

THE SAN FRANCISCO UNIFIED SCHOOL DISTRICT'S STRATEGIC PLAN AND THE RIGHT FOR ALL STUDENTS IN THE DISTRICT TO EXPERIENCE SUCCESS



**A REPORT BY THE HUMAN RIGHTS COMMISSION
FOLLOWING THE NOVEMBER 13, 2008 PUBLIC HEARING**

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The Commissioners of the HRC at the time of the hearing included:

Cecilia Chung (Chair)
Michael Sweet (Vice Chair)
Khaldoun A. Baghdadi
Doug Chan
Faye Woo Lee
August Longo
Nazly Mohajer
Linda Richardson
Victoria Ruiz
Julius Turman and
Nora Vargas.

The Executive Director of the HRC at the time of the hearing was Chris Iglesias.

The Issues Committee members at the time of the hearing included: Michael Berke, Alice Fialkin, Jack H. Freeman, Patrick Groves, Anu Menon, Azalia Merrell, Sally Ramon, Tony Robles, Ken Schwer, Reggie Smith, Maralyn Tabatsky, Tish Upton Brown, Nino Valdez-Parker and Rosa Wong-Chie.

The HRC Issues Committee staff members at the time of the hearing included: Bayard Fong, Melinda Kanios, Linda Janourova-Tang and Nichole Truax.

A special thank you to former HRC Commissioner and Hearing Chair Sandy Sohcot for her dedication to human rights and for her leadership in bringing this issue before the HRC.

The City and County of San Francisco Human Rights Commission's Issues Advisory Committee's goals for this public hearing were to:

- 1. Promote public awareness that having a successful educational experience is a human rights issue;**
- 2. Discuss what it means to achieve an optimal education;**
- 3. Identify current disparities in high school graduation rates and present recommended solutions; and**
- 4. Encourage overall community participation in supporting the school district's work to achieve optimal educational experiences for all students**

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 the gap.

*Carlos A. Garcia
Superintendent, SFUSD*

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INTRODUCTORY ESSAY BY HEARING CHAIR SANDRA E. SOHCOT

Addressing Disparities in High School Graduation Rates As A Human Rights Issue

The City and County of San Francisco Human Rights Commission (“HRC”) works to provide leadership and advocacy to secure, protect and promote human rights for all people. I see within this guidepost statement the importance of operating under a human rights framework, thereby endeavoring to create a world where *everyone* can experience equity, justice and the pursuit of happiness.

In 2006, the HRC Demographics Report was published to provide a starting point to examine, by San Francisco legislative districts, broad categories of economic, health and social issues that impact the quality of life of the population of San Francisco and subsequent access to human rights. Educational achievement was included as one measure of access to human rights, with high school graduation rates one of the specific indicators of educational achievement. The glaring disparity of high school graduation rates among African American and Hispanic populations across each supervisorial district prompted the Commission’s Issues Advisory Committee to carry out a more in-depth analysis. This analytical effort included working with Hydra Mendoza, the Mayor’s Education Advisor and Tony Smith, San Francisco Unified School District (“SFUSD”) Deputy Superintendent of Instruction, Innovation and Social Justice. The SFUSD was already working diligently to address this very issue and was seeking the opportunity to gain the broader public’s understanding that successful educational experiences for all San Francisco students was, in fact, a human rights issue, in need of community-wide attention and engagement.

In April 2008, I attended Mayor Gavin Newsom’s CitySpeaks forum *Innovative Strategies for Excellence in Education*. One of the panelists was Bob Wise, former Governor of West Virginia, now president of the Alliance for Excellent Education. Among the many important points Mr. Wise made during his presentation, were the following, as taken from his book *Raising the Grade – How High School Reform Can Save Our Youth and Our Nation*:

In America today, more than ever, the lack of a high school diploma and the basic skills offered by an adequate education translates to immediate hopelessness. American’s promise of upward mobility becomes nearly impossible to fulfill when dropouts walk away from their education or students graduate without the skills needed to succeed in college, work and life. Indeed, as Time Magazine stated in an April 2006 cover story on the nation’s high school dropout epidemic: “Dropping out of high school today is to your societal health what smoking is to your physical health, an indication of a host of poor outcomes to follow, from low lifetime earnings to high incarceration rates to a high likelihood that your children will drop out of high school and start the cycle anew.

Understanding how education affects each of our lives is essential to clearing the basic political measurement I call the 25-75 hurdle. Only 25% of the American public has direct involvement with the public school system. The other 75 percent are too young, senior citizens, baby boomers with their children grown, or a small percentage of parents with children in private schools. Whether part of the 25 or the 75, every citizen can find motivation for political involvement. The moral imperative is the first call to action.

The HRC with the November 13, 2008 hearing and now this report, has taken the opportunity to use its platform to both raise awareness about and engage the broader community's involvement – that 75% - in the issues that affect each of San Francisco's students achieving a successful educational experience. We see this as one way to help the SFUSD broadcast its efforts to support each student's success, offer the insights of educational and youth service experts so as to further the SFUSD's efforts, and also demonstrate that the community at large has a role to play. Additionally, we hope this hearing and its report will serve to heighten awareness and understanding about what it means to grapple with issues like education as part of a greater human rights framework, where we as a community work together to further the access of all people to the opportunities that foster the basic tenets of our democratic society: the capacity to experience life, liberty and the pursuit of happiness.

It has been a privilege to work closely with Hydra Mendoza and Tony Smith to organize and present this hearing to successfully achieve its goals. We look forward to this report being a resource for the SFUSD, community leaders, congressional representatives and the public at large to encourage allocation of resources and active engagement to ensure successful educational experiences for all.

Sandra E. Sohcot

*Commissioner, San Francisco Human Rights Commission, March 2004 – September 2008
Chair, November 13, 2008 Public Hearing entitled Promote SFUSD's New Strategic Plan And To Support The Right For All Students In The District To Experience Success*

OVERVIEW OF THE HUMAN RIGHTS COMMISSION, THE HEARING AND THE REPORT

In 1963, the modern-day civil rights movement manifested in San Francisco through demonstrations against hotels, supermarkets, drive-in restaurants, automobile showrooms and automobile repair shops that were discriminating against African Americans.

In early 1964, Mayor John F. Shelley appointed an Interim Committee on Human Relations, which subsequently recommended to the Board of Supervisors that a permanent Human Rights Commission be established. In July 1964, the Board of Supervisors passed the recommendation and Mayor Shelley signed an ordinance establishing the Human Rights Commission.

From 1964, the HRC grew in response to City government's mandate to address the causes of and problems resulting from prejudice, intolerance, bigotry and discrimination. The Mayor and the Board of Supervisors gave the HRC more and broader powers and duties to address these problems and passed additional ordinances, which were implemented by the HRC. In June 1990, the voters of San Francisco established the HRC as a Charter Commission.

Today, the HRC works to provide leadership and advocacy to secure, protect and promote human rights for all people. The HRC maintains four Advisory Committees, which include: Employment, Local Business Enterprise, Issues, and Lesbian Gay Bisexual and Transgender. The role of the Committees is to provide advice and assistance to the Commission by developing and examining ideas and issues within the jurisdiction of the Commission. The Committees may also hold public hearings and make recommendations of positions for the Commission to take on legislation.

The Issues Committee focuses on issues related to immigration and undocumented aliens; law enforcement, education, public accommodations, and public safety, fair housing, prejudice-based violence and specific issues delegated to the Committee by the Commission that fall within the Commission's jurisdiction. The Committee has addressed such diverse issues as racial profiling by law enforcement officials, discriminatory admission policies by businesses, immigration and housing discrimination, and the disproportionate number of African American men in City jails.

The introductory essay to this Report provides a brief history of what led up to the Issues Advisory Committee's work to present the public hearing to *Promote the SFUSD's New Strategic Plan And To Support The Right For All Students In The District To Experience Success*, which took place on Thursday, November 13, 2008 from 4:00 pm – 8:00 pm in the Legislative Chambers of San Francisco's City Hall. The goals of the hearing were to:

1. Promote public awareness that having a successful educational experience is a human rights issue;
2. Discuss what it means to achieve an optimal education;

3. Identify current disparities in high school graduation rates and present recommended solutions;
4. Encourage overall community participation in supporting the school district's work to achieve optimal educational experiences for all students

These goals were addressed by twenty-four speakers in each of seven topic areas throughout the course of the hearing. An agenda of the hearing follows, along with a summary of the verbal and written testimony collected, followed by findings and recommendations that have been extracted from these presentations.

SUMMARIES OF VERBAL TESTIMONY COLLECTED

I. INTRODUCTORY REMARKS:

- Hearing Chair Sandy Sohcot

Hearing Chair Sandy Sohcot commenced the public hearing by explaining that a few years back, she, along with her Commission co-chairs and the Issues Advisory Committee members, developed a demographics report to help assess the access of all San Franciscans to fundamental human rights. This report included high school graduation rates as one of the measures indicating such access. The Demographics Report, published by the San Francisco Human Rights Commission (“HRC”) in 2006, suggested that there was a major disparity in high school graduation rates among African American and Hispanic students across all San Francisco districts. This finding became the impetus for the public hearing. Hearing Chair Sohcot noted she felt that the HRC would be the appropriate platform, in collaboration with the San Francisco Unified School District (“SFUSD”), to promote an understanding of what the SFUSD is doing to address the disparity in such a way as to help engage greater public awareness and support for these efforts in the context that insuring successful education for all San Francisco students is a human rights issue.

II. TOPIC AREAS:

1. Context for Raising the Issue at the San Francisco Human Rights Commission

- Carlos Garcia, Superintendent, SFUSD

Though the SFUSD has some of the highest test scores in the country, the SFUSD also has one of the largest achievement gaps between its lowest and highest performing students. Mr. Garcia stated that through its new Strategic Plan, *Beyond The Talk: Taking Action To Educate Every Child Now*, the SFUSD addresses this achievement gap as the greatest civil rights issue of our time. Explaining that the Plan’s framework is that of a “balanced scorecard,” Mr. Garcia emphasized that all community-based organizations and City agencies must integrate their efforts to close the achievement gap and educate San Francisco’s students. He stated his belief that the SFUSD must no longer rely on a system that operates for the convenience of adults, but rather generate a system that truly works for the children of the SFUSD.

- Tony Smith, Deputy Superintendent of Instruction, Innovation and Social Justice at the SFUSD

Mr. Smith explained that the SFUSD’s charge is to interrupt the historic inequity manifested in the achievement gap. This gap is itself a reflection of the institutional racism, institutional classism, and language bias within our larger society being reproduced through the structure of public schooling. The SFUSD is rethinking the entire

process of education: understanding San Francisco as the actual “campus” for SFUSD students, generating new ways of engaging with young people and with each other and addressing the generational poverty experienced in San Francisco neighborhoods like Sunnydale and Double Rock. In order to carry out these tasks, Mr. Smith believes that the school district must and will engage with other City agencies and departments to create an infrastructure of social justice. The SFUSD is using tools of industry and business to build a framework and to create a common language inside the school district around these issues. He reported that the SFUSD’s efforts at engagement with community-based organizations, families, and educators in San Francisco produced three overarching goals: 1) creating a Strategic Plan to make social justice a reality; 2) defining achievement as engaging high achieving and joyful learners; and 3) keeping promises to students and families. The SFUSD will implement their plan by engaging families inside of schools, supporting principals in receiving the kind of professional development needed to engage these practices inside of schools, and presenting the resulting data from these efforts very publicly via the quality-equity and access matrix.

- Mark Sanchez, President of the San Francisco Board of Education and a public school teacher, was unable to attend public hearing
- Hydra Mendoza, Mayor Gavin Newsom’s Education Advisor

In 2007, Mayor Newsom established the “Partnership for Achievement,” a formal agreement between the City and the SFUSD intended to leverage City resources and services to ensure that all SFUSD students gain access to necessary assistance and support. Ms. Mendoza explained that this initiative focuses on the social dynamics experienced by families with struggling students as such forces contribute to the educational achievement gap documented across different communities. In order to address the educational achievement gap present in the City, the Mayor’s Office is focusing on the following issues:

1. Early Childhood Education: Through the program “Preschool for All,” every four year old in any San Francisco zip code has access to free preschool. Studies show that preschool exposure greatly increases kindergarten readiness. By providing such exposure the City expects to be able to begin the fight against the achievement gap at this early stage of the educational process.
2. College Expectations: The “Partnership for Achievement” is working to develop a “college going culture” amongst public school students starting in the 6th grade. Additionally, the City has partnered with San Francisco State University to guarantee any SFUSD student who participates in the “SF Promise” program a space at SF State. The City has been working with families from kindergarten through 5th grade to prepare children for participation in the “SF Promise” program.”
3. Truancy and Dropouts: The City is focused on truancy and dropout rates as they relate to and impact workforce development and the City’s economy. An interagency council was recently created in order to focus on the most disenfranchised families in order to coordinate service provisions to these families to prevent truancy and dropouts among their children.

Ms. Mendoza indicated that the report that will arise out of the public hearing will serve as a guide in assisting the City in carrying out its educational Strategic Plan.

2. Education as a Human Rights Issue

- Rita Maran, Lecturer on Human Rights at UC Berkeley

Ms. Maran provided background information on the right to education as a human right, detailing the history of various education related treaties ratified by the United Nations.

The Universal Declaration of Human Rights adopted by the United Nations General Assembly in 1948 was the first universal statement of education as a fundamental human right. In compiling the enumerated rights included in this declaration, the Commission on Human Rights of the U.N. surveyed diverse cultures and peoples, finding that across ethnicities and nationalities, the right to education was universally viewed as one of the most basic of human rights.

Since the adoption of the Universal Declaration of Human Rights, the United Nations and its member countries have adopted additional treaties detailing and expanding upon the broad right to education first laid out in 1948. The International Covenant on Economic, Social and Cultural Rights (which the United States has yet to ratify) and the Convention on the Rights of the Child (also not ratified by the U.S.) each further discuss the facets of the universal right to education, with the Convention on the Rights of the Child specifically referencing the rights of physically and mentally disabled children to education and the right to primary, secondary, and vocational education/training. The U.N. Convention on the Elimination of all Forms of Racial Discrimination, which has been ratified by the United States, specifies that there shall be no discrimination in education or training based on race. Lastly, the Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families includes the right to education of all migrant workers' children; something that Ms. Maran thinks may be of particular interest to the City and County of San Francisco given its significant immigrant population.

After summarizing the international bases for the human right to education, Ms. Maran closed by posing the question, how do we protect this right?

- Diana Tate, Racial Justice Project Director, American Civil Liberties Union of Northern California

According to the ACLU, in California in 2007, 31% of Native Americans, 30% of Latinos, 42% of African Americans, 28% of Pacific Islanders, 15% of whites and 10% of Asian Americans dropped out of high school. The SFUSD's dropout rates for the same year were similar. Ms. Tate pointed out that one element of the achievement gap that is not often focused on, is the issue of bias and harassment of students by other students and, at times, by a school's administrators. This bias and harassment can leave students feeling disrespected, without dignity and unwelcome which, in turn, leads them to drop

out of school. Failure to educate our youth can have drastic economic and social consequences. Ms. Tate cited examples, including that 94% of San Francisco's homicide victims under the age of 25 are high school dropouts and that it is estimated that high school dropouts cost California \$46 billion annually. She clarified that it's not about the money that we as a society or community are losing or spending, but that it's about the failed opportunity to bring in a new citizenry that is engaged, educated and that has been given the opportunity and the means with which to participate fully in our society and contribute to our community. When asked about drop-out rates of LGBTQ youth and youth who are perceived as LGBTQ, she noted that those students are dropping out at an alarming rate precisely because they are experiencing intense bias and harassment and do not feel welcome at school.

- John Affeldt, Managing Attorney, Public Advocates (who addressed topic area 3 as well)

Mr. Affeldt's presentation focused on why public education for all is a universal policy in California and in our nation and what the contours of an education that all children should receive comprises.

He began by differentiating between the United State's Supreme Court, which has rejected the notion that education under our Federal Constitution is a fundamental right and California, which has declared that education *is* a fundamental right under our State Constitution. Consequently, our State and its public school system are required to deliver basic equality of educational opportunity to every student. Moreover, our State Constitution establishes a uniform free public school system for all students and states that the legislature should support this system by "all suitable means." In doing so, the Constitution recognizes that a general diffusion of knowledge and intelligence is "essential to the preservation of rights and the liberties of the people." These provisions, which were generated in the United States Constitutional conventions in 1850 and 1879, are to a large extent the product of "the Common Schools Movement," whose most ardent supporter was Horace Mann. Mann argued that all children should have access to a free publicly-supported, non-sectarian school system. He believed that an educated person has the means to be free from oppression of others and the means to generate wealth for herself and the state. On the heels of this Movement, our founding fathers, in drafting the California Constitution, recognized the importance of an education as an essential means by which individuals could achieve economic self-sufficiency and thereby preserve their rights and liberties. Like Mann, our State's founding fathers also recognized that a universally educated populace is essential to both fulfilling and preserving the very notion of democracy itself.

Next, Mr. Affeldt described how the California Supreme Court has interpreted California's educational mandate. He stated that the Court has identified three underlying purposes of a public education: 1) an education must adequately prepare students for engaged citizenship; 2) an education must adequately prepare students for entry into the work force and higher education; and 3) an education must adequately prepare students for living in an increasingly diverse society. He stressed that it is not

enough to provide students with a seat in a school or to hand them a piece of paper after 12 years with the word “diploma” on it.

Thereafter, Mr. Affeldt informed that in interpreting their State’s constitutions, courts in other states have laid out the most complete definition of an “adequate education,” which is comprised of seven factors, including: 1) sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization; 2) sufficient knowledge of economic, social and political systems to enable the student to make informed choices; 3) sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation; 4) sufficient self-knowledge and knowledge of his or her mental and physical wellness; 5) sufficient grounding in the arts to enable each student to appreciate his or her cultural or historical heritage; 6) sufficient training in either academic or vocational fields so as to enable each child to choose and pursue life and work more intelligently; and 7) sufficient levels of academic or vocational skills to enable public school students to compete favorably with students in other states.

Mr. Affeldt concluded by recognizing that the SFUSD’s Strategic Plan lays out the District’s mission as follows: to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve his or her maximum potential. He observed that the District has captured the spirit of Horace Mann, of our Constitution and our Supreme Court’s highest pronouncements on public education and, as such, he applauded the District’s vision.

3. Recognized Optimal Measures and Clear Definitions of Educational Achievement Reflective of Experiencing One’s “Right to Education” and Associated National and State Statistics

- Video presentation of Linda Darling-Hammond, Charles Ducommun Professor of Education and Co-Director of the School Redesign Network (SRN) at Stanford University

In determining whether we are providing the kind and quality of education that *all* students deserve, Ms. Darling-Hammond recommended looking at three dimensions. First, she recommended looking at the outcomes we expect of all of our students. She stated that we have to be able to anticipate that all children will, for example, have learned to read proficiently by the 3rd grade. In fact, statistics show that in a number of states, including California, you can predict the number of prison beds that will be needed in 10 years by looking at the current reading ability of 3rd graders. She added that we should also anticipate that high school students will be learning “stem fields” (science, technology, engineering and math), so that they will be able to compete successfully in the labor market. Finally, we should also anticipate that all high school students will graduate ready for college and/or work. Second, Ms. Darling-Hammond recommended that we look at what kinds of opportunities to learn we actually provide to each student

and to groups of students across our schools. This means providing our students with very highly qualified, very well prepared teachers who receive a lot of support. Third, Ms. Darling-Hammond recommended that we look at whether the nature of our education allows students to connect to their futures, to actualize their own potential as human beings, to be prepared for a life that will be satisfying and in which they can really engage all of their talents.

Next, Ms. Darling-Hammond shared that Stanford University, in collaboration with Justice Matters, recently examined “High Schools for Equity” – five high schools in California that serve primarily low-income students of color, from which 80% or more of the students were going on to college or where graduation rates were above the State average. She identified three things, which contributed to this successful high school model. First, the schools were small schools organized so that teams of teachers would work with the same group of students over a long period of time. Advisors also worked with students and their families, dealing with everything from personal/familial issues to making sure that the students were on track for their college applications and that their academic needs were being met and managed. Second, there was “rigorous and relevant instruction,” which included not only college prerequisite classes, but also career academies, internship programs and project-based learning. Moreover, instruction in these schools emphasized students’ cultural connections to their communities so that the nature of the instruction was something that would make students want to come to school, see that their learning was relevant and that they could apply their learning outside of school. Finally, these schools emphasized professional community and collaboration for teachers, including professional development, a significant investment of time for learning and shaping the curriculum together, for brain storming and problem-solving about the needs of individual students and of the students as a whole. Ms. Darling-Hammond recommended that as we move forward in trying to figure out how to have schools that ensure the success of *all* students, looking at those qualities of the learning experience and the teaching experience is going to be very important.

- Lisa “Tiny” Gray-Garcia, Communications Director, Justice Matters

Ms. Gray-Garcia explained that studies of recognized optimal measures and definitions of educational achievement have traditionally focused on and valued test scores as the single measure of academic success. She suggested that recommendations that have come out of these studies have tended to tell us very little about how to support and enable schools to embrace the strengths of students of color living in poverty and to provide them with a culturally relevant education. One of the things that Justice Matters, in collaboration with Stanford University, has done is to examine “High Schools for Equity,” five high schools in California that serve children of color living in poverty in a way that includes their culture, engages their language and incorporates social justice. Justice Matters recognizes that incorporating these factors, among others, is necessary to give an authentic and academically rigorous education to children of color living in poverty. Subsequently, these high schools have also adopted alternate optimal measures and definitions of educational achievement, which attempt to take into consideration all of the factors that children bring with them into the classroom. Ms. Gray-Garcia concluded by

addressing the significance of public involvement in achieving an optimal education, noting the importance of integrating parents in high schools by giving them a voice and, therefore, a much larger stake in their children's educations.

4. Evaluation of San Francisco Statistics in Connection with Measures Described in the Above Section by Socio-Economic and Demographic Groups

- Ritu Khanna, Executive Director, Research, Planning & Accountability at the SFUSD

Detailing 10 years of graduation rate data the SFUSD was required to collect under a consent decree, Ms. Khanna presented the SFUSD's finding that approximately 60% of students who enter the SFUSD in 9th grade graduate four years later. These data also revealed that the huge achievement gap among SFUSD students is widening. The graduation rates of African American and Latino students are half as high as the graduation rates of Asian and white students. Ms. Khanna stated that the Balanced Scorecard contained in the SFUSD's new Strategic Plan incorporates a number of other measures in addition to graduation rates and will provide a more complete picture of high school performance. These measures include enrollment and performance in AP-Honors classes, SAT scores, rates of completion of California's A-G requirements (which increases a student's chance of admission to the University of California system), California High School Exit Exam scores, and lastly behavioral measures such as attendance, suspension, and drop out rates.

5. Analysis of Federal, State and Local Funding for Education Over Time, Identifying Key Shifts

- Jonathan Kaplan, Policy Analyst, The California Budget Project

Mr. Kaplan addressed how funding for education in California has changed over the past 30 years and how these changes have affected and will affect the SFUSD.

In the mid-1970s, the majority of school revenues were generated by local property taxes. As property values rose, so did property tax revenues, resulting in unequal funding between districts. When the educational funding system was challenged, the California Supreme Court held that the system did, in fact, deny equal educational opportunities to students from low property value districts. As a result, the State constrained property tax revenue to schools in high revenue school districts. Around the same time, the State passed Proposition 13, which slashed property taxes by an average of 60%, adding to the dramatic shift in the source of educational funding from local property taxes to the State. Because the State now provides the vast majority of funding that schools receive, it is not surprising that when the State is in the midst of a budget crisis, that the districts tend to suffer.

Mr. Kaplan explained that another major change that has taken place has to do with the types of moneys that schools receive. Schools receive unrestricted funds for general purposes and restricted funds that are earmarked, known as categorical funds. In the last 30 years, the amount of categorical funds, as a share of school revenues, has significantly increased. This means that schools have less choice about how the dollars they receive are spent; however, it also means that these dollars are targeted at programs and students that may not have otherwise received them, particularly low income students.

Next, Mr. Kaplan pointed to another major shift in State funding, the development of the “revenue limit system” of funding, which also came about in the 1970s. This system provides each district with a specific amount of “revenue limit funds” based on average daily student attendance. Revenue limit funding comes from two sources: local property taxes and State general purpose revenue. The amount of funding a district receives from each source depends on the amount of money the district receives from local property tax revenue. In other words, if a district’s local property tax revenue is less than its set revenue limit, the State makes up the difference. Currently, almost \$6 out of every \$10 that the SFUSD receives comes in the form of revenue limit funds, which are general purpose funds. Because the SFUSD receives a specific amount of revenue limit funding per student, demographic shifts have affected the total amount of funding that the SFUSD receives each year. In the past seven years, total enrollment in SFUSD has declined by over 6%, and not taking charter schools into consideration, it has declined by 8.4%. During that same period of time, the overall population in San Francisco County increased by 2.4%. While enrollment changes are important to note, it is important to recall that the way that SFUSD receives its revenue limit funds is based on attendance, not enrollment. The decline in SFUSD attendance is greater than the decline in SFUSD’s enrollment and averaged 11.4% between 2006-2007. This means that SFUSD is not receiving as much money as it could if students who enrolled in the district attended school. Mr. Kaplan concluded that this is important because the revenue SFUSD receives directly impacts the programs and services it provides its students.

6. Achieving Academic and Social Success for All Students

- Dr. Joseph Marshall, Co-Founder and Executive Director of the Omega Boys Club/Street Soldiers After School Programs

Beginning by explaining that Omega Boys Club works to help at-risk youth achieve academic and social success, Dr. Marshall stated that safety is a huge issue for the young people that the SFUSD serves and that these safety concerns negatively impact students’ ability to learn. From his experience working with youth, he believes there are three types of young people. The first is a young person who is into destructive behavior and needs a change. Then there are young people who do well the entire way through their K-12 experience. The largest group is comprised of young people who initially make good grades, listen to their parents and teachers, but who, at some point, begin to be teased or ostracized for being smart – “acting white” – and who then decide to disengage. Dr. Marshall then likened young people today, because of the conditions existing in their homes and in their neighborhoods, to full balloons. He explained that given all the

stresses on today's youth, it doesn't take much for these "balloons" to burst. Our traditional schools are not equipped to deal effectively with these stress-filled young people. Instead, these young people are sent to the principal's office, to an alternative school and then to multiple schools, until they drop out. Dr. Marshall's experience shows that the secret to achieving academic and social success is to deal with the issues that young people bring to the table and engage them to decompress. He closed by explaining that only when young people have a safe place to release the tension accumulated in their outside lives can they actually focus on and learn academic material.

- Milton Reynolds, Senior Program Associate at Facing History and Ourselves

Acknowledging that there are community and cultural challenges children face in their lives outside of school that contribute to the educational achievement gap, Mr. Reynolds encouraged the Commission to consider that structural factors present in the schools themselves also play a role in the perpetuation of the achievement gap, even for those students with access to resources. Discussing the tenets and history of the eugenics movement, Mr. Reynolds shared his belief that the eugenics movement has shaped many educational policies and procedures still in place today, and that these eugenics-influenced policies contribute to school failure. Mr. Reynolds criticized tracking systems and reliance on standardized testing, stressing the negative impact of the use of imperfect assessment tools.

In light of these observations, Mr. Reynolds recommended: 1) change the nature of current public school curriculums in order to truly engage students and prevent dropouts; and 2) address the teacher skill gap that currently exists in order to bring highly trained, professional educators into schools.

- Deonna Frierson, San Francisco Youth Commissioner

Commissioner Frierson explained the three basic programs available to high school students in the SFUSD:

1. Standard Curriculum with A-G Courses. These courses are prerequisites for eligibility for admission to any college in the University of California or California State University system.
2. School to Career Pathway. Under this program, in ninth grade a student picks their desired career path and all courses until graduation are then tailored to the chosen field. Though this program allows students to gain exposure to a particular career, A-G courses are not necessarily incorporated into this program. Commissioner Frierson recommended that the School to Career Pathway curriculum also incorporate A-G courses in order to provide the most options to participating students.
3. Alternative Schooling. Originally designed for students who were not performing well in standard high schools, alternative schools are structured around smaller student to teacher ratios, more flexible school scheduling, and an increased

number of credits earned. Now these schools mostly serve students who were unable to graduate on time or had difficulty with traditional academic plans or truancy rules.

Presenting a graph detailing the participation rates of SFUSD high school students, Commissioner Frierson highlighted the fact that African American and Latino students had the lowest graduation rates. She also emphasized the fact that many of the students graduating from San Francisco high schools are not eligible for admission to a UC or CSU college due to their lack of completion of A-G courses. Finally, Commissioner Frierson cited changes to San Francisco's educational funding structure that resulted in permanent reductions in the educational funding available to San Francisco schools.

- Dennis Kelly, President of United Educators of San Francisco and Vice President of the California Federation of Teachers

Acknowledging that there are several elements that affect a child's ability to learn, Mr. Kelly chose to discuss three: preparation, perseverance, and poverty.

The school community addresses the "preparation" issue by reaching out to parents, offering assistance in how to best prepare young children for successful education. Since Mayor Newsom has been in office, the City has made great strides in offering universal childhood education, formalizing the opportunities for each child to arrive at kindergarten prepared to learn.

On the perseverance issue, Mr. Kelly discussed the importance of teachers varying their approach to adapt to the needs of each student, persevering with them throughout the entire 13 years of their education. The school district's role in this process is to guarantee the materials and resources necessary to allow instructors to deliver this ongoing education appropriately.

Though poverty is a hindrance to any child's success in school, Mr. Kelly believes that the world of the school can provide a richness of cultural and academic life that could create balance in the lives of even its poorest students. Mr. Kelly stated that the financial underpinnings of San Francisco's public education system are currently in danger. He believes that the mid-year cuts and the proposed budgets currently being discussed may destroy our public education system.

Though the UESF supports the effort behind the SFUSD's Strategic Plan and the Balanced Score Card, it remains skeptical of the Balanced Score Card's business model and the applicability of such a model to education in public schools.

- Mike Theriault, Secretary-Treasurer, San Francisco Building and Trades Council

The San Francisco Building and Trades Council has long advocated for the return of shop classes to the San Francisco public school curriculum. Though shop classes in the past

may have been used to “track” students of a particular gender, class or ethnicity, the Building and Trades Council proposes that a shop class be mandatory for every student in San Francisco’s public schools at some point during their high school education. Mr. Theriault explained his organization’s belief that shop classes afford students opportunities for hands-on learning, engaging students who currently feel dissociated from learning and allowing those who are already engaged to discover new skills and interests. Mr. Theriault then explained through various examples how shop class exercises could be tied to the broader high school curriculum, providing practical learning experience tied to larger, abstract concepts being taught in other courses, thereby highlighting for students the relevance of such concepts and topics to their everyday lives. Mr. Theriault closed his presentation by explaining how the exposure provided by a high school shop class could inspire students to, not only enter the trades, but also to consider architecture, engineering, the sciences and even the arts.

- Sandy Dean, Director of the National Board Resource Center at Stanford University and a Board Member for the Center for the Future of Technology and Learning

Ms. Dean informed that she was present to share the work of the Center for the Future of Teaching and Learning, and specifically, the state-wide data that the Center collected and issued in its December 2007 report. Given that the most important factor in student success aside from family is teacher quality, the Center has looked at three dimensions of teacher quality: distribution of teachers, hiring practices of teachers, and assessment and evaluation of teachers. In its analysis of data, the Center has found that those students experiencing the biggest achievement gap are also experiencing the biggest teaching gap.

1. Distribution of Teachers. In the lowest performing quartile of schools, 10% of teachers are under-prepared as compared to just 2% of teachers in the highest performing quartile of schools; under-prepared teachers are those without proper credentials or teaching out of field. Novice teachers, those with two or less years of experience, are also more highly represented in the lowest quartile of schools, 20% versus 11% in the highest quartile.
2. Teacher Hiring Practices. Low performing schools are more likely to report difficulty in hiring needed teachers; though 94% of high performing schools reported being able to fill teaching vacancies, only 71% of low-performing schools reported the same ability. Ms. Dean also stated that the hiring criteria in these low-performing schools are often less stringent than those of their higher-performing counterparts, with such schools often only requiring the bare minimum qualifications. Additionally, schools that are in greatest need of highly qualified teachers often engage in “late hiring,” the hiring of teachers during the summer when only less qualified candidates remain eligible for teaching employment.
3. Teacher Evaluation System. California’s teacher evaluation system was created in the 1970s and has not been significantly altered since then. One failing of the current system is its focus on compliance rather than on actual teacher quality. By evaluating lesson plans rather than implementation, the

current system does not effectively measure actual teaching ability. In the highest need schools where teachers need constructive evaluations the most, they are the least likely to receive such evaluation given the other demands on principals' time. Though the state does have multiple processes for measuring teacher ability, these evaluations are not well-aligned with programs designed to promote teacher quality across a given teacher's career.

The Center recommends that the SFUSD pay particular attention to how it recruits, evaluates, and ensures the professional development of its teachers in each of its schools.

- Christina Wong, Director of Community Initiatives at Chinese for Affirmative Action

Ms. Wong explained that over the last four decades, Chinese for Affirmative Action (“CAA”) has worked to guarantee that the educational rights of minority students are protected. This is particularly important in the SFUSD where the majority of students are of Asian and Pacific American (“APA”) descent. In recent years specifically, CAA has worked to secure the expansion of the SFUSD’s translation and interpretation units so that parents have better access to information pertaining to their children’s education; they have advocated for better access and programs for English learners; and have worked to make certain that classrooms are diverse learning environments which enable students to understand and interact better with the cultures around them. Ms. Wong stated that as the Strategic Plan is executed, CAA is anxious to see how the Plan will ensure that services and support are provided to English learners and how it will ensure that limited English proficient immigrant parents will have an opportunity to voice their opinions and needs as each school begins to implement its own plan, noting that parents are challenged not only by language barriers but also by access to authentic engagement. She added that this was a particular challenge in the Samoan community, which she says has had a hard time making certain that its students have access to the services and programs that they need to succeed academically. Although CAA has slowly begun to identify and work with the Samoan community, Ms. Wong stated many Samoan students have fallen behind and currently represent the highest drop out rate in the SFUSD. Finally, Ms. Wong observed that within the broad and powerful umbrella of access in equity there is also a clear need for cultural competency and cultural response of pedagogy and that this is a key piece that CAA is hopeful that teachers will begin to be trained on so that they better understand the unique needs of every student.

- Kimberly Wicoff (speaking in place of Dwayne Jones)

Ms. Wicoff explained that Communities of Opportunity examines the partnerships among different City departments in order to change the direction of poverty in our City and, in particular, to change the direction of poverty around public housing developments in the southeast corner of our City. This has included, among others: developing “opportunity centers” in each of the public housing developments; identifying community members who can work with students; linking the achievement gap to the opportunity gap by creating opportunities for graduating students through City Build, the Building Trades,

and colleges and universities; partnering and engaging parents to become involved in the Strategic Plan; and otherwise providing critically needed support for struggling families.

7. Significance of Public Involvement in Achieving Optimal Education for Every Person

- Margaret Brodtkin, Director, Department of Children, Youth and Families

Ms. Brodtkin’s presentation highlighted several aspects of community involvement, which she suggested can help all students in the SFUSD achieve an optimal educational experience. First, she suggested that the SFUSD embrace the Community Schools Movement. She defined a “Community School” as both a place and a set of partnerships between a school and community resources. Besides the Community Schools Movement, Ms. Brodtkin noted that DCYF is also trying to engage community involvement after school is let out. Ms. Brodtkin also stressed the need for the community’s involvement in transitions that students make and in creating pathways for students. Finally, Ms. Brodtkin stressed the importance of public and political will when it comes to support for our schools. She concluded by stating that DCYF implores that any organization that wants to get funded by the City and by DCYF look at the Balanced Score-Card, figure out where they fit in, and then commit to furthering the Strategic Plan and the goals of the SFUSD.

- Milton Chen, Executive Director, the George Lucas Educational Foundation

Though education has largely been viewed as something that only parents of school-aged children and teachers care about, Mr. Chen explained that a new movement to connect the public at large to our schools is emerging as our society realizes “we’re all in this together.” Discussing the true cost of failing to educate our public school students, Mr. Chen pointed to lower wages over the lifetime, lower tax revenues, and higher expenditures on crime and prison. Mr. Chen and his foundation believe that one of the best models for 21st century education is the community-based school. In such a school, community members help to teach and mentor students, assist teachers, and provide experience with the wider world; the focus of the school is to connect the school to the families and communities from which its students come. Community involvement in these schools can come from individuals, businesses, institutions of higher education, foundations and non-profits. Mr. Chen closed by proposing a new public communications campaign conveying the importance of reinventing our schools to the success of our City, our state, and our nation.

8. Recommendations for On-Going Interaction to Support Success

- Carol Kocivar, Vice President for Communications, California PTA

Ms. Kocivar began her presentation by giving a brief overview of the PTA, the largest children's advocacy organization in the country. She pointed out that the California PTA, which started in San Francisco, has over one million members. Ms. Kocivar stressed that parental involvement is the number one factor for a child's educational success and explained that the California PTA has put together national standards for family/school partnerships. According to the California PTA, parental involvement needs to be institutionalized. Ms. Kocivar suggested that this means that the SFUSD should engage all parents methodically in order to: assess what the K-12 State learning standards are; determine whether the SFUSD is meeting those standards; assess how each child is doing in the classroom and in the school; assess how the SFUSD is implementing the standard expectations for children's success; determine whether the school administration is communicating effectively with parents; and determine how parents can advocate effectively.

- Barbara Lee, President of the 2nd District PTA in San Francisco

Ms. Lee stated that parental involvement is paramount to the success of any child. She offered seven steps that parents can take to help their children learn:

- 1) Ask. Ask your children what they studied and learned in class. Asking questions shows them that school is important.
- 2) Quiet study. Choose a room for home study and make sure that the room is kept quiet during home study time.
- 3) Have a regular schedule. Set up a specific time of day that is dedicated to homework. Follow-up with your children and the teacher to be sure the children's homework is complete and turned in on time.
- 4) Learn together. Give yourself an assignment too. When it's time for your children to do homework, read a book, magazine or newspaper.
- 5) Learn everywhere. Increase your children's interest in homework by connecting school to everyday life.
- 6) Meet the teachers. Meet with your children's teachers to find out what your children are learning and to discuss their progress in school.
- 7) Praise. Praise the children for successfully completing their homework. Nothing encourages children more than praise from the parent.

- Rev. Amos Brown, President of the San Francisco NAACP and Senior Pastor of the Third Baptist Church

Reverend Brown began with a quote from Thomas Jefferson who said that, "education is the foundation of our democracy." Reverend Brown observed that, sadly, when Mr. Jefferson uttered those words, Africans and African Americans were not on his mind. Fortunately, however, for nearly 100 years, the NAACP has been on the cutting edge of working for the civil and human rights of all people. He distinguished, however, that at the NAACP they are not naive or not unaware about the fact that the black color remains "woefully tarnished" in the tapestry of our country's democracy. With respect to the evening's discussion on education he stated that it was "the same old thing." He posed

the following questions: how many times have we heard about the lack of parental involvement; about the need for teachers who seriously seek teaching as a calling; about the savage inequalities in schools; about the need for administrators to be sensitive to what it means to include all the members of the staff and all sister schools in the SFUSD working collaboratively to make sure that our youngsters will excel; about the need for after-school programs? He answered his own questions by stating that we have to have the will to admit that we have a problem and the will to do something about the problem. He noted that having the will to do something about the problem consists of realizing that our problem lies in how well we relate to others. He pointed out that there are many administrators, teachers, parents, school board members and City officials who consistently fail to relate to the students who are graduating at lower rates. And those students graduating at lower rates are primarily African Americans and Hispanics. He noted that until we see that every child in the SFUSD is precious, we won't see that when a black or brown child fails, that the whole District has failed. He concluded by posing a test to the HRC to respectfully and lovingly challenge the Mayor's Office, the Board of Supervisors, the Police Department, the faith community and educators to run to the rescue of those students who are falling behind. He ended by quoting a philosopher who said that, "He or she who is behind in the race of life is going to stay behind or had better run faster in order to catch up." Reverend Brown's hope from this hearing is that we will all be challenged to help those students who need it most to run faster and catch up.

III. PUBLIC TESTIMONY

Louis Camacho, Mission Language and Vocational School.

Mr. Camacho explained that Mission Vocational School has been around for about 40 years and has worked closely with DCYF to help minority communities graduate and succeed. In fact, in the past two years alone, they have helped 200 kids graduate from high school. Mr. Camacho reminded the Commissioners of Henry Mintzberg's book, *The Rise and Fall of Strategic Planning*, which simply came and went a few years back and emphasized that he hoped that the Strategic Plan would not end up the same way, simply as a "buzz word." He added that we must also demand accountability from our youth, noting that sometimes we have to take charge to make sure that the classroom gets on with what it's meant to do.

IV. CLOSING REMARKS:

- Hearing Chair Sandy Sohcot

At that point, Hearing Chair Sohcot announced that the public hearing had officially concluded. She thanked the Commissioners, Director and HRC staff for their work on and support of the hearing. She then reiterated that the goal of the hearing was to generate political will and engagement to support what the SFUSD is doing and to bring attention to what every San Francisco citizen can do to ensure not only that every child graduates, but also that every child becomes an active learner his/her whole life, successfully and meaningfully engaged in civic and community life.

- Commissioner Linda Richardson

Commissioner Richardson stated that she hoped that the HRC's hearing would help to broaden the discussion surrounding the disparities in education and that it would help lead to a solution to this "epidemic and serious violation of human rights in San Francisco." She observed, however, that it was mind-boggling that in 2008, that the HRC was *still* talking about disparities in education. She added that several years ago, when the SFUSD was under a consent decree, she remembers that millions of dollars were made available to the SFUSD to help come up with solutions to disparities in education. She recalled that during that time, along with support from parents, the community and the public, she led an investigation that informed Mayor Willie Brown that in the Bayview District students were not going to school because the school buses were getting them to school late. Because students were coming to school late, they missed breakfast at school, and all or part of their first class of the day. She then asked the audience if anyone could tell the HRC whether the SFUSD's transportation arrangements are currently getting students from the Mission, Bayview, Hunters Point and Western Addition to school on time.

Moving on to the issue of parental involvement, Commissioner Richardson stated that many of the children at issue have parents who are either incarcerated or caught up in the judicial system in some other way. She remarked that in the recent election, the City's residents did not pass an initiative to create a community court. She then asked Reverend Brown to garner support for the community court.

One final point Commissioner Richardson touched on was Youth Commissioner Deonna Frierson's presentation which included commentary about pathways to careers including law, the building trades and music. She added that in San Francisco some of the best schools, including the School of the Arts, have pathways to careers. But, Commissioner Richardson asked whether we value our teachers to begin with. She recalled that the School of the Arts' principal, Mr. Don Harris, has dedicated teachers that are working tirelessly with the target population and getting kids into vocational schools and colleges. But, she wondered, whether the SFUSD shouldn't be creating more Schools of the Arts, instead of trying to lower the standards for the existing School of the Arts.

She concluded by stating that she thinks the HRC can help the SFUSD and everyone involved to be able to see what works and what does not work.

- HRC Vice-Chair Michael Sweet

Commissioner Sweet observed that this was a historic hearing during a historic period of time in our country in light of the recent presidential election. Commissioner Sweet stated that he hoped the HRC would accept Reverend Brown's challenge and accomplish something historical and to the core of what the HRC should stand for and will stand for. He thanked Hearing Chair Sohcot for being the driving force behind this hearing.

- HRC Chair Cecilia Chung

Commissioner Chung made the final concluding remarks, stating that the essence of education is curiosity. She added that in order for curiosity to thrive we need to inspire, invigorate and make education interesting to students, parents, communities and the City as a whole. She also stated that the City cannot afford to have students fail any more because a poor education affects not only the students directly but all of us.

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FINDINGS

THE HRC, HAVING CONDUCTED THE PUBLIC HEARING ON NOVEMBER 13, 2008, AND HAVING CONSIDERED THE VERBAL AND WRITTEN TESTIMONY, HEREBY FINDS THAT:

I. TOPIC AREAS:

1. Context for Raising the Issue at the San Francisco Human Rights Commission

1. While the SFUSD has some of the highest test scores in the nation, it also has some of the largest disparities between high scoring and low scoring students of any school district in the country, particularly among African American and Latino students.
2. The student achievement gap is the result of institutional racism, classism and language bias reproduced in the current public school structure.
3. Social dynamics experienced by economically disadvantaged families contribute to the educational achievement gap documented across socioeconomic groups.
4. Mayor Gavin Newsom established the “Partnership for Achievement” between the City of San Francisco and the SFUSD in order to provide necessary support services to all SFUSD students. This initiative is currently focused on universal early childhood education, early college preparedness and battling truancy and dropouts.

2. Education as a Human Rights Issue

5. The United Nations first recognized the right to education as a fundamental human right in its 1948 Universal Declaration of Human Rights.
6. In 2007, state-wide, 31% of Native Americans, 30% of Latinos, 42% of African Americans, 28% of Pacific Islanders, 15% of whites and 10% of Asian Americans dropped out of high school. These drop-out rates are similar to the SFUSD’s drop-out rates in the same year.
7. 94% of San Francisco's homicide victims under the age of 25 are high school dropouts and it is estimated that high school dropouts cost California \$46 billion annually.
8. Bias and harassment of students (including Lesbian Gay Bisexual Transgender and Questioning students and those perceived as LGBTQ), both by other students as well as by a school’s administrators, contribute to the achievement gap.

9. Because education is considered a fundamental right under California's Constitution, our State and its public school system are required to deliver basic equality of educational opportunity to every student.
10. Our State Constitution establishes a uniform free public school system for all students.
11. The California Supreme Court has interpreted California's educational mandate to include three underlying purposes of a public education:
 - An education must adequately prepare students for engaged citizenship;
 - An education must adequately prepare students for entry into the work force and higher education; and
 - An education must adequately prepare students for living in an increasingly diverse society.
12. Each student has a right to be adequately educated so that he or she goes out into the world able to be an engaged citizen, able to competently enter the work force or higher education and with the self-knowledge and the knowledge of others to live cohesively in a diverse world.

3. Recognized Optimal Measures and Clear Definitions of Educational Achievement Reflective of Experiencing One's "Right to Education" and Associated National and State Statistics

13. According to other States' courts, the most complete definition of an "adequate education" includes the following seven factors:
 - Sufficient oral and written communication skills to enable students to function in a complex and rapidly changing civilization;
 - Sufficient knowledge of economic, social and political systems to enable the student to make informed choices;
 - Sufficient understanding of governmental processes to enable the student to understand the issues that affect his or her community, state and nation;
 - Sufficient self-knowledge and knowledge of the students' mental and physical wellness;
 - Sufficient grounding in the arts to enable each student to appreciate his or her cultural or historical heritage;
 - Sufficient training in either academic or vocational fields so as to enable each student to choose and pursue life and work more intelligently; and
 - Sufficient levels of academic or vocational skills to enable public school students to compete favorably with students in other states.
14. In California you can predict the number of prison beds that will be needed in 10 years by looking at the current reading ability of 3rd graders.

15. Five high schools in California (called “High Schools for Equity”) that serve primarily low-income students of color, have seen 80% or more of the students going on to college and/or have had graduation rates above the State average.
16. Traditionally, studies of recognized optimal measures and definitions of educational achievement have focused on and valued test scores as the single measure of academic success.

4. Evaluation of San Francisco Statistics in Connection with Measures Described in the Above Section by Socio-Economic and Demographic Groups

17. Over the last ten years, the SFUSD has documented a 60% graduation rate for students entering the school system in 9th grade.
18. African American and Latino SFUSD students graduate at half the rate of their white and Asian counterparts.

5. Analysis of Federal, State and Local Funding for Education Over Time, Identifying Key Shifts

19. Educational funding in California has changed drastically in the past thirty years in several ways: the State has constrained property tax revenues to schools in high revenue school districts; the State has passed Proposition 13, which shifted the source of educational funding to the State; the amount of categorical funds that schools receive as a share of school revenue has increased; and the State has developed the “revenue limit funding” that is based on enrollment and attendance.
20. In the past seven years, total enrollment in SFUSD has declined by over 6%, and not taking charter schools into consideration, it has declined by 8.4%.
21. In the past seven years, the overall population in San Francisco County increased by 2.4%.
22. The decline in the SFUSD attendance is greater than the decline in the SFUSD’s enrollment and averaged 11.4% between 2006-2007.

6. Achieving Academic and Social Success for All Students

23. Peer pressure to not “act white” by engaging in class or at school is often a force pushing students who would otherwise be active participants in their education to disengage.

24. The external stresses, pressures and worries that students carry with them into their schools can act as distractions and barriers to learning and engagement in the classroom.
25. Structural forces within schools contribute to the educational achievement gap experienced by children of color.
26. Currently, SFUSD offers its students three basic curricula:
 - 1) The Standard Curriculum, incorporating the A-G courses prerequisite for admission to University of California or California State Universities;
 - 2) School to Career Pathway Curriculum; and
 - 3) Alternative School Curriculum
 - Students partaking in the non-standard curricula may be at a disadvantage when A-G courses are not incorporated into their non-traditional curriculum.
27. African American and Latino students have the lowest graduation rates among all SFUSD students.
28. Many SFUSD graduates are not eligible for admission to a University of California or California State University because they have not completed the required A-G courses.
29. Practical learning experiences, such as shop class, can provide unique educational experiences that supplement and reinforce other aspects of the larger high school curriculum.
30. Aside from family forces, the most important factor in student success is teacher quality; those students experiencing the biggest achievement gap are those students experiencing the biggest gap in teaching quality.
 - Less experienced teachers are more highly represented in lower performing schools.
 - Low-performing schools have less stringent hiring criteria and a later hiring time frame, both of which contribute to the hiring of less qualified teachers.
 - Teachers at lowest quartile schools do not receive the same level of feedback and review as teachers at higher performing schools.
31. California's current teacher evaluation system is heavily focused on compliance with approved curriculum, not on teaching practice and quality.
32. The majority of students in the SFUSD are of Asian and Pacific American descent.

7. Significance of Public Involvement in Achieving Optimal Education for Every Person

33. A “Community School” is both a place and a set of partnerships between the school and community resources.
34. Traditionally, communities have viewed education and educational issues as the exclusive concern of teachers and parents of school-aged children. However, there is a growing movement toward recognizing educational issues as a community-wide concern.
35. Failures of the educational system affect all citizens, even those without children, through higher societal costs and decreased collective tax revenue.
36. Schools disconnected from the communities they serve cannot be successful in educating their students.

8. Recommendations for On-Going Interaction to Support Success

37. Parental involvement in a child’s education is the single most important factor that will contribute to a child’s success.
38. The PTA is the largest children’s advocacy organization in the country, and the California PTA has over one million members.
39. The California PTA provides national standards for family/school partnerships.
40. The PTA is a vehicle that can be utilized by the SFUSD to more actively engage parents in their children’s successful educational experiences.

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RECOMMENDATIONS

UPON CONSIDERATION OF THE VERBAL AND WRITTEN TESTIMONY GATHERED DURING THE NOVEMBER 13, 2008 PUBLIC HEARING AND IN RESPONSE TO THE COMMISSION’S FINDINGS, THE HRC HEREBY RECOMMENDS THAT THE CITY OF SAN FRANCISCO IN COLLABORATION WITH THE SFUSD:

I. TOPIC AREAS:

1. Context for Raising the Issue at the San Francisco Human Rights Commission

1. Pursue an integrated approach to serving its public school students, calling upon the resources, programs and services of not only the SFUSD, but also all community organizations and City departments involved in the lives and communities of SFUSD students.
2. Focus on securing access to preschool for all children in order to combat the achievement gap where it begins.
3. Introduce SFUSD students to the college process and introduce college expectations early in their middle school careers in order to build a “college-going” culture.
4. Expand access to social services for families of children at truancy/dropout risk.

2. Education as a Human Rights Issue

5. Recognize the right to education as a universal human right and design City policies and practices accordingly.
6. Ensure that all students in the SFUSD are free from experiencing bias and harassment by other students and school administrators at school.
7. Ensure that the spirit of Horace Mann survives not only throughout the duration of the Strategic Plan’s implementation but for years to come.

3. Recognized Optimal Measures and Clear Definitions of Educational Achievement Reflective of Experiencing One’s “Right to Education” and Associated National and State Statistics

8. Review the Strategic Plan to ensure that it provides all students with the kind and quality of education they deserve. This includes: examining the outcomes we expect of all of our students; examining the kinds of opportunities to learn that we

actually provide to each student and to groups of students; and whether the nature of our education allows students to connect to their futures, to actualize their own potential as human beings, to be prepared for a life that will be satisfying and in which they can really engage all of their talents.

9. Ensure that all children will have learned to read proficiently by 3rd grade.
10. Ensure that high school students learn “stem fields” (science, technology, engineering and math). This includes peaking students’ interest in the subjects and having them understand the significance of what they can gain from learning these subjects and how they can contribute to these fields on the job.
11. Ensure that all high school students will graduate ready for college and/or work, which includes exposing them to: higher order thinking; critical thinking; conducting research; managing projects; managing their own time; thinking independently; and working in teams.
12. In order to serve low-income students of color better, consider incorporating the following concepts into the implementation stage of the SFUSD’s Strategic Plan:
 - Provide students with smaller classrooms (or schools, where possible), organized so that teams of teachers can work with the same group of students over a long period of time;
 - Provide students with advisors who will work with students and their families on a range of personal and academic issues, ultimately ensuring that all of their needs are being met and managed;
 - Ensure that students are taking college prerequisite classes, and that they are involved in career academies, internship programs and project-based learning;
 - Ensure that classes not only take into consideration, but emphasize students’ cultural connections to their global and local communities;
 - Ensure that students have very highly qualified and very well prepared teachers who receive a lot of support:
 - This means monitoring and investing in the hiring process, the professional development process and the mentoring and coaching process;
 - Ensure that there is an emphasis on professional community and collaboration for teachers, including professional development, a significant investment of time for learning and shaping the curriculum together, for brain storming and problem-solving about the needs of individual students and of the students as a whole.
13. Look through a different lens about what education is, what it can be and what it needs to be for students of color living in poverty.

14. Consider adopting alternative optimal measures and definitions of educational achievement, which take into consideration the culture and values that each child brings into the classroom with them.
15. Strive to improve and increase opportunities for parents to have a voice in their children's high school educations.

4. Evaluation of San Francisco Statistics in Connection with Measures Described in the Above Section by Socio-Economic and Demographic Groups

16. Use the Balanced Scorecard's numerous, nuanced measures to:

- 1) More accurately track and monitor the success of each student's performance in the SFUSD; and
- 2) Identify systemic trends and issues within the SFUSD system.

5. Analysis of Federal, State and Local Funding for Education Over Time, Identifying Key Shifts

17. Because of the current budget crisis that California is experiencing and will continue to experience in at least the near term, anticipate and manage major cuts in funding from the State.
18. Provide incentives to students who are enrolled in the SFUSD to attend school.

6. Achieving Academic and Social Success for All Students

19. Provide each student with a sense of safety and shelter from the stresses experienced in their everyday lives, allowing each student to truly focus on learning.
20. Make active efforts to undercut negative peer pressure surrounding academic achievement and classroom engagement.
21. Critically examine the curriculum, teacher-student paradigm, and other structural factors in San Francisco schools in order to identify potentially harmful practices and create new ways to engage all students.
22. Address the teacher-skill gap that currently exists between those teaching at well-funded schools and those teachers serving predominantly disenfranchised communities.
23. Investigate and implement means for incorporating A-G courses in all curricula offered at each SFUSD high school.

24. Investigate the reintroduction and expansion of hands-on, practical learning courses, such as shop class, to the larger SFUSD high school curriculum in order to provide diverse educational experiences geared at engaging a larger number of students in the learning process.
25. Focus on teacher recruitment, evaluation, and professional development processes at each of the SFUSD's schools in order to assure higher quality teaching for all its students.
26. Ensure access to programs, services and support that is available for limited English proficient students and newly arrived immigrants.
27. Ensure that classrooms are diverse learning environments which prepare students to go out into the world having learned about and understand the culture and diversity around them.
28. Include provisions which will ensure that limited English proficient immigrant parents will have an opportunity to voice their opinions and needs at each school site. These provisions should bear in mind the parents' potential language barriers as well as their barriers to access to authentic engagement.
29. Ensure that Samoan students are being identified, in general; identified as English learners, where applicable; and that they have access to services and programs that they need to succeed academically.
30. Ensure that teachers are taught to have and that they maintain cultural competency and cultural response.

7. Significance of Public Involvement in Achieving Optimal Education for Every Person

31. Incorporate the Community Schools Movement into the Strategic Plan. This includes opening up high schools after school, during the evenings and on weekends to the community to allow community partners to offer not only support services to students, but also various enrichment opportunities for students.
32. Involve the community in student transition between grades and between schools and also to adulthood, in general.
33. Create pathways for students from school to internship to meaningful careers.
34. Garner support from parents during elections so that they will vote for individuals who support schools and propositions and proposals that assure funding for schools.

35. Create community-based schools where community members are directly involved in the provision of logistic and practical support to educators and students.
36. Through a community-based school model, ensure that each school within the SFUSD is connected to the families and communities that the school serves by increasing parental and community involvement and partnering with other organizations serving the same communities.
37. Create a new public communications campaign aimed at educating the public about the importance of revitalizing the public school system.

8. Recommendations for On-Going Interaction to Support Success

38. Engage all parents methodically in order to: assess what the K-12 State learning standards are; determine whether the SFUSD is meeting those standards; assess how each child is doing in the classroom and in the school; assess how the SFUSD is implementing the standard expectations for children's success; determine whether the school administration is communicating effectively with parents; and determine how parents can advocate effectively.
39. Teach parents that there are seven steps that they can take to help their children learn. These steps include:
 - 1) Ask your child what they studied and learned in class today;
 - 2) Choose a room for home study and make sure that the room is kept quiet during home study time;
 - 3) Set up a specific time of day that is dedicated to homework. Follow-up with your children and the teacher to be sure that the children's homework is complete and turned in on time;
 - 4) Learn together by giving yourself an assignment (such as reading a book, magazine or newspaper), while your children do their homework;
 - 5) Increase your children's interest in homework by connecting school to everyday life;
 - 6) Meet with your children's teachers to find out what your children are learning and to discuss their progress in school.
 - 7) Praise the children for successfully completing homework. Nothing encourages children more than praise from the parent.
40. Administrators, teachers, parents, school board members and City officials take the initiative to learn how to relate better to those students who are graduating at lower rates.
41. Stop talking about the problems that have existed in the SFUSD for a long time and challenge the Mayor's Office, the Board of Supervisors, the Police Department, the faith community and educators to finally do something to help those students who are falling behind.

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REFERENCES

The following is a list of resources that may be of additional interest to readers:

1. *Beyond the Talk: Taking Action to Educate Every Child Now*, the SFUSD 2008-2012 Strategic Plan, June 2008, see <http://portal.sfusd.edu/data/strategicplan/Strategic%20Plan%20COLOR.pdf>
2. *Democracy at Risk: The Need for a New Federal Policy in Education*, The Forum for Education and Democracy, April 2008, see http://www.mooneyinstitute.org/resources/pdfs/FED_Report_summary2008-04-23.pdf
3. *Grassroots Organizing, Social Movements, and the Right to High-Quality Education*, Jeannie Oaks, John Rogers, Gary Blasi and Martin Lipton, as published in the Stanford Journal of Civil Rights & Civil Liberties, Volume IV, Issue 2, Symposium on Education as a Civil Right, October 2008, see http://www.law.berkeley.edu/files/oakes-rogers-biasi_paper.pdf
4. *High Schools for Equity Policy Brief*, a study by the Redesign Network at Stanford University and Justice Matters, November 2007, see http://www.srnleads.org/press/pdfs/hsfe_policy_brief.pdf
5. *Raising the Grade – How High School Reform Can Save Our Youth and Our Nation*, by Bob Wise, 2008, Jossey-Bass, www.josseybass.com
6. *San Francisco Demographics Report*, prepared by the Issues Committee of the HRC, March 2006, see http://www.sfgov.org/site/sfhumanrights_index.asp
7. *24% of State High Schoolers Likely to Drop Out*, Nanette Asimov, San Francisco Chronicle, July 17, 2008, see <http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2008/07/17/MNS211PQQE.DTL>
8. *Video of San Francisco HRC's Public Hearing to Promote the SFUSD's New Strategic Plan and to Support the Right for All Students in the District to Experience Success*, November 13, 2008, see http://sanfrancisco.granicus.com/ViewPublisher.php?view_id=30

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APPENDICES

SAN FRANCISCO HUMAN RIGHTS COMMISSION PUBLIC HEARING TO:
PROMOTE SFUSD'S NEW STRATEGIC PLAN AND TO SUPPORT
THE RIGHT FOR ALL STUDENTS IN THE DISTRICT TO
EXPERIENCE SUCCESS

Legislative Chambers, Room 250, City Hall

November 13, 2008

4:00 pm – 8:00 pm

A G E N D A

I. CALL TO ORDER

II. INTRODUCTORY REMARKS:

Speakers:

- Human Rights Commission Chair Cecilia Chung
- Human Rights Commission Vice-Chair Michael Sweet
- Hearing Chair Sandy Sohcot

III. TOPIC AREAS:

9. Context for Raising the Issue at the San Francisco Human Rights Commission

Speakers:

- Carlos Garcia, Superintendent, San Francisco Unified School District
- Tony Smith, Deputy Superintendent of Instruction, Innovation and Social Justice at the San Francisco Unified School District
- Mark Sanchez, President of the San Francisco Board of Education and a public school teacher
- Hydra Mendoza, Mayor Gavin Newsom's Education Advisor

10. Education as a Human Rights Issue

Speakers:

- Rita Maran, Lecturer on Human Rights at UC Berkeley
- Diana Tate, Racial Justice Project Director, American Civil Liberties Union of Northern California
- John Affeldt, Managing Attorney, Public Advocates (who will touch upon topic area 3 as well)

11. Recognized Optimal Measures and Clear Definitions of Educational Achievement Reflective of Experiencing One's "Right to Education" and Associated National and State Statistics

Speakers:

- John Affeldt (see above)
- Video presentation of Linda Darling-Hammond, Charles Ducommun Professor of Education and Co-Director of the School Redesign Network (SRN) at Stanford University
- Lisa “Tiny” Gray–Garcia, Communications Director, Justice Matters

12. Evaluation of San Francisco Statistics in Connection with Measures Described in the Above Section by Socio-Economic and Demographic Groups

Speaker:

- Ritu Khanna, Executive Director, Research, Planning & Accountability at the San Francisco Unified School District

13. Analysis of Federal, State and Local Funding for Education Over Time, Identifying Key Shifts

Speaker:

- Jonathan Kaplan, Policy Analyst, The California Budget Project

14. Achieving Academic and Social Success for All Students

Speakers:

- Dr. Joseph Marshall, Co-Founder and Executive Director of the Omega Boys Club/Street Soldiers After School Programs
- Milton Reynolds, Senior Program Associate at Facing History and Ourselves
- Deonna Frierson, San Francisco Youth Commissioner
- Dennis Kelly, President of United Educators of San Francisco and Vice President of the California Federation of Teachers
- Mike Theriault, Secretary-Treasurer, San Francisco Building and Trades Council
- Sandy Dean, Director of the National Board Resource Center at Stanford University and a Board Member for the Center for the Future of Technology and Learning
- Christina Wong, Director of Community Initiatives at Chinese for Affirmative Action
- Dwayne Jones, Director of Communities of Opportunity (who will touch upon topic area 7 as well)

15. Significance of Public Involvement in Achieving Optimal Education for Every Person

Speakers:

- Margaret Brodtkin, Director, Department of Children, Youth and Families

- Milton Chen, Executive Director, the George Lucas Educational Foundation

16. Recommendations for On-going Interaction to Support Success

Speakers:

- Carol Kocivar, Vice President for Communications, California PTA
- Barbara Lee, President of the 2nd District PTA in San Francisco
- Rev. Amos Brown, President of the San Francisco NAACP and Senior Pastor of the Third Baptist Church

III. PUBLIC TESTIMONY

The Human Rights Commission invites and strongly encourages members of the public to share public testimony. This testimony is completely voluntary and may be offered anonymously.

In order to make public comment, please complete and return a yellow “Public Comment” card to an HRC staff member. These cards can be found at the entrance to the Legislative Chambers.

Each member of the public wishing to make public comment will be allotted two minutes of speaking time.

To all members of the audience: please refrain from making distracting noises, clapping, cheering, jeering, etc. during all portions of the event.

IV. CLOSING REMARKS:

- Hearing Chair Sandy Sohcot
- Human Rights Commission Chair Cecilia Chung

V. ADJOURNMENT

OVERALL OBJECTIVES OF THE HEARING AND DETAILS OF TOPIC AREA

THE HUMAN RIGHTS COMMISSION PRESENTS A PUBLIC HEARING TO PROMOTE SFUSD’S NEW STRATEGIC PLAN AND TO SUPPORT THE RIGHT FOR ALL STUDENTS IN THE DISTRICT TO EXPERIENCE SUCCESS, THURSDAY, NOVEMBER 13, 2008, 4:00 – 8:00 P.M.

<p>OVERALL OBJECTIVES:</p> <ol style="list-style-type: none"> 1. PROMOTE PUBLIC AWARENESS THAT EDUCATION IS A HUMAN RIGHTS ISSUE AND THAT EACH PERSON’S ACCESS TO THIS RIGHT AFFECTS EVERY SAN FRANCISCAN, AND THE PUBLIC AT LARGE 2. DISCUSS THE MEASURES/FACTORS THAT REFLECT ACHIEVEMENT OF OPTIMAL EDUCATION 3. IDENTIFY THE ENUMERATED DISPARITIES IN GRADUATION RATES AND PRESENT RECOMMENDED SOLUTIONS OF THE SFUSD, NON-GOVERNMENTAL ORGANIZATIONS AND EDUCATION EXPERTS 4. ENCOURAGE OVERALL COMMUNITY PARTICIPATION IN SUPPORTING THE SCHOOL DISTRICT’S WORK IN ACHIEVING OPTIMAL EDUCATIONAL EXPERIENCES FOR ALL STUDENTS

TOPIC AREA	INVITED SPEAKERS
<p>2. CONTEXT FOR RAISING ISSUE AT THE SF HUMAN RIGHTS COMMISSION</p> <ul style="list-style-type: none"> • 2006 Demographics Report of the SF Human Rights Commission shows that high school graduation rates among African American and Hispanic/Latino populations were significantly lower than among other demographic groups across each District • The California Postsecondary Education Commission, State of California, High School Graduation Report, another source of information regarding high school graduation rates, notes that graduation rates among Pacific Islanders are also significantly lower than other demographic groups. (http://www.cpec.ca.gov/accountability/HSGradReport.asp?Area=RegionE) • Graduation from high school is recognized as major factor in access to economic opportunities and other advancements associated with experiencing one’s full potential as a human being 	<ul style="list-style-type: none"> • Carlos Garcia • Tony Smith • Mark Sanchez • Hydra Mendoza

TOPIC AREA	INVITED SPEAKERS
<p>3. EDUCATION AS A HUMAN RIGHTS ISSUE</p> <ul style="list-style-type: none"> • The Universal Declaration of Human Rights (UDHR), agreed to by all UN member nations on December 10, 1948, outlines the core fundamental rights that every citizen in every country is entitled to <ul style="list-style-type: none"> ▪ Article 26 of the UDHR has 3 clauses that support the opening statement: <i>Everyone has the right to education.</i> • Rationale behind Article 26 as a universal right, i.e. why education is considered a fundamental human right • History of U.S. policies supporting universal access to education and rationale behind the policies, including such areas as: <ul style="list-style-type: none"> ▪ Earliest mandates for public education ▪ Brown v Board of Education ▪ Access to Special Education ▪ Busing in San Francisco ▪ 1983 Report <i>A Nation at Risk</i> • How public education affects not only the human rights/future opportunities of students, but the human rights/quality of living of the public as a whole 	<ul style="list-style-type: none"> • Rita Maran • Diana Tate • John Affeldt
<p>4. RECOGNIZED OPTIMAL MEASURES AND CLEAR DEFINITIONS OF EDUCATIONAL ACHIEVEMENT REFLECTIVE OF EXPERIENCING ONE'S "RIGHT TO EDUCATION" AND ASSOCIATED NATIONAL AND STATE STATISTICS</p> <ul style="list-style-type: none"> • Reading levels at specific grades • Academic achievement in specific subject areas at specific grades • High School graduation rates • Other measures: <ul style="list-style-type: none"> ▪ Entrance to 4-year colleges ▪ Engagement in civic affairs 	<ul style="list-style-type: none"> • John Affeldt • Linda Darling-Hammond • Lisa "Tiny" Gray-Garcia
<p>5. EVALUATION OF SAN FRANCISCO STATISTICS IN CONNECTION WITH MEASURES DESCRIBED IN ABOVE SECTION BY SOCIO-ECONOMIC AND DEMOGRAPHIC GROUPS</p> <ul style="list-style-type: none"> • Include all available ethnic group representations, such as breakdown of groupings within what would otherwise be classified as Asian • Analysis of identified gaps 	<ul style="list-style-type: none"> • Ritu Khanna

TOPIC AREA	INVITED SPEAKERS
<ul style="list-style-type: none"> ▪ Comparison to other states and to other countries 	
<p>6. ANALYSIS OF FEDERAL, STATE AND LOCAL FUNDING FOR EDUCATION OVER TIME, IDENTIFYING KEY SHIFTS</p> <ul style="list-style-type: none"> • How funds are allocated to different schools • How changes in funding have affected subjects taught, such as the arts, Shop, Home Economics • Impact on funding due to privatization, including Charter Schools, vouchers, home schools, and private sources of funding, such as Booster Clubs 	<ul style="list-style-type: none"> • Jonathan Kaplan
<p>7. ACHIEVING ACADEMIC AND SOCIAL SUCCESS FOR ALL STUDENTS</p> <ul style="list-style-type: none"> • Factors supporting closure of gaps and overall achievement <ul style="list-style-type: none"> ▪ Students' self-perception <ul style="list-style-type: none"> (1) Stereotyped expectations, such as aptitude for math and science ▪ Testing ▪ High School Exit Exam ▪ Availability of after-school programs ▪ Curriculum ▪ Teacher preparation ▪ Qualified Teachers in all classes ▪ School environment • SFUSD strategies to address gaps <ul style="list-style-type: none"> ▪ Analysis of strategies 	<ul style="list-style-type: none"> • Dr. Joseph Marshall • Milton Reynolds • Deonna Frierson • Dennis Kelly • Mike Theriault • Sandy Dean • Christina Wong • Dwayne Jones
<p>8. SIGNIFICANCE OF PUBLIC INVOLVEMENT IN ACHIEVING OPTIMAL EDUCATION FOR EVERY PERSON</p> <ul style="list-style-type: none"> • Why this issue affects all San Franciscans and the greater community • What is needed from the community to support successful implementation of SFUSD strategies 	<ul style="list-style-type: none"> • Dwayne Jones • Margaret Brodtkin • Milton Chen
<p>9. RECOMMENDATIONS FOR ON-GOING INTERACTION TO SUPPORT SUCCESS</p> <ul style="list-style-type: none"> • How to help parents better understand school performance and navigate the school selection process 	<ul style="list-style-type: none"> • Carol Kocivar • Barbara Lee • Rev. Amos Brown

TOPIC AREA	INVITED SPEAKERS
<ul style="list-style-type: none">• How to help schools get the word out about their qualities and successes	

ADDED COMMENTARY:

After attending the public hearing, HRC staff member Emil A. De Guzman, submitted the following memorandum to the Issues Committee.

As a member of the HRC staff, I attended the November 13 public hearing at City Hall. I was very inspired by the testimony that came from the diverse groups and experts present that afternoon. The depth, scope, precision and richness of the presentations were remarkably penetrating and profoundly insightful. Among the most impressive statements was from District Superintendent Carlos Garcia and his staff. I heard their new goals and I applaud their direction to upgrade the schools. What was the most sobering comment was the critique of the past sub-standard curriculums where kids fell behind. The district's admission of failure was not a surprise and spoke to our children robbed of their education, and society paying for it when they go to jail, or can't find adequate employment, or the opportunity to enroll in higher education. I felt as if this understanding alone provided a good start for this administration to advance forward.

One area not addressed was economic literacy. There is no such subject in the district wide curriculum. If education is to stand for one thing alone, it is to prepare a young student to survive in the world. And with it the understanding of value or money, its use in society and global economy. Money is the lifeblood of our world. It can decide where you live, the kind of medical care you can receive, your education, whether you can eat everyday. On both a macro and micro level, economics defines whether people or nations are advanced or poor.

If attention could be provided to children at all grade levels so that economics is taught just as math and science are taught, it could spur the students to make the critical choices for themselves as they grow older. One lesson for them is to look around them at everything and point out the cost and its value and how to pay for it. A student can take a critical examination of their clothes, their lunch, their transportation fare, their books and can help make the connection between money and cost of a service or a commodity in just one day and total it up. As they get older and they read the daily newspaper or watch television, they can understand how social and political problems are associated with economics. When they reach adulthood, they would have a greater foundation to know as taxpayers where their tax dollars go and make better choices as consumers in a global world. From space travel, to war, the global gas emissions to the sidewalks, law enforcement and prisons, an education in economics gives students a fighting chance to think for themselves in a complicated and changing world.

I recommend as one outcome of the November 13, 2008 Public Hearing: Promote SFUSD's New Strategic Plan and to Support the Right for All Students in the District to Experience Success that Economic Literacy be addressed and that the District take a critical examination as to how to include from K-12 Economic Literacy in the new curriculum.

Today, the United States is the greatest debtor nation. The injustice from that fact alone will place future American generations at risk to shoulder the national debt presently at \$14 trillion. It's important that young people be told the truth and not live blindly to understand the full consequences of such a debt: higher taxes, a higher cost of quality of life, higher social security premiums, higher costs for a university education, and higher energy costs. If responsible saving and consumerism can be learned, maybe the pendulum will swing the other direction to implement responsible growth to save the vast majority faced with this bleak future and save the planet.