Title

Educational Opportunity in San Francisco's Mission Neighborhood: Assessing Critical Conditions for Children and Youth in Mission Promise Neighborhood Schools

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Educational Opportunity in San Francisco's Mission Neighborhood:

Assessing Critical Conditions for Children and Youth in Mission Promise Neighborhood Schools

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Introduction

Promise Neighborhoods is a United States Department of Education program begun in 2010 by President Obama to improve educational outcomes and community supports from "cradle to career" for children and youth in disadvantaged neighborhoods. Established under the legislative authority of the Fund for the Improvement of Education Program (FIE), *Promise Neighborhoods* is premised on a vision that children who have access to high quality coordinated health, social, community, and educational supports will navigate school successfully and transition to college and a career. The program awards one-year grants to eligible entities to support the development of an implementation plan of solutions shown to improve results for targeted children and youth. At the end of the planning period, an implementation proposal is prepared and submitted and, if awarded, provides continuous funding for three to five years to realize the proposed set of comprehensive community initiatives and strategies.

In 2011, the Mission neighborhood of San Francisco was awarded a one-year planning grant to establish the Mission Promise Neighborhood (MPN) partnership. The goal of the collaborative was to develop a proposal of solutions that met the criteria for *Promise Neighborhoods* and introduce innovative strategies for improving the outcomes of children in the Mission. The Center for Latino Policy Research (CLPR) at the University of California, Berkeley served as MPN's university partner, responsible for completing a comprehensive needs assessment and segmentation analysis of the Mission neighborhood and the MPN target school population. This report represents the core findings of this investigation, which was included as part of the implementation proposal submitted in July 2012 to the U.S. Department of Education for consideration of funding.

To complete this report, CLPR's research team analyzed over 20 data sources, including census data, aggregate and individual-level data from the San Francisco Unified School District (SFUSD), program participant data from MPN community partners, and a classroom administered survey in May 2012 at each of the MPN target schools. Data was carefully selected by CLPR, in consultation with scholarly and community experts, to compile the most accurate and comprehensive information available to date that addresses the 12 *Promise Neighborhood* indicators. These include kindergarten readiness, enrollment in early learning programs, access to a medical home, academic proficiency, attendance rate for grades 6-9, high school graduation rate, college readiness, physical fitness and health, safety, student mobility, presence of a caring adult, and access to internet and other computing devices.

The results of CLPR's analysis, described in detail in this report, were used to develop indices of need across a five-phase "cradle to career" continuum, segmenting students by low, moderate and high need at each critical transition from kindergarten readiness to preparation for college and career. Throughout the process of gathering and analyzing data, the goal was to portray information at the lowest level of geography possible, which meant either the 13 census tracts that comprise the Mission neighborhood, the four MPN target schools, or the 94110 zip code, which closely aligns with Mission neighborhood boundaries. CLPR also gathered comparative data to

assess Mission student performance across the 12 *Promise Neighborhood* indicators versus larger geographic areas or population sectors.

This report is divided into three main sections: 1) Executive Summary, 2) the Mission Neighborhood and MPN Schools, and 3) the MPN Needs Assessment. The executive summary provides a snapshot of key findings across the 12 *Promise Neighborhood* indicators and an overall assessment of the Mission and MPN target schools. The portrait of the Mission provides a demographic analysis of the neighborhood and MPN target schools, exploring how children and families fare across different socioeconomic variables and other measures of well-being. Finally, the MPN Needs Assessment provides a detailed analysis of MPN performance across the 12 *Promise Neighborhood* indicators, with a description of data sources used and why the indicator matters.

The changing demographics San Francisco's Mission Neighborhood has created two drastically different communities. One is primarily young, single, white and relatively affluent, and the other is Latino, immigrant, organized primarily in family units with children, and struggling to make ends meet in a high-cost, and increasingly expensive, area to live. In fact, among families with children under poverty, almost 70% are Latino and Latino households in the neighborhood make about half the median income of their white counterparts. This reality makes the Mission a bifurcated neighborhood, requiring a deeper analysis to understand need and explore how the daily struggles of Mission families potentially impact the life and educational outcomes of their children.

Using the 12 U.S. Department of Education (DOE) *Promise Neighborhood* indicators as a guide, findings indicate that students in MPN target schools, which demographically reflect children in the neighborhood with the greatest need, are poorly prepared to start school, lack access to a medical home at alarming rates during early elementary school years, perform at critically low levels academically regardless of their grade in school, and fail to obtain the tools necessary to succeed in college and beyond. They also suffer from higher obesity rates than other children in San Francisco Unified and report a disturbingly low sense of safety, particularly during middle school years.

Yet, the Mission is also a place of amazing promise, with a strong arts and cultural community, a range of organizations and services committed to making change, and a large number of families with young children that carry the promise of the Mission's future given the right opportunities to invest in their lives today.

Key Findings

The needs assessment and segmentation analysis revealed four core findings:

1. The population of highest need in the Mission, across indicators, are Latinos. When data was segmented across numerous social categories for assessing outcomes related to the well-being and academic success of children and youth, Latinos as a group unanimously surfaced as the most vulnerable inhabitants of the Mission.

2. The socio-economic struggles of low-income families with children in the Mission, the majority of whom are Latino, are exacerbated by San Francisco's high cost of living. Three-fourths of families in the Mission rent because home ownership is out of reach. According to the Center for Housing Policy, owning a home in San Francisco that costs $550,00 would require a medium income of $155,044. The average price of a home in the Mission, based on the most recent estimates, is $745,053. Latino households, on average, make just under $44,000, making it clear that homeownership is unattainable for this community. Renting in the neighborhood is also costly. Rent for a two-bedroom apartment in San Francisco averages $1905/month, requiring a medium income of $76,200. As a result,

Latino and low-income children in the Mission live in overcrowded homes. This has the potential to negatively impact their well-being and educational success.

3. Students attending MPN target schools perform poorly academically across the board from first to twelfth grade, but this performance worsens as they progress through school. MPN students lose ground as they advance so that by the time they reach the 12th grade, the vast majority is completely unprepared to go onto to college and attain employment that will provide a living wage. Approximately 63% of MPN high school students are high need, failing to meet even the most basic proficiency levels on standardized tests, and roughly 90% are considered unprepared for college level math and English.

4. While poor academic performance is a sobering reality for most MPN students, the poorest performing students are those entering school – *kindergarteners*. The overwhelming majority of MPN kindergartners – 95% - are not considered kindergarten ready. This is surprising considering the large proportion of Mission children who attend preschool or similar early education programs, the result of a San Francisco initiative to provide preschool to all children citywide. This suggests that it is not enough to simply provide early learning opportunities; it is also necessary to make sure those opportunities are of high quality and can achieve intended outcomes. Children entering school already behind are less likely to successfully progress through their academic careers.

Signs of Concern Across 12 Indicators

Age Appropriate Functioning for Kindergarten Readiness

- ✓ 95% of MPN kindergarteners are critically behind by the time they enter school, and not one child is considered fully prepared and "school-ready."

Enrollment in Early Learning Programs

- ✓ A significant portion of preschool-aged children in the Mission are enrolled in preschool, approximately 90%. Latino children enroll to a lesser extent that white children. Despite high enrolment in these programs, children are entering school unprepared.

Medical Home

- ✓ About a third of MPN students do not have a medical home. First and second graders are the least likely to have access.

Academic Proficiency

- ✓ Over 50% of MPN students at each grade level are performing below proficiency in both English and Math. Middle schoolers perform the worst and proficiency for all students in Math declines as they progress in school.

Attendance Rate, Grades 6 – 9

- ✓ Chronic absenteeism is at its highest in high school, making a notable increase as MPN students transition from middle school into the ninth grade.

High School Graduation Rate

- ✓ 71% of MPN students graduate from high school, compared to 82% of students in San Francisco Unified.

College Readiness

- ✓ MPN students are critically underprepared for college. Only 7% are considered ready for college-level English courses and 16% for college-level Math.

Daily Physical Activity & Diet of Fruits and Vegetables

- ✓ Only 22% of MPN students are considered within a healthy range for their age and height compared to 60% of SFUSD students.

Safety at School and Traveling to and from School

- ✓ Nearly 50% of MPN student report feeling unsafe at school and 25% traveling to and from school. Middle school students feel particularly vulnerable when it comes to safety.

Student Mobility

- ✓ Overall student mobility is low for MPN students, but higher rates are evident in middle school compared to other school levels.

Family Support & Encouragement

- ✓ Only about half of MPN students report having a caring adult, whether at school or home, and more than a third have never had a guardian or parent talk to them about college.

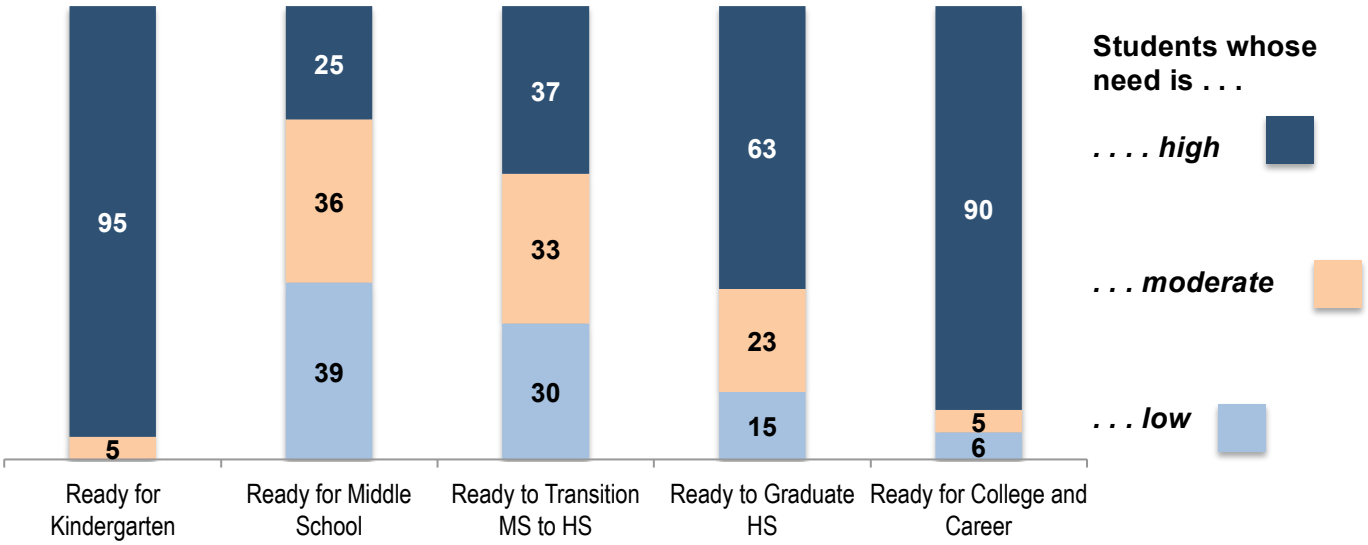
Access to Internet & Computing Device at Home and School

- ✓ Overall, 77% of MPN students have access to the Internet at home, but figures reported by grade reveal that elementary school children have less access than middle or high school students.

Student Readiness Across the Continuum

For each transition, the graphic below shows the percentage of student who are low-need or ready to advance to the next phase compared to those with moderate or high need that require additional supports and interventions in order to advance successfully. High need students are particularly in danger of not advancing at all.

MPN students displayed the highest need at the beginning of the continuum, with 95% of kindergarteners in this category. This means that the overwhelmingly majority of MPN students start at a disadvantage and lose ground at each step. By high school, only 15% are ready to graduate and only 6% are ready for college and career.


95
5
25
36
39
37
33
30
63
23
15
90
5
6
Ready for Kindergarten
Ready for Middle School
Ready to Transition MS to HS
Ready to Graduate HS
Ready for College and Career
Students whose need is . . .
. . . . high
. . . moderate
. . . low

Mission Neighborhood

The Mission Neighborhood is located east of Central San Francisco, an area historically developed and subdivided for working class immigrants, primarily German, Irish, and Italian, in the mid-to-late 1800's. In recent history, "the Mission," as the area is commonly referred to today, witnessed an influx of Mexican immigrants between 1940-1960, and later, Central American immigrants during the 1980s and 1990s. These waves have made the Mission a predominantly Latino community. In the last two decades, the dot-com boom changed the demographic landscape of the Mission and the cost to live within it. The gentrification that has since ensued has shifted where low-income residents reside, pushing low-to-middle income Latino families to areas where rent and housing prices are more affordable. As a result, concentrated pockets of poverty have surfaced within the Mission neighborhood that are predominantly Latino and house the largest proportion of children under the age of 18 living in the area.

Neighborhood Context

The Mission is surrounded by the neighborhoods of Potrero Hill, Bernal Heights, Castro, Western Addition, and the Tenderloin. The Mission is primarily bordered by the 101 Freeway to the North and East, Cesar Chavez Street to the South, and Dolores Street to the West. For the purpose of providing a demographic portrait of the Mission with data relevant to the MPN Initiative, the following analysis is focused on the thirteen census tracts[1] that comprise the neighborhood. The census tract provides the lowest level of geographic analysis possible to best assess the demographic categories of interest and effectively target interventions within the Mission.

The Mission Promise Neighborhood

1.865 square miles	57,298	3,465	7,190
Mission Area	Total Number of People	Family Households with Children	Number of Children 17 or Younger

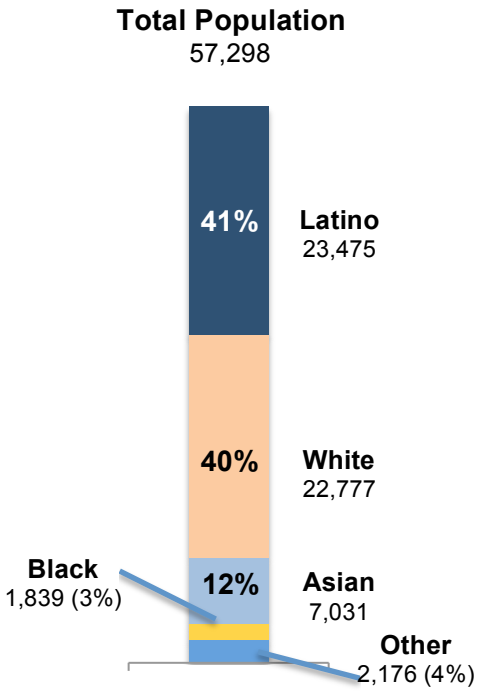
Source: 2010 Decennial Census

Race

The majority of individuals residing in the neighborhood are either Latino or white. Latinos slightly outnumber whites at 41%, compared to 40% for white residents. Compared to San Francisco, where Latinos comprise only 15% of the entire population, the Mission is home to a significant Latino community. There is also a sizeable foreign-born population in the Mission – 40% of its population.

Although Latinos and whites inhabit the neighborhood at roughly the same rate, further analysis shows that these two groups differ drastically along variables most critical for assessing need as part of the MPN. To demonstrate this, the density of Latino family households is used as the backdrop for layering and analyzing core demographic information. The emerging patterns, highlighted below, stress the need to target Latino families in the Mission as part of the MPN.

[1] The Mission Neighborhood is comprised of the following census tracts (2010 census tract designation): 177, 201, 202, 207, 208, 209, 210, 228.01, 228.02, 228.03, 229.01, 229.02, 229.03



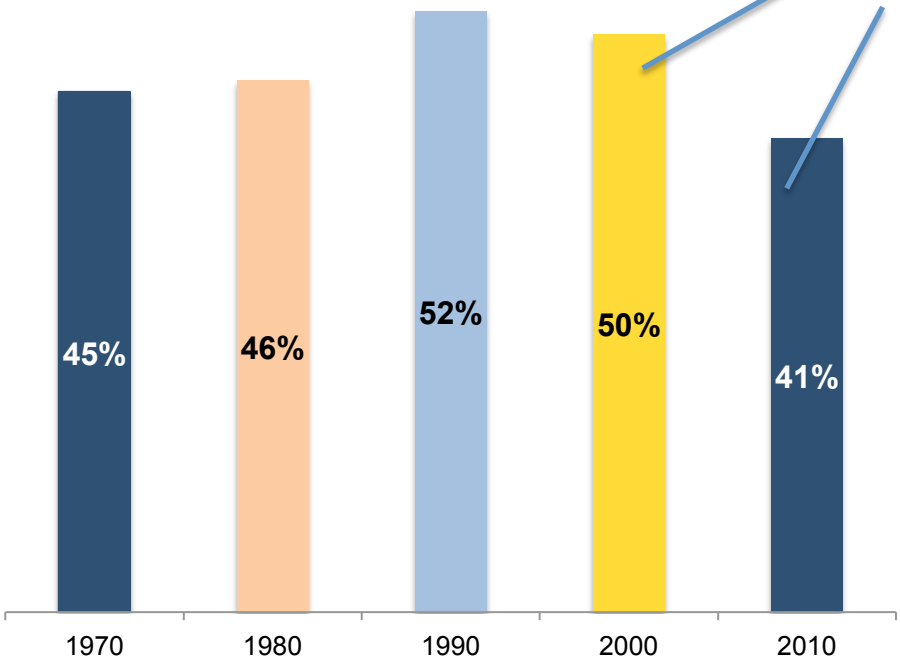
Source: 2010 Decennial Data

40%
of ***Mission*** Residents are Foreign-born

34%
of ***San Francisco*** Residents are Foreign-born

Source: ACS 5-year estimates, 2006-2010

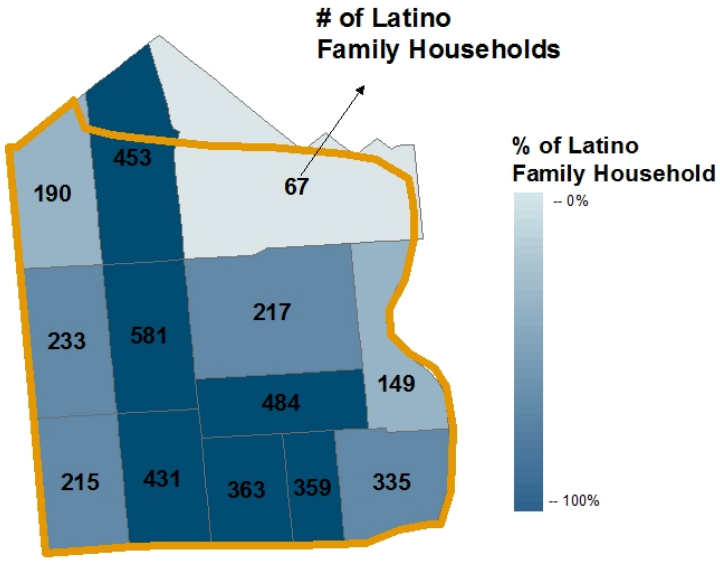
Latinos in the Mission



Latinos in the Mission experienced a significant drop in just one decade.

Although Latinos have historically comprised a substantial portion of individuals residing within the Mission, recently this reality has begun to change. From 1990 to 2010, their numbers have notably dropped from 52% to 41%. This change signals a possible displacement of Latinos as they struggle to meet the escalating cost of living in the neighborhood.

Source: 1970-2010 Decennial Data



Source: ACS 5-year estimates, 2006-2010

41%

of ***Mission*** Residents are Latino

15%

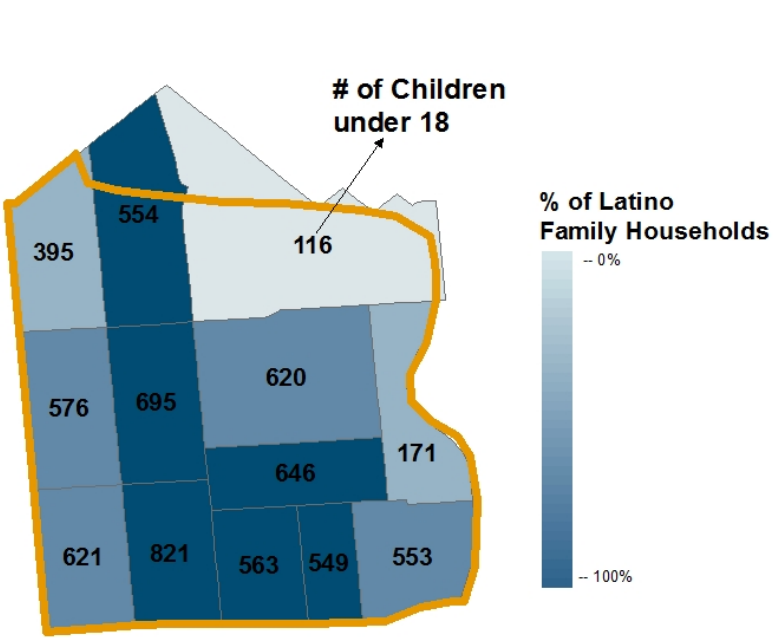
of ***San Francisco*** Residents are Latino

Source: 2010 Decennial Data

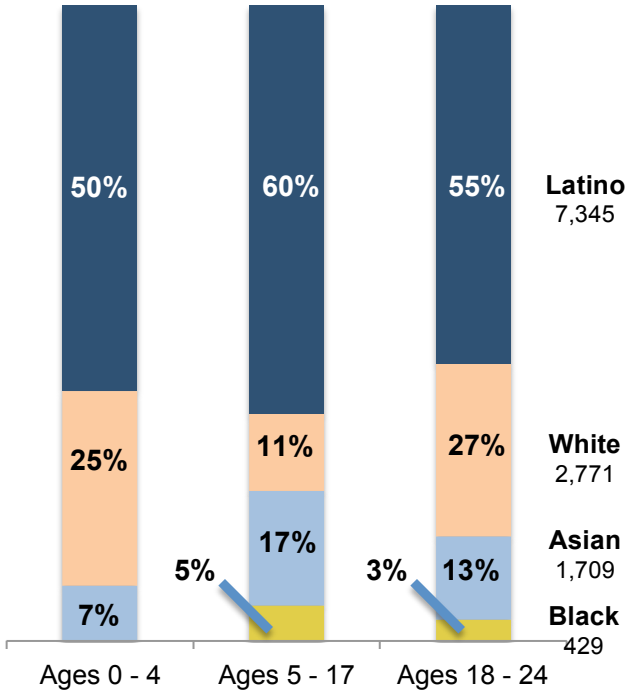
The largest concentration of Latino family households in the Mission is located within its central core and spreads out just north of Cesar Chavez Street. This same area also contains the highest population density in the neighborhood, suggesting that many of these households may be living in relatively smaller or more crowded homes compared to residents in other areas in the Mission.

Children

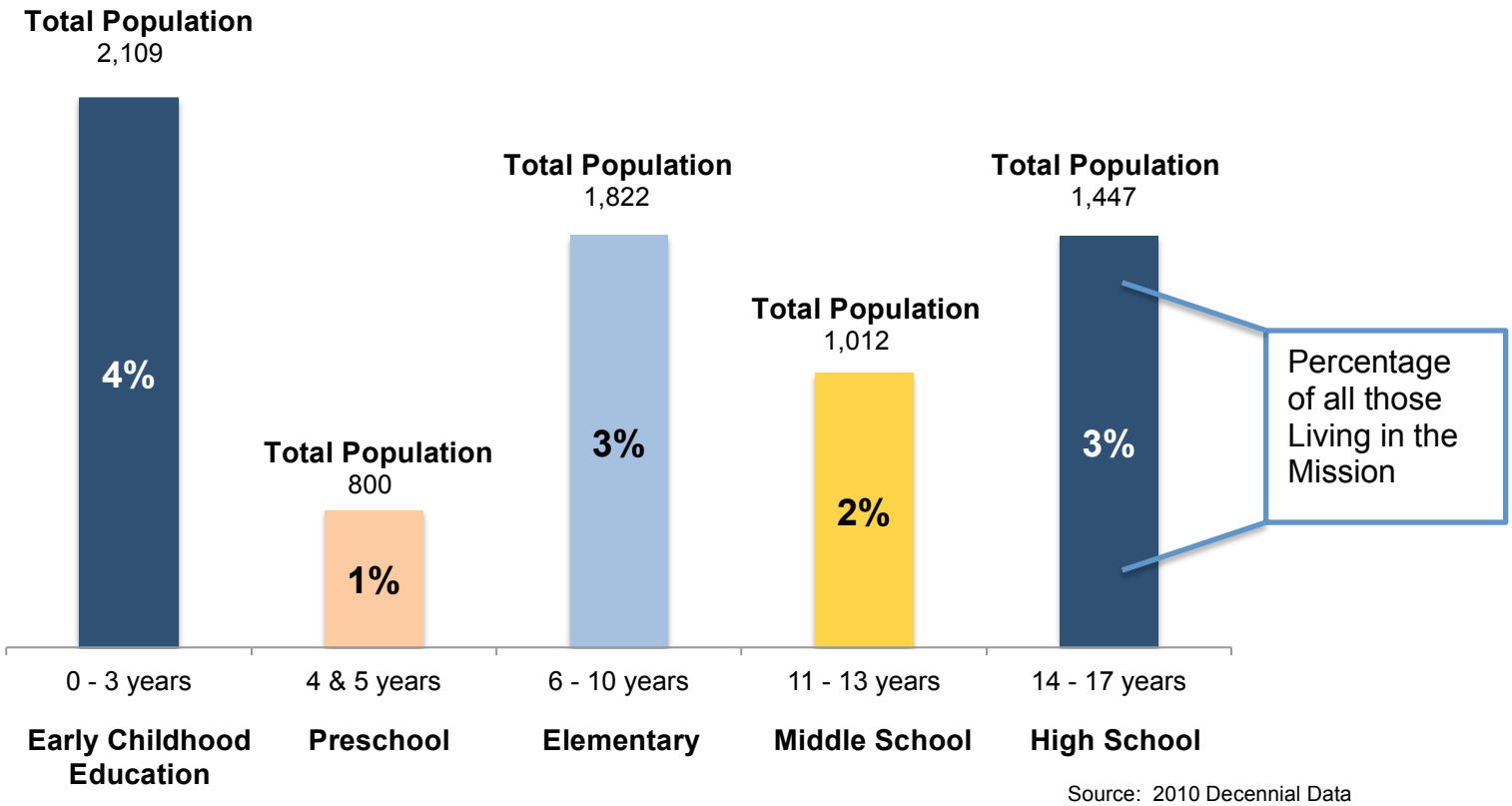
The Mission has a higher concentration of children ages 0-17 residing within its Latino-heavy census tracts. Five census tracts, in particular, contain half of all children in the neighborhood, suggesting that a large proportion of Latino family households are likely to have more than one child under the age of 18. It is also important to note that regardless of the age, Latinos comprise the majority of children ages 0-17 and young adults, ages 18-24, in the Mission.



Source: ACS 5-year estimates, 2006-2010

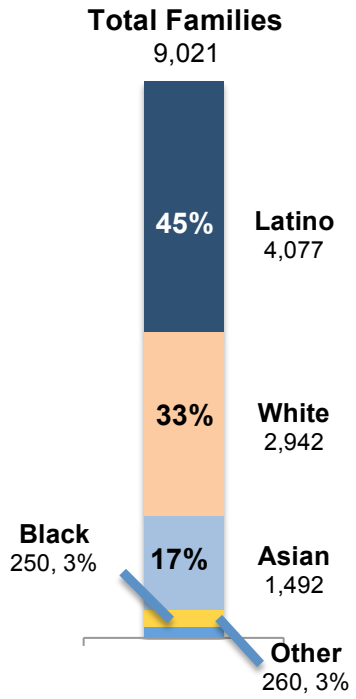


Source: ACS 5-year estimates, 2006-2010



Source: 2010 Decennial Data

Families



Source: ACS 5-year estimates, 2006-2010

The majority of Mission families, approximately 45%, are Latino. Also important is the density of single-parent households. About 1 in 3 families with children under the age of 18 in the Mission are headed by a single parent. Of these single parent homes, 80% are headed by mothers.

26%

of ***San Francisco*** families with children are headed by single parents

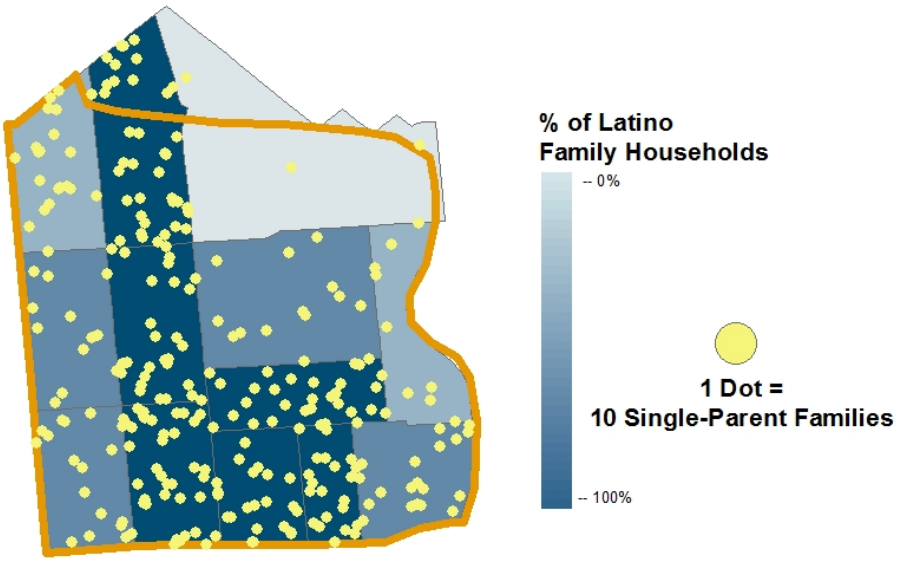
34%

of ***Mission*** families with children are headed by single parents

80%

of ***Mission*** single parent families are headed by mothers.

Source: ACS 5-year estimates, 2006-2010

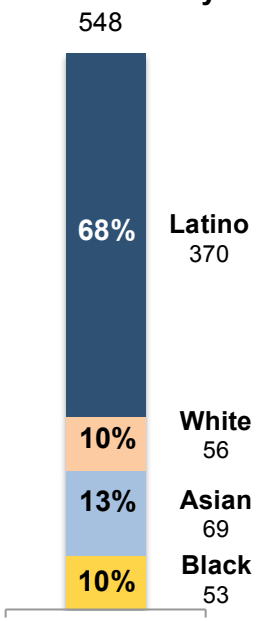


Source: ACS 5-year estimates, 2006-2010

Poverty

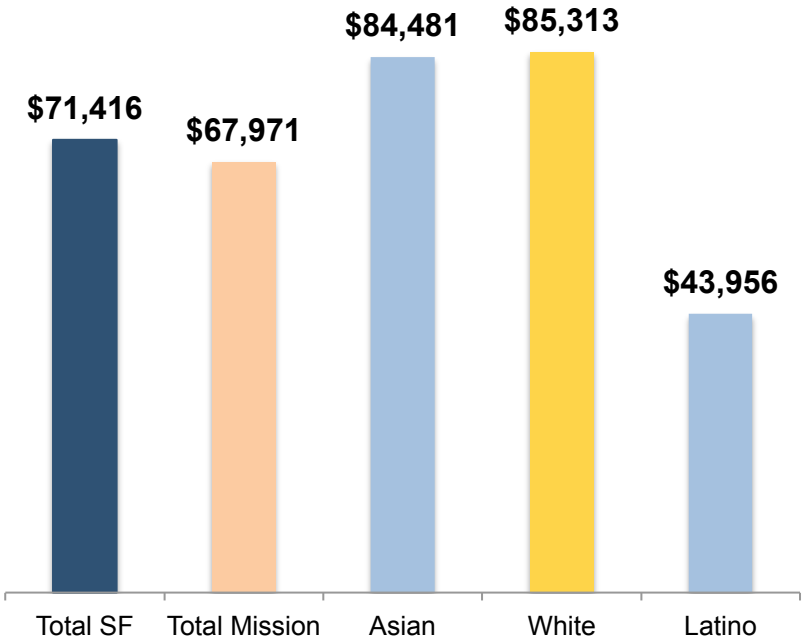
The majority of families in poverty in the Mission are Latino. In fact, Latino families are almost seven times more likely to suffer poverty compared to white families in the neighborhood. Latino households in the Mission, on average, make roughly half the income of White households.

Families with Children Under 18 Below Poverty



Source: ACS 5-year estimates, 2006-2010

Median Income

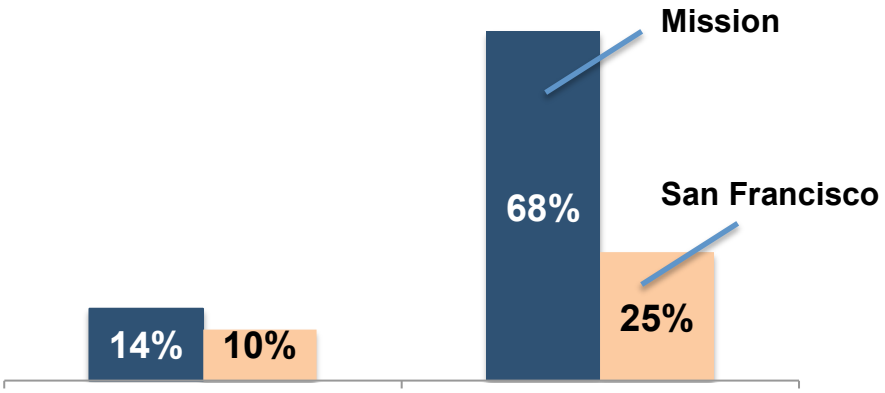


Source: ACS 5-year estimates, 2006-2010

548
Mission Families with Children Below poverty

1,314
Mission Children Below poverty

Source: ACS 5-year estimates, 2006-2010

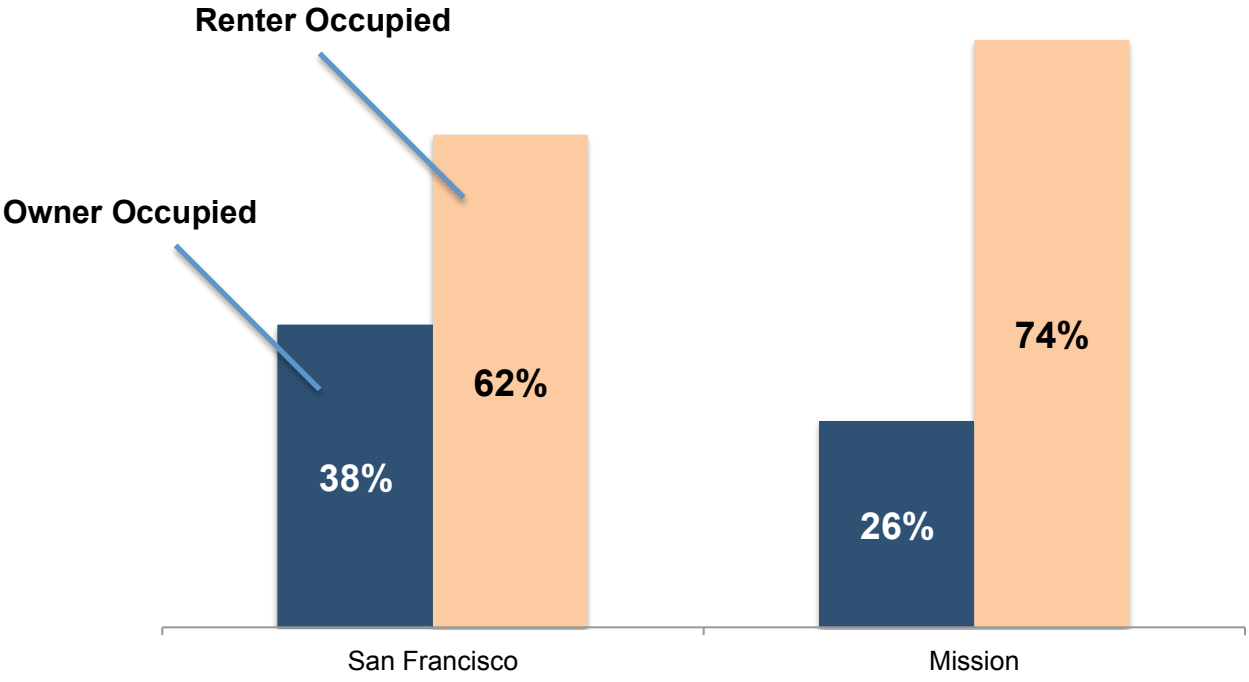


Compared to San Francisco, the Mission has a slightly higher proportion of families with children under poverty, 14% compared to 10% city-wide. But when these figures are broken out for Latinos, Latino families with children are more than twice as likely to be poor in the Mission than elsewhere in San Francisco.

Source: ACS 5-year estimates, 2006-2010

Housing

Three-fourths of Mission residents are renters. Despite the economic downturn, owning a home in the Mission continues to be out of reach for many families. The median home value is $745, 053, and while high, only 8% of homes that would otherwise be for sale in the Mission are vacant. In other words, Mission housing is a valued commodity. Considering the rate of poverty for particular segments in the neighborhood along with the density of residents in certain areas, many Mission residents likely share housing in order to make ends meet. In fact, 23% of households in the Mission are considered overcrowded.



Source: ACS 5-year estimates, 2006-2010

$745,053

average price to own a home in the ***Mission***

Source: ACS 5-year estimates, 2006-2010

$1905/month

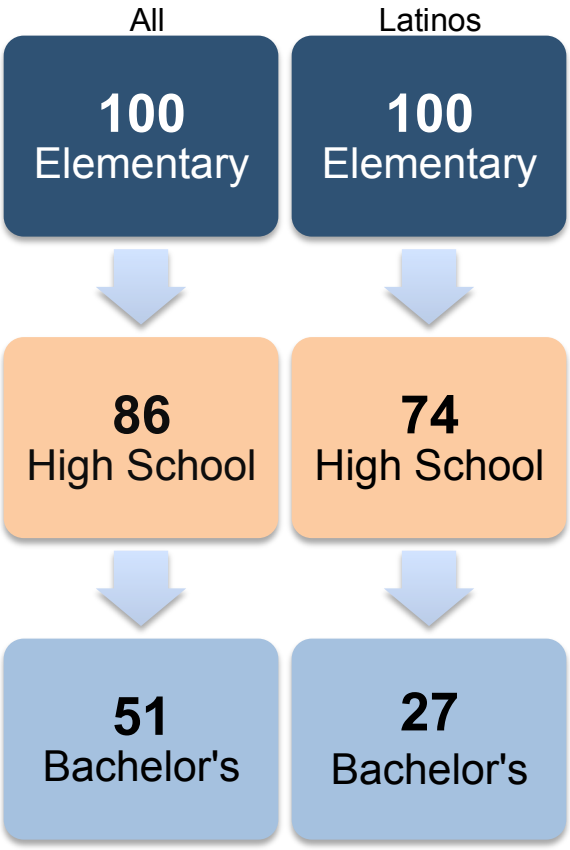
average price to rent a 2-bedroom home in the ***Mission***

Source: Center for Housing Policy, 2012

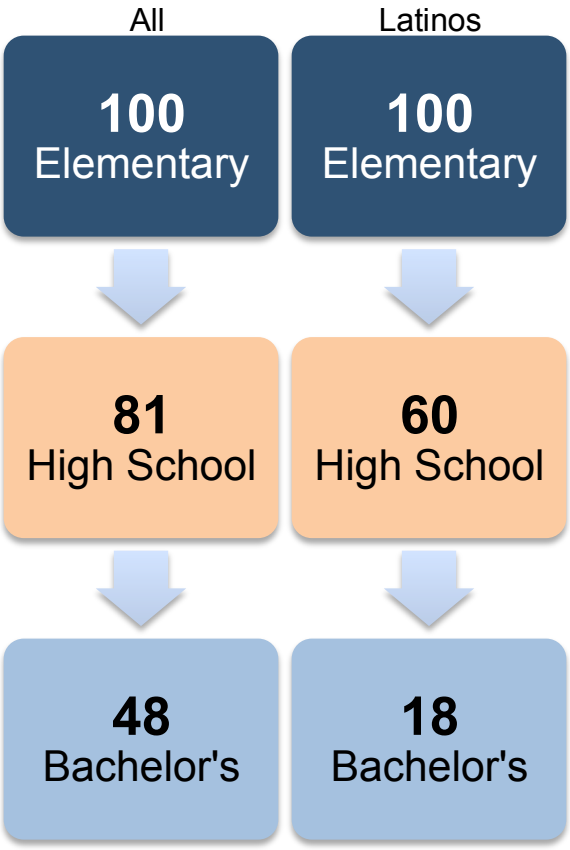
Educational Attainment

Compared to San Francisco, educational attainment in the Mission for individuals 25 and older is notably lower. Latinos achieve at significantly lower rates city-wide compared to the general population, but especially in the Mission. The figures below, display what happens to 100 elementary school students as they move toward degree completion.

San Francisco



Mission



Source: ACS 5-year estimates, 2006-2010

Mission Promise Neighborhood Schools

The four schools in the Mission Promise Neighborhood (MPN) area serve 1,637 students from grades K-12 and draw 41% of their students from the Mission neighborhood. These schools have more Latino and more economically disadvantaged children than the neighborhood as a whole and thus also serve more English language learners and children of single parent families. While they provide critical services to some of the San Francisco Unified's most vulnerable students, MPN schools are also among the lowest performing schools in the district with all but John O'Connell ranking in the bottom 10% in relation to similar schools in the state. Despite challenges, Cesar Chavez Elementary, Bryant Elementary, Everett Middle School, and John O'Connell Technical Alternative High School are all working to meet the complex needs of their diverse student bodies. Over the past three years all four schools have seen API growth, made necessary infrastructure investments to maintain safe and secure schools, and developed important community partnerships to support their students and families.

Cesar Chavez Elementary School

Cesar Chavez elementary is nestled in the heart of the Mission district where the school's murals light up the neighborhood. These murals represent the school's core values of excellence, diversity, character, and growth. The recently painted interior of the school, newly upgraded for ADA accessibility provides a safe and well-maintained environment for its 470 K-5 students. A safe and secure computer lab, new play structure, library, solar-city installation, family-maintained garden, and instrumental music, dance and arts enrichment programs expand learning opportunities beyond the classroom and link students to technology and the environment. All of the school's teachers are fully credentialed and most have long tenures in SFUSD (11 years average). The school team is committed to providing a rigorous academic program and a safe and nurturing environment for learning for its students, of whom 86% are Latino, 87% qualify for free and reduced lunch, and 60% are English Learners. In recent years student proficiency rates in both language arts and math have been on the rise but with only 29% of students in English-language arts and 33% in math scoring at or above proficient, the school still faces ample challenges. Chavez' hosts numerous programs designed to address these challenges and meet the academic needs of students and their families including a bilingual English/Spanish curriculum, Pre-Kinder courses, and numerous after school programs such as Jamestown Community Center, *Si Se Puede* ExCEL Program, Playworks, and an Academic Tutoring Program.

Bryant Elementary School

Bryant Elementary, a smaller school than Cesar Chavez with only 240 students, also serves a predominantly Latino (89.2%) and low income (95% free and reduced lunch) population. Similarly decorated with murals, Bryant was recently updated with an elevator and a wheelchair lift to meet ADA standards and was involved in a greening project that will replace campus cement with bark chips, trees, sitting rocks, a trellis and flowers. The school facilities, previously rated as "fair," are becoming brighter and more

accessible. All Bryant's teachers are fully credentialed and 100% of all courses are taught by NCLB compliant teachers with an average of 8 years of service in SFUSD. The school boasts small class sizes with average class sizes between 19 and 20 students and has recently raised the number of students proficient in English-Language Arts (ELA) from 29% to 32%, in Math from 27% to 41%, and in science from 6% to 16%. Special programs such as Systematic ELD, Reading Recovery, Healthy Start, EPGY (the Educational Program for Gifted Youth), a Stanford University supported math course, and the Renzulli online project system support student excellence and diversity.

Everett Middle School

Everett Middle School (6-8 grade) hosts a Spanish Immersion program that draws students from throughout the district and is known as the site for Spanish-speaking newcomer students. As such, it is much more diverse than the MPN elementary schools with a student body that is 22% African American, 4% Filipino, 4% White and 59% Latino and that also serves Chinese, Japanese, American-Indian and other students. Like other schools in the Mission, Everett is a high poverty school with 80% of its 341 students eligible for free or reduced lunch. Boasting a repainted auditorium with a state of the art sound system, a large playground with trees, facilities rated in "good" condition, and a fully ADA accessible campus, Everett provides a clean and safe campus for students. Everett scores have risen in recent years with a 9% increase in the number of students scoring proficient or advanced in ELA, a 4% increase in Mathematics scores, and a 9% increase in History and Social Science. Community organizations and local companies such as Hason Bridgett Law Firm, Hands on Bay Area and ExpereinceCorps provide additional support for the students and the school. Everett also hosts numerous programs including AVID, Gear-up, and BEACON/ExCel after school programs.

John O'Connell High School

John O'Connell high school is a small, alternative high school located in the heart of the Mission neighborhood. Focused on providing both academic excellence and career readiness, John O'Connell combines a college prep curriculum with technical education. O'Connell enrolls all students in A-G coursework, the courses required for admission to California State Universities and the University of California system. They also provide numerous AP courses and seek to ensure all students have access to and are prepared for college. However, while 82% of students are currently enrolled in A-G coursework, only 35% of students complete all the courses necessary for UC and CSU eligibility, indicating that job readiness for struggling students continues to be an important part of O'Connell's mission. O'Connell's technical program is supported by one of the newest and most advanced campuses in the city, which includes a biotech lab, a recently built art wing, and an engineering shop. In the past three years, the percent of students scoring proficient or advanced on the STAR test has risen from 20%-27% in ELA, 14-21% in History-Social Sciences and also shown slight gains Math and Science.

MPN Students by School, 2010-2011

	Cesar Chavez	Bryant	Everett	O'Connell	SFUSD	CA
Total Students	**470**	**240**	**341**	**586**	**	**
English Learners	**72%**	**74%**	**41%**	**34%**	**29%**	**23%**
Eligible for Free/Reduced Lunch	**86%**	**89%**	**80%**	**75%**	**60%**	**56%**
Disabled	**16%**	**10%**	**18%**	**15%**	**11%**	**11%**
Latino	**86%**	**89%**	**59%**	**62%**	**24%**	**51%**
African-American	**3%**	**1%**	**22%**	**14%**	**11%**	**7%**
White	**1%**	**0.4%**	**5%**	**2%**	**11%**	**27%**
Asian	**1%**	**15**	**5%**	**10%**	**40%**	**9%**

Why It Matters

Readiness for kindergarten is vital for children's lifetime success and the risks of not being ready are greatest for poor families. In their meta-analysis of six longitudinal studies exploring the relationship between kindergarten readiness and future academic success, Duncan et al. (2007) find that school-entry math, reading, and attention skills were the strongest predictors of later achievement. Children who score poorly on tests of cognitive skills during their preschool years are likely to do less well in elementary and high school than their higher-performing preschool peers and are more likely to become teen parents, engage in criminal activities, and suffer from depression. Ultimately, these children attain less education and are more likely to be unemployed in adulthood (Brooks Gunn 2003). Thus, ensuring students' school readiness is key to ensuring students' future academic success.

The Data

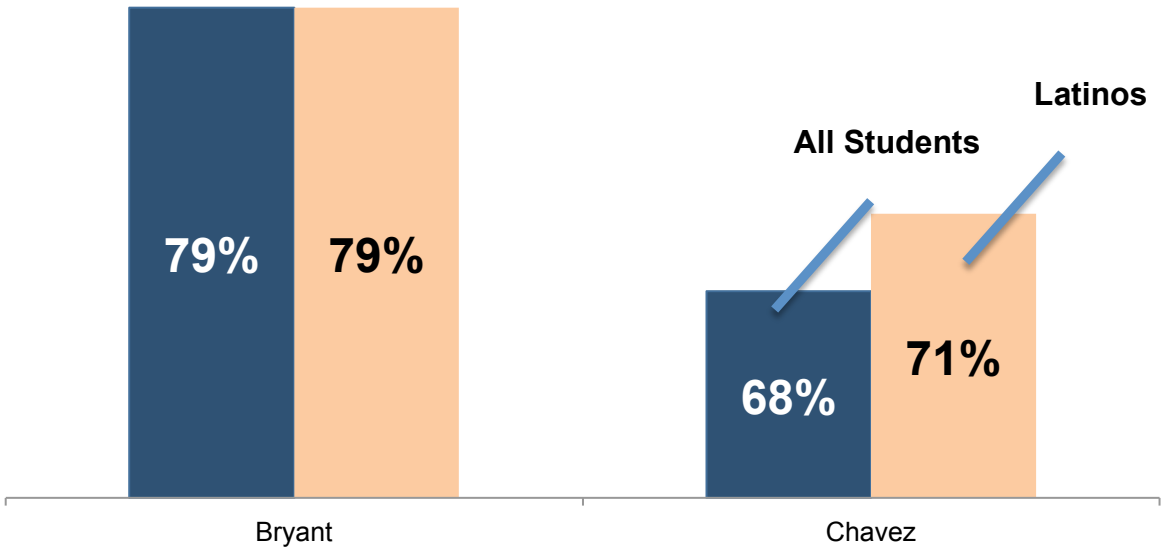
The Brigance Screen II is a criterion-referenced assessment used by the San Francisco Unified School District (SFUSD) to assess student development in key areas identified as indicators for success in Kindergarten or Grade 1. The areas assessed are those that early childhood research, teacher input, and field-testing have identified as having the greatest predictive validity for success in these early grades, including: physical development (preambulatory, gross and fine-motor skills), language development, academic/cognitive skills (literacy and mathematical concepts), and children's daily living ability, including the levels of social and emotional development. The Brigance data shown below are for kindergarteners in MPN target schools only. An overall portrait of school readiness is also provided for the Mission and compared with city-wide figures for San Francisco. This data was collected as part of an assessment conducted by Applied Survey Research (ASR) in conjunction with SFUSD and First 5 San Francisco, to determine the Kindergarten readiness of children entering school in the fall of 2009.

MPN Performance

Kindergarten readiness is clearly a concern at both MPN target elementary schools. None of the entering kindergartners at Bryant elementary scored above the 50th percentile in their Brigance screening and only 8% of kindergarteners at César Chávez did. The majority of entering students at both schools scored in the bottom quartile, 79% at Bryant and 68% at César Chávez respectively. If you consider Brigance scores in the bottom half to indicate children who are unprepared for Kindergarten, then the overwhelming majority of MPN kindergarteners are not school ready, approximately 95% for both target schools combined. The Brigance scores are supported from findings from SFUSD's School Readiness report showing low levels of academic readiness among students living in the Mission and surrounding locales compared to students in San Francisco as a whole. While these figures are alarming, our Brigance analysis indicates that kindergarteners at MPN target schools perform even worse than other Mission children.

Brigance II Scores for MPN Target Schools

Kindergarteners Performing in Lowest Quartile



Source: San Francisco Unified School District, 2011-2012

Performing at Age-Appropriate Level for Kindergarten

46% of ***Mission*** children are proficient across blocks	**13%** of ***Mission*** children are academically proficient
57% of ***San Francisco*** children are proficient across blocks	**16%** of ***San Francisco*** children are academically proficient

Source: ASR School Readiness Data

Why It Matters

Similar to the findings regarding kindergarten readiness, studies have shown that, particularly for students in low-income families, participation in high-quality early childhood education programs can have long-term positive effects on academic achievement (Magnuson, Ruhm & Waldfogel, 2007) For example, in their longitudinal experimental study of the impact of early childhood educational participation on a randomly-assigned group of infants, Campbell et al. (2002) find the preschool treatment group earned significantly higher scores on intellectual and academic measures as young adults, attained significantly more years of total education, were more likely to attend a 4-year college, and showed a reduction in teenage pregnancy compared with preschool controls. The study also demonstrated that preschool treatment was positively associated with reading and math skills, an effect that persisted into adulthood.

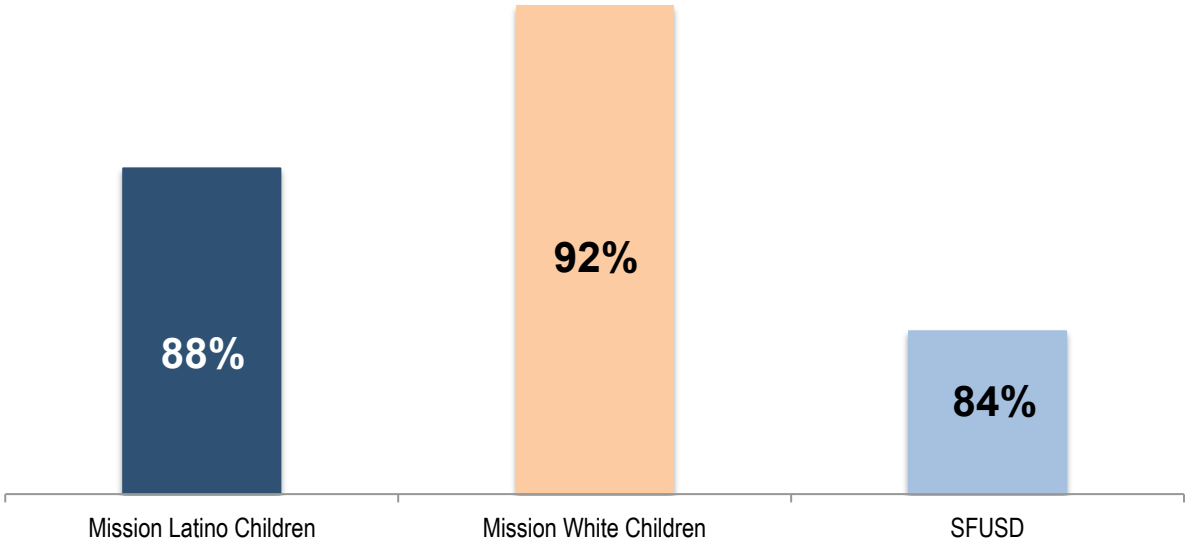
The Data

Applied Survey Research (ASR) compiles information on a range of topical areas, including school readiness and preschool attendance. In their 2009 report prepared for First 5 California and SFUSD, ASR collected data on preschool attendance for children in SFUSD. The data reported here are for children residing in the 94110 zip code, which includes more than three-fourths of the Mission neighborhood.

MPN Performance

The City of San Francisco's innovative "Preschool for All" program has made significant gains since the program was implemented. Evidenced by the numbers reported by ASR, a significant proportion of preschool-aged children in the Mission are enrolled in preschool. Although the number reported for Latino and white children are greater than those reported for San Francisco Unified as a whole, we again see the bifurcated nature of opportunity structures within the neighborhood, with white children attending preschool at a slightly higher rate than Latino children.

Preschool Enrollment



Source: ASR School Readiness Data

Why It Matters

The American Academy of Pediatrics (AAP) believes that every child deserves a medical home, where care is accessible, continuous, comprehensive, patient- and family-centered, coordinated, compassionate, and culturally effective. They see a medical home as an approach to providing comprehensive primary care that facilitates partnership between patients, physicians, and families. In a national study, Strickland et al. (2011) find significant disparities across socioeconomic class and race/ethnicity in terms of children's access to a medical home. Their results showed that Latino children were the least likely to have a medical home (p. 606) and that that children living under the federal poverty rate were half as likely to have a medical home than those living over 400% above the federal poverty line (p. 608).

Having a medical home is important because of the connection between childhood health and educational outcomes (Suhrcke & de Paz Nieves, 2011). Smith et al. (2008), one of the most complete and recent studies attempting to assess the connection between adult self-reports of general childhood health and mean schooling, find that those with excellent or very good health in childhood achieved a third of a year more schooling than those who reported their health was worse. Similarly, Gan and Gong (2007) conclude that experiencing sickness before age 21 decreases education an average 1.4 years.

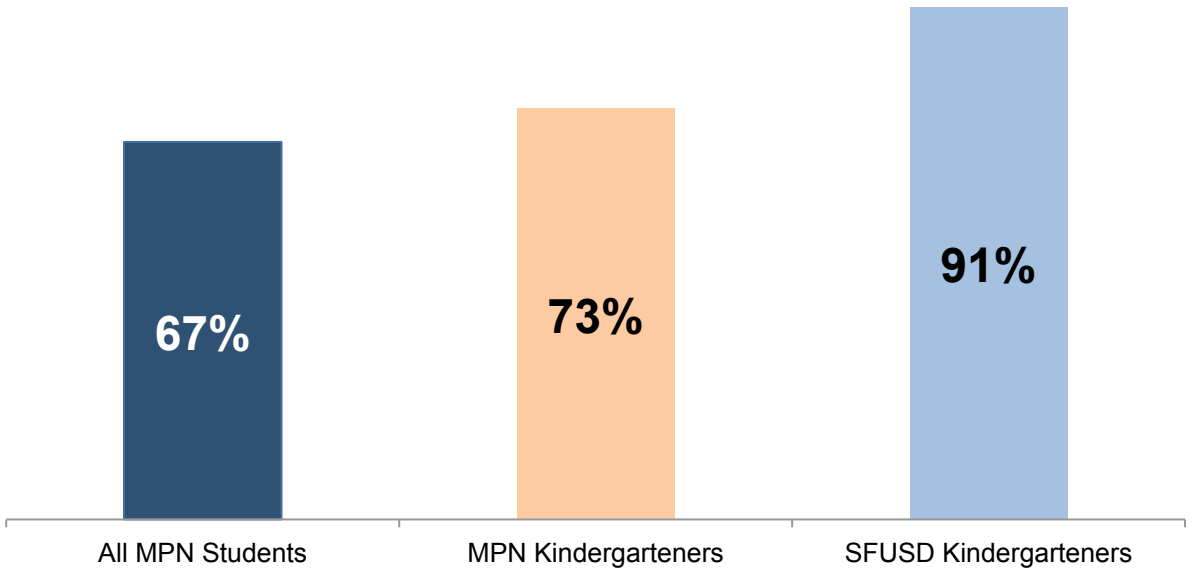
The Data

In order to gather medical home information for children attending the four MPN target schools, a classroom survey was administered in May 2012 where data was gathered from 709 students in grades K-11. Students responded to the following question: *In the past year, did you have a regular check-up with a doctor when you were NOT sick or injured?* Readiness data collected by Applied Survey Research (ASR) for SFUSD also reports medical home information for children entering school.

MPN Performance

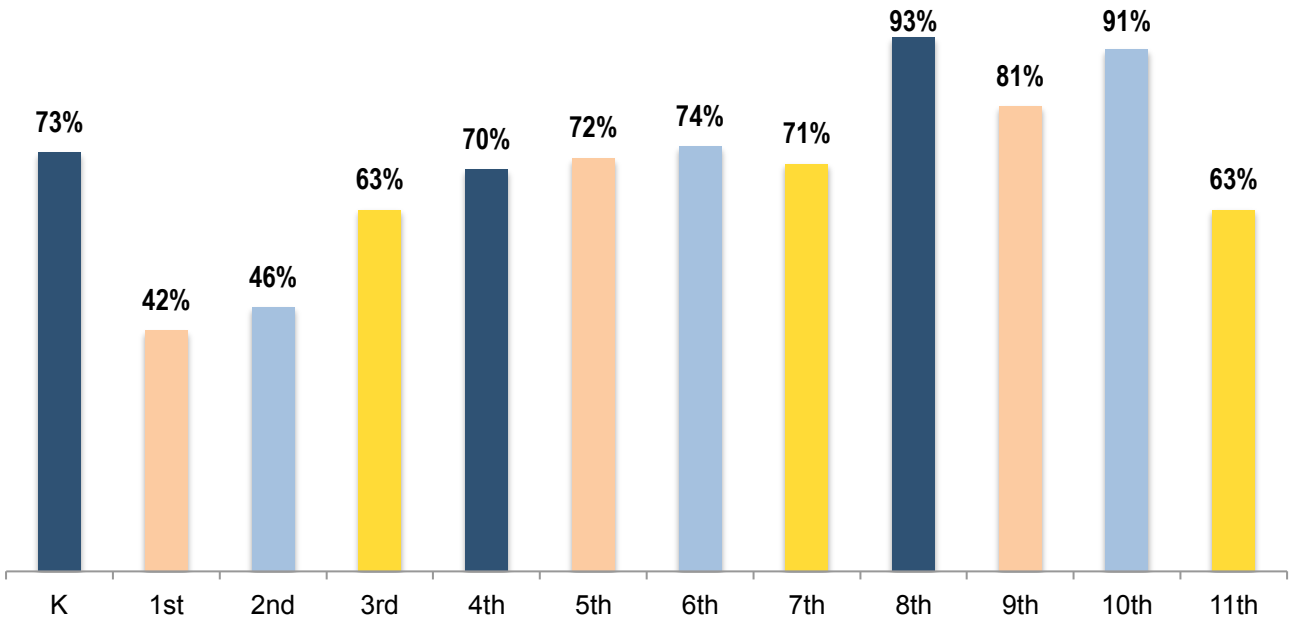
More than half of students attending MPN target schools have access to a medical home. Of the 709 students that responded to the classroom survey, 478 of them, or 67%, report seeing a doctor in the past year when not sick or injured. When broken down by grade level, first and second grade students are the least likely to have a medical home. But compared to SFUSD, where ASR reported more that 90% of children entering school had received medical screenings during 2009, only 73% of MPN kindergarteners reported having a similar check-up.

Children with a Medical Home



Source: MPN Student Survey;
ASR School Readiness Data

MPN Children with a Medical Home by Grade Level



Source: MPN Study Survey

Why It Matters

Students who fall behind in elementary school struggle across multiple academic and social domains later in life. Early literacy has been shown to affect academic achievement as well as students' drop out rate, future incarceration, and homelessness (Goffreda, Diperna & Pedersen 2009). Similarly, reading success among elementary school students has been shown to have a significant impact on student self esteem and overall academic success (Kaniuka 2010). Thus, proficiency in core subjects places students on a track for future academic success through college and career.

The Data

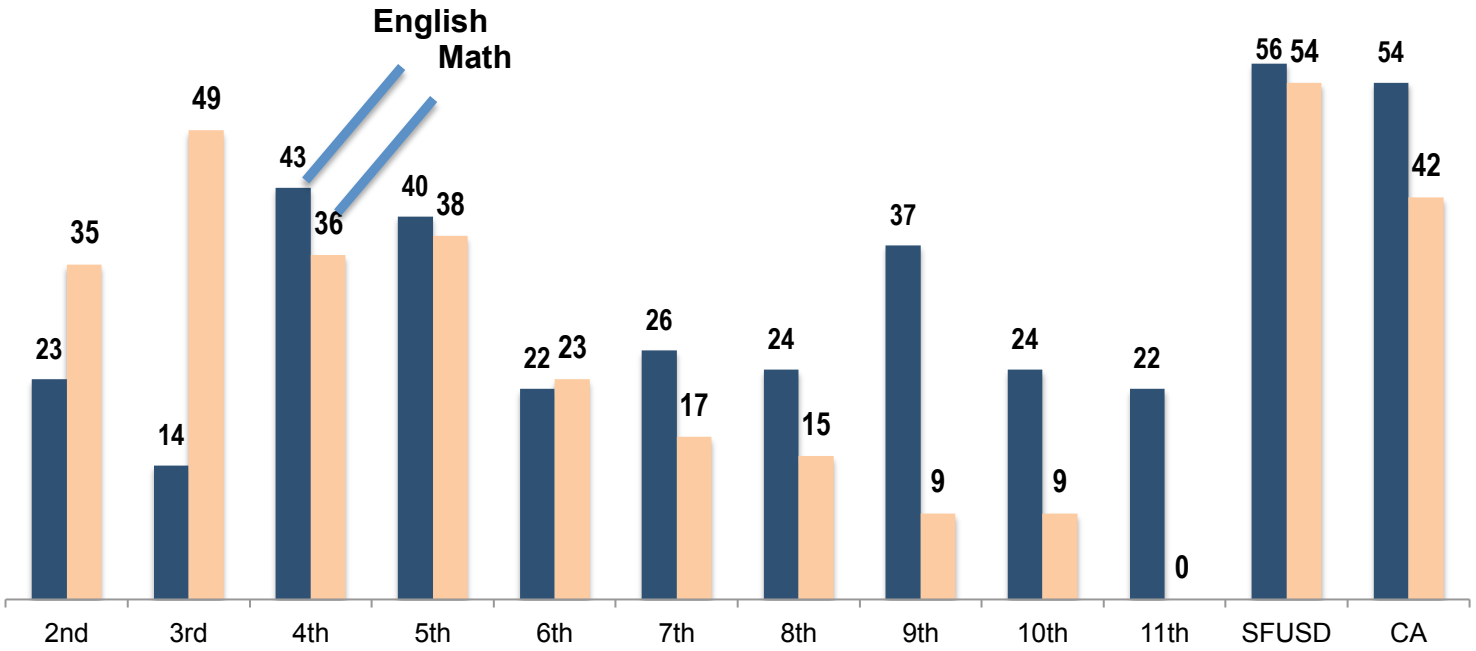
The San Francisco Unified School District (SFUSD) and the California Department of Education provide several robust measures of academic proficiency. For MPN schools, STAR testing is performed annually in grades 2-11 to assess proficiency in numerous content areas, including English, Math, Science, and Social Studies. High school students at John O' Connell also take the California High School Exit Exam (CAHSEE) in order to earn a high school diploma. Similar to STAR testing, the CAHSEE measures grade level skills in Reading, Writing, and Math. California high school students first take the CAHSEE in the 10th grade. If they do not pass the test in grade ten, they have two more chances in the 11th grade and five more chances in the 12th grade to re-take the test. Rates of proficiency are reported below by grade level.

MPN Performance

The data reveal low levels of academic proficiency in both English and Math for students attending all four MPN target schools – *across the board*. In fact, the majority of MPN students, regardless of the school they go to or the grade level they attend, are performing below proficiency in both English and Math. While scores for proficiency on the English portion of the STAR vary across grade level, there is a clear pattern of worsening performance in Math, going from 49% in the 3rd grade down to not one student being proficient in Math by the 11th grade. Only 29% of MPN students are at or above grade level according to these assessments from 3rd to 8th grade. Middle school is particularly noteworthy, where data shows poor outcomes in *both* English and Math compared to other grade levels. In fact, only 21% of MPN middle schoolers are considered proficient. On the CAHSEE, fewer than 1 in 4 John O'Connell passed the test in the 10th grade. Academic proficiency levels at each of the schools are also significantly below the performance level of students within SFUSD and California.

STAR Scoring Proficient and Above

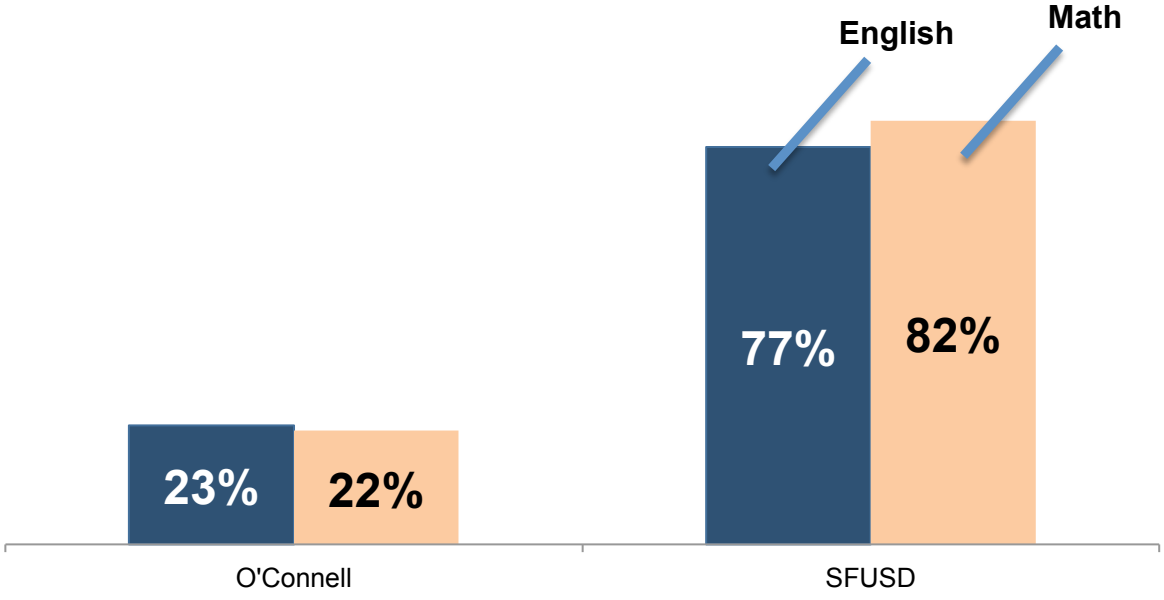
Percentage of Students by Grade Level



Source: California Department of Education, 2010-2011

California High School Exit Exam (CAHSEE), 2010-2011

Percent of Passing 10th Graders



Source: California Department of Education, 2010-2011
SFUSD Accountability Report Card, 2011-2012

Why It Matters

Middle school students who attend school regularly have better academic performance while those who do not are academically at greater risk. Gottfried (2010) has shown that when other variables are controlled, there is a statistically significant positive relationship between grades 6-9 attendance and student GPA. Other studies demonstrate an association between decreased attendance in the middle grades and lowered school performance (Balfanz & Byrnes 2006). These impacts are exacerbated in high-poverty urban school systems where students have fewer resources with which to make up for lost instructional time. Roby (2004) goes as far as to suggest that school-wide attendance rates in the middle grades, because they correlate so directly with student proficiency test scores, may be a good measure of overall school effectiveness.

The Data

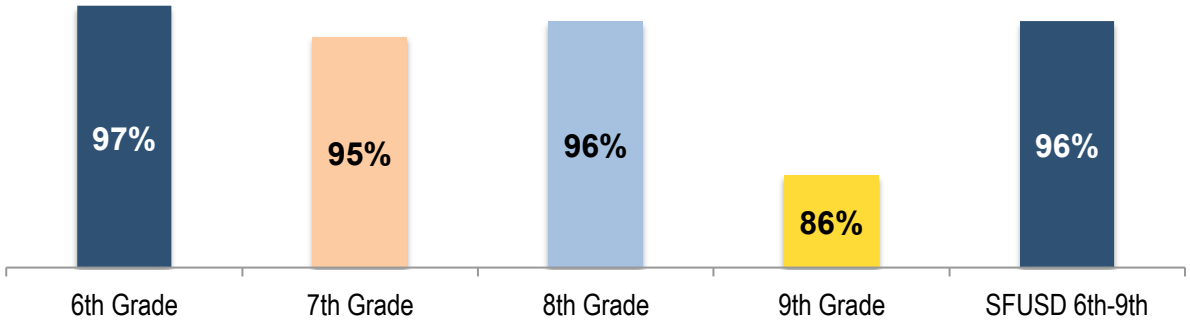
SFUSD calculates attendance rates by measuring instructional time for all attendance-taking classes. We provide this information below for grades 6-9 as well as aggregate truancy levels by school.

In collaboration with SFUSD, the City of San Francisco, and City College of San Francisco, the John Gardner Center at Stanford University developed an early warning system (EWS) for identifying SFUSD students at risk of not graduating from high school. Two eighth grade indicators – or risk factors – that predicted four-year high school graduation rate of approximately 25% were: 1) GPA below 2.0 and 2) attendance rate below 87.5%. Because SFUSD's early warning system takes into account attendance rates and connects it directly with student proficiency and academic success, rates for MPN 8th grade and 9th grade students are provided below.

MPN Performance

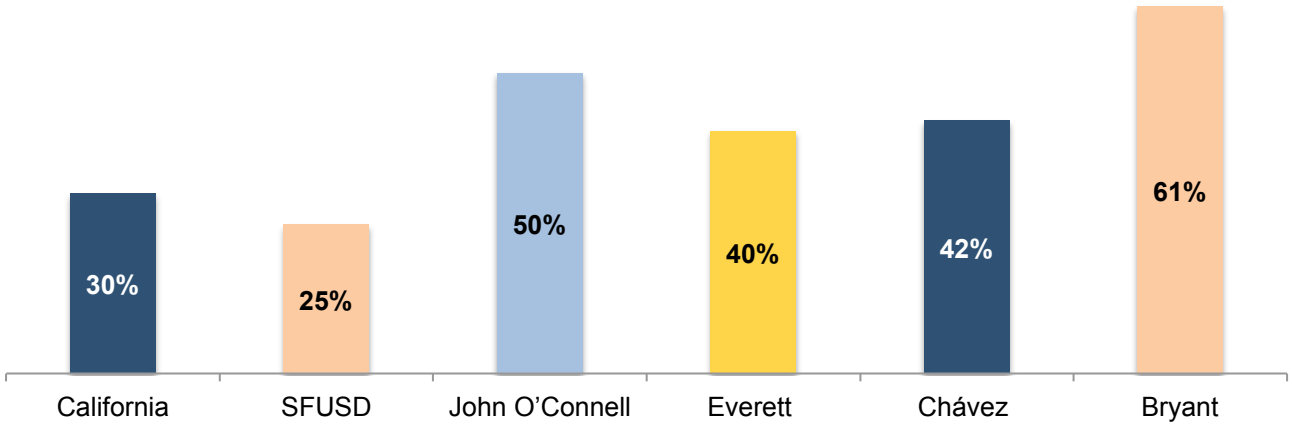
Attendance rates for grades 6-9 in MPN schools reveals that as students progress from 6th to 9th grade, attendance rates drop, with the most significant drop between 8th and 9th grade, or as students transition into high school. High truancy rates in MPN target schools are also a significant problem, starting from elementary school and moving through the transition from middle to high school. Bryant is particularly noteworthy, with more than double the state truancy rate and nearly 2.5 times the truancy rate in SFUSD. SFUSD early warning system also indicates that MPN 8th grade students are 4 times more likely and MPN 9th grade students twice as likely to be at risk than their grade level counterparts district-wide.

Attendance Rates



Source: San Francisco Unified School District 2010-2011

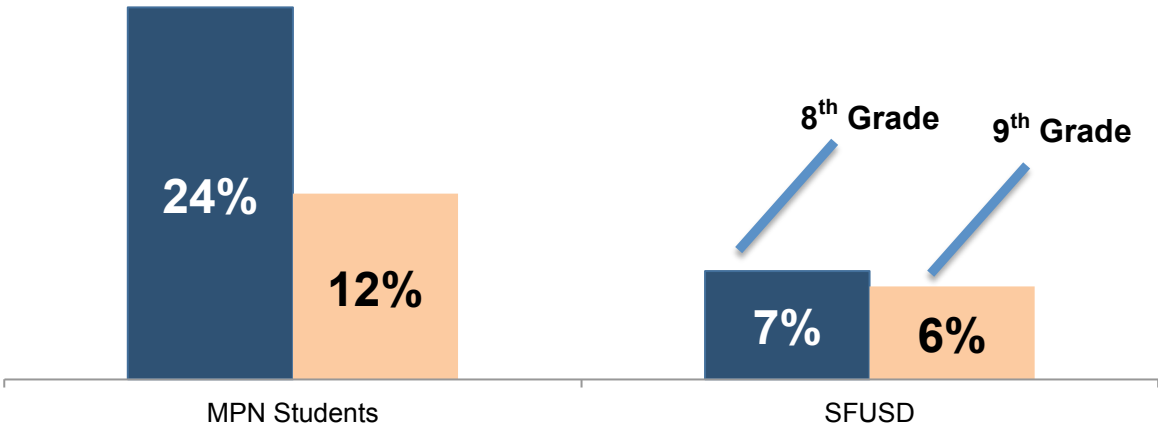
Truancy Rates



Source: San Francisco Unified School District 2010-2011

SFUSD Early Warning System (EWS)

Students at Risk



Source: San Francisco Unified School District, 2011-2012

High School Graduation Rate

Why It Matters

Recent research reveals that as many as 50% of low-income minority students do not graduate from high school within four years (Orfield, Losen, Wald & Swanson 2004). Students who do not complete high school, particularly those who feel they were pushed out of school, have much worse labor market prospects and engage in more criminal activity than those who complete high school (Bjerk 2012). Researchers at the California Dropout Research Project have calculated that California's high dropout rate is a severe financial burden on the state. Each new high school graduate, they suggest, saves the state $169,000 via increased tax revenue and lower costs for crime, welfare and health (Belfile & Levin 2007).

The Data

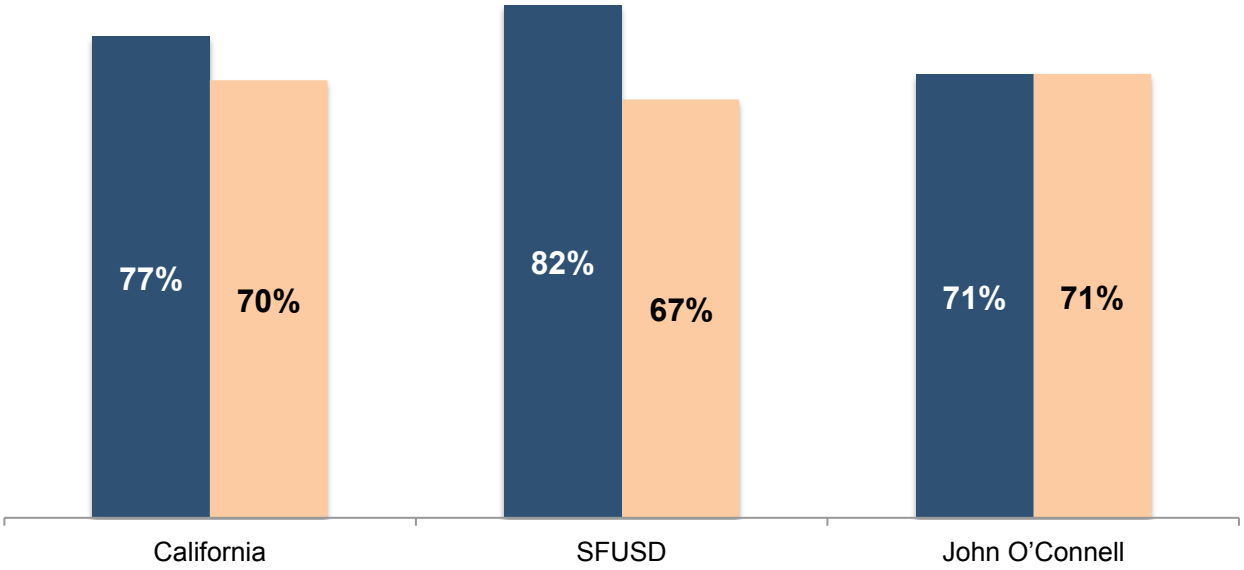
SFUSD reports cohort graduation rates for each of its high schools. This rate is calculated by dividing the number of students in the four year cohort (adjusted for students who transfer in and out) who graduate in four years or less with either a traditional high school diploma, an adult education high school diploma, or have passed the California High School Proficiency Exam[1] (CHSPE) by the number of students who form the cohort for that graduating class. The cohort graduation rate for John O'Connell is reported below and compared against California and SFUSD.

MPN Performance

Cohort graduation data show that John O'Connell underperforms when compared to SFUSD and California. While Latino students at O'Connell slightly outperform Latino students in SFUSD, they, nonetheless, graduate at lower rates compared to California and SFUSD as a whole.

[1] The California High School Proficiency Exam (CHSPE) is not the same thing as the California High School Exit Exam (CAHSEE). The CAHSEE is a high school requirement for all California public school students beginning in the 2005-2006 school year. The CAHSEE graduation requirement is mandated by California law and does not allow for students to leave high school early if they pass. The CHSPE, on the other hand, is a voluntary exam that students can take at will if they meet particularly requirements.

Graduate Rates, 2010-2011



Source: California Department of Education, 2010-2011

Why It Matters

Many California students graduate high school unprepared to enter or succeed in higher education, and poor and minority students are among the most unprepared. Kallison and Staders (2012) report that as many as 75% of U.S. high school graduates fail the ACT college readiness benchmark test in one or more academic areas with as many as 96% of African American and 91% of Latino students unprepared in one or more subject area. Additionally, high percentages of high school graduates have not completed the required coursework to enter four-year colleges (Knudson, Zitzer-Comfort, Quirk & Alexander, 2008). These disparities persist across multiple measures of college readiness (Roderick, Nagaoka & Coca, 2009). This results in high state expenditures, as up to 80% of college entrants need some kind of remedial education (Kallison & Staders, 2012). The costs for youth and their communities are also substantial as many young people cannot enter, or enter but do not complete, university programs.

The Data

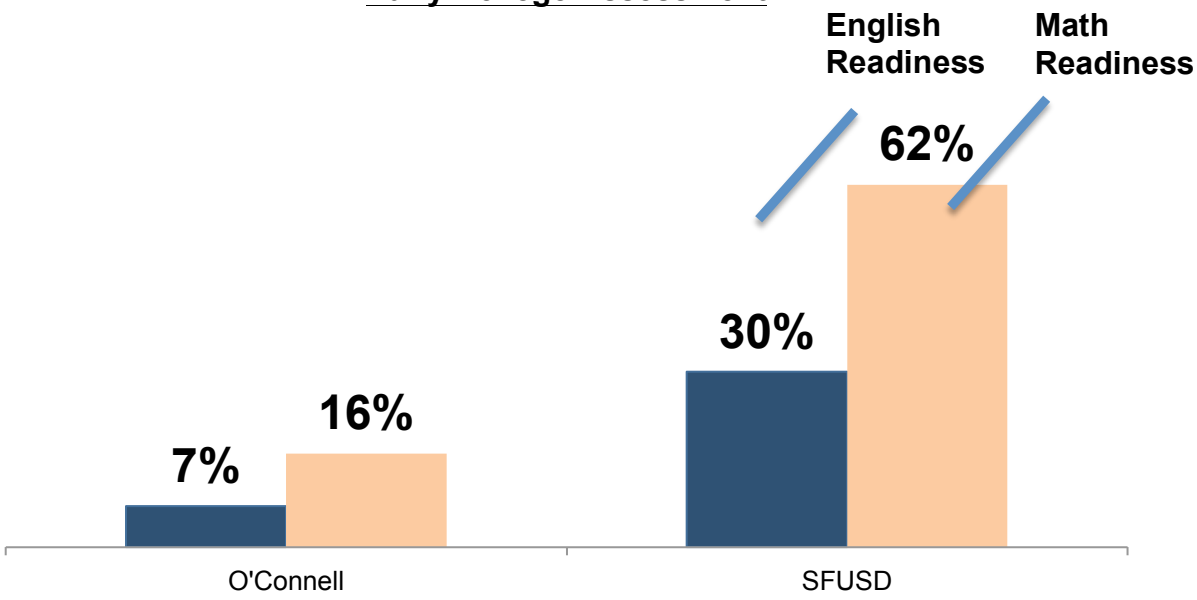
SFUSD provides high school students an early college assessment in the 10th grade to assess how prepared they are for college level English and Math. These figures are provided below for John O'Connell high school.

UCLA's Institute for Democracy, Education, and Access provides a useful measure of college readiness known as the college opportunity ratio (COR). COR is a 3-number figure that reports how many students graduate and how many pass the A-G courses required for admission to the California State University (CSU) or University of California (UC) post-secondary educational system compared to each 100 students enrolled as 9th graders four years before. The COR for underrepresented students reflects data for African-American, Latino, and American Indian students.

MPN Performance

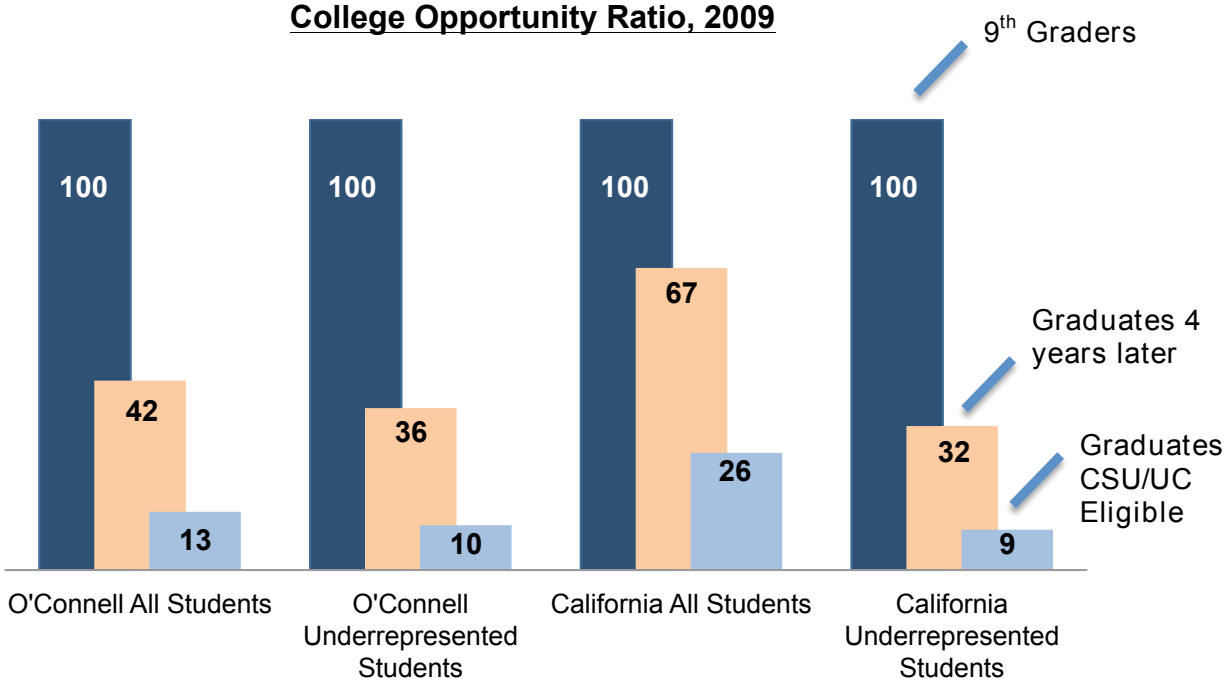
John O'Connell students are critically underprepared for college level Math and English. SFUSD figures are nearly four times higher for college English and Math readiness compared to O'Connell high schoolers. Approximately 12% of students at O'Connell are college ready overall. MPN students also meet eligibility requirements for the CSU and UC at half the rate of their counterparts statewide.

Early College Assessment



Source: San Francisco Unified School District, 2011

College Opportunity Ratio, 2009



Source: UCLA, Institute for Democracy, Education, and Access

Why It Matters

Students who exercise regularly are not only healthier, they may also perform better in school—an outcome with lifelong implications. Trudeau and Shepherd (2008) in a recent review of quasi-experimental studies assessing the effect of physical education and physical activity in schools highlighted that allocating up to an additional hour per day of curricular time to physical activity may result in small absolute gains in GPA. Singh and McMahan (2008) assessed the link between physical fitness and overall academic achievement among a wider sample of elementary school students in California and found that they were positively related.

The Data

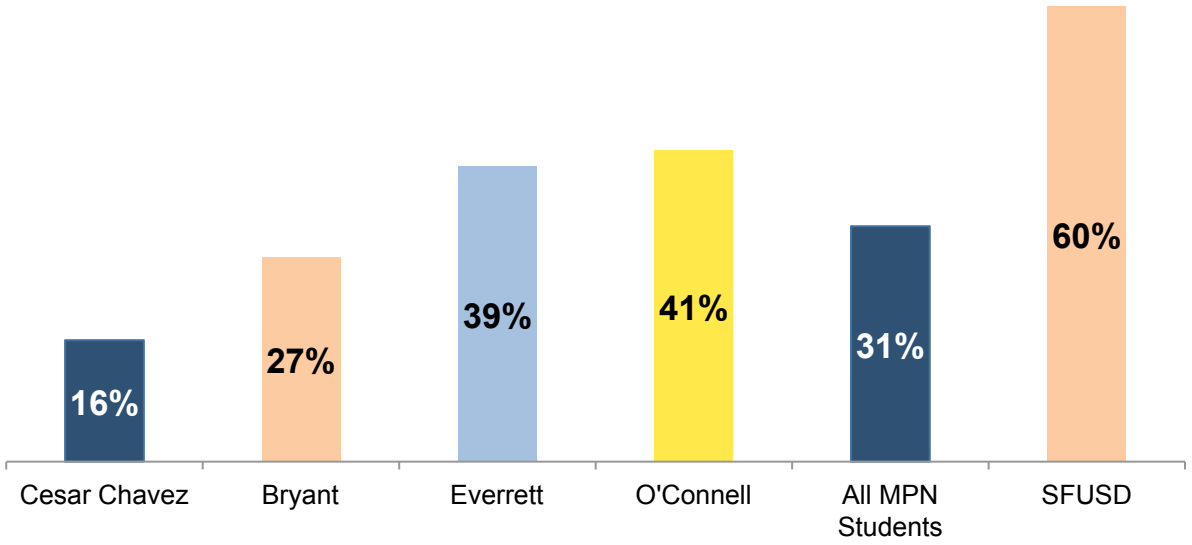
SFUSD conducts an annual physical fitness test for a subset of its elementary, middle, and high school students. The most pertinent information from this test relevant to the MPN Initiative is data collected on body composition, which measures whether a student has met the standard for Body Mass Index (BMI) set by the state of California. BMI is a reliable and well-known indicator of obesity for most people and is used to screen for weight categories that may lead to health problems. Using BMI here helps to determine to what extent children and youth may be lacking in exercise and proper nutrition. These figures are reported below for MPN students by school level and compared against figures for SFUSD.

In order to gather more precise information on the daily consumption of fruits and vegetables and the amount of exercise per day for those attending MPN schools, students were asked a series of relevant questions through the MPN student survey. Students responded to the following questions: 1) *How many fruits and vegetables did you eat since yesterday morning, and 2) Since yesterday morning, did you exercise or play a sport for at least 1 hour?*

MPN Performance

SFUSD data demonstrates a critical need for targeted intervention around nutrition and exercise at each of the four schools, but especially at the elementary school level, where only 22% of MPN students are considered within a healthy range for their age and height. Overall, MPN students perform at half the rate of other students in SFUSD. The MPN student survey further shows that only 25% of students across the four target schools eat 5 or more fruits and vegetables a day. When analyzed by grade level, kindergarteners reported the highest rate of fruit and vegetable consumption, while not one 11th grader reported consuming more than 5 fruits and vegetables daily, suggesting that eating habits change across time as children move through school. In terms of exercise, roughly 69% of students report exercising for 60 minutes or more a day. When broken out by grade, first graders report the lowest rate of exercise at 45%.

MPN Students That Meet State Standards for Body Composition (BMI)



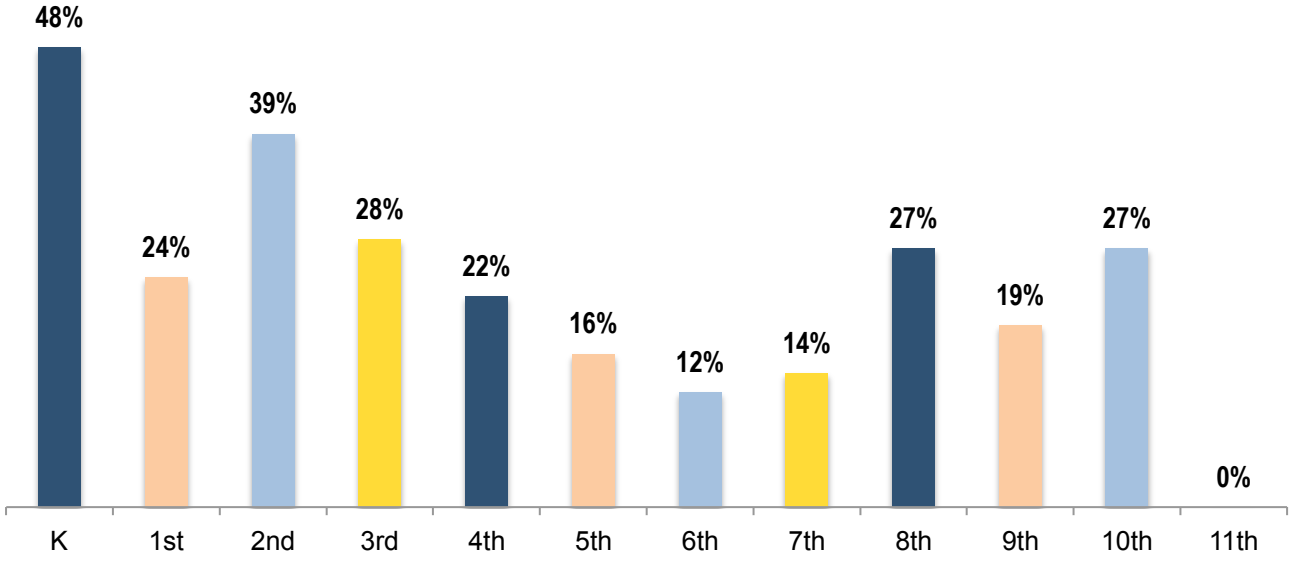
Source: San Francisco Unified School District, 2011-2012

25%
of MPN students eat at least 5 vegetables a day

69%
of MPN students exercise for at least an hour a day

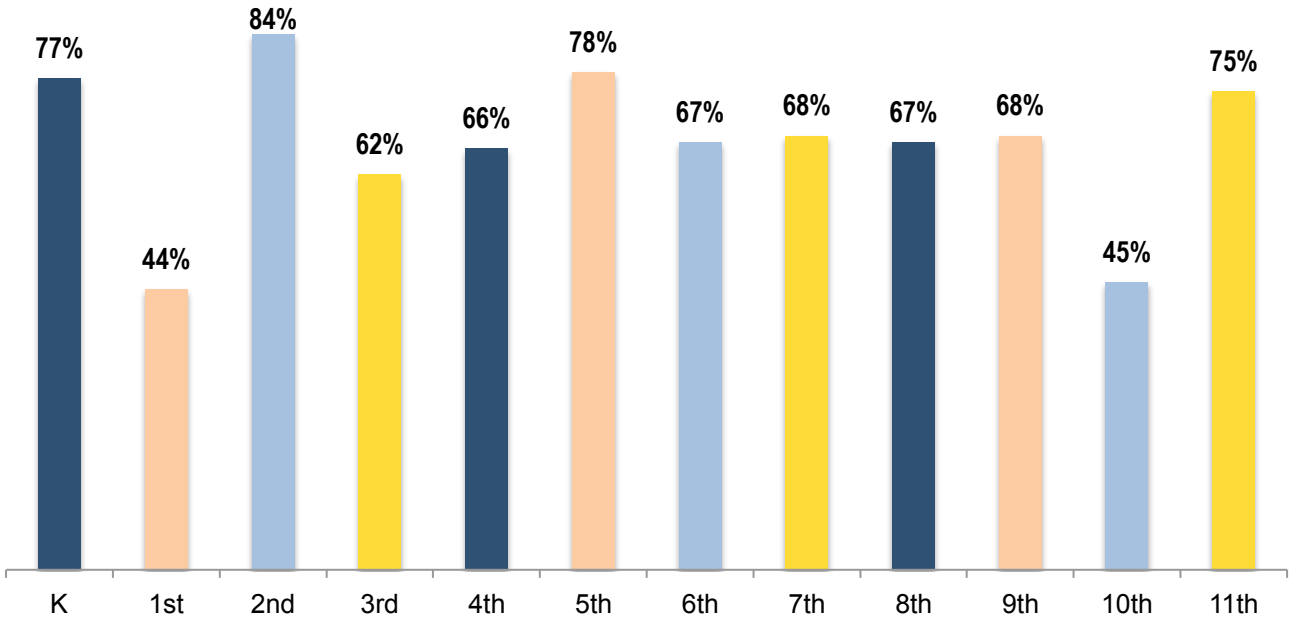
Source: MPN Student Survey

MPN Students That Eat At Least 5 Vegetables a Day by Grade Level



Source: MPN Student Survey

MPN Students That Exercise For At Least 60 Minutes a Day by Grade Level



Source: MPN Student Survey

Why It Matters

Regardless of the source – physical, environmental, social, demographic or other – an actual or perceived lack of safety at school or traveling to and from school will damage a child's sense of security and ability to focus on schoolwork. Although bullying and violence in and around schools is of particular concern (Bucher & Manning, 2005), leading potentially to absenteeism, physical and mental health problems, any factors of safety and school climate that distract students from their education are of concern. A cross-sectional investigation conducted by Shwarz and Hopmeyer (2003) shows strong links between children's exposure to neighborhood violence and poor academic outcomes. Thus whether it occurs in the school or on their way to school, violence impacts children's academic success and, in and of itself, constitutes a danger to young people.

The Data

The 2011 California Healthy Kids Survey collects data focused on a broad range of key learning and health-related indicators that are used to explore student attitudes, behaviors, and experiences related to school and learning. School connectedness, developmental supports and opportunities, safety, violence and harassment, substance use, and physical and mental health are some of the key areas assessed by the survey. John O'Connell High School and Everett Middle School participated in this survey and are reported below.

Data was also derived from the MPN student survey. Students responded to the following question: *Do you feel safe on your way to and from school?*

MPN Performance

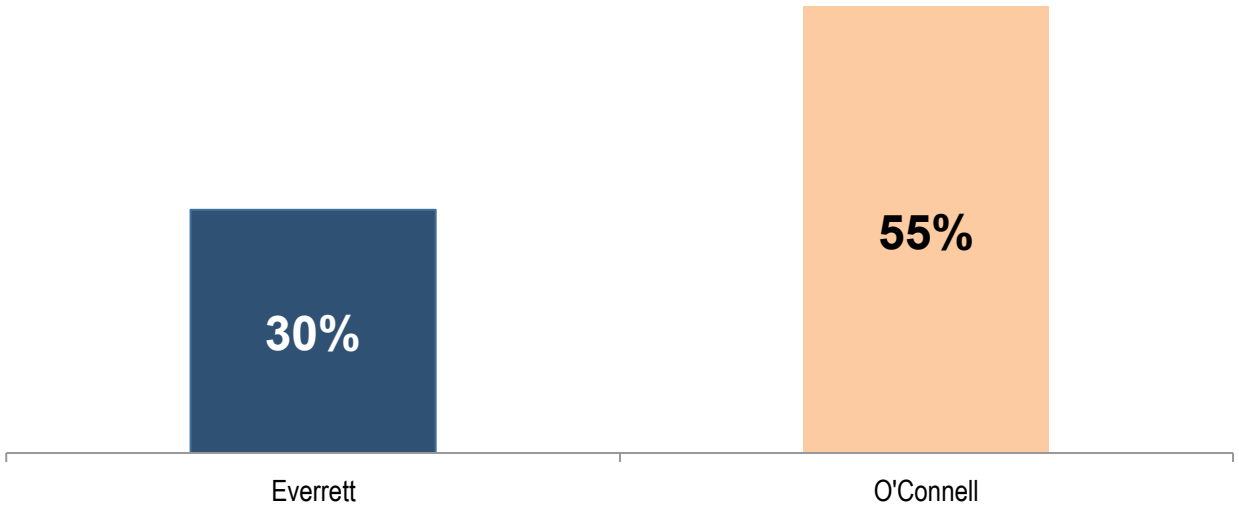
Data from the Healthy Kids Survey reveal that MPN students are less likely to feel safe in middle school than in high school, 30% compared to 55% respectively. The MPN student survey reveals higher rates of perceived safety going to and from school, approximately 75% for MPN students as whole. When broken out by grade, MPN 8th graders report the lowest rates of perceived safety when going to and leaving from school, approximately 40%. This corroborates data from the Healthy Kids survey that suggests middle school – for MPN students in particular - is an important time to target safety interventions.

50%
of MPN students report feeling safe at school

75%
of MPN students report feeling safe to and from school

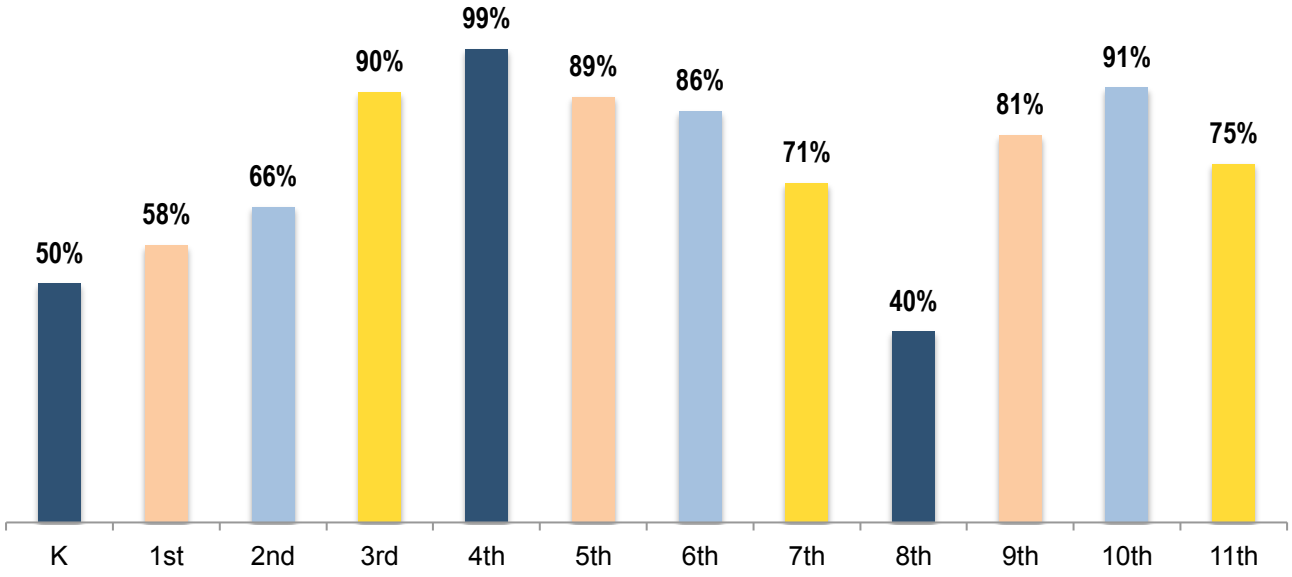
Source: 2011 California Healthy Kids Survey; MPN Student Survey

MPN Students Report Feeling Safe at School



Source: 2011 California Healthy Kids Survey

MPN Students Report Feeling Safe To and From School by Grade Level



Source: MPN Student Survey

Student Mobility Rate

Why It Matters

While it is not entirely clear how mobility operates independently from other factors that force families to move frequently (e.g. poverty) (U.S. Government Accountability Office, 2010), it is clear that children whose families move frequently face many challenges. Frequent and disruptive moves have been linked to problems with academics (i.e. grade retention and school completion) as well as interpersonal skills (Schwarz, Steifel & Chalico, 2007; Pribesh & Downey, 1999). These outcomes appear to be particularly pronounced when moves are sudden and induced by hardship—what are called a reactive, rather than strategic, moves (Rumberger, 2003).

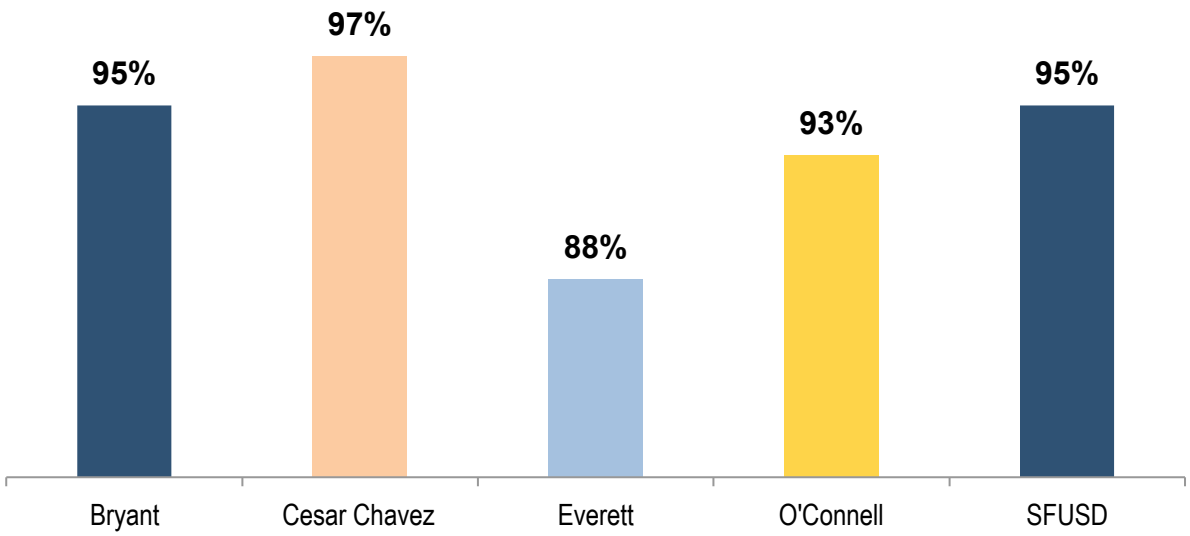
The Data

SFUSD and the California Department of Education collect information on the number of students that enter and exit schools, as a measure of student mobility. The data reported below for MPN target schools represents the percentages of students who were counted as part of the school's enrollment during October 2010 and who have been continuously enrolled at the school since that date.

MPN Performance

The majority of MPN students are roughly on par with SFUSD's rate of student mobility district-wide. The one exception is Everett Middle School. Students here experience higher mobility from one year to the next compared to other MPN students. Although the reasons are unclear as to why more MPN students enter and leave during middle school, the data does suggest greater targeted intervention during this age to ensure that increased mobility doesn't translate into lower academic achievement as students transition into high school.

Mobility of Students in MPN Target Schools



Source: San Francisco Unified School District, 2010-2011

Why It Matters

Caring relationships are characterized by trust, consistency, emotional bonds and positive interactions (Spencer, 2004). While these relationships can be fostered with a wide range of adults—parents, teachers, mentors, coaches, etc. (Noam & Flore, 2004)--they have been shown to be critical in healthy adolescent development, creating a sense of belonging and enabling positive maturation (Pollack, 2004; Fredricksen & Rhodes, 2004). Sale, Bellamy, and Wang's (2008) research shows that youth in treatment programs who have access to high quality adult relationships have significantly greater improvement in social skills such as cooperation, self-control, assertiveness, and empathy than those who do not. A meta-analyis conducted by Duriak and colleagues (2011) demonstrates that such social and emotional learning growth is linked to strong gains in student achievement. Thus, family support and encouragement, in particular caring relationships, not only help students develop into healthy, balanced, caring people, they also help them succeed in school.

About the Data

As mentioned earlier, the 2011 California Healthy Kids Survey collects data focused on a broad range of key learning and health-related indicators that are used to explore student attitudes, behaviors, and experiences related to school and learning. Survey data provided below for MPN students report the percentage of students who have a caring adult, whether inside or outside of school. Also reported below are figures from the 2009 SFUSD School Readiness Report prepared by Applied Survey Research (ASR) that highlight how many times per week parents or guardians read to their children for 5 minutes or more. The data provided is for the 94110 zip code.

Finally, data was gathered from the MPN student survey where students reported whether a parent or guardian had talked to them about college.

MPN Performance

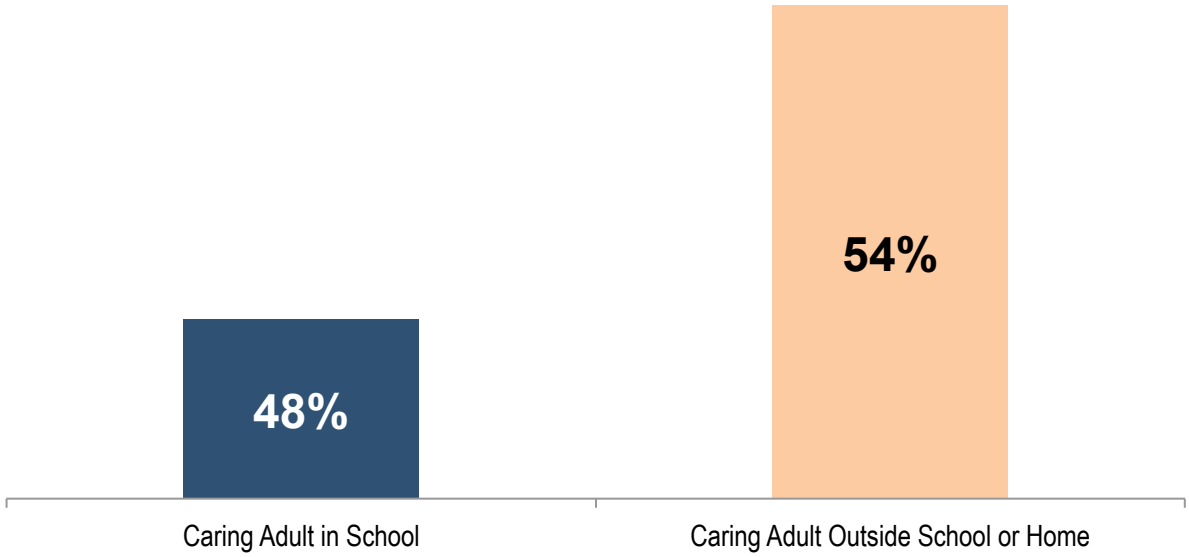
Slightly less than half of MPN student respondents on the California Healthy Kids survey report having a caring adult at school. The figures are slightly higher for a caring adult outside school or home, but not by much. Also important to note is the difference between white and Latino families in the Mission when it came to reading to children at home. White families, on average, read to their children eight times per week for five minutes or more, compared to Latino families who perform the same activity only 5 times a week. Finally, on the MPN student survey, 62% of students report that a parent or guardian has talked to them about college. This means that more than a third of students in MPN schools have *not* been exposed to college-going narratives in the home.

62%

of MPN students report that a parent or guardian has talked to them about college

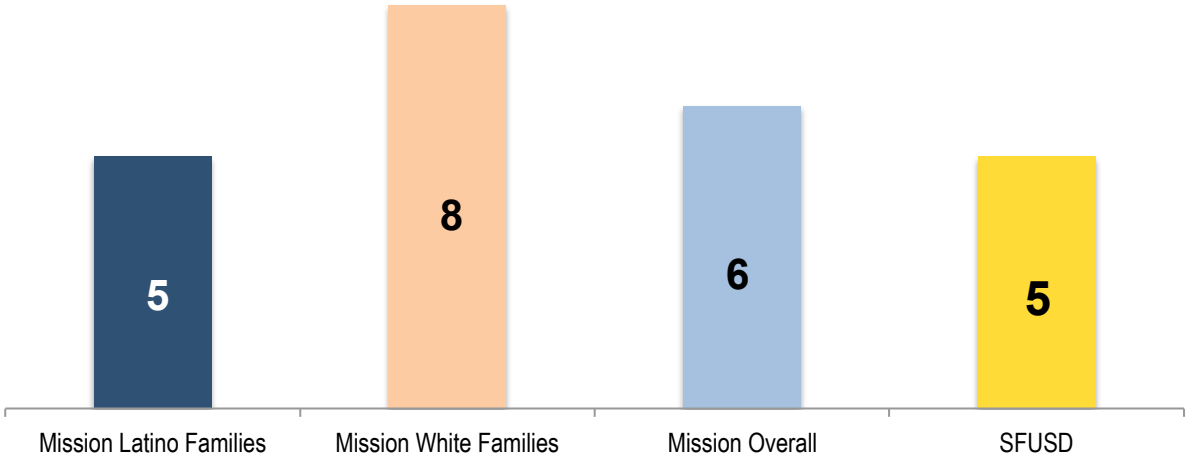
Source: MPN Student Survey

MPN Students Have Caring Adult at School or Outside School or Home



Source: 2011 California Healthy Kids Survey

Number of Times Per Week Parents Read to Children for More Than 5 Minutes



Source: SFUSD/First 5 School Readiness Report, 2009

Why It Matters

The "digital divide" marks the difference between those who have access to modern computing technologies and those who do not (Wilhelm, Carmen & Reynolds, 2002). Poor youth and immigrant youth have been shown to have less access to information technologies, including broadband and computers (Eamon, 2004; Livingston, 2010). Numerous studies have tied access to and use of computers in home and school to improved academic outcomes (Jackson, Zhao, Kolenic, Fitzgerald, Harold, & Von Eye, Jewitt & Parashart, 2011). Although students vary in the types of activities they engage in when using technology, students across all racial/ethnic groups are equally likely to use computer and internet technologies for academic purposes when they have access to them (Eamon, 2004). Access to and use of computers is also shown to increase computer skills, something that is considered valuable in and of itself in the modern economy (Primvera, Weiderlight, & DiGiacomo, 2001).

The Data

In order to gather more precise information about whether MPN students have access to the internet at home and what types of computing devices they use, the MPN student survey asked the following questions: *1) How do you access the internet at home?; 2) Do you access it from a desktop computer?; 3) Do you access it from a laptop computer?; and, 4) Do you access it from a cell phone?*

MPN Performance

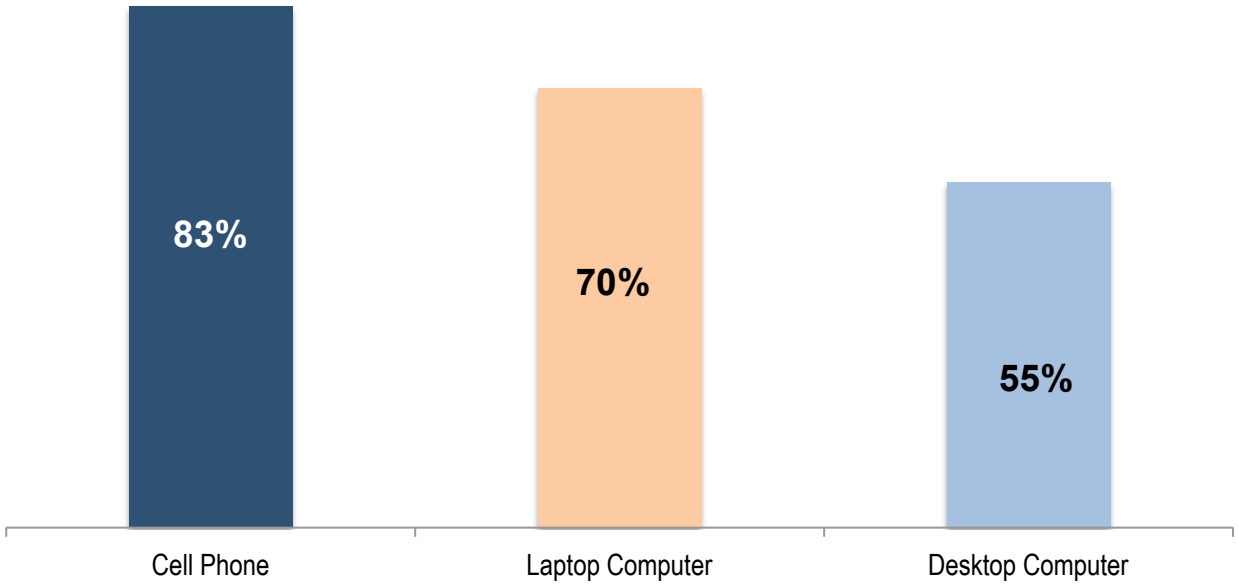
Based on the MPN student survey, roughly 3 out of every 4 children have access to the internet at home. When explored by grade level, older students are more likely to have access to the internet compared to younger ones. The majority of these children are also most likely to access the internet on a cell phone, approximately 83%, and least likely to access it on a desktop computer, about 55%. Although cell phones have become increasingly important 21st century computing devices, this data confirms a digital divide for MPN students in their access to computers for academic purposes.

77%

of MPN students have access to the internet at home

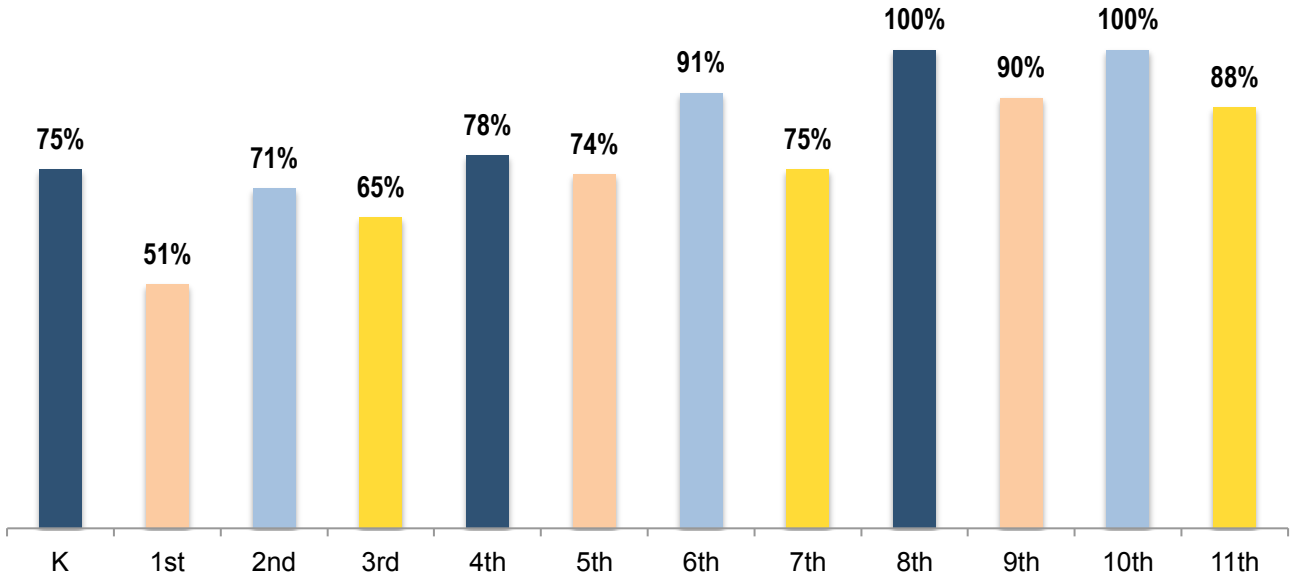
Source: MPN Student Survey

How MPN Students Access the Internet



Source: MPN Student Survey

MPN Student Access to the Internet by Grade Level



Source: MPN Student Survey

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