



Resource Alignment Initiative Community Sessions

Location

- Burton High School, 400 Mansell St, San Francisco, CA CA

Date and Time

- April 4, 2024, 6:00 PM to 7:30 PM

Themes

School Experience

- There is a strong emphasis on providing equitable education and creating a safe and welcoming environment for all students. Addressing issues such as racism, bullying, and ensuring access to resources and support.
- Schools should offer a well-rounded education with innovative curriculum, academic challenge, and opportunities for academic choice and college admissions.
- Prioritizing student safety, both physically and emotionally, through anti-bullying, clean facilities, nutritious food, and mental health.
- Building strong partnerships between families, schools, and the community is essential for student success.
- Importance of small schools in meeting the needs of underserved students and providing a supportive environment where students feel seen, heard, and valued.
- Ensuring a favorable staff-to-student ratio, consistent staffing, and a culture where teachers are respected, cared for, and supported in their roles.
- Moving beyond superficial approaches to equity and addressing systemic issues such as equal distribution of resources, school mergers, and advocating for policies that genuinely benefit all students, especially those most in need.
- Creating an atmosphere where students feel excited about learning, enjoy coming to school regularly, and have access to fun activities and opportunities beyond academics.

Ideal Outcomes

- Prioritizing excellence in education, including ensuring that students meet grade level expectations in core subjects like reading and writing, and providing adaptive and culturally responsive curriculum.



- Emphasizing partnerships between elementary, middle, and high schools for smooth transitions (warm handoffs), as well as synchronizing after-school programs with the school day.
- Fostering a sense of service, involvement in community, and civic engagement at all levels of education, empowering students to be active participants in their own education and communities.
- Addressing historical inequities, ensuring school access for all students, and advocating for equity measures.
- Incorporating socio-emotional learning into the curriculum, fostering a positive school culture and climate, and providing support that is adaptive and responsive to students' cultural backgrounds and emotional needs.
- Recognizing the importance of community-based organizations (CBOs) as part of the school ecosystem, and promoting collaboration between schools and external partners to enhance student support and enrichment opportunities.

Concerns

- There's a strong emphasis on ensuring equity, which involves addressing issues such as school closures disproportionately affecting marginalized communities and the importance of maintaining excellence in education.
- Concerns about decision-making processes and transparency, with calls for more involvement of impacted parents and communities, especially in Black and Brown communities, in decision-making and more clarity on how decisions are made.
- Questions about how school funding is allocated, including concerns about California school funding being tied to attendance, and calls for investing in underfunded schools before considering closures.
- Concerns about the impact of school closures on communities, including the displacement of students and the negative effects on surrounding neighborhoods, as well as questions about how students will be relocated.
- Critiques of the criteria used for school closures, including questions about the relevance of factors like school discipline and attendance, and suggestions for alternative criteria that focus on academic success, student well-being, and community engagement.
- Calls for considering the needs of marginalized students and families in decision-making processes and involving more student input in surveys and discussions about school closures.
- Concerns about the lack of bilingual education options and the impact of closures on diverse communities, particularly Black and Brown communities.
- Advocacy for protecting small schools and ensuring that they are not negatively impacted by new school models or criteria for closure.
- Recognition of the importance of school culture, discipline, and a sense of belonging for students' academic success and well-being.



- Criticism of the criteria used for closures as too broad or unclear, with calls for more specific and meaningful criteria that reflect the needs of students and communities.

Missing Criteria

- Concerns about ensuring equitable distribution of resources across different areas, focusing on historically underserved communities, and avoiding concentration of resources in one area while neglecting others.
- Emphasis on engaging communities, including students, through focus groups, site visits, and meaningful dialogue to understand their needs and perspectives on school closures and mergers.
- Advocacy for language accessibility and consideration of the cultural backgrounds and needs of students and families, as well as recognition of the impact of institutional biases on decision-making processes.
- Concerns about the impact of school closures on communities, particularly those historically marginalized or facing gentrification, and the need to prioritize the well-being of residents over policies that may contribute to displacement.
- Prioritizing the needs and voices of students in decision-making processes, ensuring that their educational experiences and sense of belonging are central considerations.
- Addressing the impact of closures on staff, including teachers and principals, and ensuring that their needs and preferences are taken into account during decision-making processes.
- Emphasis on maintaining high-quality education and ensuring student safety, as well as considering factors such as sense of community and belonging in school environments.
- Calls for more transparency in decision-making processes, including clear criteria for closures and mergers, and accountability to communities impacted by these decisions.

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



→ warm handovers

①	②
③	④

③

- In order to make a good decision we need to know the decision we are making.
- What is an ideal class size?
- CA Schools should not be tied to attendance
- Equity is not about having the same for everyone.
- Equity is about having what you need to succeed.

④

- Class size
- Attendance
- Cost per pupil
- Academic achievement
- Equity
- Attendance
- Cost per pupil
- Academic achievement
- Equity

→ warm handovers

①	②
③	④

①

- Academic excitement intellectual curiosity
- Excuse
- Attendance + number of students if they can't find their place!!!
- Cost per pupil based on # of students enrolled
- Effective use of resources
- If it is equitable then we should get it for everyone
- We need to get the most out of our money and not just give it out and not worry about it.

②

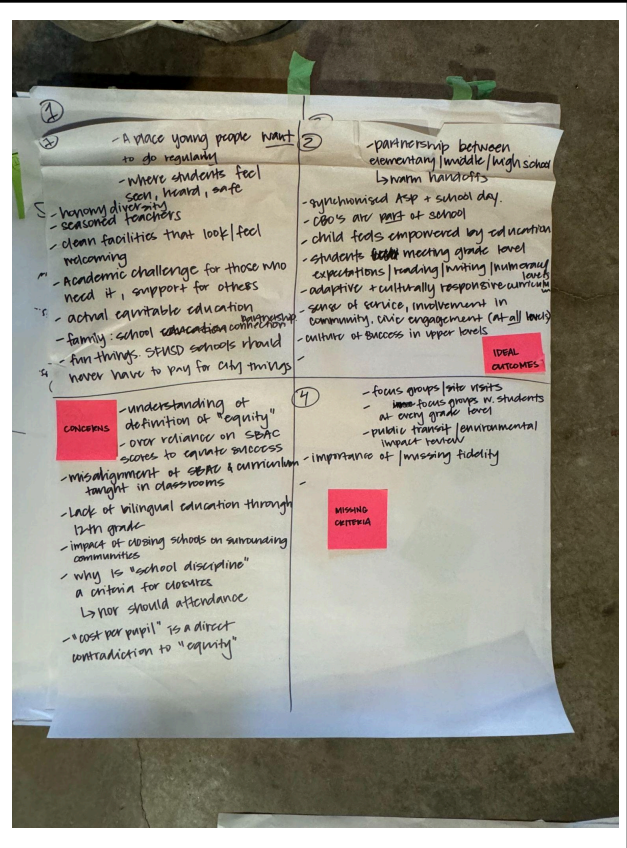
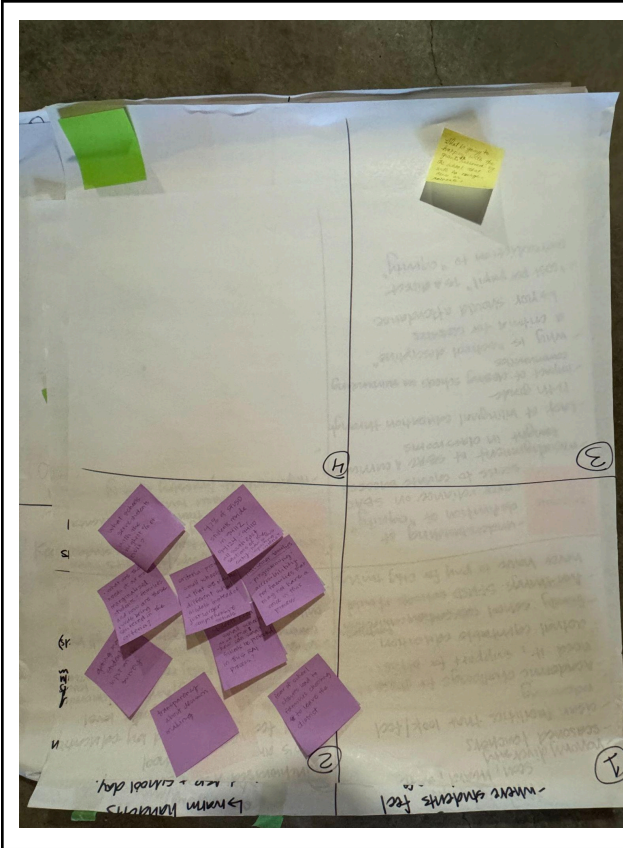
- Safe and secure environment for all students, faculty and staff
- Attendance
- Cost per pupil based on # of students enrolled
- Academic achievement
- Equity
- Attendance
- Cost per pupil
- Academic achievement
- Equity

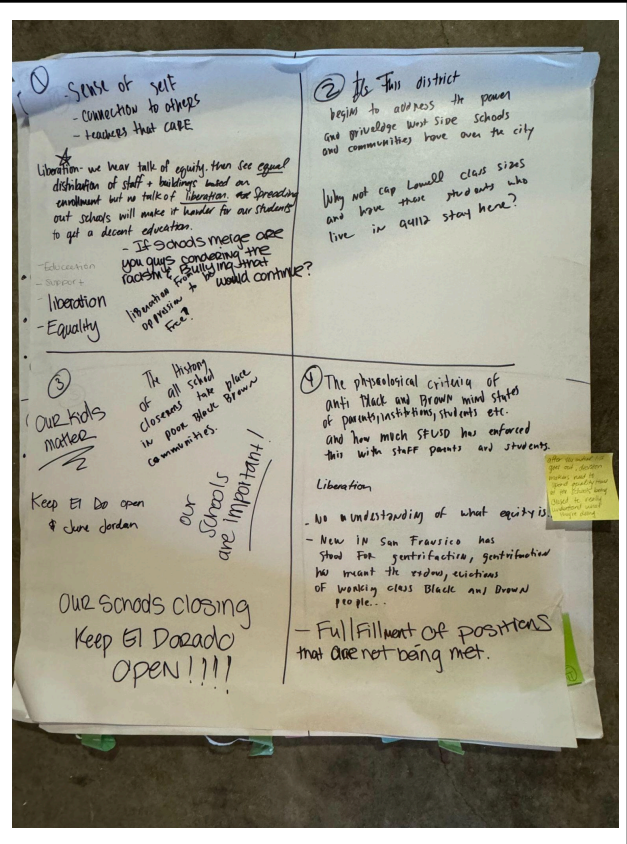
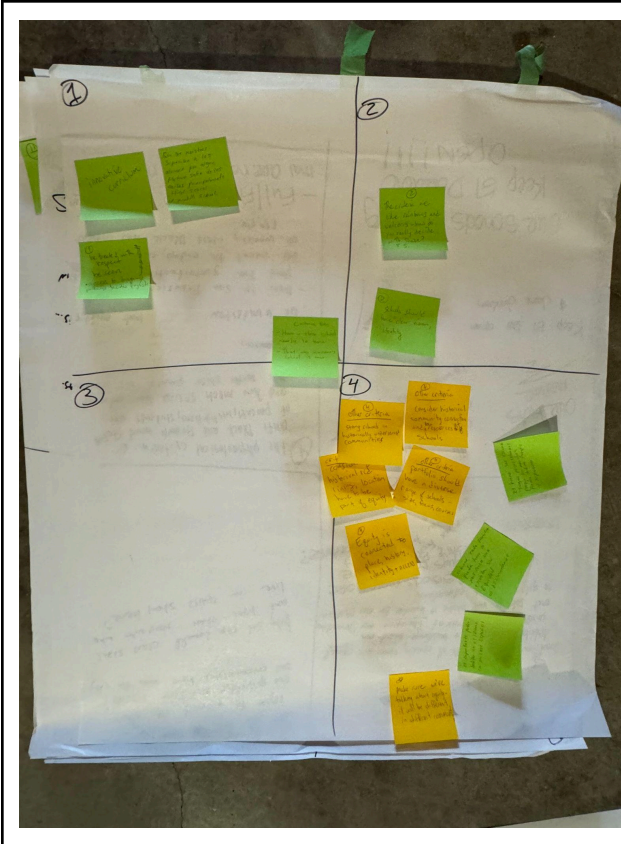
③

- Attendance
- Cost per pupil
- Academic achievement
- Equity
- Attendance
- Cost per pupil
- Academic achievement
- Equity

④

- Attendance
- Cost per pupil
- Academic achievement
- Equity
- Attendance
- Cost per pupil
- Academic achievement
- Equity





① Sense of self
- connection to others
- teachers that care

Liberation- we hear talk of equity than see equal distribution of staff & buildings based on commitment but we talk of liberation. we spreading out schools will make it harder for our students to get a decent education.

- If schools merge are you guys considering the racialist faculty members? Innovation for or would continue?
- Education
- Support
- liberation
- Equality
Innovation for or would continue?

② The Fall district
begin to address the power and privilege west side schools and communities have over the city

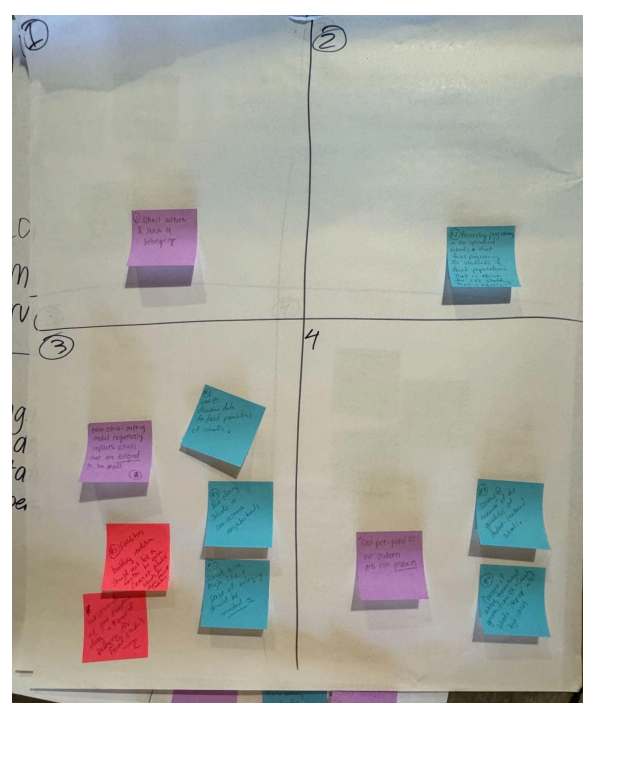
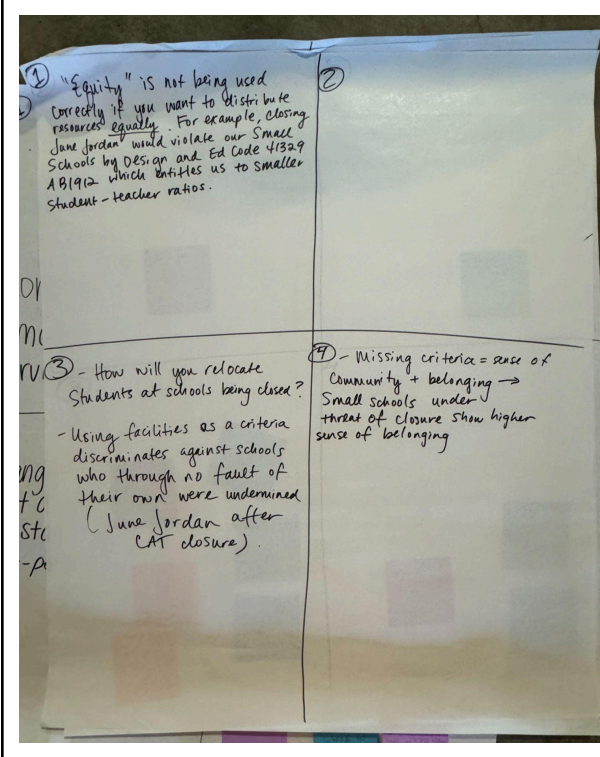
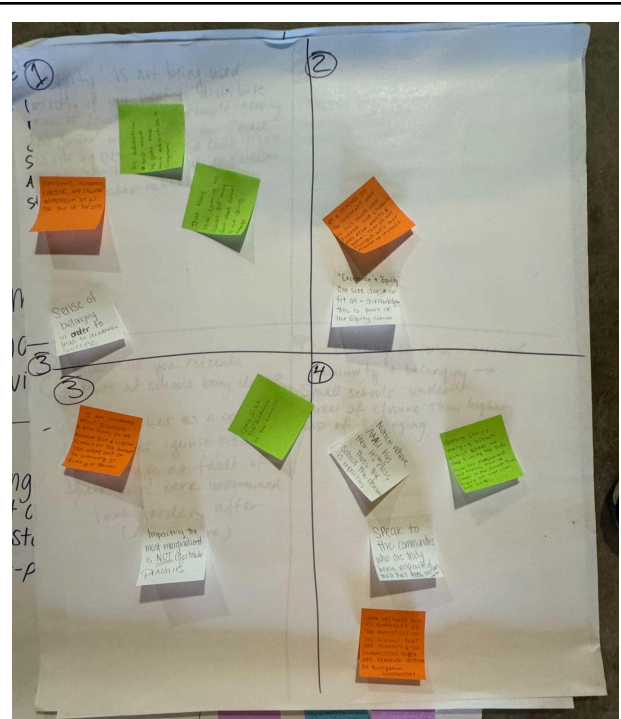
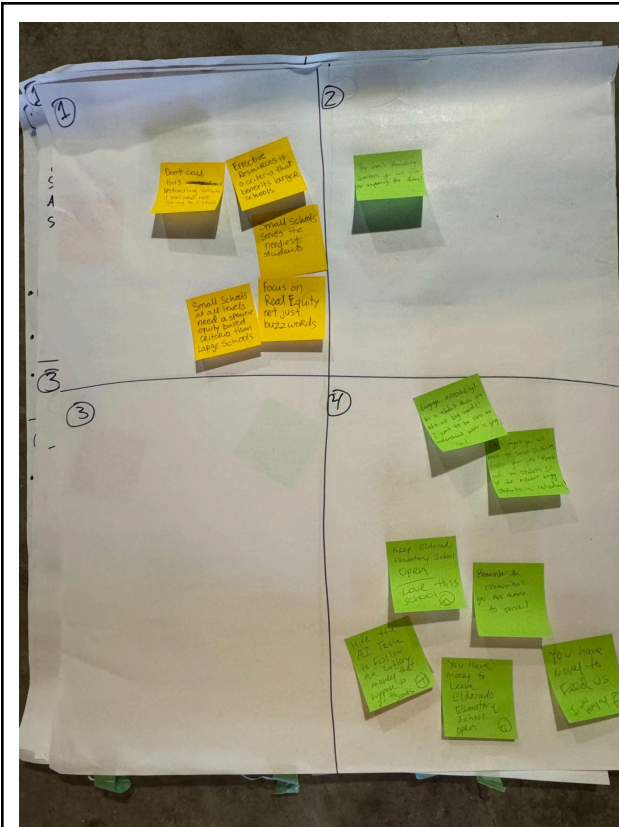
Why not cap Lowell class sizes and have those students who live in quiet stay here?

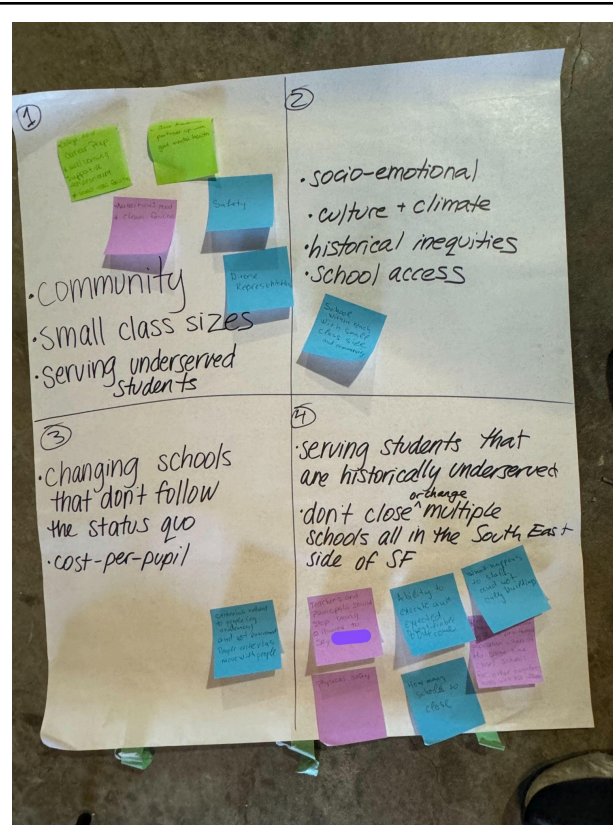
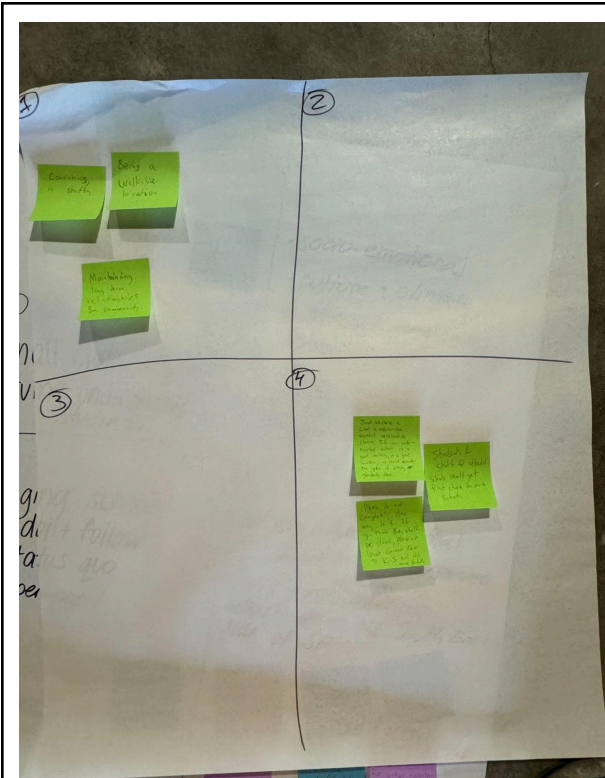
③ Our kids matter
The history of all schools take place in poor Black Brown communities.
Keep El Do open & June Jordan
our schools are important!

Our schools closing
Keep El Dorado open!!!!

④ The philosophical criteria of anti Black and Brown mind states of parents/institutions, students etc. and how much SFUSD has enforced this with staff parents and students.

Liberation
- No understanding of what equity is.
- New in San Francisco has school for gentrification, gentrification has meant the erasure, erasure of working class Black and Brown people.
- Full fillment of positions that are not being met.





Note: Profanity redacted