

Resource Alignment Initiative Community Sessions

Location

- Mission High School, 3750 18th St, San Francisco, CA 94114

Date and Time

- April 3, 2024, 6:00 PM to 7:30 PM

Themes

School Experience

- Emphasis on good teachers, individualized services, small classes, and bilingual programs to ensure that students receive a high-quality education.
- Bilingual programs ensure that students have access to education in their mother tongue.
- Equitable access to resources and opportunities for all students, particularly those from vulnerable and immigrant communities, as well as avoiding disproportionate impacts on students of color.
- Support for maintaining a variety of scholarly options and the right for families to choose their children's schools.
- Schools that cater to the needs of special needs students, including concerns about the impact of school closures on these programs.
- Ensuring teachers can support their students effectively with good training, preparation, workload, and salary.
- Strong academic support, tutoring, and after-school activities to improve student performance.
- Welcoming and safe environments that involve and support the community.
- Small class sizes with smaller ratios of students to teachers.

Ideal Outcomes

- Adequate availability of tutors for students who need extra help.
- School district recognizing successful schools as models and maintaining balance in educational quality across schools.
- Schools with strong cultural environments that promote diversity and inclusivity.



- Equity in education, ensuring that all students have access to quality education regardless of their background or location.
- More meetings and engagement opportunities at schools to facilitate community involvement and input.
- Support for providing sufficient quality and time for teaching bilingual programs effectively.

Concerns

- Strong opposition to school closures and a desire for the district to focus on improving student education quality instead.
- Concerns that the root of the budget problems are not being addressed and that central office budget should be cut before school closures.
- A desire for clearer communication about the impact of cuts from the top of the Central Office and concerns about the perceived top-heavy nature of resource allocation.
- Concerns about budget allocation, with a focus on ensuring that resources are used effectively and student-focused rather than being focused solely on budget cuts or other priorities.
- Concerns about the adequacy of time allocated for listening to the community, especially for non-English-speaking families, and a desire for a more thorough incorporation of community needs into achieving equity.
- Concerns about equity for communities of color and vulnerable students, including access to quality education and support for students with home insecurity.
- Emphasis on ensuring academic excellence, quality education, and effective resource use to provide the best education possible for all students.
- Concerns about effects on smaller classes that accommodate different learning paces and provide a more intimate learning environment.
- Concerns about how special needs students will be supported, especially after school closures.
- A desire for more respect and involvement from teachers
- Concerns about community input in decision-making processes.
- Opposition to the elimination of language pathways and advocacy for educational programs in students' mother tongues.

Missing Criteria

- Number of teachers, counselors, and students to ensure adequate support for all students.
- Transportation considerations for families
- Class sizes
- Impact on teachers



- Advocacy for student and teacher input in decision-making processes, especially regarding school closures, and a desire for solutions tailored to the specific problems of each grade.

The following are the written comments that were used to create the key themes above

| Mis preguntas | Mis sugerencias | Mis agradecimientos |
|---|---|--|
| Lo mas importante es que mi hijo es que sea mas agradecido entodo a sus maestros y demas personal | Mi criterio es que sea muy estudioso que sus notas sean altas y que sea Recibido en cualquier escuela | que hayan mas maestros en las escuelas |
| que los maestros expliquen bien las tareas en clases asi los alumnos entiendan mas | Mi criterio es estudiar al Portafolio para el Impasto de las escuelas | |

| Mis preguntas | Mis sugerencias | Mis agradecimientos |
|---------------|---|---------------------|
| | gastar mas en Educacion en entrenamiento para maestro para que se entrena como tratar a Alumnos con necesidades especiales. Invertir mas dinero para los maestros mal pagados. | |

Translations

Questions

- Are my children being taught to be thankful and respectful to their teachers?
- Are teachers explaining homework thoroughly to their students?

Suggestions

- My criteria is that students study and get good grades in all schools.
- My criteria is that the new school portfolio helps schools.

Acknowledgments

- For there to be more teachers in our schools.

Translations

Suggestions

- Put more money into education and training teachers to help kids with special needs
- We need more money to pay our teachers



| Mis preguntas | Mis sugerencias | Mis agradecimientos |
|--|--|---------------------|
| <p>¿Tendremos 2-3 maestros?</p> <p>¿Tendremos más aulas de niños especiales?</p> <p>¿Tendremos mejor comida para alumno?</p> <p>¿Tendremos bus para llegar a las escuelas abiertas?</p> <p>¿Tendremos más deportes?</p> <p>¿Tendremos apoyos de uniformes?</p> | <p>Queremos 2-3 maestros por aula</p> <p>• ocupamos más apoyo UNIC.</p> <p>• Más maestros por aula.</p> <p>• Darse en el plato del buen comer para el desayuno y alimentación de los niños.</p> <p>• Más apoyo a las familias dependiendo a la evaluación de cada niño en las materias.</p> <p>• Más transportes</p> | |

| Mis preguntas | Mis sugerencias | Mis agradecimientos |
|--|--|---------------------|
| <p>¿Tendremos más programas de deportes?</p> <p>¿Tendremos más aulas de niños especiales?</p> <p>¿Tendremos bus para llegar a la escuela abiertas?</p> <p>No</p> | <p>más apoyo ILAC</p> <p>Queremos 2-3 maestros por aula</p> <p>Más apoyos a la familias dependiendo a la evaluación de cada niño en las materias</p> <p>Más transporte</p> | |

Translations Questions

- Will we have 2-3 teachers?
- Will we have more classrooms for special needs students?
- Will we have better food for the alumni?
- Will we have buses for open schools?
- Will we have more sports?
- Will we have uniforms?

Suggestions

- We want 2-3 teachers per classroom.
- We need more support.
- Give the kids quality food for their breakfast.
- More support for families with students who are evolving along with their material.
- More ways of transportation

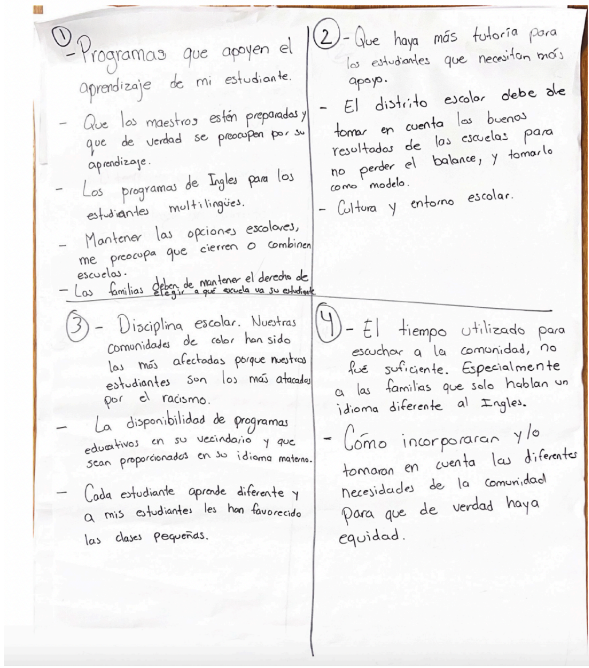
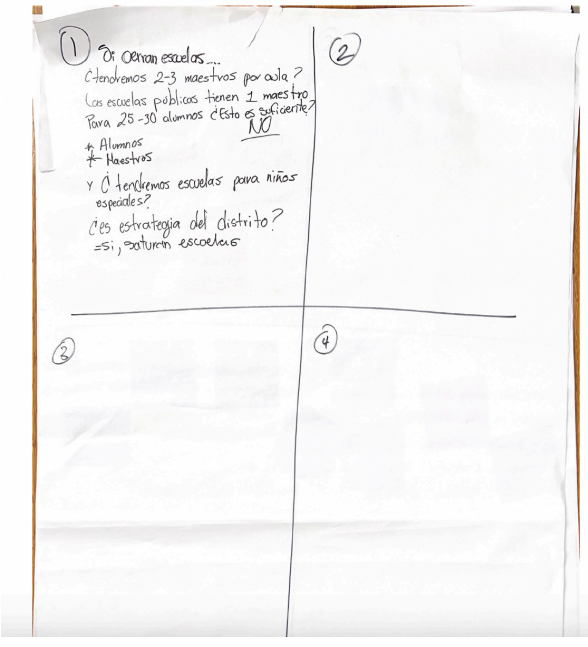
Translations Questions

- Will we have more school sports?
- Will have more special needs classrooms?
- Will there be buses for open schools?

Suggestions

- We want 2-3 teachers per classroom.
- More support for families with students who are evolving along with their material.
- More ways of transportation.

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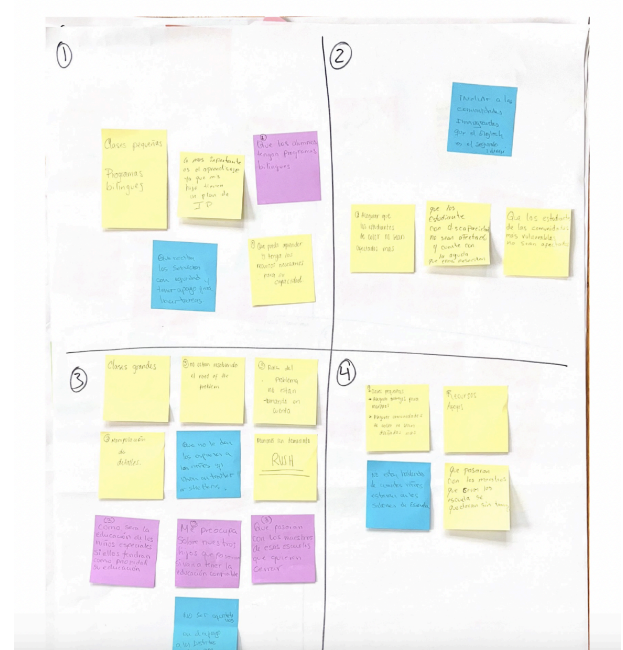
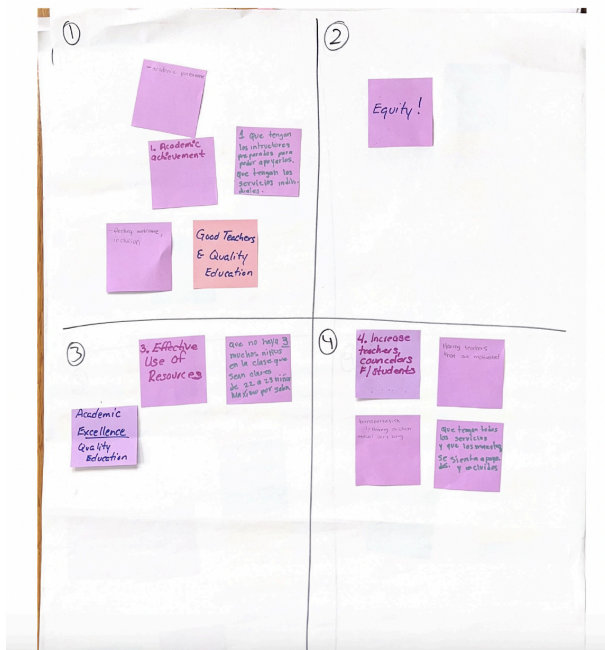
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|  <p>① - Programas que apoyen el aprendizaje de mi estudiante.</p> <ul style="list-style-type: none"> - Que los maestros estén preparados y que de verdad se preocupen por su aprendizaje. - Los programas de Inglés para los estudiantes multilingües. - Mantener las opciones escolares, me preocupa que cierren o combinen escuelas. - Las familias deben de mantener el derecho de elegir a que escuela va su estudiante. <p>② - Que haya más tutoría para los estudiantes que necesitan más apoyo.</p> <ul style="list-style-type: none"> - El distrito escolar debe de tomar en cuenta los buenos resultados de las escuelas para no perder el balance, y tomarlo como modelo. - Cultura y entorno escolar. <p>③ - Disciplina escolar. Nuestras comunidades de color han sido las más afectadas porque nuestros estudiantes son los más atacados por el racismo.</p> <ul style="list-style-type: none"> - La disponibilidad de programas educativos en su vecindario y que sean proporcionados en su idioma materno. - Cada estudiante aprende diferente y a mis estudiantes les han favorecido las clases pequeñas. <p>④ - El tiempo utilizado para escuchar a la comunidad, no fue suficiente. Especialmente a las familias que solo hablan un idioma diferente al Inglés.</p> <ul style="list-style-type: none"> - Cómo incorporaran y/o tomaron en cuenta las diferentes necesidades de la comunidad para que de verdad haya equidad. |  <p>① - ¿Se cierran escuelas...?</p> <p>¿Tenemos 2-3 maestros por aula?</p> <p>Las escuelas públicas tienen 1 maestro para 25-30 alumnos ¿esto es suficiente?</p> <p><u>NO</u></p> <p>¿Alumnos?</p> <p>¿Maestros?</p> <p>¿Tenemos escuelas para niños especiales?</p> <p>¿Es estrategia del distrito?</p> <p>= Si, por turnos escuelas</p> <p>②</p> <p>③</p> <p>④</p> |
| <p>Translations</p> <p>School Experience</p> <ul style="list-style-type: none"> • Programs that support the learning of my students. • The teachers should be prepared and that they actually care about learning. • English programs for multilingual students. • Maintaining scholarly options is paramount. I'm worried that the District will close or combine schools. • Families should maintain the right to send their children to a certain school. <p>Ideal Outcomes</p> <ul style="list-style-type: none"> • There should be plenty of tutors for students who need extra help. • The school district should keep in mind the good results of schools to not lose balance and use as a model for what a school should aspire to be. • A school with strong cultural environments. | <p>Translations</p> <p>School Experience</p> <ul style="list-style-type: none"> • If schools close, will we have 2-3 teachers per classroom? • 1 teacher per 25-30 students is insufficient. |

Concerns

- Scholarly discipline is important for communities of color because of past racial biases that affect students currently.
- Having educational programs available in your neighborhood that are provided in your mother tongue.
- Every student learns at a different pace and having smaller classes lends to helping them in a more intimate environment.

Missing Criteria

- Time partitioned for listening to the community is not enough. Especially for families that only speak one language separate from English.
- How will different necessities in the community be incorporated into achieving real equity?



Translations
School Experience



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- Small classes and language programs.
- The most important is the learning that my children have.
- Services are received equitably and have support in completing their homework.
- For alums to have a bilingual program.
- For them to be able to learn and have all the resources needed to reach their capacity.

Ideal Outcomes

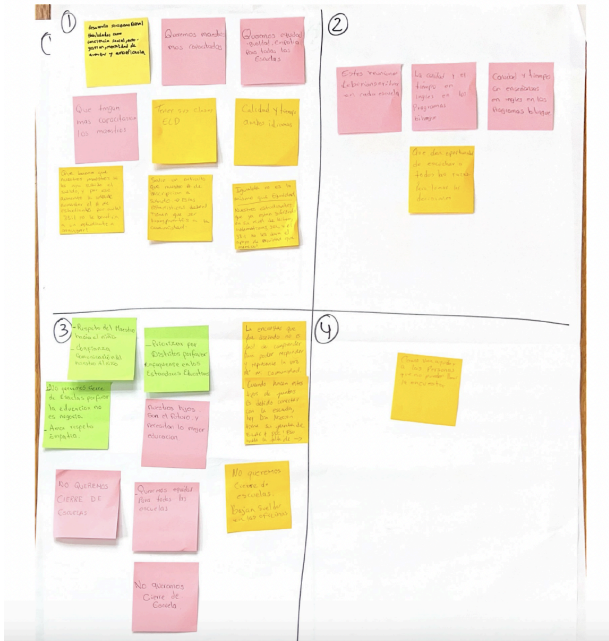
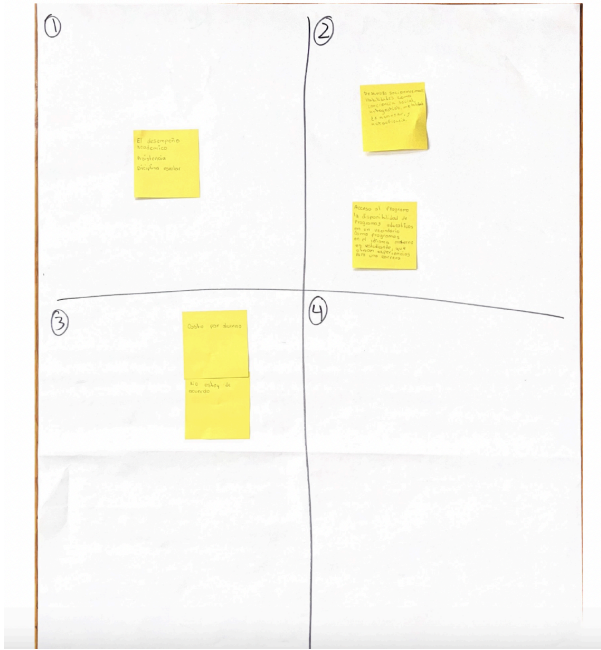
- Giving clear availability to educational programs in a neighborhood in the mother tongue of the student.
- We need to make sure we have schools located all over San Francisco.
- Schools that don't do well academically should not be turned away because it's the District's fault they aren't successful.

Concerns

- Large classrooms.
- That you are not resolving the root of the problem.
- Manipulation of details.
- Not considering the problem.
- You are not helping the students who have home insecurity.
- These meetings are being rushed.
- How will we support our special needs students?
- I'm worried about the quality of education my child will receive.
- What will happen to the teachers after schools are closed?
- Where is the equity in all this and how can we support the most vulnerable of the City?

Missing Criteria

- Supporting resources.

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|--|---|
| | <ul style="list-style-type: none"> • Smaller classes, ensure jobs for teachers and ensure that communities of color aren't impacted the most. • No one is talking about how many students each classroom will have • What will happen to the teachers after schools close. |
|  |  |
| <p>Translations School Experience</p> <ul style="list-style-type: none"> • To include immigrant communities that don't speak English. • Making sure that students of color aren't affected the most. • To support students who are disproportionately affected by their communities. • The teachers should be able to have more capacity. • Increasing class size will increase the stress on teachers who often buy their | <p>Translations School Experience</p> <ul style="list-style-type: none"> • Academic performance and scholarly discipline. <p>Ideal Outcomes</p> <ul style="list-style-type: none"> • Giving clear availability to educational programs in a neighborhood in the mother tongue of the student. • Schools that don't do well academically should not be turned away because it's the Districts' fault they aren't successful. <p>Concerns</p> <ul style="list-style-type: none"> • What is the cost per kid? • I don't agree. |



materials for their classroom because you guys don't increase their salaries.

- We want equity for all schools.
- Quality and time for both languages.
- Academic performance, assistance, and scholarly discipline.

Ideal Outcomes

- These meetings should be happening at every school.
- The quality and time to teach students the bilingual program effectively.
- For there to be a floor for all races to speak their minds.
- Increase social consciousness.

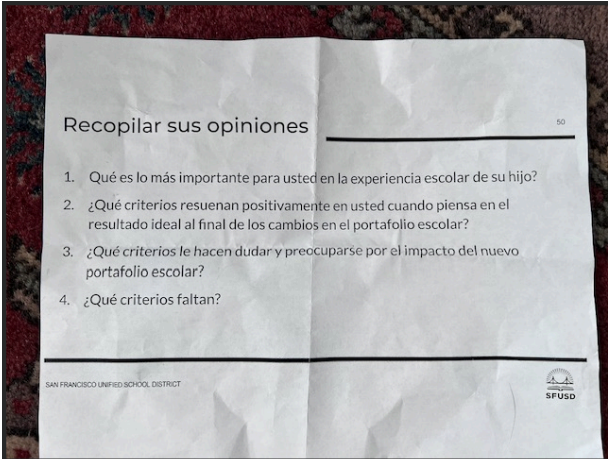
Concerns

- Teacher's respect for the children.
- School closures are not what we want! Education is not a negotiation.
- We want equity for all schools in the District.
- We don't want school closure! Cut the Central Office's budget first.
- I don't agree.
- Schools in low-income communities will suffer the most.
- Effective use seems focused on budget allocation instead of being student-focused.
- "Excellence" and "Effective" concerns me when equity wasn't at the forefront of these ideas.
- Eliminating language pathways.
- Academic performance.

Missing Criteria

- How will you help people who can't call the school?



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|---|--|
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| <p>Translations</p> <ul style="list-style-type: none">• What is the most important for yourself when it comes to your child's scholarly experience?• What positive criteria grab your attention when you think of the ideal final result for the school portfolio?• What criteria make you worried about the impact of the new school portfolio? | |