turnover and inequitable distribution of experienced teachers, San Francisco Education Fund entered into a **partnership with San Francisco Unified School District, United Educators of San Francisco, Stanford University, and University of San Francisco** to create the San Francisco Teacher Residency program (SFTR).
- This model for new teacher preparation reconstructs how local universities deliver teacher certification programs and build coherent structures within SFUSD for recruiting, preparing, and retaining teachers.
- We recruited and enrolled 15 Residents.
- Our **first cohort of Residents graduated** in May 2011.
- Residents received contracts to teach in SFUSD’s hard-to-staff schools.

Why it Matters

Although SFUSD has the highest Academic Performance Index scores of any urban school district in California, it also has the **largest achievement gap** between African American, Latino, Samoan, and second language learners and their Caucasian and Asian counterparts.

High teacher attrition impacts the quality of instruction in urban schools. National data shows **30% of all new teachers leave the profession within the first three years**; attrition is significantly greater in high poverty schools and in difficult-to-staff subject areas.

In math, science, bilingual, and spe-

cial education, 50% of new urban teachers leave the profession within five years.

Students who have new teachers year after year are at a distinct disadvantage academically, a factor in the ongoing achievement gap in San Francisco.

SFUSD’s Human Resources Department reports that **teachers leave the District because they feel unprepared** to meet the language and cultural needs of diverse students in urban settings.



Closer Look

Fifteen residents began their teacher preparation in August with an intensive introduction to San Francisco Unified Schools and to teaching. Each resident was placed at one of our three Teaching Academies, El Dorado Elementary School, James Lick Middle School or Mission High School under the guidance of an excellent teacher who served as a mentor. Residents worked at the school site five hours a day, five days a week. In the evening they attended graduate level courses at Stanford University or University of San Francisco.

One way the Teacher Residency prepared the prospective teachers to work in San Francisco’s hard-to-staff schools is through a SFUSD-centric course to help residents understand not only what it means to be a teacher, but what it means to be a teacher in San Francisco.

Residents worked with the director of the San Francisco General Adolescent Trauma Center to learn how to work with students who have experienced trauma in their lives. They learned about various district initiatives that will impact their

teaching.

Aligning the five partners towards a common goal of preparing teachers for the urban teaching environment has impacted far more than the residents themselves. Changes at SFUSD include:

- For the first time in more than 20 years the Human Resources Department offered early contracts and hired our Residents in March for teaching positions the following fall. Historically SFUSD loses the best teaching candidates because they have not started their hiring process until the summer.

- The principal at Mission High School, spoke about how demonstration teachers are seeing their job differently. They welcomed the opportunity to take on the role of teacher educator in addition to the role of teacher.

- SFTR has bro-

kered collaboration between District departments to develop a continuum of support through recruitment, preparation, induction and beyond.

Changes at the university level include:

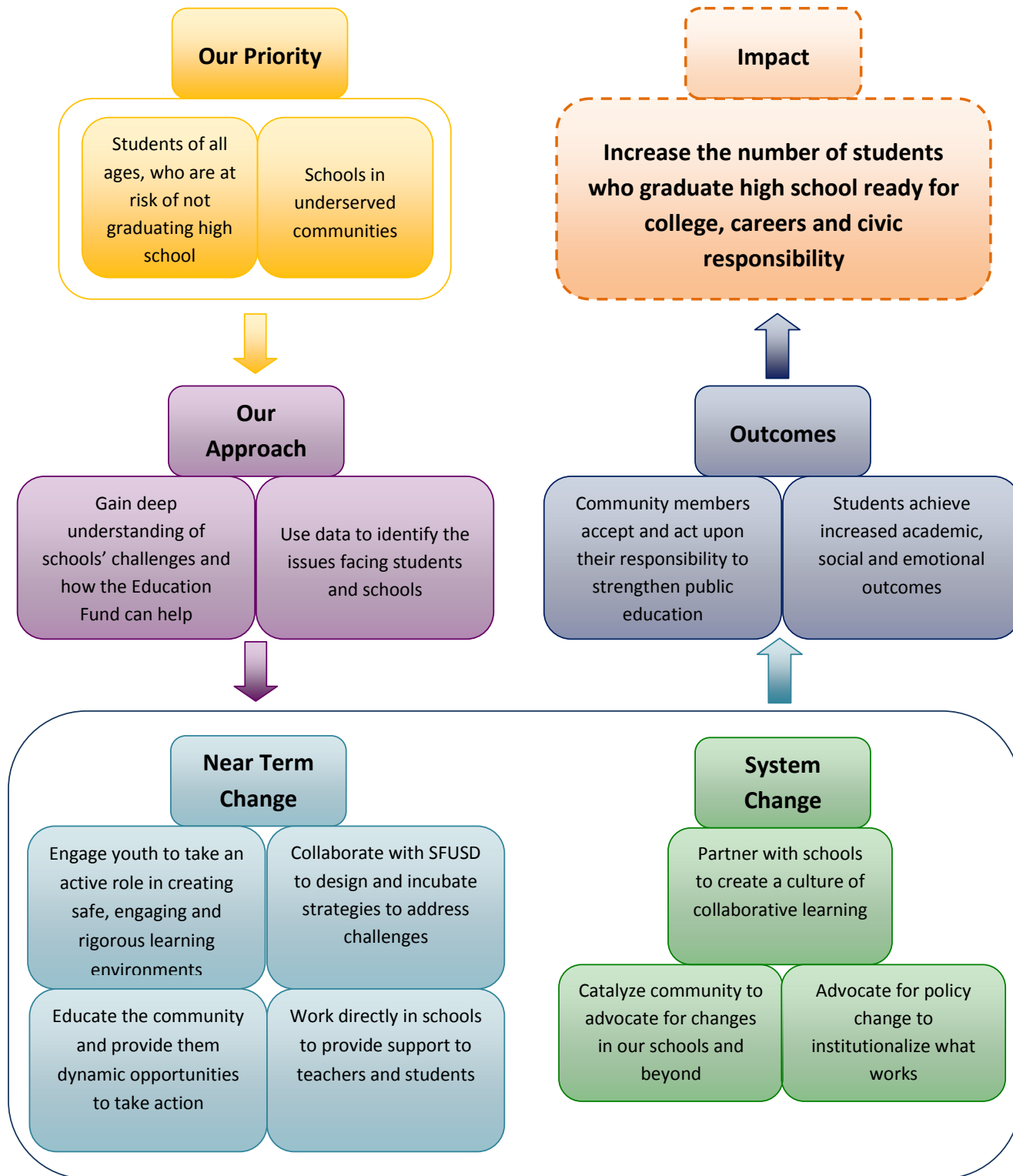
- USF professors discussed rethinking their teaching to be responsive to the residents who attend class with a much deeper understanding of classroom practice.
- At Stanford, issues of how to support candidates who are teaching in an urban setting are being discussed, in particular around issues of behavior management and supporting English Language Learners.



“It takes partnerships to create strong schools that serve every child well. School staff alone cannot teach children all the things that we hope for them to learn. The Education Fund is committed to getting volunteers and resources to the schools that need them the most.”

–Superintendent Carlos Garcia, SFUSD

PRIORITY SCHOOL APPROACH



We prioritize allocation of our services to:

- high-need communities in San Francisco and
- schools where we believe our programmatic work will be leveraged by the school to positively impact the school community.

Need: Our definition of a high-need community is based on a number of economic and social indicators including: median family income, rate of poverty, participation in the state’s welfare program, CalWORKS, involvement in the juvenile justice system and high school graduation rates.

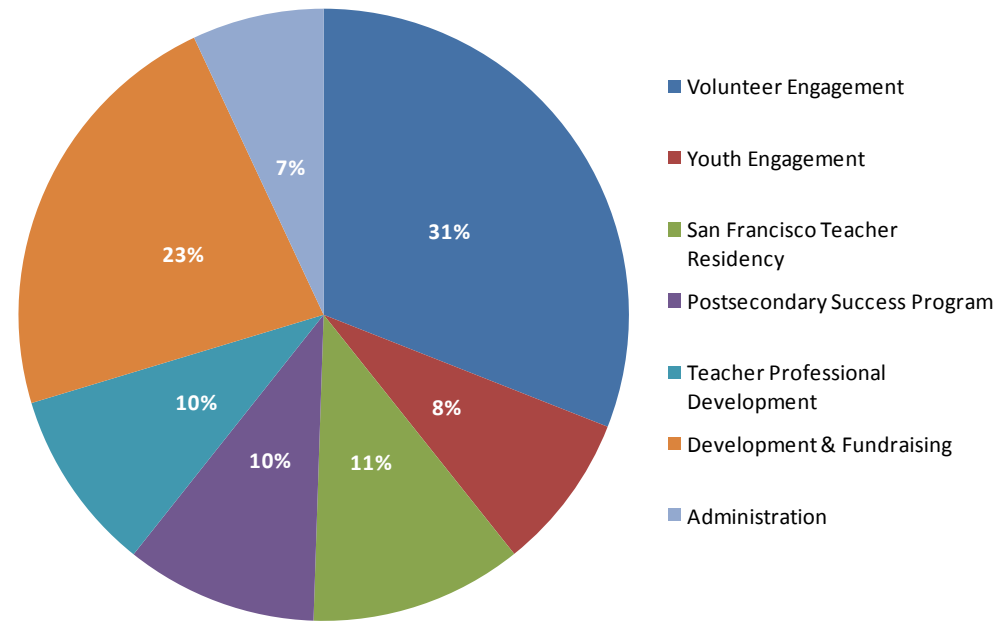
School Capacity: Research on school partnerships validates the lesson that over forty years of partnering in schools has taught the Education Fund: our success at any school is dependent upon the ability of the school community to collaboratively shape our engagement with them to respond to the needs of student and teachers. We undertook an internal assessment of each of our partner schools to determine (1) the strength our partnership with each school (2) the quality of our work at each school and (3) the anticipated needs of the school over the next school year.

| Priority Schools 2011-2012 | Neighborhood | Peer Resources | School Volunteers | Teacher PD | PSP | SFTR |
|--|------------------------|----------------|-------------------|------------|-----|------|
| Bret Harte Elementary School | Bayview/Hunter's Point | | X | | | |
| Dr. Charles Drew College Preparatory Academy Elementary School | Bayview/Hunter's Point | | X | | | |
| Dr. George Washington Carver Elementary School | Bayview/Hunter's Point | | X | | | |
| Junipero Serra Elementary School | Bernal Heights | | X | | | |
| Cleveland Elementary School | Excelsior | | X | | | |
| Hillcrest Elementary School | Excelsior | | X | X | | |
| Monroe Elementary School | Excelsior | | X | | | |
| Leonard R. Flynn Elementary School | Mission | | X | X | | |
| Marshall Elementary School | Mission | | X | | | |
| El Dorado Elementary School | Visitacion Valley | | X | | | X |
| Rosa Parks Elementary School | Western Addition | | X | | | |
| James Denman Middle School | Excelsior | X | X | | | |
| Dr. Martin Luther King, Jr. Middle School | Portola | | X | | | |
| Everett Middle School | Mission | | X | | | |
| James Lick Middle School | Noe Valley | X | X | | | X |
| Visitacion Valley Middle School | Visitacion Valley | | X | | | |
| Thurgood Marshall High School | Bayview/Hunter's Point | X | X | | X | |
| John O'Connell High School of Technology | Mission | X | X | | | |
| Mission High School | Mission | X | X | | X | X |
| International Studies Academy High School | Potrero Hill | | X | | | |
| Phillip and Sala Burton Academic High School | Visitacion Valley | X | X | | X | |

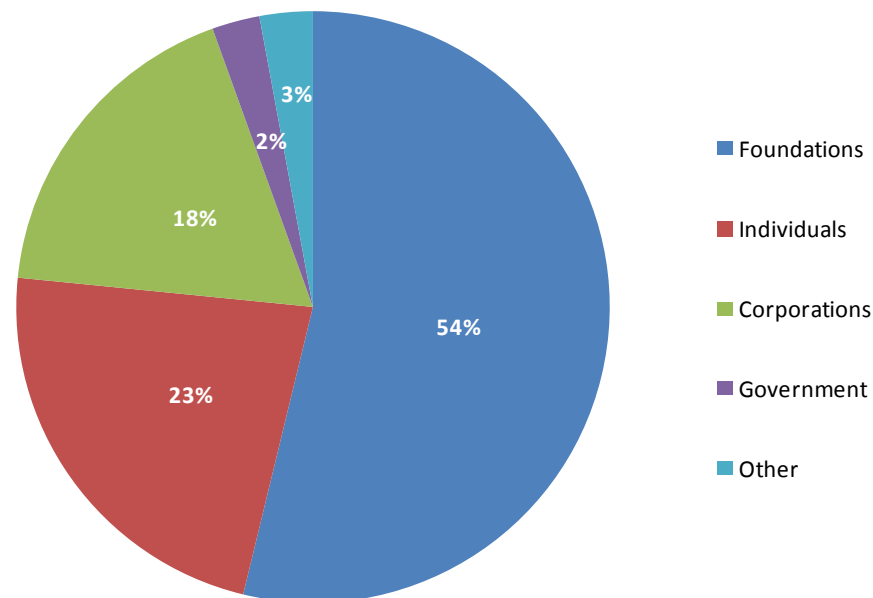
"Peer Resources is a class where we learn to work as a community and help one another."
 -7th grade Peer Resources student

SUPPORTERS

FY10-11 Organizational Expenses



FY10-11 Contributed Revenue (\$2.08 million)



Thank you to the following organizations that contributed to the San Francisco Education Fund from 2010-2011

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