

# Creating Pathways for Educational & Neighborhood Success

## Hunters View HOPE SF Educational Strategy Plan



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REGIONAL DEVELOPMENT

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## Acknowledgments

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## Executive Summary

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In 2008, the Hunters View HOPE SF development team, Hunters View Community Partners (HVCP), and its partners, the San Francisco Unified School District (SFUSD) and the Mayor's Office of Housing (MOH), commissioned UC Berkeley's Center for Cities and Schools (CC&S) to investigate strategies for integrating education into the HOPE SF revitalization program at Hunters View. Having worked with many of the Hunters View HOPE SF stakeholders on the PLUS Leadership Initiative (Planning and Learning United for Systems Change) and a review of housing incentive programs offered by the MOH, CC&S is uniquely situated to conduct this study and analysis. Much of the current study, in fact, builds on these previous projects.

The present challenges to pathways for educational and neighborhood success in the Hunters View community correspond with those identified in the research literature, namely the social, economic, and political challenges often experienced by isolated, low-income, and largely minority communities. Hunters View HOPE SF seeks to better integrate housing and community development initiatives with educational efforts across San Francisco.

This report presents the research, findings, and recommendations that support the Hunters View HOPE SF revitalization strategy. Specifically, the study provides an overall understanding of the current educational landscape at Hunters View; highlights opportunities to maximize resources and outcomes for all residents and families; and assists in creating an action plan for HVCP and their city and school district partners.

The report is informed by data and research collected from a variety of sources, including interviews, policy documents, professional literature, and participatory methodologies, collected between September 2008 and June 2009. Two important questions directing the CC&S investigation were:

1. What are the reciprocal and mutually beneficial goals, strategies, and outcomes for aligning educational improvement and housing revitalization?
2. How can this work be driven by and implemented at a systems level, ensuring sustainability for these common goals, strategies, and outcomes?

Data from the City and SFUSD were used to assess the local situation in Hunters View and at the community's elementary school, Malcolm X Academy. CC&S specifically looked at historical conditions, demographics, school performance, teachers/leadership/curriculum, additional supports and after-school programming, school facilities, and community engagement and connections.

The analysis supported several conclusions:

1. Hunters View HOPE SF requires a systems approach – that is, the effort will require city- and district-wide collaboration as well as the support and contributions of nonprofit organizations, university research units, and the Hunters View community.
2. Hunters View HOPE SF must simultaneously address educational opportunities and housing.
3. Hunters View HOPE SF must entail a lifelong learning (“0-25+”) approach to education – that is, meaningful and successful education starts at infancy and continues through college and into one’s adult life.

Drawing on these conclusions, the CC&S proposes to improve access to quality schools, healthy and safe environments, good jobs, supportive social networks, and the accumulation of equity in housing by creating Hunters View Educational and Community Complex (HV-ECC). To guide stakeholders in building the Centers of Community Life, the CC&S identifies three goals and corresponding short- and long-term strategies.

1. Provide high-quality school buildings, community facilities, and housing, and create clear physical connections to the surrounding neighborhood and city
2. Align educational, community, and regional resources and services as standard operating procedure
3. Ensure access to high-quality schools and educational opportunities for all students and families

Policies and practices reflecting these findings will create a new era of hope, possibility, and attraction to a diverse, mixed-income Hunters View community both now and into the future.

### Background

Hunters View HOPE SF revitalization strategy takes a systemic approach to educational improvement and housing revitalization by aiming to lift housing, security, and educational quality for all students and families. Hunters View HOPE SF recognizes that all families – middle- and low-income families alike – desire and deserve the opportunity to have safe, high-quality housing and neighborhoods as well as good educational options. Furthermore, it realizes that successful, vibrant mixed-income communities require, in fact, demand high-quality educational opportunities for all families. Finally, it aims to build on the existing assets of the local neighborhood and school communities. Such assets are too often overlooked and ignored because of the structured isolation and separation of low-income families living in poor-quality housing surrounded by low-performing schools. This isolation too often cements families and students with the greatest needs in neighborhoods with the least resources and educational options.

*“We must make our schools community anchors – that safe haven for families and children”*

*- Arne Duncan,  
Secretary of  
Education*

Hunters View HOPE SF represents an important pioneering effort to transform such conditions by explicitly connecting housing, social services, and educational improvement efforts. Its innovative revitalization strategy represents a tremendous opportunity to lay the groundwork for the rest of the city.

Hunters View HOPE SF is also uniquely situated in a broader national context. The bold leadership changes at the national level may directly impact Hunters View HOPE SF. President Obama is breathing new life into a national agenda committed to urban and metropolitan America. The nationally recognized Harlem Children’s Zone (HCZ), an innovative and unique community-based organization offering education, social-services, and community-building programs, is now heralded as a federal initiative to combat concentrated poverty. The HCZ model, newly termed “Promise Neighborhoods” by HUD, is particularly important in this regard as it targets public housing communities. The new Secretary of Education, Arne Duncan, has simultaneously ushered in a new era of potentially coordinated efforts between the US Departments of Education and Housing and Development when he declared, “[We] must make our schools community anchors – that safe haven for families and children.”



## This Study

The Hunters View housing developer, HVCP, working in close partnership with the San Francisco Unified School District (SFUSD) and the Mayor’s Office of Housing (MOH), commissioned UC Berkeley’s Center for Cities and Schools (CC&S) to conduct a preliminary investigation to learn how best to connect education and the HOPE SF revitalization at Hunters View.

The following report presents the research and subsequent findings and recommendations produced within this dynamic context. As the local, state, and national initiatives gain stability and clarity, Hunters View HOPE SF will benefit from the energy and momentum of new leadership and the increasing cross-agency collaboration and centralized decision making it promises to bring.

In light of the citywide and comprehensive nature of the HOPE SF initiative, CC&S has **incorporated two driving themes** into this analysis. First, all stakeholders must take a **systems approach** to this work recognizing that while the footprint of the Hunters View neighborhood is clearly defined, the impact and influence of this work will be city-wide and will require city- and school district-wide intervention and coordination. Second, this work calls for a **lifelong learning or “0-25+” approach to education**, recognizing that a meaningful and successful education starts at infancy and continues through college and into one’s adult life.

Central to a systems approach to connecting education and housing is providing for **reciprocity and mutual accountability** among all stakeholders. Reciprocity depends on mutually beneficial policies and practices – with the result that all stakeholders clearly see themselves in a “Win–Win” scenario. Mutual accountability requires the establishment of clear benchmarks and ongoing measurement of actual outcomes. Joint vision setting and the identification of mutually beneficial goals and desired outcomes can only prove fruitful with concrete work plans, clear communication systems, and shared systems for assessment and accountability.

Built on a foundation of reciprocity and mutual accountability, the “story” of this neighborhood’s school, students, and families can be transformed from one of “failing and troubled” to one of tremendous possibility, innovation, and attraction.

**To realize such transformation, we must overcome the isolation and deep division among the Hunters View public housing development, Malcolm X Academy public elementary school, and a nearly abandoned community center, and create an integrated *Hunters View Educational and Community Complex (HV-ECC)*, thereby connecting people and places with opportunities and access. Central to this complex is providing meaningful educational, and**

**both social and physical pathways to all students and residents of Hunters View.**

Together, such integrated policies and practices will create a new era of hope, possibility, and attraction to the diverse, mixed-income Hunters View community both now and into the future.

## **The Stakeholders**

Recognizing the multiple perspectives that drove this study is essential to understanding the complex set of relationships, networks, and collaborative work necessary to achieve its recommended outcomes. The following quotations capture the range of stakeholder perspectives involved:

### **Hunters View Community Partners (HVCP):**

*“We need the best educational options to attract a great mix of families to the new Hunters View Development.”*

### **San Francisco Unified School District (SFUSD):**

*“We want to broaden our understanding of HOPE SF and see how SFUSD can support this work. We are very interested to learn about how community mapping around the school can play a role in revitalization.”*

### **SF Housing Authority/Mayor’s Office of Housing (SFHA/MOH):**

*“We really want to know what works in public education and housing revitalization. We are particularly concerned about elementary school improvement strategies.”*

### **Neighborhood resident leader:**

*“We want to know if our children are coming out of school competitive – are they going to have as many options and opportunities as other kids?”*

### **Malcolm X Academy (MXA) teachers and principal:**

*“We want a better building, better relationships with community, and tools to get more parents and families involved!”*

### **San Francisco Department of Children, Youth, and their Families (DCYF):**

*“Our social services and program delivery systems should support all aspects of families’ lives – including education.”*

### **UC-Berkeley and Center for Cities & Schools:**

*“We envision UCs and CSUs as stakeholders – needing to improve the pipeline for ALL school children to successfully go to higher education.”*

The integrated and innovative nature of HOPE SF makes all the above stakeholders vested in the outcomes of this report. This study and strategic plan does not intend to answer all questions from all stakeholders, but rather to:

- provide an overall understanding of the current educational landscape at Hunters View
- highlight opportunities to maximize resources and outcomes for all residents and families
- assist in creating an action plan for HVCP, along with their city and SFUSD partners, to work collaboratively toward mutually beneficial goals and the success of the Hunters View revitalization

Thus, this plan aims to provide both a baseline of information and more in-depth analysis in particular areas and future possibilities.

CC&S is uniquely situated to conduct this study and analysis of Hunters View; CC&S has worked closely with SFUSD, MOH, and other San Francisco city agencies for two years as part of the PLUS Leadership Initiative. PLUS (Planning and Learning United for Systems Change) is a regional learning network, that supports the development of collaborative, learner-centered policies and practices aimed at improving public education quality and creating more vibrant and healthy neighborhoods for all. Working with teams of school district and city leaders from across the Bay Area, CC&S provides resources, graduate student support, public forums and institutes, and other technical assistance. Early on, the PLUS team from San Francisco (which included the Deputy Superintendents and Director of Policy) recognized that housing played a major role in the dynamics of SFUSD enrollment, family attraction, and teacher retention. Through PLUS 2007-08, CC&S provided an overview of housing incentive programs and efforts offered by MOH that could impact SFUSD. Building on this work, Hunters View HOPE SF provides an on-the-ground opportunity to better integrate the housing and community development initiatives with educational efforts across the city.

## **Driving Questions and Methodology**

Given the complex and dynamic nature of Hunters View and the diverse stakeholders involved in this study, many questions emerged. CC&S identified two key questions driving the analysis:

- What are the reciprocal and mutually beneficial goals, strategies, and outcomes for aligning educational improvement and housing revitalization?
- How can this work be driven by and implemented at a systems level, ensuring sustainability for these common goals, strategies, and outcomes?

This study utilized a multi-pronged research strategy to gather information to best understand the Hunters View community, seeking to provide a thorough understanding of the strengths and assets of the community as well as areas that can be improved on in the arenas of education and service delivery. The research was conducted through the following strategies:

- Review documents from SFUSD, MOH, HVCP, and other relevant local stakeholders
- Research and review local, state, and national promising practices
- Utilize CC&S research and state/national policy work in a local San Francisco context
- Conduct individual interviews and group meetings with key stakeholders
- Facilitate CC&S *Community Mapping into Action* methodology with students and teachers at Malcolm X Academy
- Engage in participatory research – ongoing work and relationship building with all stakeholders

The research informing this report was conducted between September 2008 and June 2009. A list of activities can be found in Appendix 1. When possible, meetings were held in conjunction with other project partners to align the educational strategy with parallel social services and partnerships funded by DCYF and other city agencies to avoid duplicative efforts.

## What the Research Literature Tells Us

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Over the past few decades researchers have elevated our understanding of the social, economic, and political challenges experienced by isolated, low-income – and largely minority – communities across the country. These challenges are complex and typically compound one another, often making pathways to individual and community success difficult. The literature on the relationships between, and strategies to improve, neighborhoods and schools is sparse and limited. In this section we briefly describe key areas of emerging research that inform the recommendations in this report:

- Relationship between housing and education
- Relationship between school facility quality, education, and neighborhoods
- Relationship between educational outcomes and individual and community supports
- Elements of high-quality education for the 21<sup>st</sup> century

A variety of individual and structural challenges shape lives and communities at the local level. Understanding these complex and intertwined issues is required to craft effective revitalization and school improvement strategies that are structured to address the whole of life for children and families. Access to quality schools, healthy and safe environments, good jobs, supportive social networks, and the accumulation of equity in housing are all essential to achieve “neighborhoods of choice and connection.”<sup>1</sup>

### **Relationship between Housing and Education**

Where children live and where they go to school are intricately related. The complex relationship between housing and education – the “housing-schools nexus” – is found across the United States in varying degrees.<sup>2</sup> Three key relationships define the nexus.

First, perceptions of school quality impact housing prices, generally making housing in neighborhoods with “better” schools more expensive than housing in neighborhoods with lower-performing schools.<sup>3</sup> Thus, more affluent families are able to “buy into” better schools by paying a housing cost premium. Conversely, economically disadvantaged families generally have less ability to access better schools because they cannot afford housing costs in those neighborhoods. While desegregation programs and school choice

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<sup>1</sup> Katz, Bruce. 2004. *Neighborhoods of Choice and Connection: The Evolution of American Neighborhood Policy and What it Means for the United Kingdom*. Research Brief. Washington, DC: The Brookings Institution

<sup>2</sup> McKoy, Deborah L. and Jeffrey M. Vincent. *Housing and Education: The Inextricable Link*. In *Segregation: The Rising Costs for America*, edited by James H. Carr and Nandinee K. Kutty. New York: Routledge.

policies have attempted to mandate and encourage, respectively, remedies to this situation, they have had mixed results at best. In fact, many desegregation programs are coming to an end across the country.

Second, housing quality and affordability affect student achievement through a variety of mechanisms. Most fundamentally, the housing affordability issue described above has important implications for students – particularly lower-income students who tend to be concentrated in segregated neighborhoods and schools because their families’ housing options are limited by their income. The negative educational outcomes associated with poverty-concentrated schools are well-documented.<sup>4</sup> Concentrated poverty communities usually reflect conditions of distress that particularly affect young people; for instance, housing inadequacy and decay, weak and failing infrastructure, and critical lack of mentors, jobs, and networks that can help them out of the neighborhood of poverty into the world of economic and social success. Additionally, children who live in poor-quality housing, which may include crowded conditions, excessive noise, poor indoor air quality, or violence, have more difficulty doing their homework and often bring to school corresponding stresses that stand in the way of learning and engagement at school.<sup>5</sup> The impacts of concentrated poverty on schools, students, and communities are profound; the departure of middle-income residents erodes the tax base and, depending on the state, school funding.<sup>6</sup>

Third, the lack of safe and affordable housing often causes low-income families to move residences frequently, either by choice or driven by circumstance such as gentrification, increased rents, neighborhood violence, or family emergency.<sup>7</sup> Children in these families often switch schools with each household move, disrupting their school experience. Often referred to as student “transiency” or “mobility,” it is typically driven by housing quality and/or price, which also impact local schools as teachers and other students must contend with frequent student changes. Low-income student mobility, often a function of unstable housing, disrupts academic experience and plays a major role in low achievement levels and high dropout rates; the impact is felt not only on their education, but also by their classmates.

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<sup>3</sup> Bogart, William T. and Brian A. Cromwell. 1997. How Much Is a Good School District Worth? *National Tax Journal* 50(2): 215–232; Black, Sandra E. 1999. Do Better Schools Matter? Parental Valuation of Elementary Education. *Quarterly Journal of Economics* 114(2): 577–599.

<sup>4</sup> For a review, see: Rothstein, Richard. 2004. *Class and Schools: Using Social, Economic, and Educational Reform to Close the Black–White Achievement Gap*. Washington, DC: Economic Policy Institute.

<sup>5</sup> Stone, Clarence, Kathryn Doherty, Cheryl Jones, and Timothy Ross. 1999. Schools and Disadvantaged Neighborhoods. In *Urban Problems and Community Development*, edited by Ronald F. Ferguson and William T. Dickens. Washington, DC: Brookings Institution Press.

<sup>6</sup> Orfield, Myron. 2002. *American Metropolitics: The New Suburban Reality*. Washington, DC: Brookings Institution Press.

<sup>7</sup> *Journal of Negro Education*. 2003. Special Edition: “Student Mobility: how Some Children Get Left Behind.” 72(1).

## **Relationship between School Facility Quality, Education, and Neighborhoods**

School facilities play an important and often overlooked role in supporting quality educational experiences and outcomes. Arguably, high-quality teaching and learning can occur anywhere, but a school building and grounds create environmental conditions that can help or hinder school success.<sup>8</sup>

First, the condition, design, and utilization of school buildings affect students, teachers, and schools. The poor physical conditions often found in lower-income schools, including poor lighting, poor indoor air quality, and poor acoustics – have measurable negative impacts on students and teachers.<sup>9</sup> School designs that support desired pedagogical styles and school curriculum (e.g., science labs, small group spaces) better support achievement. Appropriate utilization of school facilities also affects school success; school overcrowding has a variety of detrimental effects on students and teachers alike, while underutilized school spaces can allow for joint use with community programs.

Second, the aesthetic condition of schools signals school and neighborhood quality to potential residents and families.<sup>10</sup> When school buildings appear run-down, those unfamiliar with the school tend to assume that educational quality is also poor. Thus, it is likely that poor school appearances play a role in reinforcing stubborn, economically segregated school enrollments.

Third, schools that house services/amenities increase educational supports and options for students and families.<sup>11</sup>

## **Relationship between Educational Outcomes and Individual and Community Supports**

Researchers have consistently found that a variety of non-school factors – in addition to housing conditions – affect children’s ability to participate and perform successfully in school. These factors include physical health, mental health, nutrition, safety, and family and community relationships.

1. Children with unaddressed health problems experience greater difficulty performing well in school; healthy children are better equipped to learn when

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<sup>8</sup> Filardo, Mary, Jeffrey M. Vincent, Ping Sung, and Travis Stein. 2006. *Growth & Disparity: A Decade of U.S. Public School Construction*. Washington, DC: Building Educational Success Together.

<sup>9</sup> Schneider, Mark. 2002. *Do School Facilities Affect Academic Outcomes?* Washington, DC: National Clearinghouse for Educational Facilities; Higgins S., H. E., Wall K., Woolner P., McCaughey, C. 2005. *The impact of school environments: A literature review*. The Design Council, 47.

<sup>10</sup> Weiss, Jonathan D. 2004. *Public Schools and Economic Development: What the Research Shows*. Cincinnati, OH: Knowledgeworks Foundation.

<sup>11</sup> Blank, Martin, Atelia Melaville, and Bela P. Shah. 2003. *Making the Difference: Research and Practice in Community Schools*. Washington, DC: Coalition for Community Schools.

their physical and emotional needs are met.<sup>12</sup> For example, the *Communities In Schools* seven-state study found improvement in math, reading, and graduation rates correlated with integrated service provision. The study also found that *integrated* student services have a stronger impact on school-level outcomes than providing services for students in an uncoordinated fashion.

2. Children who feel unsafe in school and/or in their communities also find it more difficult to perform well in school.<sup>13</sup>
3. Strong positive relationships children have with their family members and other community members build social capital, which is associated with improved student performance school.<sup>14</sup>

### **Education for the 21<sup>st</sup> Century**

Education research points to the educational elements that support high-quality schools and students poised to succeed in the 21<sup>st</sup> century. Three main themes greatly inform HOPE SF:

1. Small school culture supports academic achievement.<sup>15</sup>
2. Rigorous, relevant curriculum is essential in ensuring employment opportunities in our increasingly globalized world.<sup>16</sup>
3. Parent/guardian involvement is critical to student success.<sup>17</sup>

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<sup>12</sup> Dryfoos, Joy, Jane Quinn, and Carol Barkin. 2005. *Community Schools in Action: Lessons from a Decade of Practice*. Oxford: Oxford University Press; Blank, Martin, Atelia Melaville, and Bela P. Shah. 2003. *Making the Difference: Research and Practice in Community Schools*. Washington, DC: Coalition for Community Schools.

<sup>13</sup> Noguera, Pedro. 2003. *City Schools and the American Dream: Reclaiming the Promise of Public Education*. New York: Teachers College Press.

<sup>14</sup> Noguera, Pedro. 2003. *City Schools and the American Dream: Reclaiming the Promise of Public Education*. New York: Teachers College Press.

<sup>15</sup> Darling-Hammond, L.; LaPointe, M.; & Meyerson, D. Orr Margaret T. (2009). *Preparing Principals for a Changing World: Lessons From Effective School Leadership Programs*, Jossey-Bass Press.

<sup>16</sup> D. Stern, N. Finkelstein, J. R. Stone III, J. Latting, and C. Dornsife (1995). *School to Work: Research on Programs in the United States*. London and Washington: Falmer Press.

<sup>17</sup> Cotton, K. & Wikelund, K. R. (1989), *Parent involvement in education*, School Improvement Research Series, Close-Up No. 6, Northwest Regional Educational Laboratory.

The study's literature review and survey of more than 20 existing programs and policies at the local and national levels provided a broad foundation from which we could adapt for the local San Francisco/Hunters View context. While many existing programs and strategies aimed at connecting cities, communities, and schools focus more on site and local level strategies, CC&S recognizes that **the unique city-wide focus of HOPE SF calls for a systems-approach that connects city-wide and district-wide policies and practices.**

This led to creating the **CC&S Pathways for Educational and Neighborhood Success Framework**, which offers a systems-approach to educational improvement and housing revitalization. Our framework includes three key components:

- **High-quality school facilities, community facilities, and housing with good physical connections to the surrounding neighborhood**
  - Local school building
  - Joint-use facilities
  - Physical relationship between school facilities and housing development
- **Alignment of community and regional resources and services to educational plan**
  - Social services
  - Community engagement
  - Transportation infrastructure
- **High-quality schools and educational resources**
  - Teacher quality
  - Educational leadership
  - Research-based curriculum and reform strategy and theme
  - Parental involvement

## Today's Educational Landscape

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Investigating the educational landscape for the Hunters View community found a range of very positive movements at the district level yet historic challenges persisting at the local school site. Residents strongly expressed that priority should be placed on getting access to important information to what is occurring at the school and district levels as more than half of the students at Hunters View attend schools throughout the city.

*“We need more information and access to people at the school and at the district.”*

*- Hunters View  
Resident*

What follows is a brief baseline description of SFUSD, the demographics of current school-aged Hunters View residents, and the background on Malcolm X Academy elementary school located adjacent to the Hunters View revitalization site.

### San Francisco Unified School District

San Francisco Unified School District (SFUSD) educates approximately 55,000 of San Francisco's pre-school, elementary, middle and high school students at 34 preschools, 102 K-12 schools, 8 county/court schools, and 9 charter schools. SFUSD is one of the highest performing urban school districts in California, delivering a greater percentage of students to proficiency levels than many other urban districts. While SFUSD is high performing in the aggregate, we know that there are gaps across individual schools. The gap between high-achieving and low-achieving schools falls along class and race lines, with high-income, primarily white students out-performing lower-income African-American and Latino students on many state tests. According to Superintendent Carlos Garcia, “The San Francisco Unified School District sees the achievement gap as the greatest social justice/civil rights issue facing our country today; there cannot be justice for all without closing this gap.” ([www.beyondthetalk.org](http://www.beyondthetalk.org))

To address this gap, SFUSD recently released its 2008-2012 strategic plan, *Beyond the Talk*, which places equity, student achievement, and accountability at the forefront for San Francisco's public schools. The three main goals of *Beyond the Talk* focus on closing the achievement gap and “diminishing the predictive power of demographics.” They include<sup>18</sup>:

- **Access & Equity** – “we will make social justice a reality by ensuring every student has access to quality teaching and learning.”
- **Achievement** – “we will ensure that every student graduates from high school ready for college and career and success in the 21<sup>st</sup> century.”

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<sup>18</sup> SFUSD 2008-2012 Strategic Plan Beyond the Talk [www.beyondthetalk.org](http://www.beyondthetalk.org)

- **Accountability** – “we will keep our promises to students and families and enlist everyone in the community to join us.”

*Beyond the Talk* utilizes a balanced scorecard, which is a performance measurement tool administered by school sites in conjunction with community, students, and parents. SFUSD will use the balanced scorecards developed by school sites, community institutions, and central office staff to “realign systems, policies, structures, and resources to support site-level innovation.”

A few key goals of *Beyond the Talk* correspond well with the goals of HOPE SF and the vision for the future of the Hunters View community:

**Goal #1: Access and Equity – Make social justice a reality**

**1.3 Create an environment for students to flourish.** Create a safe, affirming, and enriched environment for participatory and inclusive learning for every group of students

**1.4 Provide the infrastructure for successful learning.** Develop and support a school environment that ensures safe access to environmentally sound, high-quality schools with the technological infrastructure to reduce the digital divide

**Goal #2: Student Achievement – Engage high-achieving and joyful learners**

**2.3 Create learning beyond the classroom.** Foster, encourage, support, and fund opportunities for students to engage in their school, community, and larger world in ways that support maximum identity investment and cognitive emotional engagement

**Goal #3: Accountability – Keep our promises to students and families**

*Central Office Milestones*

- Ensure that SFUSD has a network of high-functioning, well-integrated community schools that are considered community assets and anchors of positive civic development
- Ensure that the San Francisco community feels that SFUSD is transparent and accountable

*City and Community Milestones*

- Discuss schools as community assets in community meetings
- Review city-wide efforts to serve youth and families using the Balanced Scorecard as a filter

- Encourage public conversation on education: “It Takes a City”
- Ensure full-service community schools are neighborhood and community anchors for positive civic engagement
- Ensure community-based organizations use a Balanced Scorecard approach to assess their effectiveness

The new vision of the Hunters View community as realized through the HOPE SF initiative aims to achieve similar goals at a community level. The new Hunters View will provide a safe, supportive surrounding neighborhood and create optimal conditions for learning for all Hunters View children and students. By aiming to create an economically integrated community, the development will ensure that diverse communities live together in a sustainable community and share educational and community resources.

Further, both SFUSD and the Hunters View development team recognize the importance of the interaction between the physical environment and the activities that happen within those places.

Likewise, the inclusion of school facilities and the physical quality of the surrounding neighborhood in the scorecard align with the dual purposes of HOPE SF: enhanced focus on both the human/social components and the physical “bricks and mortar” development in Hunters View. These dual goals are reinforced by parents across San Francisco. The 2007 report, *Student Enrollment, Recruitment, and Retention: Community Conversations about San Francisco Public Schools* found that parents want their children to have well-rounded academic options in schools where they feel emotionally safe, and at the same time, in school neighborhoods and on transportation that is safe.

Finally, the scorecard aims to increase participation across school stakeholders, including parents, students, and teachers. HOPE SF also seeks to “involve residents in the highest level of participation,” by integrating the development process with “neighborhood improvement plans, including schools, parks, and transportation.” This provides a clear opportunity to leverage the public engagement of stakeholders across the school and neighborhood communities, to align social service and community amenities with SFUSD educational efforts, and to ensure accountability from SFUSD and HOPE SF to residents, parents, students, and broader community.

## Hunters View Students

As of the beginning of the 2008-09 school year, 196 Hunters View young residents were enrolled in 56 different SFUSD K-12 schools.

- Seventy-nine (79) children attend 19 different elementary schools; 39 of these children attend the local Malcolm X Academy.
- Thirty-seven (37) children attend 16 different middle schools;
- Eighty (80) youth attend 21 different high schools.

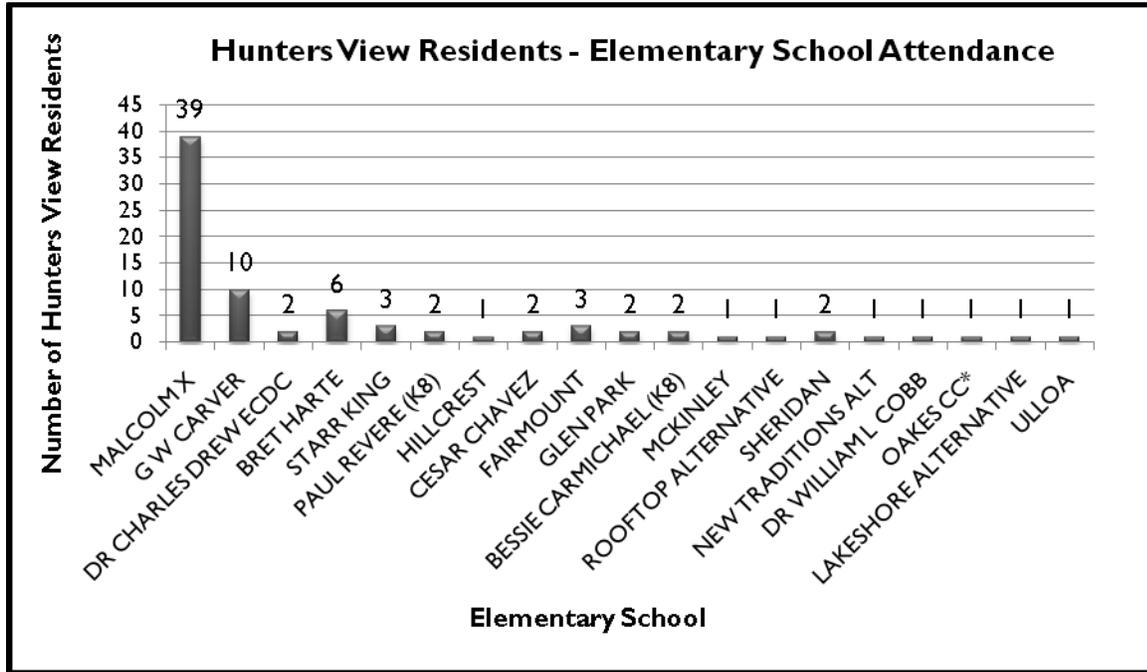
The map in Figure 1 displays the diverse locations where Hunters View school-aged residents attend SFUSD schools. The charts following the map lay out the actual school distribution of students according to their proximity to the Hunters View local elementary school Malcolm X Academy (MXA).

*Figure 1: Map of Hunters View Students' School Attendance*



Figures 2, 3, and 4 display the distribution of students across specific schools in the city. Schools are ordered by their distance from Hunters View<sup>19</sup>. While most students at grade levels are clustered in one or two particular schools closest to Hunters View, the distribution of Hunters View young residents is still significant, and has important implications for transportation infrastructure.

Figure 2: Hunters View Residents – Elementary School Attendance



<sup>19</sup> Based on radii drawn out from Hunters View development (red dot)

Figure 3: Hunters View Residents – Middle School Attendance

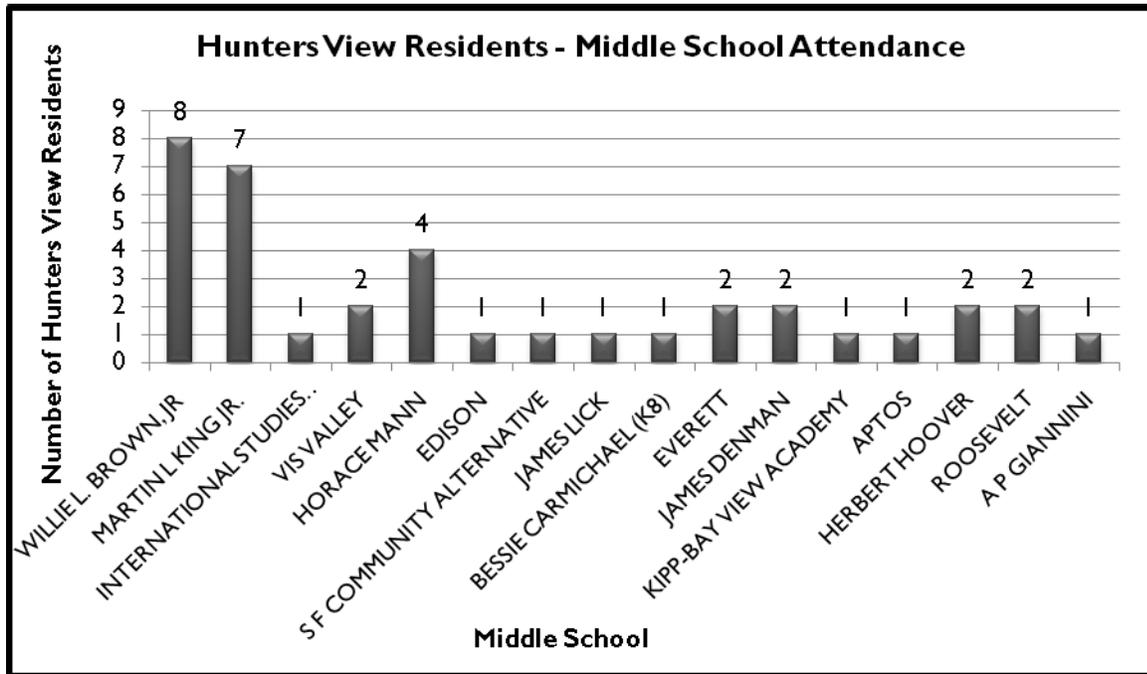
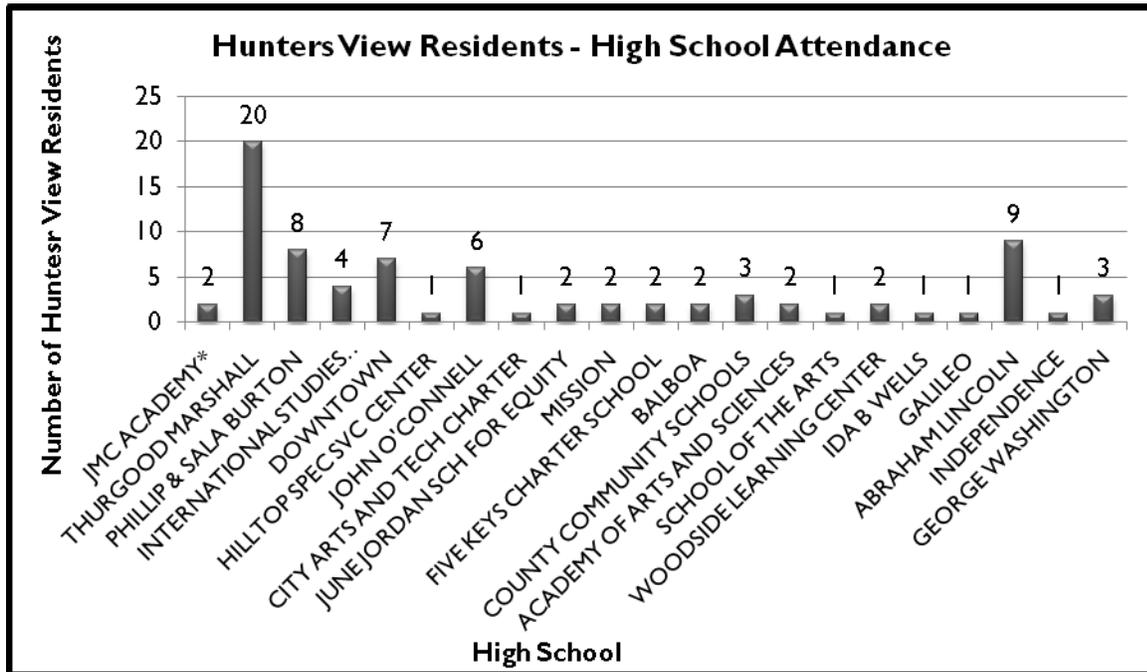


Figure 4: Hunters View Residents – High School Attendance



Students are widely distributed because of SFUSD's current school assignment policy, which is under review and expected to change Fall 2009 for adoption in the 2011-12 school year. (see box-out).

## **San Francisco Unified School District – Student Assignment Redesign**

### **Overview**

SFUSD is creating a new student assignment system to support the goals and objectives of the strategic plan – *Beyond the Talk: Taking Action to Educate Every Child Now*. SFUSD is committed to increasing the achievement of already high-performing students and dramatically accelerating the achievement of those who are currently less academically successful.

SFUSD has 101 unique K-12 general enrollment schools (there are also 34 preschools, 9 charter schools, and 8 county schools that have separate enrollment processes). For six consecutive years, SFUSD has outperformed the seven largest California school districts on the California Standards Tests (CST). A new system will provide more equitable access to the range of opportunities offered to students.

The biggest challenge facing SFUSD is the inequity of achievement and opportunity facing students of different socio-economic, linguistic, and racial backgrounds. SFUSD has high concentrations of historically underserved students in the same schools resulting in a district of extremes – some of the highest-performing schools in the state as measured by API (Academic Performance Index) and some of the lowest. A new system will reverse the trend of concentrating underserved students into the same school.

The current 100% choice assignment process places a burden on all families as it can be time-consuming and lacks predictability. A new system will be more equitable to all students, regardless of their family background.

### **Timeline**

SFUSD hoped to have a new policy in place in time to prepare for the 2010-2011 enrollment process but, given the complex nature of this policy decision, it is unlikely that it will be possible to meet the deadlines for a new district-wide system in time for next fall's enrollment cycle. The Board is eager to make this decision and is moving ahead as quickly as possible.

## **Malcolm X Academy (MXA)**

### **History**

The history of Malcolm X Academy (MXA), the elementary school directly adjacent to Hunters View, is complex, reflecting hope and possibility for the future coupled with historic and deeply challenging educational conditions and subsequent very low achievement levels. Under a cloud of potential school closure threats starting in 2003, the *San Francisco Chronicle* conducted a year-long investigation of MXA called, "A Year in the Life of Malcolm X." The series of articles stemming from this investigation charts the school's difficult history but also recognizes the strengths and commitment of many students, parents, teachers, and community leaders – all of whom believe that with more

support and attention the school can improve and that it would be a disservice if the district were to simply close MXA.

The conditions of severely concentrated poverty in this community create many of the challenges MXA faces, creating extremely difficult conditions for learning and teaching. Thus, while it is clear that educational improvements must take place in terms of attracting a top teaching and administrative staff, it is also important to recognize the potential of the revitalization to address the very difficult conditions in the neighborhood at large.

### **Demographics**

Thirty-nine (39) students at Malcolm X Academy (MXA) live in Hunters View, and 88% of MXA students come from San Francisco's southeastern neighborhoods (94124 and 94134 zip codes). In the 2007-08 school year, MXA enrolled 109 students (while the school has a physical capacity of approximately 400 students). Ninety-four per cent (94%) of the students qualify for free or reduced lunch. African-American students account for 56% of the student population, with Pacific Islanders, the next largest ethnic group, contributing 23% of the student population. Twenty-one percent (21%) of students are English language learners.

### **Performance**

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. The statewide API rank ranges from 1 to 10. A rank of 1 means that the school has an API in the lowest 10 percent of all schools in the state, and likewise, a rank of 10 means that the school has an API in the highest 10 percent of all schools in the state.

MXA's API rating is extremely low; it is ranked 1 out of a possible 10 (these scores are based largely on annual testing measures). In the 2007-08 school year only 10% of students were at or above proficiency in English Language Arts and only 32% of students met that level in mathematics as measured by the California Standards Tests (CSTs). These proficiency levels qualify MXA as an underperforming STAR (Standardized Testing and Reporting Program) school eligible for additional funds per student (in 2006-07 school received an additional \$997 per student to support educational improvement at the school).

Aiming to improve, MXA administration identified reading proficiency as both a top priority and a civil right that ensures full participation in society, as a main objective of future scorecard outcomes. Thus, they have sought to connect their academic performance goals to the equity agenda of the scorecard and to the broader community.

## **Teachers, Leadership, and Curriculum**

MXA has historically experienced high teacher and principal turnover, in large part because of the challenges and intense needs of this high-poverty student population. In turn, many teachers are newer and possess less teaching experience. Because of these conditions, MXA is categorized by SFUSD as a “hard to staff” school, which triggers additional resources for teachers and the principal. For example, teachers at “hard to staff schools” receive an additional \$2,000.

Principal turnover has also been a challenge for MXA. The recent Principal, Cheryl Foster, has been at the school for three years. During this time she has brought culturally relevant and other school-based services to the school and has been working to implement the new curriculum. Focusing on school improvements and social challenges, however, did not allow this principal to also connect well with the broader community. This proved to be a great challenge and limited her ability to engage in the revitalization plans and process.

MXA has introduced several new research-based curricula, focusing on math and literacy. Teachers have also received training and ongoing professional development in Culturally and Linguistically Relevant Pedagogy (CLRP). CLRP is an educational method that has demonstrated significant educational results for students from a range of racial, ethnic, and income backgrounds. Because the existing MXA student population is predominantly low-performing with high needs, the teachers are less focused on “differentiated” teaching/learning in the curriculum, which requires teachers to employ different teaching techniques to address a range of learning abilities from low to high. In the future, however, when the student population is significantly more mixed, such differentiated teaching abilities will need to be a top priority for Malcolm X teachers.

A very important recent change is that SFUSD has decided to place Principal Cheryl Foster at another school site and replace her with another principal. While the new person’s name has not yet been made public, it will be very important to make sure she or he is intimately involved in the revitalization planning process and sees herself or himself as part of the broader community as well as the school community.

*“There is no compelling story for this school. All parents know about MXA across the city are the low test scores and low performance; there is no reason to choose this school over another for their children.”*

*- District Leader*

## **Additional Supports and After-School Programming**

MXA has implemented a Caring School Community Program, which trains students, teachers, parents, and caregivers “to treat each other with respect, work together to resolve issues, and care for the well-being of each member of the school community.” A nurse, social worker, and nutritionist each work two-and-a-half days on-site. A part-time Resource Specialist and a part-time Speech and Language Therapist provide additional support to students with special education needs. Third, fourth, and fifth grade students

receive weekly art and music instruction. In addition, the fourth and fifth grade classes can learn to play a musical instrument. Sports 4 Kids, a nationally recognized nonprofit organization, provides sports and physical game instruction.

While MXA has a range of after-school programs on-site, it reserves them for MXA students only. There is little connection to any community or city social services such as Parent University located on-site.

### **School Facilities**

The MXA building has a capacity of about 400 students, but is currently only serving 109. The reason for its under enrollment is a combination of physical isolation and persistent low performance that fails to attract families who might otherwise send their children to MXA. As a district leader stated, “There is no compelling story for this school. All parents know about MXA across the city are the low test scores and low performance; there is no reason to choose this school over another for their children.” Last year, only three students actively selected MXA as their school of choice.

Aiming to utilize the school building more fully and to manage some of the Phase I construction, SFUSD partnered with the Department of Children, Youth, and their Families (DCYF) to bring Parent University and HeadStart to this building. They are currently located on-site through joint-use agreements between DCYF and SFUSD.

In 2006, ADA upgrades totaling approximately \$5 million were made to the facility. There are new student and staff bathrooms, sinks and water fountains in each classroom; a fire sprinkler system; elevator; and staff lounge. However, there were few modernization steps taken to improve the overall attractiveness of the school building.

There are exciting plans for the landscaping and outside of MXA, however. MXA has two blacktop playgrounds outside and has worked over this past year to plan and design for a green schoolyard, funded by the Green Schoolyard Bond program of SFUSD. A landscape plan is now completed and the school site is working on implementation with landscape architects.

Other possible opportunities for improvements include some volunteer assistance referred to MXA by facilities director David Goldin. RG Partners, an architecture firm in San Francisco, is providing pro bono conceptual designs for modernization and upgrades to MXA to enhance connections to the community and internal learning opportunities. They purposely chose MXA for their design work as they liked the light and open location of this school.

### **Community Engagement and Connection**

As previously stated, MXA administration and teachers have had little contact or communication with the broader community or HOPE SF revitalization effort. The SFUSD new strategic plan, however, calls for a far more closely aligned relationship. This is reflected in the MXA scorecard for 2008-09 which identifies a commitment to social justice and community engagement. In early 2009, MXA had a community liaison on staff, Brother Leon Muhammad, who was assisting with the redirection of the school climate and culture. Recently, Brother Leon has left the school, yet the priority of connecting with community remains.

MXA has a school site council and a parent liaison, although they have a limited role, and overall there is limited parental involvement. Some tenants from the Hunters View Tenants Association have children or grandchildren at MXA and do participate in the school site council. Beyond that, MXA has limited connection to other social services in the neighborhood and community.

## Tomorrow and Beyond: Creating the Hunters View Educational and Community Complex

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To realize the true success and vision of Hunters View HOPE SF, educational opportunities and housing revitalization should be addressed simultaneously. Research and national best practices support the notion that taking a broad, place-based approach to education and neighborhood reform – that is focused on innovation and building on local assets - will likely provide the best way for systemic and sustainable improvement.

Such an approach builds on growing momentum at a federal level; “Choice Neighborhoods” out of the Office of Housing and Urban Development and “Promise Neighborhoods” out of the Department of Education, both modeled in part on the *Harlem Children’s Zone*, are new initiatives of the Obama administration aimed at achieving the same kind of bold, ambitious, and integrated service delivery and neighborhood outcomes as HOPE SF. Implementing this type of strategy throughout HOPE SF will likely favorably position San Francisco to obtain federal funding as a potential demonstration site.

New vision is needed to successfully support high-quality education and prosperous mixed-income housing revitalization. Such a new vision will help Hunters View overcome the prevailing negative perceptions of the existing housing development, the nearby Malcolm X Academy Elementary School, and other resources in the neighborhood. Substantial changes are underway at housing development and throughout the district and school site. Stakeholders in Hunters View have a unique opportunity to come together to co-construct a new vision and figure out how to realize that vision in the physical, educational, and programmatic revitalization of Hunters View.

This comprehensive approach to connecting education and revitalization can easily extend to other schools, particularly those in the broader Bay View community clustered around the Hunters View development.

A new story is one of educational opportunity for all Hunters View students and families, brought about by forging new connections and pathways to places, people, and resources both now and in the future. The physical environment will change to

*Stakeholders in Hunters View have a unique opportunity to come together to co-construct a new vision and figure out how to realize that vision in the physical, educational, and programmatic revitalization of Hunters View.*



*“There is a lot of shooting on these streets.”*  
- Malcolm X  
Academy Student

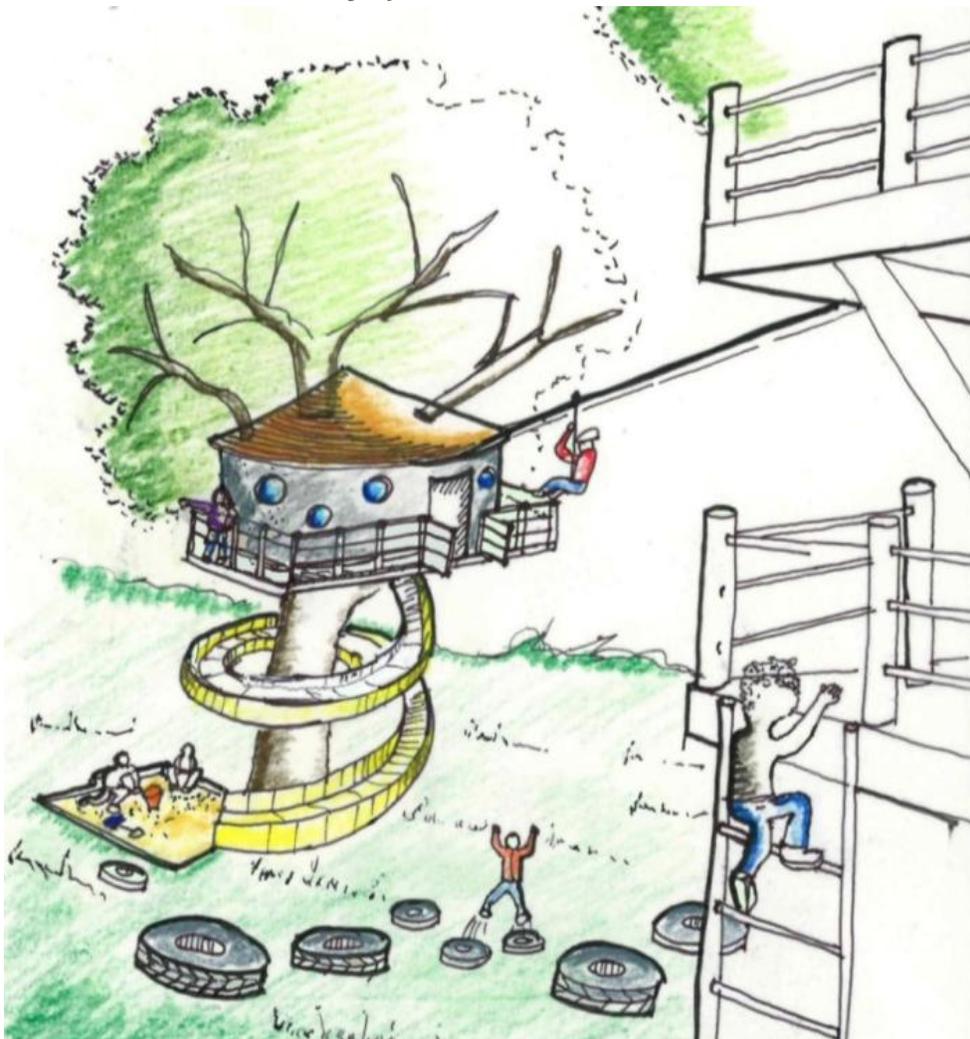
reflect that vision, resulting in the Hunters View Educational and Community Complex (HV-ECC).

HV-ECC is an innovation in physical space, education reform, and service provision built on a foundation of physical, technological, and educational pathways that lead to opportunity and success for all students and families. HV-ECC will provide multiple nodes of activity and linkages between these nodes that build on existing assets and provide a range of educational and social services and amenities to current and future Hunters View residents.

*“There is nothing to do here...we want places to eat and have fun.”*  
- Malcolm X  
Academy Student

In April and May 2009, third and fourth grade students at Malcolm X Academy engaged in community mapping and visioning for the future of Hunters View. Their feedback calls for an exciting neighborhood where they can live, go to school, and play safely.

Figure 5: MXA students envisioned safe spaces, such as treehouses in the revitalized Hunters View



Students and teachers are also looking for additional amenities, including restaurants, recreational options, and libraries.

*Figure 6: MXA students envisioned restaurants, parks, and amenities in the revitalized Hunters View*



As SFUSD does not allow for guaranteed neighborhood assignment placement, consideration will also have to be made to improving the other elementary schools clustered around MXA as well as MXA itself. As seen in the map of distribution of Hunters View elementary school students (Figure 1), the vast majority of students attend the schools closest to the Hunters View development. Therefore, while the specific recommendations in this study target MXA because it is physically the closest to the revitalization site, they also can extend to other local schools.

The HV-ECC will create an environment welcome to the diversity of old and new residents; take a lifelong learning perspective and address needs of individuals and families from ages 0 to 25 and beyond; and stay connected to each other and the broader city-wide community through technological innovation.

*“There is not even a place to go to get a cup of coffee or buy lunch.”*

*- Malcolm X  
Academy Teacher*

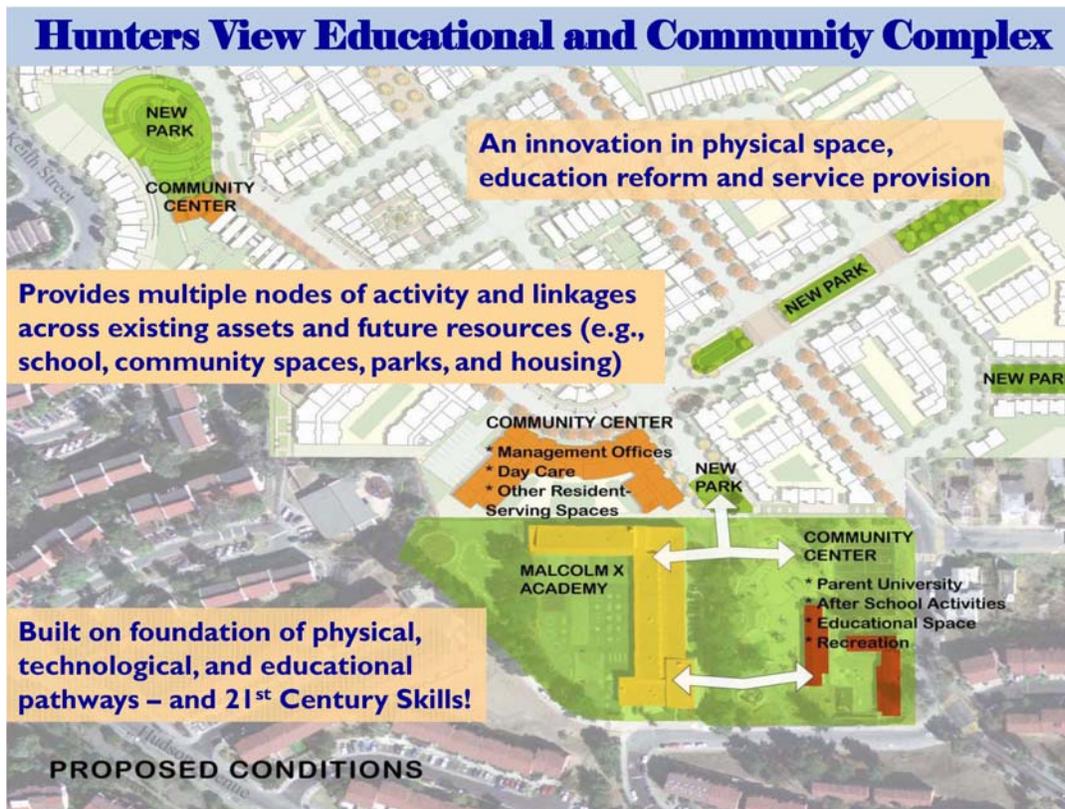


Figure 7: Proposed schematic of the Hunters View Educational and Community Complex

HV-ECC will require a coordinated master planning process and three main goals, drawn from our research framework:

- Providing high-quality school and community facilities, creating clear physical connections between these institutions, the housing development and the surrounding neighborhood
- Aligning educational, community, and regional resources and services
- Ensuring access to high-quality schools and educational resources for all students and families.

The core competencies and expertise of key stakeholders (HVCP, MOH/SFHA, and SFUSD) imply a lead in each of these strategies, though all stakeholders have a role across all three of these strategies as well. Following are more detailed descriptions of the vision and outcomes of each of these three strategies, with short- (1 to 3 years) and long-term (3 to 10 years) actionable recommendations. We also provide evidence from promising practices around the country that supports our recommendations.

## RECOMMENDED GOAL #1:

**Provide high quality school buildings, community facilities, and housing, and create clear physical connections to the surrounding neighborhood and city**

The Hunters View Educational and Community Complex (HV-ECC) is comprised of key neighborhood institutions that will serve as nodes of community life and activity. The nodes are connected through physical and technological pathways to achieve a seamless physical and programmatic integration across the complex, the neighborhood, the city, and the region. Attention to the physical and technological infrastructure of HV-ECC will ensure:

*“We want safe, connected spaces to learn and play.”*

*- Malcolm X*

*Academy Students*

- High-quality school facilities
- Maximum use of joint-use opportunities
- Spaces of learning across the complex for lifelong engagement
- Beautiful and safe walkways and pathways connecting the buildings
- Accessible transportation to and from Hunters View for residents and visitors
- Maximum use of innovative technology to connect people across the community and with broader city and regional resources

Examples across the country highlight the success of focusing on a complex or campus of community and educational services rather than isolated institutions.

- **In Richmond, CA**, the Nystrom United Revitalization Effort (NURVE) is an example of **co-location** of a public elementary school renovation, a park and recreation center rehabilitation, historic preservation, and new HOPE VI housing revitalization. Many stakeholders – including the Richmond Housing Authority, the City of Richmond, the West Contra Costa Unified School District, the National Parks Service, and local community-based organizations – are working together, **crafting joint-use agreements**, and **coordinating programming** to ensure that services are comprehensive yet not redundant, and that capital projects stay on track and support success for all.
- The city and school district **in Emeryville, CA**, is creating the Emeryville Center of Community Life – a large-scale development co-planned, funded, and constructed by the city and school district that will house **an array of city services as well as all K-12 education facilities in one complex**.

- **In Atlanta, GA, at Centennial Place**, Atlanta Public Schools (APS) partnered with developers and the housing authority on a neighborhood revitalization process and was able to **leverage funds to create a state-of-the-art charter elementary school and early childhood learning center**. This project highlights the importance of dedicated facilities for ages 0-5 as well as elementary education.
- **In St. Louis, MO, corporate and philanthropic communities came together to raise more than \$2 million to support improvements to the school**, including a state-of-the-art computer lab that provided not only benefit to the students, but also to adults in the community.
- **In San Antonio, TX**, the housing authority and school district have partnered to bring **innovative technology to the community through a Neighborhood Network Center**. Funded by the housing authority, the district provides GED classes, English classes, and citizenship classes at no cost to housing authority residents at this computer center. Neighborhood Network Centers like the one in San Antonio highlight the power of connecting residents via the newest technologies to neighborhood, citywide, and regional social and economic resources.



Learning from these national case studies and understanding the local San Francisco context, we provide the following initial short- and long-term actionable items for each of the major nodes of activity in the new Hunters View Educational and Community Complex (HV-ECC).

Nodes of Activity	Short Term Recommendations (1-3 years)	Long Term Recommendations (3-10 years)	Stakeholder(s)
<p>Malcolm X Academy Elementary School (MXA)</p> <p>Thematic small school for technology, arts, and social justice</p>	<p>Modernize and/or re-build MXA facility</p> <p>Invest \$5 to \$10 million in renovation – possibly work with pro bono SRG Partnership Inc. “green design”</p> <p>Connect to educational theme (e.g., technology, art &amp; social justice)</p>	<p>Rebuild MXA into a state-of-the-art school building- approx. \$35 million</p> <p>Connect to educational theme (e.g., technology, art &amp; social justice)</p>	<p><b>Lead:</b> SFUSD</p>
	<p>Build on existing green schoolyard design (bond-funded) and connect to overall HV Master Plan in closer partnership with HVCP and City</p>		<p><b>Lead:</b> SFUSD/MXA</p>
	<p>Enhance existing parent resource room with SFUSD existing and newly developed technology/web resources (e.g., “School Loop”)</p>		<p><b>Lead:</b> MXA</p>
	<p>Create educational media center, focused on a digital library</p> <p>Build connections to local college and universities</p>	<p>Maintain updated technology and linkages to city and statewide resources</p>	<p><b>Leads:</b> SFUSD, SF Public library</p>
	<p>Continue to authentically engage students in the planning and design of Phases 2 and 3 of revitalization. Connect this engagement to educational curriculum and pedagogical strategies via Y-PLAN and/or SEfL projects</p>	<p>Connect future development to educational curriculum (e.g., Y-PLAN, SEfL)</p>	<p><b>Leads:</b> HVCP, MXA, CC&amp;S</p>
	<p>Connect open space and pathways to other nodes of HV-ECC</p>	<p>Maintain pathways as linkages between HV community places/nodes</p>	<p><b>Leads:</b> MXA, SFUSD, HVCP</p>
	<p>Connect SFUSD Green School effort with broader revitalization</p>		<p><b>Leads:</b> SFUSD, MOH, HVCP</p>

Nodes of Activity	Short Term Recommendations (1-3 years)	Long Term Recommendations (3-10 years)	Stakeholder(s)
YouthPark and Open Space	Relocate Parent University from MXA	Create mixed-income preschool, moving Head Start from MXA and merging with other pre-school provider	<b>Leads:</b> DCYF, HVCP
	Update technology and create media center for youth	Continue to build up multimedia center, focused on early childhood/school readiness and parent education	<b>Leads:</b> DCYF, SF Public Library
	Ensure safe, clean, well-landscaped, well-marked pathways and open spaces	Ensure ongoing activation of space as hub of family resources and school readiness through extensive programming by Parent University and mixed-income preschool and media center.	<b>Lead:</b> DCYF, SFUSD Parent University
Hunters View Housing Units	Equip housing units with 21 <sup>st</sup> century technology – high speed wifi, programs/key links to educational resources (e.g., One Economy, School Loop, Project Inspire, UCB’s College Tools)		<b>Leads:</b> HVCP, SFUSD
	Create and maintain “Ed Info” posters and bulletin boards in Hunters View development		<b>Leads:</b> HVCP, SFUSD
Hunters View Community Center and Open Space	Ensure safe pathways during Phase I of construction – clean, landscaped, well-marked, safe, fenced	Create safe, clean, well-landscaped, well-marked pathways between all nodes of HV-ECC, including community space, MXA, housing units, and YouthPark	<b>Leads:</b> HVCP, SFHA
	Maintain existing open space in clean, usable fashion during construction Phases I-3		<b>Leads:</b> HVCP, SFHA.
	Ensure tenant’s association and housing manager’s office equipped with adequate technology		<b>Leads:</b> HVCP, SFHA
	Create media center/library branch that has resources for youth, e.g., job training, colleague access, teen programming		<b>Leads:</b> HVCP, DCYF SF Public Library
	Create vibrant community meeting space		<b>Leads:</b> HVCP
Citywide & Regional Transportation	Ensure stated transportation improvements are implemented, including: new stop lights; improved MUNI reliability as part of TEP; increased frequency of 44 bus line; replacement and/or enhancement of 19 bus line for better connection to BART; improved transit stops and shelters; pedestrian improvements and traffic calming		<b>Leads:</b> MUNI with HVCP, MOH

## RECOMMENDED GOAL #2:

### Align educational, community, and regional resources and services as standard operating procedure

Facilities, physical pathways, and technological infrastructure described above are necessary, but not sufficient – the programming *inside* the buildings and across the HVEC is critical to ensure the educational and life pathways of students and families are successful. Just as we connected physical nodes of activity with physical and technological pathways, we also need to align the nodes of educational and service activity along a “pathway” of lifelong learning and supports.

*“We never know what’s happening; we need better communication between us, the school, everybody.”*

*- Hunters View Residents*

Aligning educational, community, and regional resources and services ensures that students and families have seamless access to school, health and wellness services, enrichment programs, workforce development, and the array of other social services and amenities that make for a vibrant community and successful path in life. Further, while aligning service delivery is necessary, it is not sufficient. Agencies and institutions must come together to coordinate communications channels. Research demonstrates that one of the most important elements for ensuring educational equity is having access to the most complete and accurate information.

Examples across the country highlight the success of bringing together social services and educational efforts, as well as core strategies in sharing information and leveraging networks to maximize all stakeholders’ outreach efforts.

- **In Milwaukee, WI, and Portland, OR**, the housing authority, school district, school sites, and local community-based organizations such as the **Boys and Girls Club and YMCA share school space for after-school programming and maintain administrative ties to manage the program alignment.**
- **In Memphis, TN**, school principals have sought the support of the housing community to leverage their information channels. The **housing authority uses tenant meetings, written communication, and neighbor-to-neighbor approaches to promote parental involvement at the local school.**
- **The Milwaukee Housing Authority** has hired an **Education Specialist on staff** to work directly with at-risk youth and their families to increase school attendance, identify barriers to school attendance, and develop strategies with parents and children to ensure that every school age-child is in school on time every day. The specialist also helps promote and coordinate learning activities for

children and parents, connecting them to after-school, summer, and other enrichment or support services. The housing authority added a **clause in tenants' lease addenda which states that parents would assist the Education Specialist by sharing information on their children's education such as report cards.**

- **In Norwalk, CT** the housing authority implemented a **truancy reduction initiative**, whereby the school agrees to alert the housing authority when students are absent, and support staff follows up with the family to assist with academic and/or family-related issues that may interfere with school attendance and academic achievement.
- **In Chicago, IL, Lexington, KY, and San Pablo, CA, community schools** serve as the model of service alignment, where school sites and districts have partnerships with community-based organizations. **Schools serve as hubs** of the community and after-school and summer programs, adult education, and other local amenities are found at the school site. Business and philanthropy are often key partners, and so, too, are government agencies and non-profit organizations.
- **The San Francisco Beacon Initiative** is a public-private partnership that **promotes youth and family centers in public schools.** Programming focuses on education, career development, arts and recreation, leadership, and health. Assessments are aligned across educational and other youth development outcomes.
- **The San Francisco Unified School District's** new Balanced Scorecard has an interactive website where the public can leave questions and/or comments and SFUSD staff promptly post responses.

Learning from these national and local promising practices and understanding the local San Francisco context, we provide the following initial short- and long-term actionable items for aligning educational, community, and regional resources across the new Hunters View Educational and Community Complex (HV-ECC).

Area of Alignment	Short Term Recommendations (1-3 years)	Long Term Recommendations (3-10 years)	Stakeholder(s)
Parental/Guardian Involvement	Identify key staff person(s) to serve as “educational specialists;” or develop “swaps” between SFUSD or City/HVCP	Create permanent positions or revise job descriptions among multiple staff (housing manager, school counselors) to include roles of educational specialist	<b>Lead:</b> DCYF with SFUSD/MXA, HVCP
	Identify key neighborhood institutions (school, tenants association, community center, etc.) and use as hubs of important and consistent information re: the development changes , workforce, SFUSD, local school sites, etc.		<b>Leads:</b> HVCP, MOH, SFHA, SFUSD
	Organize neighborhood-based (not just school-site-based) enrollment fairs, potentially in collaboration with other neighborhood activities		<b>Leads:</b> SFUSD with DCYF
	Develop basic fact sheets re: development process for school stakeholders to share with parents and students	Cultivate ongoing school site community meetings, parent outreach, etc. around development process	<b>Leads:</b> HVCP, MOH, SFHA
	Expand Head Start program and continue some “0-5 counseling” on-site	Sustain key services, programs, and amenities at MXA	<b>Leads:</b> SFUSD, DCYF
	Adjust housing needs assessment to include questions re: school-aged children and other education needs		<b>Leads:</b> HVCP, MOH, SFHA
	Create interactive website for HV development modeled on <i>Beyond the Talk</i>		<b>Lead:</b> HVCP with MOH, SFHA
	Ensure that relocation schedule allows families with school-aged children move during the summer		<b>Lead:</b> HVCP with MOH, SFHA
	Connect home ownership counseling, marketing efforts, etc. with opportunities for parent involvement at school site		<b>Lead:</b> MOH with SFUSD/MXA, HVCP
Attendance	Develop truancy prevention program tied to new HV lease		<b>Leads:</b> HVCP, SFHA
CBO Services and Program Connections (“Community Schools”)	Align short-term services planning with goals and efforts of school sites and district (see sample tool)	Build social and community services into ongoing “standard operating procedures” at HV-ECC	<b>Leads:</b> DCYF, DHS, MOEWD with SFUSD

The alignment of short- and long-term services planning is a complex endeavor. Many stakeholders across the city are already working diligently to make this happen. Below is a draft chart CC&S developed as part of this study that can serve as a tool to align the

plethora of services provided across the city and many efforts of the San Francisco Unified School District.

## Pathways (Trajectory) of Educational Success:

*Aligning Educational & Social Services*

### **DRAFT TOOL FOR COLLABORATION**

<b>Age/Grade</b>	<b>SFUSD Academic Initiatives</b>	<b>City Social Services</b>
<b>Childcare/PreK Ages 0-5</b>	<b>Head Start</b>	<b>Parent University</b> - e.g. Playgroups, Kinstart, Jumpstart
	<b>SF Promise</b> Partnership with SF State and Mayor's Office Increased attention to educating pre-K parents on career/college trajectory	[to be completed by key City staff]
<b>Elementary School Ages 5-10</b>	<b>Family and Community Engagement Team</b> Capacity building for parent involvement	<b>Parent University</b> - e.g. I am Here and Ready to Learn
	<b>College Tools</b> UCB website for parents	[to be completed by key City staff]
<b>Middle School Ages 11-14</b>	<b>SF Promise</b> <ul style="list-style-type: none"> <li>All graduates of SFUSD who meet minimum requirements guaranteed enrollment SF State</li> <li>Provide college/career exploration for all 8th graders</li> </ul>	[to be completed by key City staff]
	<b>STEPS program</b> City College of San Francisco	[to be completed by key City staff]
<b>High School Ages 15-18</b>	<b>SF Promise partnership</b> 10th grade PSAT support	[to be completed by key City staff]
	<b>Career Technical Education</b> Career Academies – <b>FINANCE ACADEMY</b> Pathways to Industry	<b>Financial Health:</b> Financial Literacy and Asset Development
	<b>Student Voice and Perspective</b>	<b>Youth Engagement in HOPE SF</b>
	<b>Concurrent enrollment</b> Early enrollment and AP coursework	[to be completed by key City staff]
	<b>County and Court Schools Initiative</b> Reconnecting to education and HS graduation	[to be completed by key City staff]
	<b>"Gateway to College"</b> Programs for drop outs to gain HS diploma and college credit	[to be completed by key City staff]
	<b>Adult Ages 18-25+</b>	<b>GED classes</b>

**KEY SFUSD CONTACTS -- (Example):**

<b>ACADEMICS AND PROFESSIONAL DEVELOPMENT DIRECTORY</b>			
<b>Department</b>	<b>Address</b>	<b>Phone</b>	<b>Fax</b>
<b>Office of School/Family Partnership</b>	555 Franklin St., Room 104A	241-6185	522-6724
<b>Project Achieve</b>	1551 Newcomb	920-5072	920-5075
<b>Screening and Assessment Center</b>	1098 Harrison Street	355-6904	355-6910
<b>Student Advisory Council</b>	555 Franklin Street		
<b>21st Century Learning &amp; Accountability</b>			
<b>21st Century Learning and Accountability</b>	1098 Harrison Street	415-355-7309	415-355-7355
<b>Advancement Via Individual Determination</b>	1098 Harrison	415-355-7311	415-355-7355
<b>Career Technical Education</b>	1098 Harrison Street	415-355-7751	415-355-7744
<b>Curriculum Resources, Libraries and Media</b>	485 Otsego Avenue	469-4000	415-469-4777
<b>Educational Technology</b>	1098 Harrison Street	415-355-7309	415-355-7355
<b>Family/Community Engagement</b>	1098 Harrison Street	415-355-7772	415-355-7355
<b>Innovative Programming County/Court Schools</b>	1098 Harrison Street	415 241-6053	415 355-7355
<b>State &amp; Federal Funded Projects</b>	1098 Harrison Street	415-355-7662	415-355-7746
<b>Athletic Office</b>	555 Portola Drive, Room 250	920-5185	920-5189
<b>Learning Support &amp; Equity</b>			
<b>English Learner Support Services</b>	1098 Harrison Street	415 355-7771	415-355-7355
<b>Evening High School Program</b>	1098 Harrison Street	415-355-7712	415-355-7713
<b>Gifted and Talented</b>	1098 Harrison	415-355-7714	415-355-7713

Department	Address	Phone	Fax
<b>Program</b>	Street		
<b>Multilingual Education/World Language</b>	1098 Harrison Street	415-241-6053	415 355-7611
<b>Physical Education</b>	555 Franklin Street, 3rd Floor	415-355-7376	415-355-7355
<b>Special Education Services</b>	1098 Harrison Street	415-355-7348	415-355-7741
<b>Summer School Program</b>	1098 Harrison Street	355-7712	355-7713
<b>Visual and Performing Arts</b>	555 Portola Drive, Suite 370	415-695-2441	415-695-2496
<b>Professional Learning and Leadership for Equity</b>			
<b>Professional Development</b>	1098 Harrison Street	415-355-7650	415-355-7355
<b>Professional Learning and Leadership for Equity</b>	1098 Harrison Street	415-355-7770	415-355-7355

## RECOMMENDED GOAL #3:

### Ensure access to high-quality schools and educational opportunities for all students and families

Obviously, a key to the Hunters View Educational and Community Complex (HV-ECC) is high quality education within the local school site at Malcolm X Academy and at all schools across the district that Hunters View residents will attend. Connecting education to this housing redevelopment and this broader HV-ECC provides some unique opportunities.

Research shows that a few key areas are critical for ensuring high-quality education, including teacher quality, strong leadership, research-based curriculum and reform strategy, and parental involvement.

**Teacher quality** is widely recognized as one of the best predictors of students' educational success across all educational spectrums and contexts. Decades of research demonstrates the substantial gains made by students who have high-quality, well-trained teachers able to meet their learning needs, styles, and interests. Malcolm X Academy is the only elementary school in the Hunters View neighborhood and one key area of focus for the HOPE SF educational strategy in Hunters View.

#### **Educational Leadership Quality**

The ability of any school reform to improve student learning and achievement is limited unless district, school, and community leaders agree with its purposes and appreciate what is required to make it work. As stated by Linda Darling Hammond, to create effective educational systems we need "educational leadership at the school, district, state, and federal levels that understands how to create thoughtful, equitable approaches that support teaching and learning for students, teachers, and organizations. Indeed, the quality of school-level leaders (and specific practices they engage in) is second only to that of teachers in predicting student achievement." One of school leaders' most important areas of work is to attract and retain the highest-quality teaching faculty and to ensure that they have the resources and support they need to succeed.

#### **Research-based curriculum and reform strategy**

While there is no shortage of school reform strategies, it is essential to work with those strategies and programs that have produced empirical evidence demonstrating that they successfully meet the learning needs of targeted student populations. Equally important to ensure the sustainability of this work, however, is to articulate how school reform goals will connect to SFUSD's overall educational goals and vision as represented in their Balanced Scorecard. For Hunters View, this will entail implementing reforms that address

*"Are our kids going to be competitive? Our young residents need access to all opportunities to let them get good jobs."*

*- Hunters View  
Resident Leader and  
Parent*

the great learning and social needs of existing students, and support equally as relevant and rigorous education to future, more diverse student body.

### **Parental Involvement**

Another primary indicator of student achievement is parental involvement in schools. This engagement may look different across contexts and may take the form of school-site councils, parent volunteers, and parent-teacher associations (PTAs), among other groups and programs. Regardless of the infrastructure set up to support parents, access to information is the critical link that will ensure all families have opportunities to maximize the educational offerings available to students.

Examples across the country highlight the success of various types of educational initiatives that have successfully turned around low-performing schools.

- **In Berkeley, CA**, the district and school site **changed the local perception** of the under-performing Malcolm X School. By developing a thorough strategic plan, implementing a **robust arts curriculum, renovating their facilities, cultivating a strong Parent-Teacher Association, and attracting and retaining teachers with on average 14 years of experience**, Malcolm X is now a school of attraction for diverse families across the city.
- **A New Day for Learning**, a national initiative that re-imagines learning and highlights the importance of collaboration across all sectors. **San Francisco** has recently been named one of ten New Day for Learning sites, and implementation is underway across the city.
- **In Oakland, CA**, the district has created a **Department of Complementary Learning**, which aims to align district resources for early childhood, after-school programs, health services, and mental health to the academic and youth development needs of Oakland public schools.
- **Edible Schoolyard, Berkeley, CA, Martin Luther King Jr. middle school and San Francisco, CA, Boys and Girls Club.** The Berkeley Unified School District (BUSD) worked with world renowned chef Alice Waters to create the Edible Schoolyard (ESY) that consists of a thriving one-acre organic garden and kitchen classroom for grades 6, 7, and 8, in Berkeley, California. Each student at King Middle School



participates in the Edible Schoolyard. The Boys and Girls Club in San Francisco also have a community garden, as part of their after school programming. Garden classes introduce them to the origins of food, plant life cycles, community values, and the pleasures of work, while kitchen classes allow them to prepare and eat delicious, nutritious, seasonal dishes made from produce they have grown in the garden.

Learning from these national and local promising practices and understanding the local San Francisco context, we provide the following initial short- and long-term actionable items for ensuring high-quality schools and educational resources for all students and families. **While most of these recommendations are the purview of SFUSD, and many are already underway,** many of their efforts need strategic support from city partners.

Components of High-Quality Schools and Educational Opportunities	Short Term Recommendations (1-3 years)	Long Term Recommendations (3-10 years)	Stakeholder(s)
<p>MXA at Hunters View</p> <p>Technology, art and social justice</p> <p>Small school</p>	<p>Create thematic small school that builds on local resources and “21<sup>st</sup> Century Skills”:</p> <p><u>Curriculum focus on:</u></p> <ul style="list-style-type: none"> <li>✓ Technology to overcome isolation of people and resources</li> <li>✓ Arts and/or design theme to build on local strengths – local art community and new urban design</li> <li>✓ Social justice honoring history and interests of residents</li> </ul>	<p>Sustain resources for targeted and ongoing professional development opportunities to continue to innovate and build small school theme</p>	<p><b>Lead:</b> SFUSD</p>
	<p>Create targeted teacher recruitment, preparation and retention initiative:</p> <p><u>Recruitment:</u></p> <ul style="list-style-type: none"> <li>✓ Build on the Teacher Next Door mortgage assistance program and/or rental priority</li> <li>✓ Market exciting opportunities for teacher innovation in technology, arts and design (or other chosen theme)</li> <li>✓ Provide resources for targeted and ongoing professional development opportunities to address concentration of low-performing students</li> </ul>	<p>Sustain resources for targeted and ongoing professional development opportunities to address increasingly differentiated student body</p>	<p><b>Lead:</b> SFUSD with MOH, HVCP, philanthropy</p>
	<p>Create other targeted incentive programs for HOPE SF schools (e.g., private philanthropy teacher innovation grants program)</p>		<p><b>Lead:</b> SFUSD with philanthropy</p>
		<p>Provide neighborhood amenities in revitalization that meet teacher needs (e.g. lunch places, social gathering spaces, post office, etc.)</p>	<p><b>Lead:</b> HVCP with MOH</p>

Components of High-Quality Schools and Educational Opportunities	Short Term Recommendations (1-3 years)	Long Term Recommendations (3-10 years)	Stakeholder(s)
School and District Leadership	<p>Principal is recognized as key stakeholder and member of planning committees (or designated representative),</p> <p>Ensure that there is some school-site and/or district representation at monthly Citywide HOPE SF Coordinating meetings</p>	<p>Develop high standards of cross department accountability for Principal and all stakeholders (e.g., build HOPE SF into Balanced Scorecard outcomes)</p>	<p><b>Lead:</b> SFUSD, with HVCP, MOH</p>
	<p>Ideal HV MXA principal experience:</p> <ul style="list-style-type: none"> <li>✓ Implementing research based curriculum addressing diverse and high needs populations</li> <li>✓ Delivering differentiated curriculum</li> <li>✓ Communicating effectively and confidently working with external community partners</li> </ul>	<p>Sustain resources for targeted and ongoing professional development opportunities for principal leadership development</p>	<p><b>Lead:</b> SFUSD</p>
	<p>Create Hunters View HOPE SF Educational Innovators Leadership award program – recognizing HOPE SF principals and educators with creative ideas that support overall development efforts.</p>		<p><b>Lead:</b> SFUSD, with HVCP and philanthropy</p>
	<p>Maximize existing resources for administrators (e.g., Title I, supplemental foundation money, etc.)</p>		<p><b>Lead:</b> SFUSD</p>
	<p>Provide HOPE SF educational leaders and teachers with more intensive training on community building to elevate their work, raise expectations, and hold them accountable to community outcomes – possibly more than other principals</p>		<p><b>Lead:</b> SFUSD</p>

Components of High-Quality Schools and Educational Opportunities	Short Term Recommendations (1-3 years)	Long Term Recommendations (3-10 years)	Stakeholder(s)
SFUSD Educational Resources	Support development and implementation of “21 <sup>st</sup> Century Learning Skills”: (a) Project/place-based educational methods: <ul style="list-style-type: none"> <li>- Career and Technical Education (CTE) at SFUSD</li> <li>o Career academies and industry pipeline (e.g., engineering and construction trades)</li> <li>o Career Steps Awareness for middle schools</li> <li>o College and career days for MXA</li> <li>- Y-PLAN, SEfL – for MXA and older youth</li> <li>- Art and Design focus to take advantage of local revitalization</li> </ul> (b) Digital Technology <ul style="list-style-type: none"> <li>- Digital Storytelling (Pearson Foundation)</li> <li>- Digital Library initiatives</li> <li>- UCB Open Source initiative</li> </ul>		<b>Lead:</b> SFUSD with city agencies and private sector
	Provide long-term support for faculty to implement innovative research-based curriculum - potentially through Center for Urban School Leadership, UCB		<b>Lead:</b> SFUSD with UCB
Parent/Guardian and Community Involvement	Ensure connection between school-based and city-provided short- and long-term service		<b>Lead:</b> SFUSD, Interagency Council with DCYF, MOH, HVCP, COO
	Train all teachers and parents on SFUSD technology tools for parents: <ul style="list-style-type: none"> <li>- “School Loop” – portal for parents to know student status – attendance, grades, etc.</li> <li>- Project Inspire – basic computer training for parents</li> </ul>		<b>Lead:</b> SFUSD
	Make sure parents have control over some real policy making that can make a clear difference to everyone		<b>Lead:</b> SFUSD/MXA
	Continue to support school site infrastructure for parent involvement (e.g., PTA, school site council, etc.)	Ensure smooth transition from intervention-only model of service provision to other “amenity” services and programs, when integrated community evolves	<b>Lead:</b> SFUSD with DCYF
	Recognize parent leaders and honor them, help them to bring out other parents		<b>Lead:</b> SFUSD/MXA, with HVCP, MOH
			Connect home ownership counseling, marketing efforts, etc. with opportunities for parent involvement at school site

## Next Steps and Conclusion

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Realizing the vision for creating the *Hunters View HOPE SF Educational and Community Complex* can and should begin in the near future with a series of doable short terms steps taken by each major stakeholder. Acting quickly is essential to build trust and confidence that change and opportunity for all residents is occurring now – not just when new buildings are built and ribbons are cut. The Center for Cities & Schools has identified a range of steps for each stakeholder building from the previously described recommendations and overall educational strategy study framework.

As identified/recognized in this study, and across the multiple HOPE SF development teams, there are numerous stakeholders investing valuable time and resources to improve the lives and neighborhoods for San Francisco public housing residents. Developing more coordinated efforts and polices is already underway at the City; in order to build on this momentum the priority driving short term recommendation is:

**Align all master planning processes among the HVCP, City agencies and SFUSD to maximize resources, investments, and this historic opportunity to create a vibrant and diverse Hunters View community for all families today and tomorrow.**

**The first major step is to identify one overall coordinator who can serve as a hub of information both internally (among key stakeholders) and externally.**

This Hub Coordinator would serve to ensure:

- coordinated construction timelines and programs
- coordinated communications strategies and information dissemination
- coordinated service and educational program delivery

**Specific short term steps for each stakeholder (HVCP, SFUSD, City) to implement an aligned master planning development process are organized along the three main areas of this report’s recommended goals:**

- 1. Provide high-quality school buildings, community facilities, and housing, and create clear physical connections to the surrounding neighborhood and city**
- 2. Align educational and community resources and services as standard operating procedure**
- 3. Ensure access to high-quality schools and educational opportunities for all students and families**

The specific steps for each stakeholder to take are described in the charts below:

**Stakeholder I: Hunters View Community Partners (HVCP)**

Area	Short Term Action Steps
<p>1. Built Environment &amp; Physical Connections</p>	<p><b>1a. Align all master planning processes</b> related to Hunters View among the HVCP, City agencies and SFUSD</p> <ul style="list-style-type: none"> <li>• <b>Connect/integrate redesign of MXA open space &amp; green school yard</b> (already funded through bond program) to HV HOPE SF master plan</li> <li>• <b>Connect/integrate any future modernization of MXA school building</b> by SFUSD with HV HOPE SF master plan               <ul style="list-style-type: none"> <li>○ Consider recommendations of pro bono school designer SRG Partnership Inc. green design</li> </ul> </li> </ul> <p><b>1b.</b> Ensure <b>technology</b> integrated into development plan is compatible with infrastructure at MXA and YouthPark community center</p> <p><b>1c.</b> Work with HOPE SF team (MOH/SFHA and SFUSD) to maintain safe, clean, and <b>inviting pathways</b> between buildings, especially when Phase I construction begins</p> <p><b>1d.</b> Participate in <b>engagement of children and youth</b> in redevelopment initiatives, e.g., Y-PLAN, by identifying actual design/development questions children and youth can genuinely inform and attending key events</p>
<p>2. Education &amp; Service Alignment</p>	<p><b>2a.</b> Create <b>multiple sources for educational information</b> dissemination</p> <ul style="list-style-type: none"> <li>• Create "education corners" in existing HV development to keep residents informed of SFUSD educational calendar, opportunities and other important dates</li> <li>• Update and disseminate fact sheet across multiple neighborhood groups and institutions, e.g., Tenant Association, MXA School Site Council, Parent University, Hunters View Management office, COO</li> </ul> <p><b>2b.</b> Ensure <b>relocation schedules</b> align with school calendar</p> <p><b>2c.</b> Ensure all future <b>needs assessments</b> include questions on educational issues and needs</p> <p><b>2d.</b> Research and plan for <b>school-attendance incentives</b> in lease addendum</p>
<p>3. Educational Improvements</p>	<p><b>3a.</b> Assist SFUSD in identifying funding for new <b>Hunters View HOPE SF Educational Innovators Leadership Award</b> program, e.g., recognizing teachers with creative ideas/experience that support overall development efforts</p> <p><b>3b.</b> <b>Recognize and honor parent/guardian leaders</b> who are committed to educational success for their children and who inspire broader parental/guardian involvement</p> <p><b>3c.</b> Consider serving on <b>SFUSD’s Construction and Engineering Career Pathway Advisory Board</b> to prepare SFUSD students for future jobs in construction and or engineering, e.g., attend quarterly meetings and provide summer internship opportunities targeting HV residents</p>

**Stakeholder II: San Francisco Unified School District (SFUSD)/ Malcolm X Academy (MXA)**

Area	Short Term Action Steps
<p>1. Built Environment &amp; Physical Connections</p>	<p><b>1a.</b> Align all master planning processes related to Hunters View among the HVDT, City agencies and SFUSD</p> <p><b>1b.</b> Identify sufficient staffing to support coordinated work of Hunters View Educational and Community Complex</p> <ul style="list-style-type: none"> <li>• Staff attends regular HOPE SF development strategy and planning meetings</li> </ul> <p><b>1c.</b> Prioritize implementation of <b>green school yard</b> in coming academic year (09-10)</p> <p><b>1d.</b> Identify immediate <b>renovation</b> projects and available funding to make MXA more inviting and connected to whole community, e.g., entry ways, windows, fences, etc.</p> <p><b>1e.</b> Ensure updated <b>technology</b> at MXA for faculty, staff, students, and parents</p>
<p>2. Education &amp; Service Alignment</p>	<p><b>2a.</b> Target <b>neighborhood-based enrollment fair</b> in Hunters View community for 09-10 school year, highlighting the "21st Century Learning" opportunities across SFUSD school sites in cooperation with HOPE SF Service Connectors</p> <p><b>2b.</b> Identify and target district <b>parent involvement programs (K-12)</b> with Hunters View HOPE SF team e.g., Parent University and other HOPE SF counselors</p>
<p>3. Educational Improvements</p>	<p><b>3a.</b> Research and plan for the <b>creation of Small Learning Community (SLC)/small school theme</b> for MXA, e.g., technology, arts, and social justice</p> <ul style="list-style-type: none"> <li>• Consider adapting this strategy across cluster of elementary school near HOPE SF development sites to ensure access for all/majority of students in HV</li> </ul> <p><b>3b.</b> Engage <b>SFUSD's 21st Century Learning office</b> in Hunters View HOPE SF vision and planning to target and maximize new educational resources and opportunities, e.g., Career and Technical Education's Construction and Engineering Academy, Digital Technology Resources, etc.</p> <p><b>3c.</b> Conduct <b>additional data analysis</b> around Hunters View students, e.g., rates of special education, achievement levels across K-12, etc.</p> <p><b>3d.</b> Create <b>targeted teacher recruitment and retention</b> initiative for MXA and other schools in southeastern neighborhoods, zip codes 94124 and 94134</p> <p><b>3e.</b> Provide <b>coaching and preparation for MXA education leaders</b> (teachers, new principal, etc.) to engage with local community and revitalization program</p> <p><b>3f.</b> Work with HVCP to create <b>Hunters View HOPE SF Educational Innovators Leadership Award</b> program, spotlighting unique ideas and programs that utilize revitalization as learning and civic engagement opportunity and help to realize school site's Balanced Scorecard goals</p> <p><b>3g.</b> Train all teachers and parents on <b>SFUSD technology tools for parent involvement</b>, e.g., School Loop (portal for parents to know students' status), Project Inspire (basic computer literacy for parents)</p>

**Stakeholder III: City of San Francisco**

- **Mayor’s Office of Housing**
- **Interagency Council**
- **San Francisco Housing Authority**
- **Department of Children, Youth and their Families**
- **Communities of Opportunity**
- **Mayor’s Office of Economic and Workforce Development**

Area	Short Term Action Steps
1. Built Environment & Physical Connections	<p><b>1a. Align all master planning processes</b> related to Hunters View among the HVDT, City agencies and SFUSD (already underway)</p> <p><b>1b. Relocate Parent University</b> to YouthPark</p> <ul style="list-style-type: none"> <li>• <u>Maintain some presence</u> at MXA to continue to build on relationships with administration and teachers e.g., attend MXA parent meetings, etc.</li> </ul> <p><b>1c. Maintain and beautify YouthPark</b> to be safe and inviting for whole community</p> <p>Ensure <b>updated technology</b> at YouthPark, e.g., multimedia center for youth</p> <p><b>1d.</b> Coordinate with SFUSD and HVCP to <b>maintain safe, clean, and inviting pathways</b> between buildings, especially when Phase I construction begins</p> <p><b>1e.</b> Coordinate <b>community engagement for children and youth</b>, e.g., Y-PLAN in revitalization process</p>
2. Education & Service Alignment	<p><b>2a.</b> Prepare <b>service connectors to understand educational information/resources</b> and to disseminate information about educational opportunities at MXA and district-wide</p> <p><b>2b.</b> Develop coordinated <b>internal communications strategy</b> that includes consistent information from all service and educational resources for community, e.g., newsletter, interactive website, etc.</p> <p><b>2c.</b> Develop coordinated <b>external communications strategy</b> across all stakeholder agencies and organizations</p> <p><b>2d. Align new SFHA truancy program</b> with other parent engagement programs</p> <p><b>2e.</b> Ensure <b>transparent and consistent alignment between short term service delivery and SFUSD initiatives</b>, e.g., see Pathways (Trajectory) to Educational Success: Aligning Educational and Social Services tool p. 35</p> <p><b>2f.</b> Ensure ongoing <b>communication and planning with MUNI</b> to create access to local and citywide access to services</p>
3. Educational Improvements	<p><b>3a.</b> Communicate and/or <b>target Teacher Next Door (TND) mortgage assistance programs</b> to schools serving Hunters View students</p> <p><b>3b.</b> Work with HVCP and SFUSD to <b>recognize and honor parent/guardian leaders</b>, to inspire broader parental/guardian involvement</p>

The Hunters View HOPE SF revitalization strategy takes a systemic approach to educational improvement and housing revitalization by aiming to lift housing, security, and educational quality for all students and families. Hunters View HOPE SF represents an important pioneering effort to transform challenging conditions by explicitly connecting housing, social services, and educational improvement efforts. Its innovative revitalization strategy represents a tremendous opportunity to lay the groundwork for the rest of the city.

Given the goals of HOPE SF, this report has presented a set of research, findings, and recommendations customized and responsive to the local San Francisco context. The strategies and goals presented lay the foundation for a systems-approach to creating integrated neighborhood and educational success for all families. The vision of the Hunters View Educational and Community Complex is built on a foundation of reciprocity and mutual accountability across agencies and institutions.

The goals and strategies articulated will help all stakeholders – city agencies, developers, nonprofit organizations, the school district, and students and families – to connect people and places with opportunities and access through meaningful educational, social, and physical pathways in Hunters View and beyond.

### Appendix I: Stakeholder meetings, interviews, and focus groups by date and location

Date, Location	Meeting
July 9, 2008, San Francisco Unified School District	Stakeholder exploratory meeting
September 11, 2008, Mayor's Office of Housing	Stakeholder introductory planning meeting
September 16, 2008, Malcolm X Academy	MXA site tour
October 20, 2008	Meeting with Kate Durham
October 28, 2008, Malcolm X Academy	<i>Community Mapping into Action</i> introduction with teachers and stakeholders
November 11, 2008, Graduate School of Education, UCB	Interview with Lynda Tredway, Director, Principals Leadership Institute, UCB
November 19, 2008, Malcolm X Academy	Interview with Principal Cheryl Foster and Brother Leon Muhammad
November 20, 2008	Meeting with Kate Durham
November 24, 2008, San Francisco Unified School District	Interview with Nancy Waymack, Director of Policy and Operations
November 25, 2008, Mayor's Office of Housing	Interview with Amy Tharpe, Director of Policy and Planning
December 10, 2008, Malcolm X Academy	Meeting re: <i>Community Mapping into Action</i> with Shirl Buss, Principal Cheryl Foster, and Brother Leon Muhammad
December 10, 2008, John Stewart Co.	Meeting with Margaret Campbell
December 11, 2008, Mayor's Office of Housing	Interview with Kaila Price, Project Manager
December 23, 2008	Meeting with Kate Durham
February 4, 2009, San Francisco Unified School District	Interview with Nancy Waymack, Director of Policy and Operations
February 19, 2009	Meeting with Kate Durham
February 23, 2009, Malcolm X Academy	Interview at Parent University

<b>Date, Location</b>	<b>Meeting</b>
February 23, 2009, Hunters View Tenants Association	Meeting with Tessie and tenants association
February 25, 2009, Hunters View Tenants Association	Resident meeting at Hunters View
February 26, 2009, San Francisco Unified School District	Interview with David Goldin, Director of Facilities
March 2, 2009, San Francisco Unified School District	Interview with Tony Smith, Deputy Superintendent
March 4, 2009, Mayor's Office of Housing	Meeting with MOH, HVCP Stakeholders
March 4, 2009	Interview with Gail Myers, San Francisco Department of Public Health
March 9, 2009, Phone interview	Maureen Carew, Director, SF Promise, San Francisco Unified School District
April 15, 2009	Meeting with Kate Durham
April 23, 2009, Phone meeting	Margaret Campbell, John Stewart Co.
May 12, 2009, Phone meeting	Margaret Campbell, John Stewart Co.
May 13, 2009, San Francisco Unified School District	Meeting with Nancy Waymack, Director of Policy and Operations
May 13, 2009, San Francisco Unified School District	Meeting with September Jarrett, Deputy Director, Interagency Council
May 15, 2009, Phone interview	Ron Ashford, US Department of Housing and Urban Development
May 26, 2009, John Stewart Co.	Presentation of preliminary findings
May 28, 2009, Malcolm X Academy	Student presentations of <i>Community Mapping into Action</i> projects
May 28, 2009, Phone interview	John Rubio, Supervisor, Instructional Technology, San Francisco Unified School District
May 29, 2009	Meeting with Kate Durham
June 1, 2009, Phone interview	SRG Partners re: MXA pro bono redesign
June 2, 2009, San Francisco Unified School District	Meeting with Nancy Waymack, Director of Policy and Operations
June 3, 2009, Phone interview	Suzanne Korey, City College of San Francisco
June 3, 2009, Phone interview	Jan Gustafson, Senior Executive Director, 21st Century Learning and Accountability, San Francisco Unified School District

**Appendix 2: Malcolm X Academy Balanced Scorecard**



## Balanced Scorecard

### MALCOLM X ELEMENTARY

#### STUDENT VOICE

- Formed a Student Council with student-elected representatives at each grade level – First meeting December 18, 2008
- Second Grade teacher Ms. Evans made a video of students at all grade levels entitled “Joyful Learners.” Students answered two questions: What makes a good teacher? What makes learning fun?” Staff viewed and discussed the video at the December 8th staff meeting.
- During the month of December, teachers held Caring School Community meetings and asked students to discuss: What makes learning hard? What makes learning easy? Answers were considered by staff on January 20th PD day.
- In Progress: MXA’s LSP and third grade teacher are currently working with third grade students who completed “Be Cool” (an anger management curriculum) to make a video of the students interviewing staff about what triggers staff’s anger and what staff does to react in a cool way as well as videotaping themselves talking about what they have done to “be cool” since taking the classes
- Future: Student surveys at each grade level

#### PARENT/COMMUNITY VOICE

- School Site Council Meeting, October 2, 2008: Introduced Strategic Plan and Balanced Scorecard
- October, 2008: Community member Brother Leon Muhammed began working with Malcolm X to create a social justice curriculum, including the biography of Malcolm X and to improve school climate
- School Site Council Meeting, November 12, 2008: Malcolm X Data and Proposal for one BSC Goal to be creating a school focused on social justice
- School/Community Summit, November 22, 2008 attended by community member Brother Leon, SSC President Anthony Arinwine and SSC Secretary Erica Fredrikson along with the principal
- SSC and Community Meeting, December 9, 2008 attended by 40 guests, including staff, parents and community members. Guest Speaker Supt. Carlos Garcia discussed the Strategic Plan and Balanced Scorecard; Café Conversations
- Bayview Holiday Party, December 11, 2008 which included a broad range of Bayview residents, at the Bay View Opera House: two teachers invited attendees to post an answer to “How can we prepare our children for the futures?” Everyone who did so received a free book.
- School Site Council Meeting, January 13, 2008. Focus: How to involve more parents and keeping our promises
- Community Meeting with After-school Staff, Sports4Kids, Imagine Bus, Brushfire: Gallery Walk: What are examples of equity and inequity at Malcolm X. How can we prepare our students for the 21st Century?
- Future: Video a family member of each student discussing why education and reading are keys to the future; run the video in a loop in the cafeteria for children to see throughout the school day
- Future: Written survey for parents

#### STAFF VOICE – Staff Meetings

August 19, 2008 Introduced Strategic Plan, including Carlos Garcia and Tony Smith DVDs and Focus Your Vision DVD with Dewitt Jones; shared Personal Narratives; small group reading of three goals and identifying essential elements; data walk

- September 8: BSC What do we want to do? What do we want to be measured on?
- September 22: BSC For each goal, brainstorm possible actions
- October 14: Narrow actions for each goal
- November 10: Would you send your child to our school? If so, why? If not, what would need to change in order to do so? What is our definition of joyful learners at MXA? (Including what joyful learning looks, sounds and feels like, when and where does it occur, does it change how we teach and assess our children?)
- November 22: School-Community Summit: Principal, two SSC teacher representatives and Brother Leon attended
- November 24: Report from Ms. Fredrikson, Mr. Arinwine and Ms. Foster re the School Community Summit; develop timeline for BSC
- December 8: Viewed and discussed student video “Joyful Learners” made by Ms. Evans: What makes a good teacher? What makes learning fun? Café Conversations: what should equity look like at Malcolm X? How are preparing

students for the 21st Century? What specific promises should we be able to make to our parents?; Plan community meeting; refine timeline

- January 12: Strategic Action Planning -
- January 20: (includes all paras and security guards and community member Brother Leon Muhammed as well as two Parent University representatives) State of the School; Develop new mission statement; Confidence Line; integrate Malcolm X's Biography; Develop Strategic Actions (Action Planning Tool)
- January 27: Developed two actions: training parents to do walkthroughs and student do overs until mastery
- Future: continue discussing, planning, and implementing BSC



# Balanced Scorecard

## Goal 1: Access and Equity

**What does this goal mean at your school? What is the school you aspire to be with respect to access, equity, and social justice?**

For social justice to be a reality at Malcolm X, every child would be reading at or above grade level as literacy is a civil right and the inability to read prohibits full participation in a democratic society. Equity is about equitable outcomes. It does not matter if a child at Malcolm X has the same or equal English language arts curriculum as a school on the west side of town. If the child still cannot read, equal access to the same curriculum is not enough. We must do whatever it takes to ensure an equitable outcome, that is, that every child can read. In addition, we must ensure that children at our school are provided with the tools (literacy, critical thinking, problem solving, creative abilities, confidence in their ability to be successful life-long learners, ability to listen, and the ability to work with others) to advocate for themselves, their families, their school, their community and their world. For social justice to be a reality, children must have access to their culture, language and history throughout the school and throughout the day. In addition, our children must have access to the latest technology in order to fully participate in life in the 21st century.

**Enter a description of current conditions including promising practices or assets your site has in place for this goal.**

Last year, Malcolm X Academy met its API growth target with 25 points, which is higher than the District's 7 points and the state's 14 points. On the California Standards Test (CST) in math, Malcolm X was one of the top five elementary schools in the District in improving proficiency rates with 32% of MXA students scoring proficient. (English learners scored 41.7%, socio-disadvantaged 32.8%, African-Americans 30% and Pacific Islanders 28.6%) However, in English language arts the CST scores school-wide were a dismal 8.7% proficient. (English learners scored 16.7%, socio-disadvantaged 9.4%, Pacific Islanders 7.1% and African-Americans 5%) We have far to go in making social justice and literacy a reality for our students.

Our teachers are a mix of new and veteran teachers. Our new teachers need more training in teaching reading and our veteran teachers need to be more efficacious. Last year in grade-level meetings, we focused on implementing Universal Access time effectively.

This year, we have been without an Instructional Reform Facilitator until mid-January. In the meantime, The Reform and Accountability Office provided an interim IRF for three days a week and provided a leader for grade-level meetings who worked with the staff on developing lesson plans.

This year, we have purchased desktops for each classroom. The District IT department has promised to provide additional monitors and keyboards so that there will be a computer center in every classroom. However, we still do not have a computer lab.

Promising Practices/Assets already in place

- Our Reading First coach reviews SCOE scores every 6 to 8 weeks. This data analysis helps teachers identify which standards students have mastered and which ones need to be re-taught. She has also recently provided professional development in guided reading for all teachers. Our new IRF will begin observing and coaching teachers on implementing and organizing universal access time, including guided reading, for the most effect on reading achievement. We are also beginning to participate in the Balanced Literacy Initiative which will provide additional professional development and coaching in guiding reading, read alouds and interactive writing.
- We will also be participating in a BayCES program that will help us have hard conversations about race and its impact at Malcolm X
- Malcolm X Academy is the first school in the District to contract with the Center for Culturally Responsive Teaching and Learning with Dr. Sharoky Hollie and his staff. We are in the second and final year of professional development which has included training days, modeling and coaching of our staff in purposeful use of culturally relevant literature, systematic use of contrastive analysis of home and school language, building on learning styles and strengths,



# Balanced Scorecard

expanding academic vocabulary with the Personal Thesaurus and/or Personal Dictionary and creating a validating and affirming learning environment.

- We are also in our second year of supplementing Houghton Mifflin curriculum with weekly Socratic Seminars where students read a culturally relevant text and discuss an open-ended question about the text. The students learn critical thinking skills, problem-solving skills, speaking and listening skills as well as improving their reading comprehension skills.
- For math, Project Seed teaches our third, fourth and fifth grade students higher order math concepts including pre-calculus. The Project Seed teacher also serves as a role model for our teachers to implement Project Seed participation and student engagement protocols.
- This year we also plan to implement EPGY which is a math computer based program for gifted children. Ideally, we would have a computer lab for this program.
- Our K-2nd grade students and families participate in the Take Home a Book Program where students take a new book home every Monday and the student and families read and respond to the book in a student journal throughout the week.
- Our After-School program, in addition to enrichment activities, provides homework help and has children read books at their level and respond to what they read.
- SES tutors, Extreme Learning and Tutorworks are currently tutoring our first through fifth graders using computers and reading programs designed to increase the students' reading achievement.
- TJ Hurley in Reform and Accountability, along with Virginia Marshall of the Alliance of Black School Educators have organized volunteers to tutor several students one or two times a week in reading.
- Our Experience Corp Volunteers (4) have identified students that they work with on a daily basis in reading.

**Objective: 1.1 Diminish the historic power of demographics**

Diminish the predictive power of all demographic data on high and equitable student achievement by increasing the achievement of all groups of students and dramatically accelerating the achievement of targeted groups of students (African-American, English Language Learners, Latino, Pacific Islanders, Samoan, Special Education)

**Measurement - how will you measure success in achieving this goal and objective(s)?**

◆ **B03 AA (not ELL), L (not ELL), and ELL students will perform at or above the District average or show 5% improvement on the CST in ELA.**

Description	Baseline 07-08	Actual 08-09	Target 09-10
CST ELA 5% gain - AA	N		Y
CST ELA 5% gain - ELL	N		Y
CST ELA 5% gain - L	N		Y

◆ **001 Student work, authentic learning products such as letters, speeches, and projects**



# Balanced Scorecard

## Goal 1: Actions

**Action: O01**

**Title: Individual Learning Plans**

**Owner: Teachers, LSP, RSP, IRF, Principal**

Teachers will conference with students to develop Individual Learning Plans (ILP) with work portfolios wherein students will set goals to "do their personal best" in reading, writing and math. Students will be given multiple opportunities to master the curriculum and, in addition to traditional assessments, multiple authentic assessments will be given. The LSP and RSP will assist in developing ILPs for students who have been under-served.

## Measurement / Budget

- ♦ AA (not ELL), L (not ELL), and ELL students will perform at or above the District average or show 5% improvement on the CST in ELA.

## Support Requested

**Department / Area of Support**

APD

**Description**

ARE THERE INDIVIDUAL LEARNING PLAN TEMPLATES AVAILABLE SO THAT WE DO NOT HAVE TO RE-INVENT THEM? IF SO, WE WOULD GREATLY APPRECIATE SAMPLES.



# Balanced Scorecard

## Goal 1: Actions

**Action: O02**

**Title: Implement a Social Justice Curriculum**

**Owner: Teachers, IRF, Principal**

Implement a social justice curriculum, including Malcolm X's biography, that will develop students' critical thinking and problem-solving skills, develop their creative abilities, and strengthen their reading, writing, listening and speaking skills. Teachers and students together at each grade level will choose a social justice issue on which to focus during the school year at the school, community, city, state, national or international level. Students will write letters, make speeches, go on field trips and participate in projects that will empower them to become confident agents of social change for themselves, their school, their community and their world.

## Measurement / Budget

- ◆ Student work, authentic learning products such as letters, speeches, and projects



# Balanced Scorecard

## Goal 2: Student Achievement

**What does this goal mean at your school? What is the school you aspire to be with respect to high achieving and joyful learning?**

High-achieving/joyful learners are eager and excited to be in school and class. They are confident in their ability to learn. They take pride in their success. They are attentive, curious, engaged, creative, reflective, enthusiastic, resilient, cooperative and successful. Mistakes are viewed as opportunities to learn. Teachers have high expectations for all students and believe that every child can learn. Students are successful on traditional assessments, but assessments are multiple and authentic, too. Students have excellent attendance because they want to be in school.

**Enter a description of current conditions including promising practices or assets your site has in place for this goal.**

Our attendance has improved this year. We have a quarter of the students who were habitually truant last year (10 compared to 40). Office referrals and formal suspensions have also significantly decreased (from 18 suspensions to 3). However, we have a significant number of students, approximately 20 out of 122 who are dealing with on-going trauma in their home lives, including frequent moves, incarcerated parents, domestic violence, drug use, community violence, ill family members, and other hurtful situations. Some, but not all, of these students have behavior issues in class.

Promising practices/assets

- Our students and families view our school as a safe place.
- Our Care Team (which includes an LSP, a school nutritionist, a student advisor, a parent liaison, a two-day a week RSP teacher, the ASP director and a Brothers Against Guns truancy worker) meets weekly and SSTs are regularly scheduled and the recommendations are followed up.
- Our LSP has taught an anger management curriculum in the second and third grades and has led and continues to lead small groups focused on anger management and social skills.
- We also have YMCA counselor on site who sees 15 children on a weekly basis.
- Teachers have and use (though not as systemically as we could) culturally responsive participation and discussion protocols; purposefully use culturally relevant literature; do contrastive analysis between home and school languages and teach situational appropriateness
- Teachers are continuing to examine how we can create validating and affirming learning environments
- Teachers are asked to connect students' prior knowledge, life experience and interests with classroom learning

**Objective: 2.1 Ensure authentic learning for every student**

Students will meet or exceed SFUSD grade level standards in all core curriculum areas (language arts/literacy, mathematics, science, history/social science, world languages, visual/performing arts)

**Measurement - how will you measure success in achieving this goal and objective(s)?**

- ◆ **O02 formative and summative assessments, CST scores**



# Balanced Scorecard

## Goal 2: Actions

**Action: O01**

**Title: Balanced Literacy Collaborative**

**Owner: Principal, IRF, teachers**

MXA will increase its teachers' capacity to teach reading by joining with other Bayview-Hunters Point schools in balanced literacy professional development activities centered on read alouds, guided reading and interactive writing. This work began this year in the spring semester with three workshops provided by Adria Klein and teachers have expressed that this is the most effective PD they have received in the past few years. It has enabled them to make immediate small changes in their teaching that has improved their ability to teach their students. Our IRF has also expressed that this PD has been particularly helpful for her in learning how to coach the teachers.

## Measurement / Budget

- ♦ formative and summative assessments, CST scores

## Support Requested

**Department / Area of Support**

APD, Reform and Accountability

**Description**

FUNDING FOR PROFESSIONAL DEVELOPMENT, SUBS, MODELING AND COACHING, EXTENDED HOURS, PROGRAM MATERIALS



# Balanced Scorecard

## Goal 2: Actions

**Action: O04**

**Title: Academic English Mastery Program**

**Owner: Teachers, IRF, Principal**

The Academic English Mastery Program (AEMP) is a comprehensive, research-based program designed to address the acquisition of school language, literacy and learning in students for whom Standard English is not native. The primary objective of AEMP is to ensure Standard English Learners (SELs) equity in accessing the core curricula.

## Measurement / Budget

- ◆ formative and summative assessments, CST scores

## Support Requested

**Department / Area of Support**

APD

**Description**

FUNDING FOR CONSULTATION FEES, SUB DAYS, PROGRAM MATERIALS, EXTENDED HOURS, CONFERENCE FEES, ETC.



# Balanced Scorecard

## Goal 3: Accountability

**What does this goal mean at your school? What is the school you aspire to be with respect to a culture of service, and keeping your promises to students and their families.**

Creating a culture of service includes getting to know our students and their families and personalizing our communication with them. We will strive to support our students and families by providing or directing them to services they need. We will encourage our students to do community service projects as part of our social justice strand. We promise to hear and include our students' and families' voices, dreams and hopes in planning and developing our school culture and academic program. We promise to provide our students with a high quality education that will prepare them to fully participate as citizens of the 21st century.

**Enter a description of current conditions including promising practices or assets your site has in place for this goal.**

- We have a Parent Liaison who is excellent at reaching out to families, including telephone calls and home visits.
- Parent University, a community-based organization, is housed at Malcolm X. Parent University supports families with children from 0-5 years; builds community leadership and involvement, offers opportunities for parent to complete and further their education, and provides support for parents to help their children succeed in school
- Parent University and Malcolm X together are opening a new Parent Room which is a comfortable, relaxing place for parents to hang out, go on-line, watch TV, meet with other parents, familiarize themselves with the school, etc.
- We are participating in the "I'm Here and Ready to Learn" program, which offers a leadership class to parents that will teach them how to help their child succeed in school.

**Objective: 3.2 Create the culture of service and support**

Create the culture of service and support

**Measurement - how will you measure success in achieving this goal and objective(s)?**

- ◆ **O01 Numbers of parents who participate in workshops, leadership development and walk-throughs**
- ◆ **O02 Agendas and sign-in sheets for support groups, records of peer observation days, feedback forms, agendas for literature circles, grade-level agendas and minutes that include student work analysis**



# Balanced Scorecard

## Goal 3: Actions

**Action: O01**

**Title: Professional Learning Community**

**Owner: Principal, IRF, LSP, Teachers**

Create a professional learning community for school year 2009-2010 that includes peer observations and feedback, protocols for looking at student work, literature circles for professional readings, and a support group for teachers.

## Measurement / Budget

- ◆ **Agendas and sign-in sheets for support groups, records of peer observation days, feedback forms, agendas for literature circles, grade-level agendas and minutes that include student work analysis**



## Balanced Scorecard

### Goal 3: Actions

**Action: O02**

**Title: Involve Parents in the Education of their Children**

**Owner: Principal, IRF, Parent Liaison, Teachers**

Arrange for parents to learn about and participate in the educational programs offered to their children at Malcolm X, such as Stanford Math EPGY, Project Seed, Socratic seminars and culturally responsive pedagogy. Offer leadership development around best practices in the classroom and invite parents to participate in walk-throughs and provide feedback to teachers.

### Measurement / Budget

- ◆ **Numbers of parents who participate in workshops, leadership development and walk-throughs**



# Balanced Scorecard

## Compliance Checklist

### Gate

- We have made efforts to increase parent participation and understanding of our GATE programming. Our GATE coordinator also meets weekly with our GATE-identified students during our After School Program.
- We have a process to identify under-represented students. Our GATE coordinator also meets weekly with our GATE-identified students during our After School Program.
- All our GATE students receive differentiated instruction throughout the day. Our GATE coordinator also meets weekly with our GATE-identified students during our After School Program.

### Safe Schools

- We have a description on how after school program and regular school day staff align their safety plans for sites with after school activities.
- A Crisis Response Team (CRT) has been formed and trained. The manuals have been placed in a central location for easy access in the event of a crisis. We update emergency cards for every student annually.
- We implement regular fire and earthquake drills and complete safety checks regularly, and post evacuation information. Offer and promote Safe School Line and site based hotline to anonymously report suspicious activities.
- We have a description that ensures a Health Advocate (elementary), Healthy School Team (middle school) or Health Promotion Committee (high school) are identified and positions are filled yearly. In addition, all staff receives information about health related workshops including youth development/asset building workshops and professional development time is allocated to address school climate issues during staff meetings.
- We have a description of health related resources/programs e.g. LSP, Nurse, Safe Passages, Wellness, etc. We ensure counseling/support services referral process is offered and provided for students/families.
- Health Advocate, Healthy School Team, and Health Promotion Committee monthly health awareness activities are implemented annually such as Violence Prevention month and Gay Pride Celebration.
- We have a description of how routine methods of communication are established between school site and parents/guardians for example to receive SFUSD Parent/Student Handbook and how families are notified in a timely manner about their children's absence.
- We have a description on how we create and maintain safe transitions for students before, after and between classes by providing adequate supervision around campus, in hallways, especially during passing periods.
- We support the transitions of student to school through an orientation program and encourage youth participation in safety/school climate program planning.



## Balanced Scorecard

- We have a description on professional development opportunities for parents/guardians related to school climate e.g. behavior modification, positive communication, and health education curriculum is available. In addition, safety, positive school climate and all health related curriculum and resources are available for families to review and when available in appropriate languages.
- We have a description of how policy practices are established and school-wide rules are reviewed, shared, posted and enforced related to safety and school climate.
- We allocate professional development time related to safety/school climate with staff. Staff are encouraged to immediately report all crimes and unsafe conditions in and around school grounds.
- All students receive mandated health education as per SFUSD policy and the California Health Education standards to ensure implementation of research-validated curricula related to school climate safety, drug prevention and HIV prevention.
- We have a Student Assistance Program/Care Team, Student Attendance Review Team on a weekly basis and Student Success Teams (SSTs) scheduled to support identified students who are at risk.
- We have a description of how school climate related data is captured, analyzed and utilized for on-going improvement of school climate e.g. support implementation of required surveys including the California Health Kids/SFUSD School Climate Survey and the Youth Risk Behavior Survey.
- All staff receives training on State/SFUSD policies and school site rules relating to safety and school climate for example: Child Abuse Reporting, Emergency and Crisis Response Protocols, Sexual Harassment, Suspension/Expulsion, Anti-Slur Policy implementation, and other procedures on School Discipline.

### Special Ed

- Our site uses an IEP Master Calendar to ensure compliance with Special Education timelines.
- All IEP plans support long term goals with appropriate benchmark measures that are monitored accordingly.
- We have provided parents and/or legal care providers information about their rights verbally and in writing at the annual IEP review.
- We have provided all students who qualify for special education services with a current IEP.

### Title I and PI schools

- We have allocated 10% of our budget for professional development.
- We have allocated 1% of our budget for parent involvement activities.



# Balanced Scorecard

## Title I SWP

- We have allocated 5% of our budget for professional development.
  
- We have allocated 1% of our budget for parent involvement activities.

### Recommendations and Assurances

The school site council recommends this school scorecard and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (*Check those that apply*):
  - School Advisory Committee for State Compensatory Education Programs
  - English Learner Advisory Committee
  - District English Learner Advisory Committee
  - Community Advisory Committee for Special Education Programs
  - Gifted and Talented Education Program Advisory Committee
  - Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this scorecard, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This scorecard is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This scorecard was adopted by the school site council on: \_\_\_\_\_.
7. Our site has a process and budget for replacing lost or damaged textbooks as well as a process for managing
  - a. textbooks to ensure that each student has standards-aligned textbooks or other required instructional materials
  - b. to use in class or to use at home in order to complete required homework assignments.

Attested:

\_\_\_\_\_  
Printed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

**Appendix 3: Malcolm X Academy 3<sup>rd</sup> and 4<sup>th</sup> Grade Student Proposals**



Malcolm X Academy, 3rd and 4th Grade

# Student Proposals

## Hunters View Neighborhood Redevelopment Project



# Introduction

How can the new Hunters View HOPE SF housing revitalization project respond to the special needs of children and youth? This is the question explored by 3rd and 4th grade students in Mr. Moore and Ms. Fredrikson's classes at Malcolm X Academy this spring. The students worked with architectural educator Shirl Buss from the University of California, Berkeley Center for Cities and Schools and Rommel Taylor, Prescott Reavis, Katherine Williams and Michael Huang from the San Francisco Chapter of the National Organization of Minority Architects. Together we engaged in a series of hands-on architecture and planning projects to identify and document the student visions for how this housing development can be a catalyst for positive change in the community.

Some of the goals for the project were:

- To engage students in research about their local environments

- To promote a positive sense of place by building upon assets, strengths of the school, neighborhood, and community

- To introduce students to a diverse group of professional planners and architects

- To honor students' voices by creating and presenting their ideas in drawings, models, and artifacts

During the course of the project the students identified how the special needs of students and neighbors of all ages and abilities might be incorporated into the final design of this project. This document represents our process and the products we produced.



# The Educators

The students are supported every day by their dedicated teachers, and their special aids. For this project, each of the primary teachers, Ms. Fredrikson and Mr. Moore, opened up their classrooms and allowed the students to engage in messy, hands-on projects with a team of architects. They often got involved in the projects themselves as well. They in turn were supported by many community members and volunteers, including Ms. Bailey and Mr. Riley.



Mr. Moore



Ms. Fredrikson



Ms. Bailey



Mr. Riley



## **Shirl Buss, Center for Cities and Schools**

This project was coordinated by Shirl Buss who is a designer, educator and urban planner. For more than 20 years, Buss has worked with children and adults on design and construction projects, with a specialty in consensus-based participatory design. As an educator and researcher, Buss' work focuses on children, youth and the urban built environment. Ms. Buss is a consultant for the Center for Cities and Schools at the University of California at Berkeley. The Center for Cities & Schools works to promote high quality education as an essential component of urban and metropolitan vitality to create equitable and sustainable cities and schools for all.

# The Architects from SFNOMA

## National Organization of Minority Architects



### **Katherine Williams**

Katherine is a Frederick P. Rose Architectural Fellow at the San Francisco Housing Community Development Corporation. As a fellow, her work has ranged from tracking very large development projects in her neighborhood to managing a small community center renovation project. Katherine is currently assisting on the project management of an 18 home affordable condo building. Katherine also served on the board of Urban Ecology. Katherine graduated from Howard University and is a LEED Accredited Professional.



### **Michael Huang**

Michael was born in Taipei, Taiwan, and grew up in Bradenton, Florida. He has a B. Arch from Illinois Institute of Technology in Chicago. He currently works as a junior designer for Gutierrez Associates, in Oakland, where he prepares drafting and presentation material from concept design phase through construction documentation for various commercial and residential projects. Michael also has been active in Architecture for Humanity, an international network of building professionals who bring design, construction and development services to communities in need.



### **Prescott Reavis**

Prescott Reavis has spent the majority of his career focusing on the programming, planning, managing, designing and the construction of buildings which enable healing, learning and discovery, throughout the country. Mr. Reavis's latest endeavors are the design and planning of the Energy Center for the University of California's San Francisco Medical Center at Mission Bay with Anshen + Allen. Furthermore Prescott is the Corporate Internship Coordinator for Anshen+Allen. Prescott has mentored students of all ages about the architecture and the built environment.



### **Rommel Taylor**

Rommel Taylor graduated with a degree in Architecture from California College of the Arts. His professional design experience has focused on work for nonprofit organizations, public housing, single-family homes, and public work. In his art he explores the aesthetic, social, and narrative potential of public and private spaces. He is passionate about exposing young people to architecture, art, and design. He currently works for the San Francisco Department of Public Works Bureau of Architecture.

# Our Process

## 1. Mapping

To begin the project, we looked at maps of the neighborhood surrounding Malcolm X Academy between 3rd Street and the waterfront, and south of Evans Avenue and north of Gillman Avenue. We used a key to locate prominent landmarks, important to us: our homes, the school, our favorite places. We also spent some time assessing the assets and deficiencies in the neighborhood. Each student had his or her own map of the neighborhood, and made notations on those maps. The attached map represents a composite of our responses and assessments. This does not include homes. To document where we live, we constructed a 3-dimensional map of the neighborhood, and built mini-models of our own homes and placed on that map.



NAME **COMPOSITE**  
not including homes

MY NEIGHBORHOOD, MY COMMUNITY

MY HOUSE	HOW I GET TO SCHOOL
MALCOLM X ACADEMY	WHERE I GO
MY FAVORITE PLACES-WHY?	OTHER SPECIAL PLACES
PLACES I DON'T LIKE-WHY?	

# Our Process

## 2. Brainstorming

For our second session, the architects presented a summary of the John Stewart Company master plan and renderings of the proposed Hunters View redevelopment project. We discussed what this project means for the students who actually live there, and what this means for the school and community.

The students asked a few questions, and then together we all brainstormed about how the development might be more responsive to not only youth but people of different ages. We briefly discussed the newspaper article in the SF Chronicle about this project.

We brainstormed, and generated some very strong ideas for how to make the HOPE SF development more youth-friendly, more responsive to youths needs, and more connected to the school. The list included community assets that the students felt would be beneficial to not only youth, but their families and friends. The list included: library, recreation center, businesses, adventure playground, swing, treehouses, zipline, skatepark, swimming pool, park, safe paths to school, water park, theater, arcade, recording studio.



## 3. Prioritizing

During our third session we organized our wish lists into four categories: open space, recreational space, businesses, community resources. Then we divided into team, with each team focusing on one of these categories. We looked at sources of inspiration-images of places that were similar to those on our wish list. We also looked at the map of the master plan in more detail--especially those areas that feature open space, community buildings, and those spaces that are adjacent to Malcolm X Academy. Each team selected images from the sources of inspiration. They also prioritized which features they felt would be most important within their category. And they answered a set of questions that established a rationale for why they selected what they did. They made posters that documented this process and encapsulated their recommendations.



# Our Process

## 4. Study Models

After we established our priorities, we spent more time evaluating some of the best ideas on the on wish lists. We went back into our teams to develop in more detail the top ideas, and The students worked at a 1/4" scale on these study models and explored how architecture is created by thinking 3-dimensionally, as well as in plan. As they became more realized, the students were able to see the advantages and disadvantages of their proposals, and were able to work through some of the problems of scale, form and content.



# Our Process

## 5. Proposals into the Master Plan

Finally, the students went to work integrating their best ideas into a larger version of the master plan. They created smaller scale models of their best ideas, and developed them in more detail to integrate them meaningfully into the space/planned buildings for the Hunters View project. The intention was to start to marry their ideas with the actual plan for the development, and to suggest to the developers some of the more realistic ways in which to incorporate their ideas into the final project. Those proposals can be seen in more detail in the following pages.

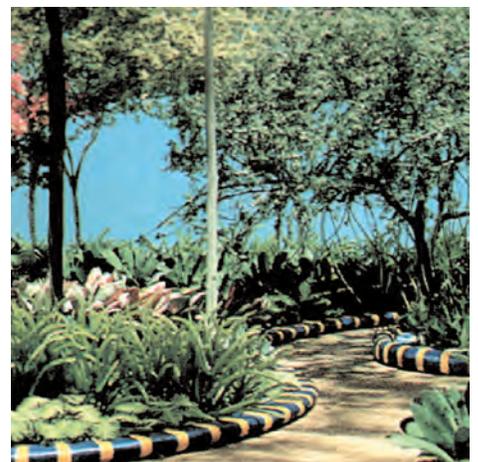


# Our Recommendations

## for the HOPE SF Hunters View Neighborhood Redevelopment Project

### 1. Safety

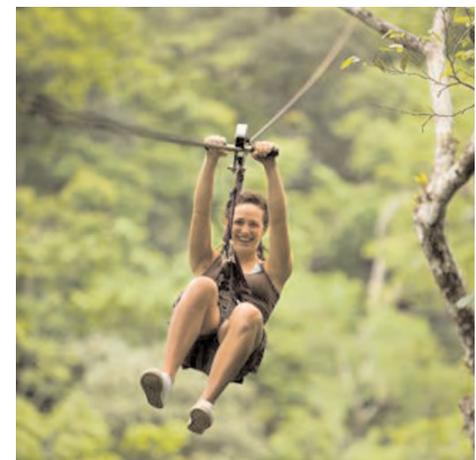
Students are very concerned about existing conditions in their neighborhoods and community with respect to safety and security. Collectively they constructed a visual taxonomy of the spaces and places that they avoid, fear, or have anxious feelings about. (i.e. "there is a lot of shooting on that street") There are a few places that the students have identified as safe havens: the Boys and Girls Club, their own homes, and the school. Their proposals for the HOPE SF Hunters View project included many suggestions for safe pathways, streets, and routes that connected the home environments to the local resources, businesses and the school.



# Our Recommendations

## 2. Physical Challenges and Recreational Diversity

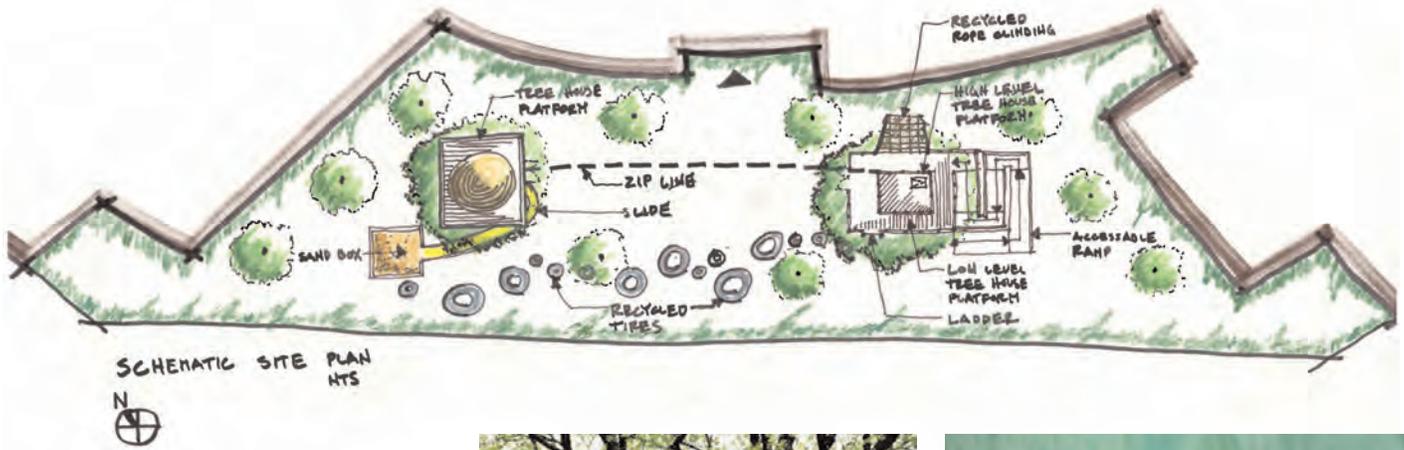
Overwhelmingly, the students are excited about integrating outdoor recreational opportunities into the open spaces and green spaces currently identified in the master plan for the Hunters View revitalization project. They came to consensus about the importance of having safe places for play, exploration and physical challenge. They are also excited about integrating these recreational opportunities into the neighborhoods, and making them available and accessible to students during the school day. Their ideas include: organized sports facilities; intergenerational recreational green space; adventure playground; and places to explore and find sanctuary (such as treehouses). Ideally these places would be linked to the school by safe and visually pleasant bike and footpaths.



# Our Recommendations

## 2. Physical Challenges and Recreational Diversity

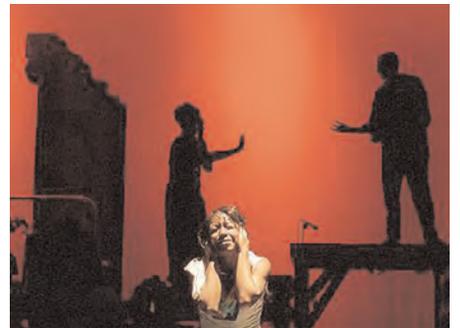
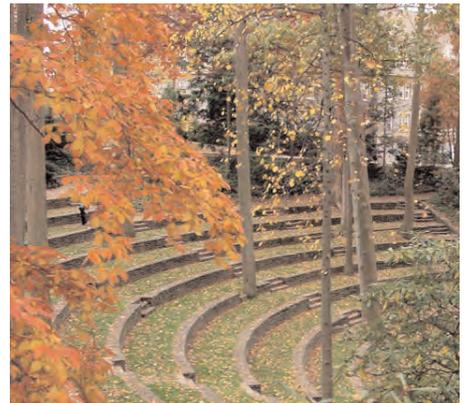
Within this category, a major recommendation the students had was to create an adventure playground, with a treehouse integrated into it. Ideally this would be a place where the students could come during special times during the school day to play and relax. They had a great deal of passion and enthusiasm for this idea. They recommended that it be integrated into the green open space immediately adjacent to the school.



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## 3. Community Connections

The students expressed skepticism about how the school might be linked to the new Hunters View community in a meaningful way. It was hard for them to visualize how the redevelopment project could possibly impact, let alone improve, the quality of their everyday lives. However, with some prompting and visualizing exercises, the students became more excited about the possibility of integrating community resource nodes into the residential neighborhoods and linking those nodes to their school physically and/or technologically. Some of the community resource nodes they identified as being most important included: library and tech resource center; performance space/theater; art galleries and community gathering places.



Ideas from the kids

Hope SF Hunter's View  
Neighborhood Redevelopment Project

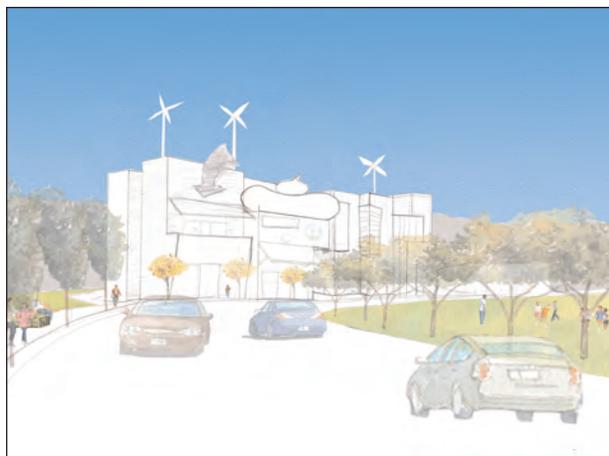
The image displays a collection of architectural drawings and models. On the left, there are four colorful, hand-drawn models of building facades. To their right are four corresponding architectural drawings labeled 'THEATER FACADE', 'GALLERY FACADE', 'LIBRARY FACADE', and 'ENTRY GATE'. On the right side of the block is a larger site plan drawing showing a building layout with an 'ENTRY GATE' and a 'PARK' area. The text 'matcom x academy' and 'SITE' are visible on the site plan.



# Our Recommendations

## 4. Businesses and Economic Development

Many of the students are very enthused about creating the physical infrastructure within which adults and youth would have the opportunity to operate and patronize small locally owned businesses. Most of the identified businesses are focused on food vending and consumption, although the students are also interested in opportunities to make and sell creative art work and recreational commodities.



You are invited to

# A Gallery of Creative Proposals

for the HOPE SF Hunters View

Neighborhood Redevelopment Project

**Thursday, May 28, 2009**

**1:40 – 2:40 p.m.**

Malcolm X Academy  
350 Harbor Rd, San Francisco

The UC Berkeley Center for Cities & Schools, and SFNOMA (National Organization of Minority Architects) worked with 3rd and 4th graders at Malcolm X Academy on a series of hands-on architecture and planning projects to express their visions for community change.

Young people from Mr. Moore and Ms. Fredrikson's classes focused on the Hunters View HOPE SF neighborhood revitalization project now being developed by Hunters View Associates.

The students identified how the special needs of students and neighbors of all ages and abilities might be incorporated into the final design of this project.

**Please come and honor these students as they present their ideas, drawings and models.**



For information, please contact Shirl Buss at [shirl@LSA-Design.com](mailto:shirl@LSA-Design.com)

