

Mission Promise Neighborhood Annual Progress Report Progress on Results & Indicators

Reporting Period:
January 1, 2017 – June 30, 2017



Executive Summary

As Mission Promise Neighborhood (MPN) completes its 4 ½ years of U.S. Department of Education implementation funding, the initiative has seen impressive improvements in most of the 10 results and 15 indicators. These population-level results are visible at MPN's target schools, among early learning programs, and with community partners. Notably, target school 3rd and 5th graders had double digit gains in English Language Arts on the statewide assessment. 8th grade proficiency remained one of the highest in the district among middle schools. There has also been increasing trend of high school students applying to and attending four-year colleges.

MPN remains focused on four key priority areas: 1) Preparing kids to be kindergarten ready and ensuring they are reading at grade-level by 3rd grade; 2) increasing high school graduation and college completion, 3) integrating family support/asset-building services for families across the continuum, and 4) strengthening parent leadership and engagement.

The MPN pipeline has served 2550 families since 2012, with 435 active families receiving coaching through MPN Family Success Coaches (FSC). Given community critical needs, families have been connected to housing, immigration, English as a Second Language classes, workforce, and child care services. Referral volume has held steady so far this year, with 631 referrals made so far in 2017, and 86% of those referrals being closed successful, with clients either being taken on for services or added to a workshop

In the first half of 2017, notable achievements include:

- 53% of parents report that their children are in a formal center-based or home-based early learning program.
- MPN network includes approximately 600 children 0-5 served by an early learning partner, with 37% of those children meeting benchmarks for all developmental domains after a year of programming.
- 5th grade English Language proficiency increased by 14% at Chavez Elementary and 19% at Bryant Elementary schools, the greatest gains in the Mission and Bryant was the most improved school in San Francisco Unified School District.

Results

Children enter kindergarten ready to learn.

Students are proficient in core academic subjects.

Students successfully transition from middle school to high school.

Youth graduate from high school on time.

High school graduates obtain a postsecondary degree, certification or credential.

Students are healthy.

Students feel safe at school and in their community.

Students live in stable communities.

Families and community members support learning in Promise Neighborhood Schools.

Students have access to 21st century learning tools.



- 71% of all seniors at the target high school submitted 4 year college application, the highest for John O'Connell High School since MPN inception.
- 79% of high school seniors completed their FAFSA.
- 14 MPN partner staff received an Abriendo Puertas (parent leadership curriculum) capacity building opportunity and are now attending a professional learning community every two months, focused on partner alignment in providing this curriculum and scaling to more families in the Mission.
- MPN hosted an Education Forum for 300 families on July 29, 2017. The event was parent led and focused on: Early Literacy, Reclassification of Latino English Language Learners, College Going Culture, and Financial Education.

In the last six months, there has been a stronger integration of Results Based Accountability and Facilitation into the network. This has meant that quarterly partner meetings have focused on reviewing data and developing factor analysis to get to how we can do our work better together. The Early Learning Action Team has used the tools to prioritize collective work and begin to develop team performance measures, beyond individual program performance measures. Next we will be working with partners to develop new targets for areas that have exceeded original targets or because new assessments need to target-set again. The evaluation and program team will also be working closer with partners to review each other's performance measures and identify collective contributions to results.

MPN partnered with Applied Survey Research (ASR) to produce a report of 2015 kinder readiness at both MPN target elementary schools. The assessment, the Kindergarten Observation Form (KOF), is only administered every 3-5 years and data samples for these two schools become representatives for the Mission District. Through this report, we learned that there were many predictors of readiness for the 2015 incoming kinder classes at both Chavez and Bryant, the number one predictor being child wellness. In aggregate, 23% of children were considered kinder ready at both Chavez and Bryant. When broken down by school, Chavez students were considered 55% kinder ready, with only 10% of Bryant students reaching kinder readiness. One of MPN's challenges continues to be serving a preschool population that is not feeding into Bryant and Chavez elementary because of SFUSD's choice system. In an effort to connect preschool outcomes with kinder readiness results, we will continue to partner with ASR to track children across all schools in the district.

MPN is also pivoting to address systemic and policy barriers to improving outcomes for children and families. Families from the MPN Parent Council are leading a Reclassification Campaign to build awareness and address the disparity that currently exists within San Francisco. Currently, only 8% of Latino English Language Learners were reclassified in the 2016-2017 school year.

In the coming year MPN will be focused on sharing initiative results with the broader community of stakeholders and bringing in new funds for the next five years. We will hold a strategic planning session with partners next month to review our mission, vision and priorities for the next



phase of the work together. After this strategic session, we will hold sustainability/joint fundraising meetings. It is extremely important to increase city and private philanthropic investments and we will prioritize doing this over the next year.

Result 1: Children Enter Kindergarten Ready to Learn

Indicator 1: Children ages 0-5 have a medical home

GPRC Definition

Number and percent of children birth to five years old who have a place where they usually go, other than an emergency room, when they are sick or in need of advice about their health.

Solutions

Pediatric Outreach Worker through MNHC

Prenatal Care through UCSF Nurse Midwives

Family Support Services through Mission Neighborhood Centers (MNC)

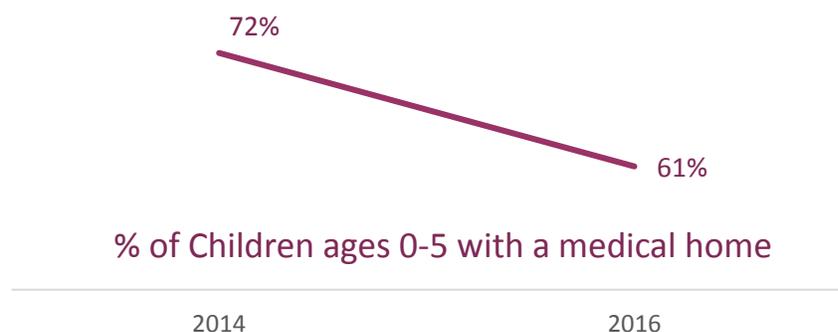
Family Support Services through Early Learning Family Success Coach

Explanation of Progress

Longitudinal trends for GPRC 1 show gains in access to emergency medical services and decreases in access to a medical home. As previously reported, the 2016 Neighborhood Survey revealed a decrease in the number of children with a medical home (61%) since the last assessment (71%) in 2014. This is significantly lower than the trends seen across San Francisco, which has a high rate of insurance and medical provision for

children under the age of 18. In San Francisco 98.5% of children in 2015 had Medical Insurance (American Community Survey, 2015), and in 2012 96% of children in San Francisco under the age

The 2016 Neighborhood Survey revealed a decrease in the number of children with a medical home since the last assessment in 2014.



of 5 had insurance (Integrated Public Use Microdata Series, 2007-2012). However, it is important to distinguish between insurance and a Medical Home. In our sample, 97% of children have medical insurance which is consistent with what is seen across San Francisco. However, the decrease in proportion with a Medical Home may be in large part due to data measurement challenges described above. In an analysis of [students entering kindergarten at MPN Target Schools in 2015, 100% of students have a regular healthcare provider, and 91% have had a medical exam in the last year](#). At Mission Neighborhood Health Center, 84% of patients are insured through either private insurance or Medical, which is down 24% from the end of 2016. [At MNC, 100% of children enrolled have a medical home](#).

The Mission Neighborhood Health Center (MNHC) continues to be the primary medical home for children under the age of 5 years living in the Mission District. In the first half of 2017, MNHC has served [3,523 children in their pediatric clinic](#). All children who qualify were seen for a well-baby visit (n = 4,431), and 74% of children received age-appropriate vaccines by their 3rd birthday (20% reduction from baseline).

Data Source and Collection Challenges

Data was collected through the 2016 Mission Neighborhood Survey, which utilized a random sampling methodology of parents with a student in a Mission neighborhood school or living in the Mission neighborhood.

Indicator 2: Children ages 3 and children at Kinder demonstrate age-appropriate functioning

GPRRA Definition

Number and percent of three-year olds and children in kindergarten who demonstrate at the beginning of the program or school year age-appropriate functioning across multiple domains of early learning.

Solutions

Developmental Screenings through Support for Families

Parent Education through Abriendo Puertas & Crianza con Cariño at Good Sam

Early Childhood Mental Health Consultation through IPP

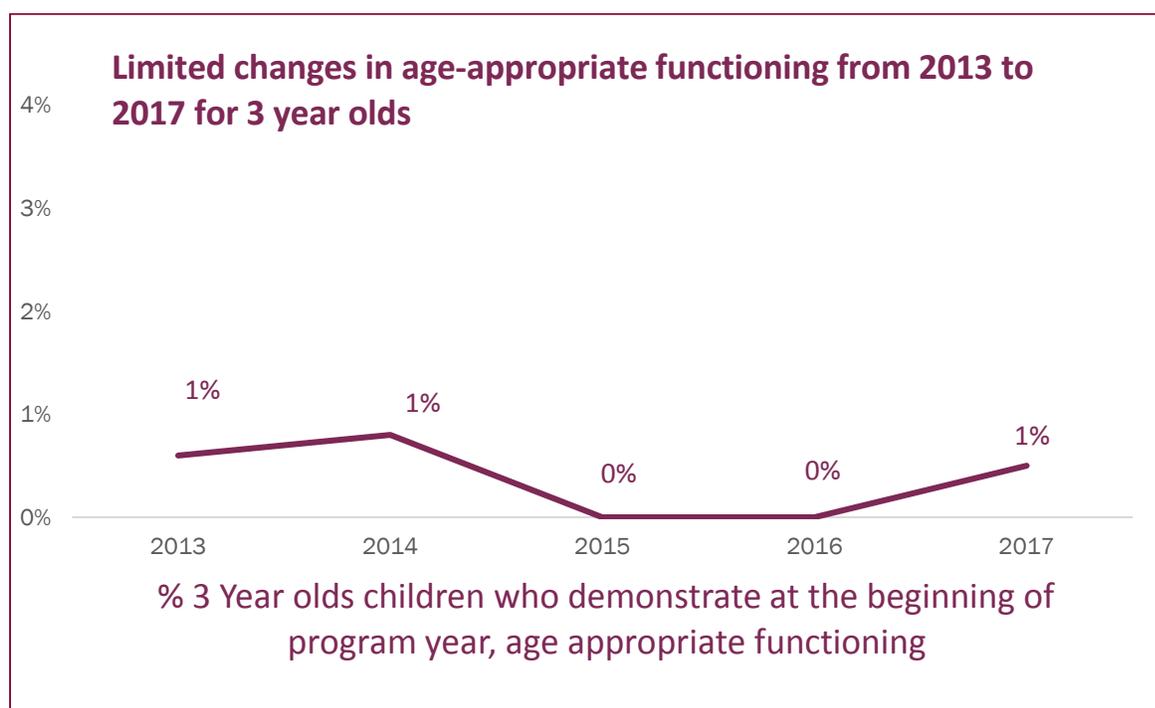
Transitions through SFUSD EED

Infant Toddler Services through Felton Institute and MNC

Preschool Services through MNC, Good Sam, Felton Institute



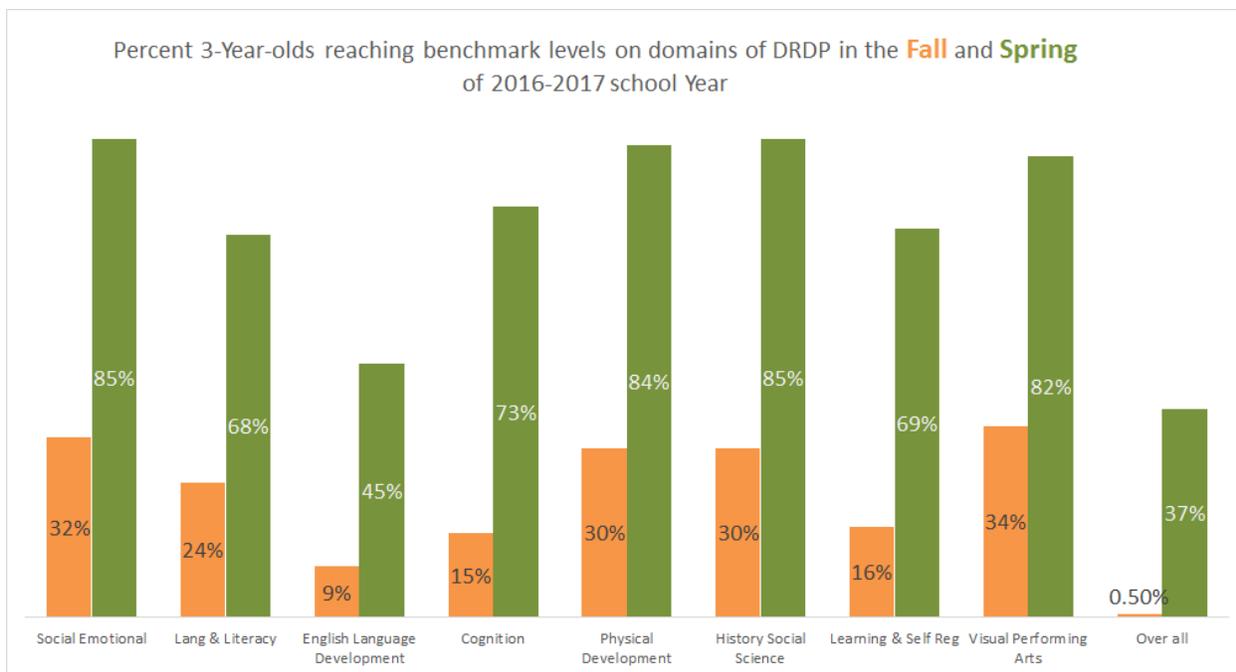
Explanation of Progress



Age-appropriate functioning for 3 year olds

Longitudinal trends for GPRA 2 shows no changes in age-appropriate functioning for 3 year olds beginning pre-school, and a decline in the kinder-readiness for 5 year olds starting kindergarten. As discussed above, students entering MPN target schools for Kinder, have overwhelmingly not participated in MPN Partner Programs for Early Learning.

In San Francisco, in order for 3 year old children to be classified as “at age-appropriate functioning” they need to meet the top two levels of the DRDP (Building & Integrating) on all domains. This is a very high bar that San Francisco has adopted and we believe it is most likely the highest bar in the nation. During the program year 2016-2017, data from Preschool For All shows that .05% of 3 year old children are beginning their preschool year demonstrating age-appropriate functioning by this rigorous definition. However, when looking at DRDP domains individually, it is clear that a **larger percentage of children are entering preschool with some age-appropriate competencies**. For example, **Physical Development, Socio-emotional Development and History and Social Sciences are all areas in which at least one-third of students are entering pre-school with age-appropriate levels**. English Language, Cognition, and Approaches to Learning and Self-regulation, on the other hand are the most challenging domains at the beginning of the year. What is clearly demonstrated by the chart below, however, is that students are showing demonstrative gains in age-appropriate functioning from fall to spring.



Multiple solutions are geared towards ensuring that children are receiving the quality early learning opportunities that they need, as well as receiving appropriate services and interventions to ensure they are developing appropriately and ready for Kinder. Some of our early learning partners administer the Ages and Stages Questionnaire (ASQ) and provide referrals for additional screening or services based upon results. Families with a child age 0-5 are referred to the SFF staff person for this service. If after completing the ASQ, a developmental concern is flagged, the SFF staff person connects the family with the appropriate resources for an additional screening and/or appropriate services. In the first half of 2017, Support for Families administered 93 Ages and Stages Questionnaire (ASQ) with families at the Mission Neighborhood Health Center. Of those families who worked with Support for Families, **92% report increased knowledge of their child's special need, 87% reported increased knowledge of development services and resources for their child, 86% reported that they learned strategies to advocate for their child and an increased ability to communicate with special need professionals.** Good Samaritan also conduct the ASQ, screening 16 children.

Good Samaritan offers the Abriendo Puertas leadership development model for parents. This is a ten week workshop that supports parents in gaining leadership skills, learning about child development, and navigating the schools and service systems. Good Samaritan has seen an increase in percent of two-generational participants in which parents are attending parent-focused classes (Abriendo Puertas and Crianzo Con Carino) as well as children attending Kids Club or pre-school (61% in 2015 to 100% in 2017). Parents continue to report high levels of understanding of their child's development (100% in 2017). In addition, **70% of children in their Child Development center met DRDP benchmarks for socio-emotional and 65% for language & literacy.**

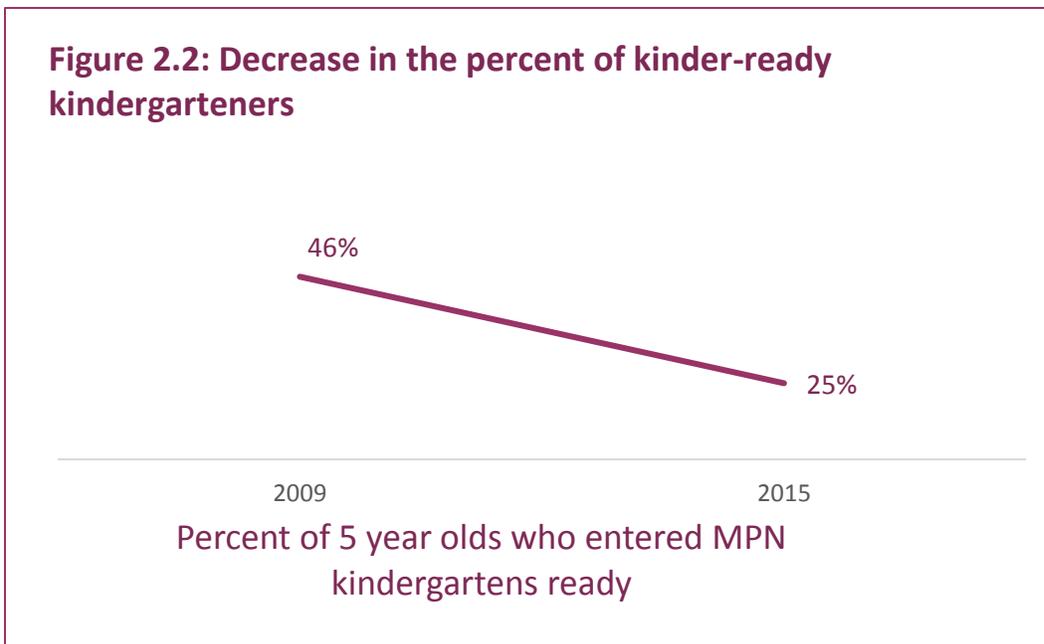


MNC is currently the only agency that provides Head Start and Early Head Start programs, serving 463 children in the first half of 2017, 56% of whom are MPN children (living in 94110 or 94103). They reported an average attendance rate of 88% for both programs. In addition, UCSF's Infant Parent Program's reached 818 children ages 0-5 in the first half of 2017.

The **Early Learning Action Team** has worked to identify ways to address the needs for a more integrated and easy transition from Pre-K to Kinder. The FSC from Cesar Chavez Elementary School continues to provide information about the Mission Promise Neighborhood and resources at the Pre-K Family meeting, and support Pre-K families in completing applications for kindergarten. The FSC at Bryant Elementary School has taken the lead on school tours and orientation for families considering the school as their Pre-K school of choice. **These supports for the Pre-K program and families builds a stronger continuous pipeline from the Pre-K program into the K-5 pathway at Bryant Elementary School.** Additionally, the five MPN preschool programs are supporting families in their transition to any school within San Francisco. The Early Learning Action Team designed a Family Portfolio that is used as a tool in supporting families from their preschool programs into Kinder. This tool will be used as a guide to document important information they can share with their child's kinder teacher during the beginning of the school year and beyond. **Currently, 112 portfolios have been distributed to families at 5 early learning sites:** Good Samaritan, Bryant Elementary, Cesar Chavez Elementary, Felton Family Developmental Center and MNC Head Start Kinder Prep Summer program. In addition, **120 portfolios will be provided to MNC Head Start full day pre-k centers by the end of the summer.** A workshop has also been designed to inform parents about the tool, how to use it and how to collect the information they find important to share with any future teacher.

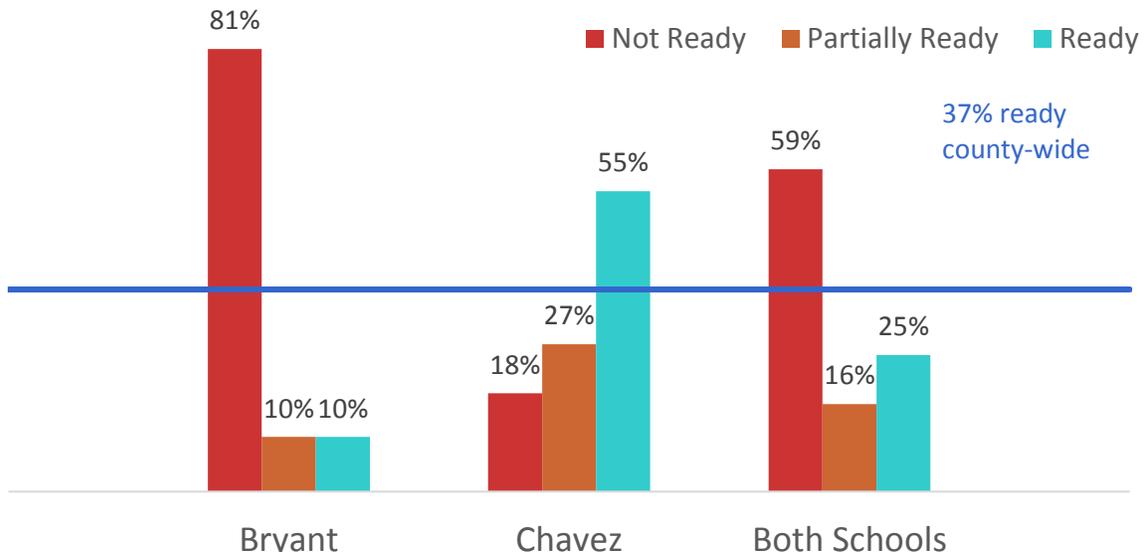
Age-appropriate functioning for Kindergarteners

ASR's examination of school readiness for students entering Kindergarten at Chavez



and Bryant Elementary schools in 2015 found that **students entering Chavez Elementary demonstrated much higher rates of kinder-readiness than San Francisco County**, however students entering Bryant are not. When scores on the Kindergarten Observation Form are averaged across schools, there is a decrease in kinder readiness from 2014 to 2016.

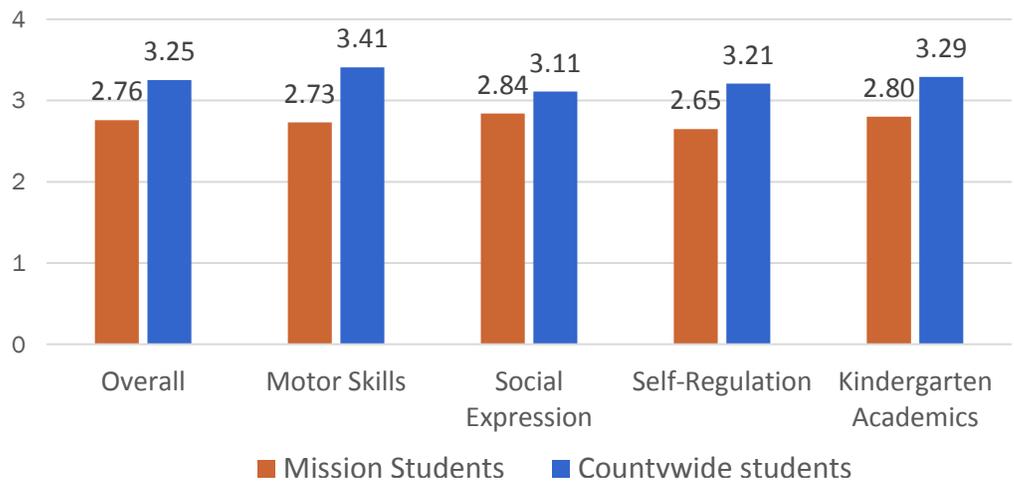
Kindergarten readiness levels, by Mission Promise Neighborhood schools and overall, 2015



Source: Kindergarten Observation Form, Ns = Bryant: 21, Chavez:11, Both: 32, County (weighted N):723

Their examination of individual domains of the Kinder Observation Form found that MPN Kinder students were closest to their peers in the county in Social Expression. In addition, ASR also examined protective factors for students that made them more likely to enter Kinder-ready, such as well-being (having no instances of being sick, hungry or tired according to teacher reports), not having a special need, being a girl, being at least 5.5 years old, having preschool experience and having participated in First 5 Services. It was found that all of the students with 5 or 6 of these protective factors were ready for kinder upon entry.

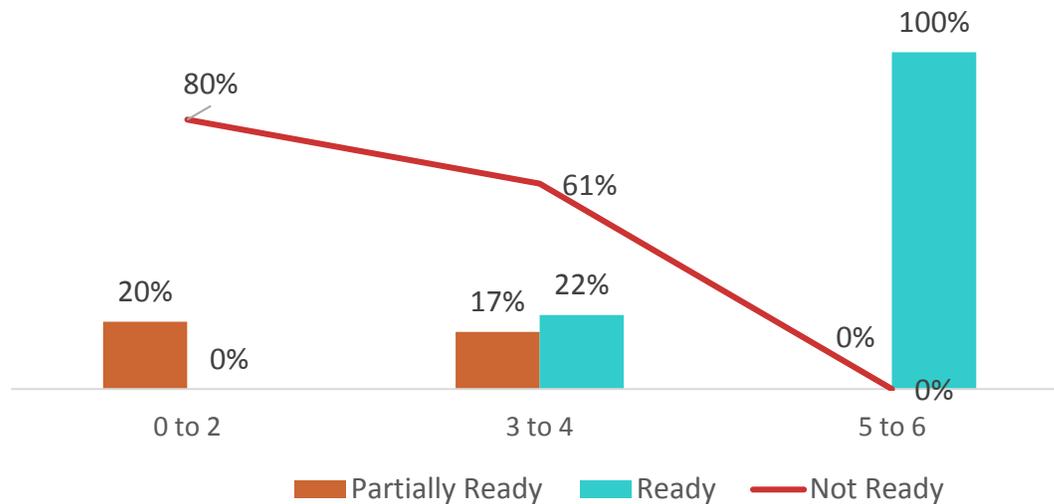
Kindergarten readiness levels: Mission Promise Neighborhood students versus students countywide, 2016



Source: Kindergarten Observation Form, Ns = Bryant: 21, Chavez:11, Both: 32,



Percentage of students ready for school, by number of protective factors they possess, 2015



Source: Kindergarten Observation Form, SFUSD administrative data. N=32

Data Source & Measurement Challenges

Three Year Old Age Appropriate Functioning

There are no changes in our measurement this year. We are reporting data for three year old children in Preschool-for-All sites who attend partner Early Learning Programs.

GPRA 2 for Kindergarteners

Assessing Kinder readiness for Mission Promise Neighborhood has posed ongoing difficulties, as the assessment used by SFUSD has changed over time. The initial intent was to report scores on the Brigance for MPN Kindergarteners, however, SFUSD discontinued use of the Brigance in 2014. Between, 2014 and 2017, the Kinder Observation Form (KOF) has been used, however it has been voluntary for teachers to participate and has been conducted at a different sample of schools each year. In 2017, SFUSD has developed the KRI (Kinder Readiness Inventory) together with ASR (Applied Survey Research), which will be administered to all students in SFUSD in the fall of 2017. ASR was able to provide a detailed assessment of Kinder Readiness at Bryant & Chavez for 2015 school year, some of which is included below. Data for this indicator in Scorecard shows KOF scores, for which there are some missing years. Previously it contained data for the Fountas & Pinnell assessment, which is a literacy assessment and only speaks to one domain of age-appropriate functioning.

Another challenge for assessing the kinder readiness of children entering Kinder in MPN partner schools, is that a small sample of students entering Chavez or Bryant elementary are coming

from Mission Promise Early Learning Programs. In fact, the majority of students are coming from varied early learning experiences from all over the city and therefore readiness of students entering kinder is not reflective of the success of Mission Promise programs or partners. MPN is hoping to work closely with SFUSD and ASR to build an increased understanding of the readiness of students who have left MPN Early Learning Programs, regardless of which kinder program they enrolled in and which district school they enter for Kindergarten.

Indicator 3: Children participate in formal care

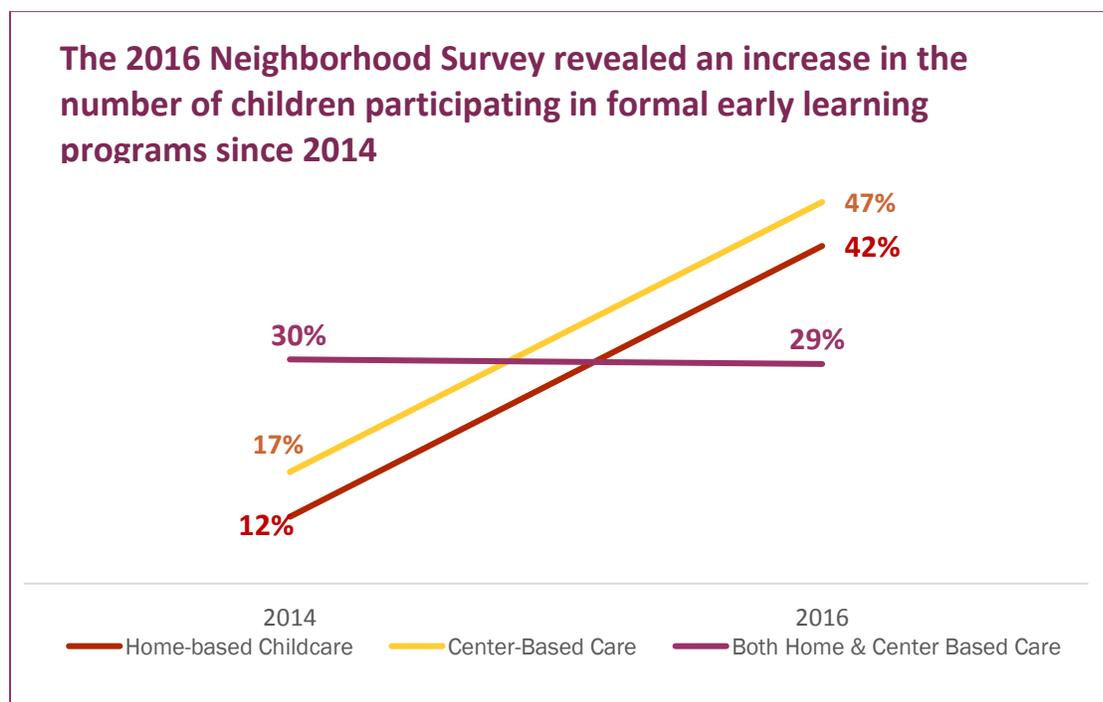
GPRA Definition

Number and percent of children from birth to Kindergarten participating in center-based or formal home-based early learning settings or programs.

Solutions

- Early Head Start & Head Start through MNC
- Family Developmental Center through Felton Institute
- Child Development Center through Good Sam
- Early Education sites through SFUSD
- Referrals to SF3C through Family Success Coaches

Explanation of Progress



Longitudinal trends for GPRA 3 show upward trends in the areas of access to home and center-based care. **The 2016 Neighborhood Survey revealed an increase in the number of children participating in formal early learning programs (53%) since the last assessment (29%)**, however when we examined the distribution of early learning participation among infant-toddlers and pre-school-age children, we see a pattern that is consistent with what is seen throughout the community: **the availability of infant-toddler slots continues to be high need in our community**, as older children are more likely to be participating in early education, and there is a dearth of slots available for infant-toddlers. As a result of Preschool For All assurance that every four year old has the opportunity of having at-least one year of preschool, many toddler and infant slots have been converted to preschool slots, dramatically reducing the number of slots available to young children. The Mission District in particular demonstrates a huge need, as the number of children under 2 greatly outpace the number of slots available.

Our partners, **Good Samaritan and MNC have served 495 between them (463 students in MNC's Early Head Start and Head Start Programs and 32 students in Good Sam's Preschool program)**, which represents a slight increase from previous years. Just over 50% of MNC's students live in the MPN Footprint, and they have had a consistent attendance rate hovering around 88%. At MNC, 80% of staff are fluent in Spanish and in 2016, 100% of parents reported satisfaction with the programing their children received.

The City's Office of Early Care & Education is in the process of restructuring the way in which it pays for child care and early education services. MPN Partner, Children's Council was selected to manage the centralized subsidy eligibility list (SF3C) to provide subsidy administration, child care resources & referrals and to run 60% of the city's Family Child Care Quality Network (FCCQN). **Children's Council has been focused on implementation, particularly in supporting parents, better integrating programs and improving efficiencies for parents and providers. Children's Council saw an increase in referrals through MPN partner agencies through the use of the Referral Tool.** MPN staff have increased the number of families to SF3C, 33 in the first half of 2017 compared to 27 in the entire year of 2016. Small increases in the number of licensed family child care providers in SF and in the MPN footprint (6%), resulting in an increase in children served from 267 to 304 (54% increase from baseline). There has also been an increase in vouchers provided for children living in the MPN footprint from 441 to 500.

Data Source & Measurement Challenges

Data was collected through the 2016 Mission Neighborhood Survey, which utilized a random sampling methodology of parents with a student in a Mission neighborhood school or living in the Mission neighborhood.



Result 2: Students are proficient in core academic subjects

Indicator 4: Students are at or above grade-level in English and Math

GPR4 Definition

Number and percentage of students at or above grade level according to English Language arts assessment in 3rd-8th grade and once in high school.

Solutions

Parent Education and Leadership Development: Parents for Public Schools

SFUSD School Based Wellness Centers

Mentoring for Success (SFUSD)

UCSF HEARTS Mental Health Collaborative

Instituto Familiar de la Raza

Jamestown Community Center: After School programming

Mission Graduates: After School Programming and College & Career Programming

Seven Tepees: After School Programming and College & Career Programming

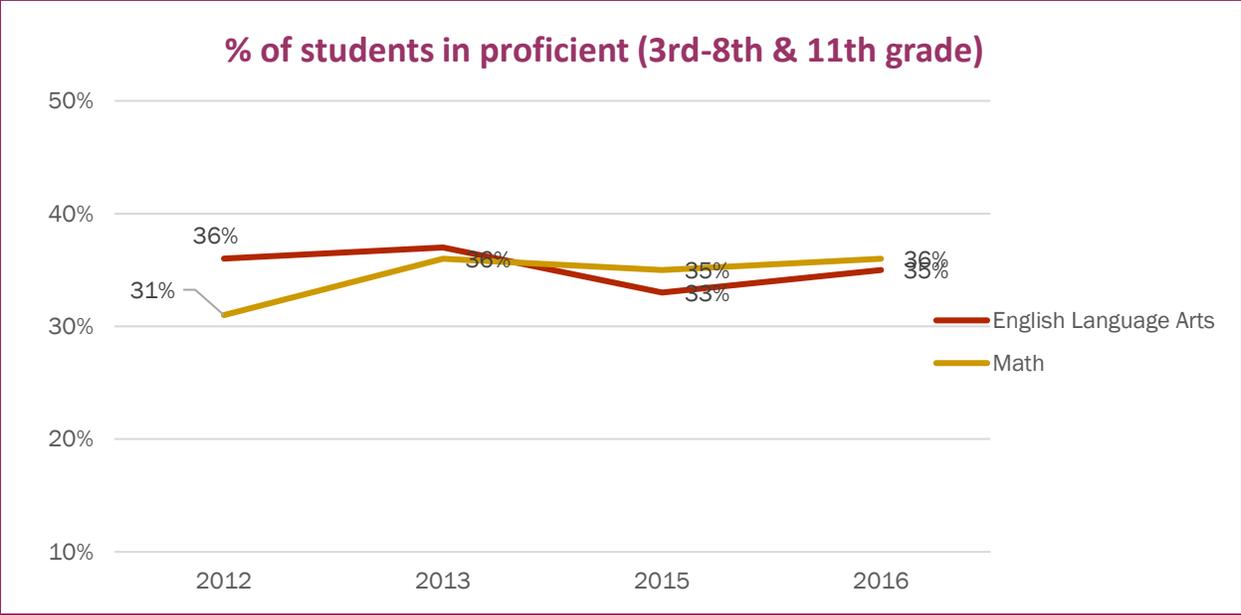
Urban Services/YMCA: Middle to High School Summer Transition Program

K-12 Teacher Professional Development (SFUSD) (*leveraged*)

Explanation of Progress

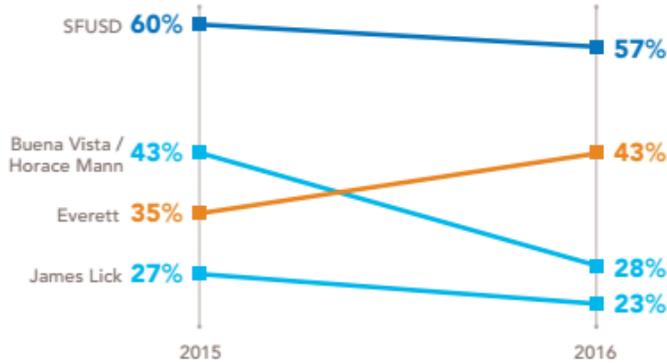
Longitudinal trends for GPR4 show upward trends for most indicators in the areas of academic proficiency. 3rd grade students at Bryant and 8th grade students at Everett have demonstrated particularly growth from 2015 to 2016 in their English Language Arts test scores.





Partner, school, and MPN staff continue to focus on literacy rates in all four target schools and across the Mission district through MPN and school-based partner meetings. Partner programs are shifting to align on literacy goals set by each school by incorporating additional opportunities for literacy support into their programming and parent outreach.

Eighth-graders at Everett MS caught up with, and surpassed, many of their Mission District peers in English Language Arts from 2015 to 2016 school year.

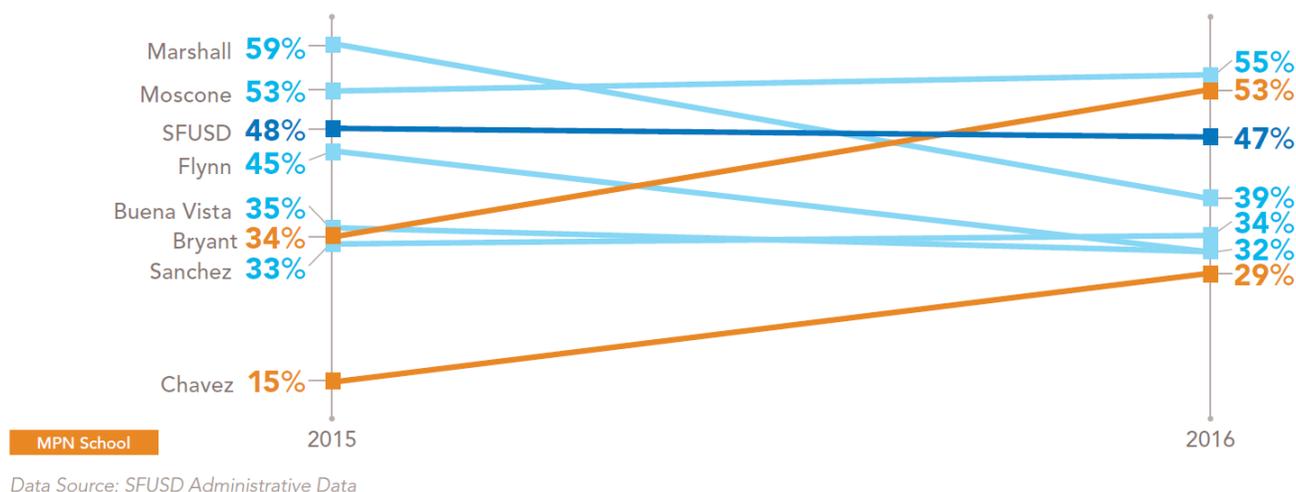


MPN School
Data Source: SFUSD Administrative Data

Jamestown saw 856 in their after school program in the first half of 2017, and Mission Graduates worked with 97 at Bryant and 424 at Everett. 71 students worked with 7 Tepees in their learning center. **Refugee Transitions saw a 16% increase in students matched with home-based tutors, due to an increase in volunteers.** Eighty Five percent of Refugee Transitions San Francisco home-based and after-school students graduate high school, which exceeds the graduation rate for English learners in California (72%), San Francisco County (71%) and SFUSD (74%) however most of these students are at SF International High School and not at an MPN target school. At Good Samaritan, Refugee Transitions’s ESL class focused on “know your rights” and “immigration” which attracted more students. There was a 10% increase in the attendance rate for students in this class, compared to the same time frame of 2016.

2016 was the first school year with trend data on the new SBAC assessment. In this first year, 3rd graders at Bryant demonstrated one of the highest rates of improvement in Math proficiency among their Mission District peers and has made progress towards the SFUSD Average of 56% and 5th graders has caught up with their SFUSD peers in English Language Arts. Similar trends are seen among 8th grade students at Everett Middle School.

Fifth-graders at Bryant caught up with and exceeded their peers, and the district average in English Language Arts from 2015 to 2016 school year.



Data Source & Measurement Challenges

None at this time. Data for 2017 School year will be available in 2018.

Result 3: Students successfully transition from MH to HS

Indicator 5: Student Chronic Absenteeism

GPRRA Definition

Attendance rates of students in 6th, 7th, 8th, and 9th grades

Solutions

MPN Family Success Coaches

Summer Transition Programs (Mission Graduates, 7 Tepees)

SFUSD School Based Wellness Centers



Mentoring for Success (SFUSD)

UCSF HEARTS - Mental Health Collaborative/SAP meeting consultation

Instituto Familiar de la Raza - Mental Health Consultation for teachers)

Comprehensive School Reform (Full Service Community Schools) (leveraged)

Parent Leadership Development: K-12 Family & Community Supports (Parents for Public Schools, Mission Graduates)

Explanation of Progress

Downward trend in chronic absenteeism among 6th-9th grade students

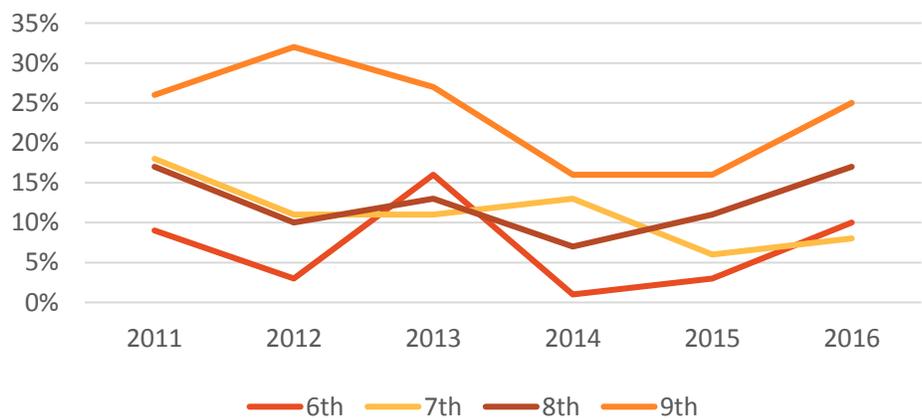


Average daily attendance for all grades has seen small growth since the beginning of the initiative, particularly for 9th graders who saw a large jump from 2012 to 2013, and then a consistent rate from 2013 -2016. Chronic absenteeism, however, has not been so linear. Sixth graders, after a few years of improvement (decreased rates) see a net increase from 2011. Seventh grade students, on the other

hand show a net decrease in chronic absenteeism by almost 10% since 2011. 8th grade students see no net change, although there have been dramatic variations year over year. The same can be said for 9th grade students. Much of this variation can be attributed to limited accuracy and consistency of attendance systems throughout the district. Since 2015, the quality and accuracy

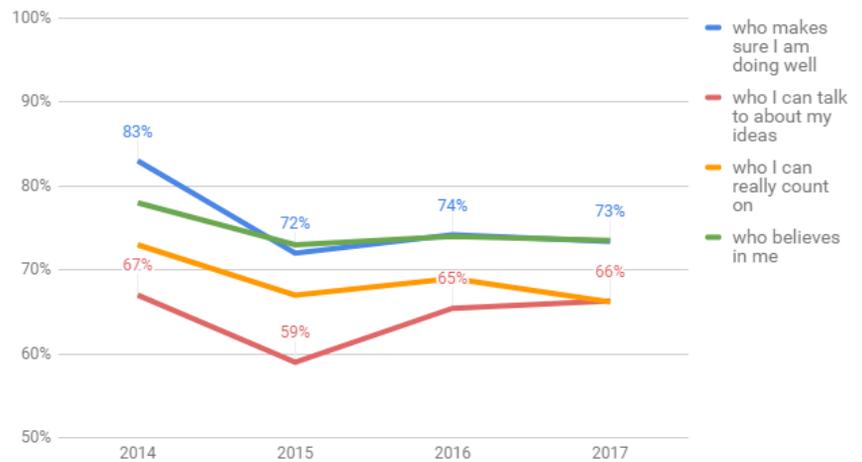
has dramatically improved which may account for some of the apparent increases in chronic absenteeism. While specific strategies to improve attendance vary across school sites, core solutions still include Mentoring For Success, MPN Family Success Coaches, Wellness Staff and Wellness Center, and Community School Coordinators. At

Changes in Chronic absenteeism over time by grade



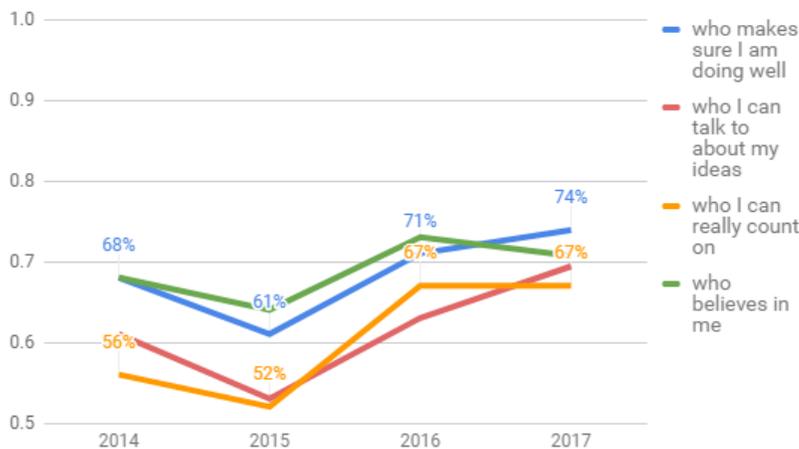
schools in the footprint including MPN target schools, school leaders identified students who would benefit from additional support via mentorship. High school staff used the Early Warning Indicator list -- students flagged based on their middle school GPA and attendance -- to determine best fit freshmen for mentoring this fall. The presence of MPN-funded programs and staff, including partners, wellness center staff, Community School Coordinators and FSCs have contributed to students experiencing high levels of adult support. Data from the School Climate survey shows that more than half of the [students at Everett Middle School felt supported by teachers year over year](#). Lower scores from 2014 to 2015 may be attributed to the loss of SIG for the school and the turnover of staff, and growing student body. At John O'Connell, there have been steady gains in student experience of support by staff at school.

Everett Middle



This school year begins with additional challenges due to a shifting political climate. Many MPN families have increased fears of deportation and ICE raids based on incessant vitriol against immigrant communities. MPN partners are collaboratively working to allay these fears. Mental Health and Legal partners, Instituto Familiar de la Raza (IFR) and La Raza Centro Legal, collaborated to provide integrated Mental Health and know your rights workshops at the schools, and included sessions to support parents in talking about stressors and trauma with their children. In addition, mental health consultants IFR worked with at least 4 families at each school that

John O'Connell



needed high-impact services to address high risk needs due to immigration status, reunification of family members and history of trauma. As a result of the supports in the schools, teachers report over all feelings of support by mental health consultants and feel more equipped to deal with the social-emotional needs of stu-



dents and families. Similar, families feel supported by the consultants and were better able to access informal consultations without stigma or fear. At Chavez, IFR worked with 12 teachers, 6 support staff, 18 parents, 4 after-school teachers, 22 students with focused push-in services and 4 students with on site therapy. **77% of teachers said that they felt that the Mental Health Consultant substantially increased their understanding and response to students emotional needs.** At Bryant, IFR worked with 6 teachers, 5 support staff, 30 parents, 4 after-school teachers, 39 students with focused push-in and 12 students with on-site therapy. 85% of teachers said that they felt that the Mental Health Consultant substantially increased their understanding and response to students emotional needs. At Everett, Mental Health consultants also worked with 5 teachers, 8 support staff, 10 parents, 4 providers, 10 students with push in and 3 with onsite therapy.

Data Source & Measurement Challenges

SFUSD Student Attendance Office report "Everett MS Monthly ADA Summary" for "Year: 2014-15"

SFUSD Student Attendance Office report "O'Connell (John) HS Monthly ADA Summary" for "Year: 2014-15"

SFUSD's attendance system changed between the 2012-13 and 2013-14 school year. The system now captures the number of days without an attendance mark, which are excluded from ADA calculations.

Result 4: Students graduate from high school on time

Indicator 6: Four-Year Adjusted cohort graduation rate

GPRA Definition

Four-year adjusted cohort graduation rate.

Solutions

MPN Family Success Coaches

Summer Transition Programs (Mission Graduates, 7 Tepees)

SFUSD School Based Wellness Centers

Mentoring for Success (SFUSD)

UCSF HEARTS - Mental Health Collaborative/SAP meeting consultation

Instituto Familiar de la Raza - Mental Health Consultation for teachers)

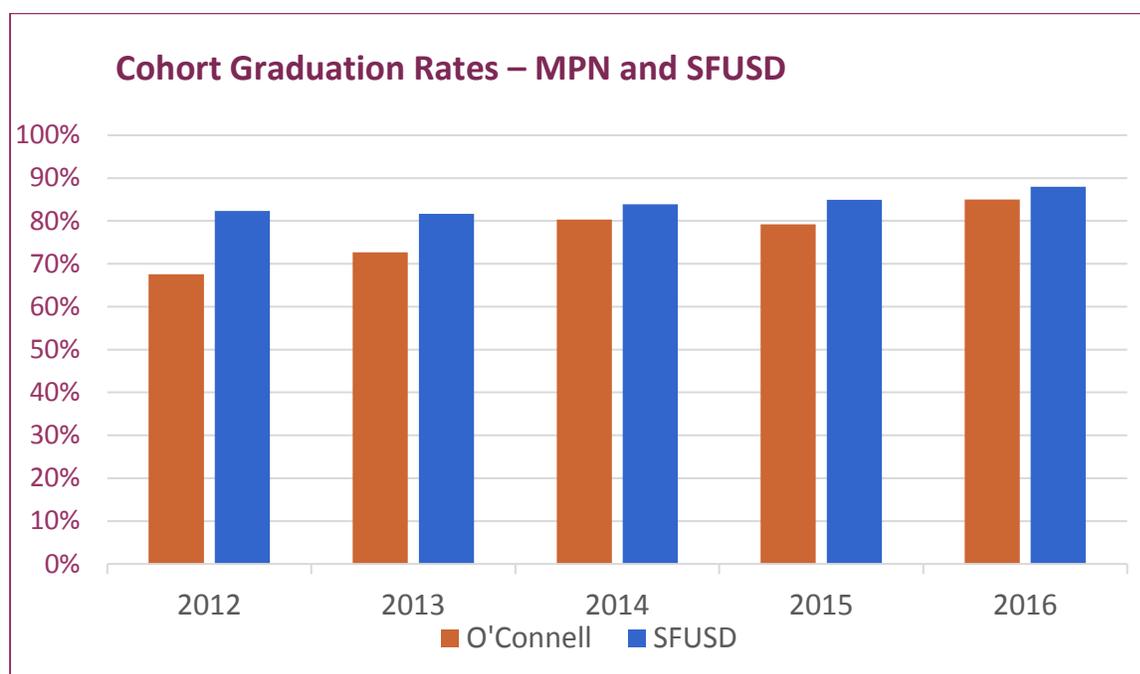


Comprehensive School Reform (Full Service Community Schools) (leveraged)

Parent Leadership Development: K-12 Family & Community Supports (Parents for Public Schools, Mission Graduates)

Explanation of Progress

Longitudinal trends show a positive trend in graduation rate for John O’Connell students, as they narrow the gap with the district. This is particularly true for Latino students at John O’Connell who are graduating at a rate of 84%, a 10% lead on students graduating from other Mission High schools or the District in general. According to the 2017 School Climate Survey, students at both **Everett and JOC report that their finishing high school is important to their parents - this has remained steadily over 85% for both schools over the years.** Reports are also high that parents talk with their children about the importance of going to college.



Data Source & Measurement Challenges

The definitions and business rules used to develop the 4-year adjusted cohort and to calculate the graduation rate are sourced from the U.S. Department of Education’s High School Graduation Rate - Non-regulatory Guidance, December 22, 2008.

Data for the 2015-2016 O’Connell graduating cohort is from the National Student Clearinghouse reports provided by SFUSD.



Result 5: High School graduates obtain a postsecondary degree, certification or credential

Indicator 7: College enrollment, degrees and certifications

GPRA Definition

Number and percentage of students who graduate with a regular high school diploma and obtain a postsecondary degree, vocational certificate or other industry recognized certifications or credentials without the need for remediation.

Solutions

Kinder 2 College

Mission Graduates

Explanation of Progress

During the 2016-2017 school year, College and Career partner Mission Graduates worked with 319 students. Of the 78 seniors that worked MPN Partners (100% of senior class), **79% submitted a FAFSA application and 71% applied to a four-year college.** Mission Graduate's parent workshop provided parents with the knowledge and tools to support their children in applying to and attending college. IN 2017, Mission Graduates worked with 421 Mission Promise Neighborhood Parents (Which represents 33% of total served), through 198 workshops. **97% of parents say that have increased their understanding of the barriers to their child attending college, and 30% say that they have an action plan to support their child in getting to college.**

The Mission Promise Neighborhood also awarded six scholarships of a total of \$11,200 graduating seniors who enrolled in four year colleges this fall. The scholarships were awarded at the senior breakfast as the high school continues to strengthen their graduation and college-going culture. Mission Promise also nominated one of the scholarship awardees to the Mayor's "I Am the Future" Scholarship Award and was awarded with a scholarship to supplement the cost of the first year of college.

According to the MPN 2017 School Climate Survey, **79% of Everett students and 75% of John O'Connell Students are confident that they will go to college.** 72% of students (slightly higher at the high school and lower at the middle school) report that they plan to attend a 2 or 4 year program after high school, and 66% report that they plan to work full or part time. The largest barrier to attending college identified by students is not having enough money to pay for college (44%), followed by not feeling academically prepared (39%). Identification of barriers is over all high for John O'Connell, which may be indicative of salience and grade-appropriate understanding of college enrollment process. The only barrier that has increased since 2015 is needing to help at home (increase from 11% to 16%). In addition, 13% of students at Everett identify not



speaking English well enough as a significant barrier, which may be reflected of hte large new-comer class at that school.

Students were also asked to identify factors as important or not important to attending the college of their choice. Most students at both schools identify that good grades are important, however the other requirements are less consistently well known. The knowledge of A-G requirements has increased since 2016, as has the knowledge of letters of recommendations. The identification of sports as an important factor in college attendance has dropped dramatically since 2015, and was excluded all together in 2017's survey.

Data Source & Measurement Challenges

SFUSD receives the National Student Clearinghouse (NSC) Studenttracker for High School Aggregate Report in fall/winter of each year. For students who enrolled in a college or university at any time during the year following high school graduation, the NSC Report reflects students who graduated from high school 17 months prior. The most current information for GPRA 7(a) is from the November 2015 NSC Report, reflecting students who graduated from John O'Connell High School in 2014 and enrolled in a college or university at any time during the 2014-15 school year.

Result 6: Students are healthy

Indicator 8: Children get at least 60 minutes of exercise daily.

GPRA Definition

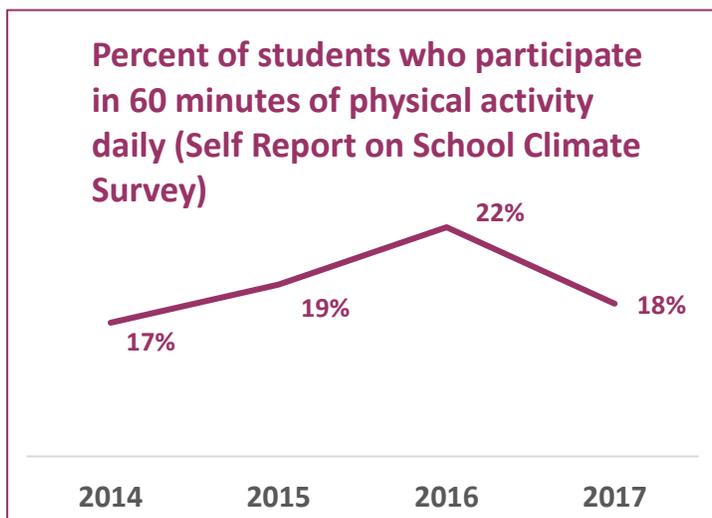
The number and percent of children who participate in at least 60 minutes of moderate to vigorous physical activity daily.

Solutions

Out of School time (Jamestown, Mission Graduates)

Explanation of Progress

Longitudinal trends for GPRA 8 shows that despite small increases in physical activity, the net gain has only been 1.5%, resulting in 18.2% of students. SFUSD district requirements specify 200 minutes of physical education every ten school days in elementary school, an average of 20 minutes per day. Middle and high school students are required to receive 400 minutes of physical education instruction every ten days, or 40 minutes per day, unless exempt



in their junior and senior years of high school. Mission Promise Neighborhood schools supplement these requirements for physical education during the school day through out-of-school time exercise.

Data Source & Measurement Challenges

School Climate survey was conducted. In order to approximate a census, teachers were incentivized with a gift card if 80% of their classroom completed the survey. 79% of students at surveyed schools completed the survey in 2017. Students at Everett Middle School and John O’Connell High School were surveyed. There were no challenges associated with this indicator.

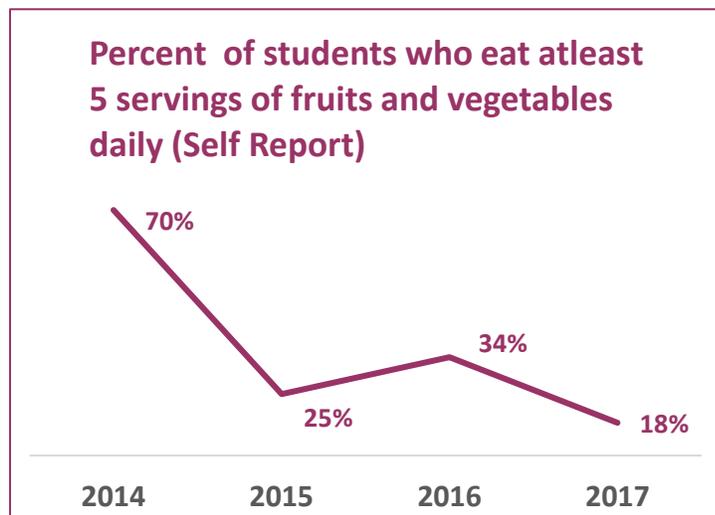
Indicator 9: Children eat at least 5 servings of fruits and vegetables daily.

GPRA Definition: The number and percent of children who consume five or more servings of fruits and vegetables daily.

Solutions

Out of School time (Jamestown, Mission Graduates)

Explanation of Progress



Longitudinal trends for GPRA 9 shows variation, but ultimately a reduction in the proportion of students at Everett and John O’Connell High School who report eating 5+ servings of fruits and vegetables daily. [An implementation study conducted by the John Gardner Center found that food scarcity continues to affect students and families in the Mission.](#) To make sure that students and families have continued access to fruits and vegetables, Community School Coordinators and Family Liaisons partner to run the school-based

food bank to serve between 135 and 160 families each week. At Everett Middle School and O’Connell High School, MPN Family Success Coaches refer families to other community food banks for free produce.

Data Source & Measurement Challenges

School Climate survey was conducted. In order to approximate a census, teachers were incentivized with a gift card if 80% of their classroom completed the survey. 81% of students at surveyed



schools completed the survey in 2016. Students at Everett Middle School and John O’Connell High School were surveyed. There were no challenges associated with this indicator.

Result 7: Students feel safe at school and in their communities

Indicator 10: Students feel safe at school and traveling to and from school

GPR Definition

The number and percent of children who feel safe at school and traveling to and from school

Solutions

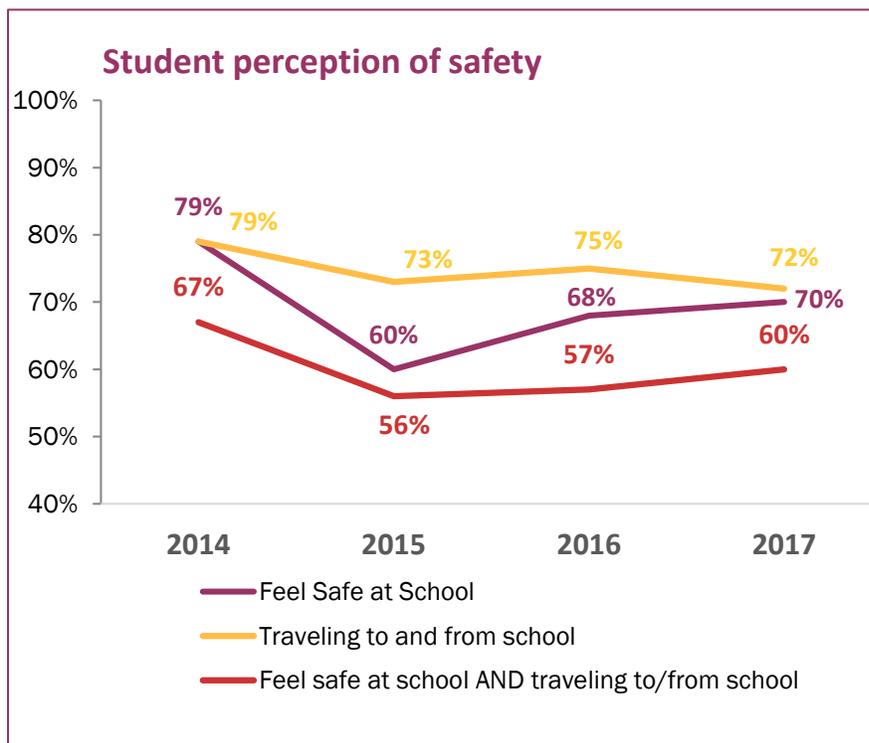
Family Success Coaches

Family Liaison

Health and Wellness staff

Explanation of Progress

Longitudinal trends for GPR 10 show a 10% drop in student reports of feeling safe at school since 2015 (70%), while student’s feeling of safety traveling to and from school has held mostly steady with slight dips in



2017 (71%). There has been a moderate increase for students who feel both safe at school and traveling to/from school since the initial drop-off in 2016 and the levels have reached 60%.

Feelings of safety and school climate have been a large focus of MPN school-based partners

Mission Graduates, Instituto Familiar de la Raza, UCSF Hearts, Jamestown and others.

In Fall 2016, O’Connell High School merged with International Studies Academy, another SFUSD high school. An atmosphere of safety and stability was maintained through two weeks of staff team building over the summer, and an introductory week of community building across all grade levels to include all students. [The spring of 2017 school climate survey provides valuable insight into the success of these first semester efforts to build a strong, safe community.](#) At John

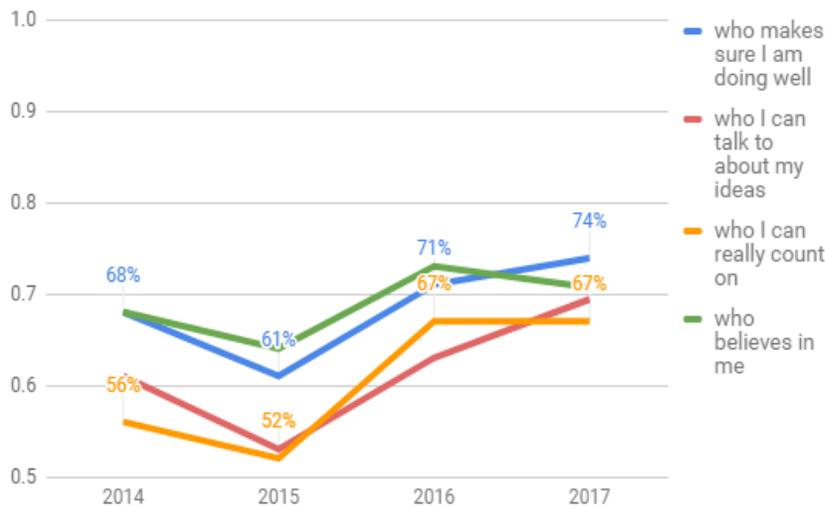
O’Connell, feelings of adult support on campus have steadily increased since 2016, and have surpassed levels experienced in 2014.

Since 2015, students at John O’Connell HS report increasingly that school is a safe place, and in 2017, 67% agreed compared to 45% in 2015. While John O’Connell has seen strong increases in most areas related to staff support since 2015, students who partic-

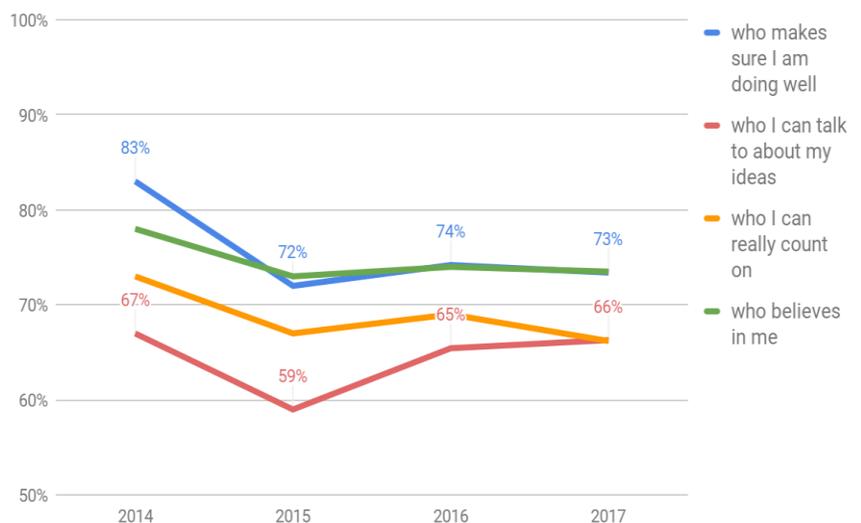
ipated in partner programs reported slightly higher ratings of generalized safety (53%) compared to non-participants (48%) and said that school was a safe place at a higher rate as well (72% to 64%). [Latino students reported the highest support from adults \(77%\) compared to white students \(73%\) and non-Latino students of color \(68%\).](#) No differences were seen for students who did or did not participate in a partner program.

At Everett Middle School, student safety was a focus of workshops and Family Success Coaches, particularly for newcomer students, recently arrived to the US. FSCs and school staff focused on relationship and community building. Overall feelings of safety at Everett Middle school have held consistent since 2015 at 70-72%, and feelings of adult support at school have seen some moderate growth in recent years.

John O’Connell : There is atleast one adult on campus...



Everett Middle



For [Spanish-speaking students, reports of general school safety were 20% higher \(75%\) than English-speaking students](#), and the same trend was seen for students feeling respected by staff and students feeling that school staff address their concerns about bullying. It is unclear what can be attributed to intentional programming to support newcomer youth and families, and what can be attributed to the challenges in gathering accurate survey responses from newcomer youth, as described below.

The Community School Coordinators (CSCs) and Family Success Coaches (FSCs) improve student safety and sense of support at Cesar Chavez and Everett Elementary Schools, Bryant Middle School, and O’Connell High School. For students, CSCs and FSCs support parents in helping them feel more engaged at school by creating various opportunities to participate such as family learning nights, participating in parent leadership group (ELA and PTO) and becoming volunteers in the classrooms/school. Also providing a space in the school, the family room, where families can ask questions, learn how to support their children in and out of school. The CSCs and FSCs also map out family workshops for the year during the summer some of those are focus on orientation, transitions, enrollments, financial capabilities, kindergarten to college, taxes, housing, and others based on the needs of the community. At Everett Elementary, the FSC and a team of MPN partners provided workshops on orientation, relationship building, social media, and legal rights. The FSCs work with administrative staff in compiling Welcome Packets for new parents, send out bi-weekly newsletters with relevant information and resources, and on other family-facing community engagement efforts. [The John Gardner implementation study reported that MPN schools are strong in two-way communication with families and creating a welcoming environment with staff families can reliably approach and get meaningful support from.](#)

Data Source & Measurement Challenges

School Climate survey was conducted. In order to approximate a census, teachers were incentivized with a gift card if 80% of their classroom completed the survey. 81% of students at surveyed schools completed the survey in 2016. Students at Everett Middle School and John O’Connell High School were surveyed.

A minor formatting alteration in the English version of the survey at Everett in the first question resulted in a lower sample size on that question, however many students still answered. This error was identified early and able to be fixed for John O’Connell survey. Some concerns arose related to language and cultural barriers embedded in the survey itself, which may have been challenging for new comer students, particularly at Everett Middle School. The Family Success Coach at that school, reported that the newcomer classroom required additional assistance in completing and understanding the cultural context of the survey, as many of the questions were not relatable to the students and posed many linguistic and cultural barriers.

Result 8. Students live in stable communities

Indicator 11: Student mobility rate

GPRa Definition



The student mobility rate is defined as the number of student entries and withdrawals at target Promise Neighborhood schools. Number of student entries the first day official enrollment is collected until the end of the academic school year, divided by the first official enrollment count of the academic year. The student mobility rate is an aggregated statistic that includes all target Mission Promise Neighborhood schools.

Solutions

Family Success Coaches

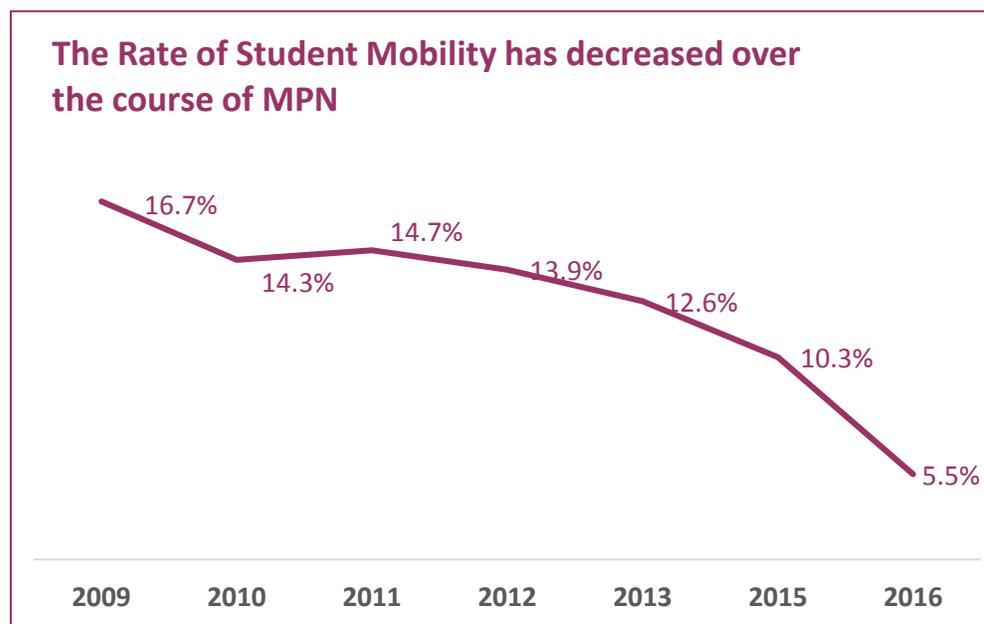
La Raza Centro Legal

Causa Justa:Just Cause

Asset Building Program and Community Real Estate Program: MEDA

Explanation of Progress

Longitudinal trends for GPRA 11 show a continued decrease in student mobility rate since 2012 and in student entries and withdrawals. La Raza Centro Legal (LRCL) has conducted outreach at local middle and high schools in order to recruit and inform target families of available legal resources related to immigration and employment. They also have worked to target outreach to DACA (Deferred Action for Childhood Arrivals) -eligible students and have worked on developing communications and opportunities with John O'Connell High school to help DACA-eligible students in a timely fashion.



During the first half of 2017, LRCL has worked with [MPN FSCs to conduct 4 workshops at partner schools](#). [LRCL has conducted 38 immigration-related consults for MPN Families, 61% of which were taken on for consulting](#), a significantly higher rate than previous quarters. Their Worker's Rights and Employment Department has conducted 38 consults in this reporting period. The demand for Know your Rights workshops has increased since January 2017, as immigration has become a more urgent topic. LRCL has focused on increasing the representation of MPN families in their case load and have succeeded in doing so.



MEDA's community real estate program has focused on preserving homes off of the private market in order to stave off **displacement, and has succeeded in stabilizing 70 households (including 29 children under 18)**. Staff work with families who have either lost their housing or are living in an insecure housing situation (including being severely rent burdened or overcrowded) to access resources for stable housing. From 2014 to 2016, 300 families were identified and referred to housing resources by our MPN Family Success Coaches (FSCs) with our early education and service partners. These 300 includes families as being homeless according to the federal and district guideline. By June 2017, the pipeline of affordable housing preserved or built would be halfway towards the target of retaining and replacing 2,400 households. Since MEDA's launch of the Community Real Estate Program in 2014 to build capacity for affordable housing production, the program has grown and now has **1,000 affordable units** in the development pipeline. MPN advocacy efforts have also refocused Mission Housing, a local affordable housing organization, to resume affordable housing production in the Mission after a decade pause.

Data Source & Measurement Challenges

The student mobility rate for the 2013-14 school year is not available. In 2013, SFUSD implemented a new student system called Synergy. The district found that data for fall 2013 had many errors in its demographic file. SFUSD therefore did not report the necessary school data to be able calculate student mobility.

Result 9: Family and community members support learning in Promise Neighborhood Schools

Indicator 12: Parents read to their 0-5 children

GPRa Definition

For children birth to kindergarten entry, the number and percent of parents or family members who report that they read to their children three or more times a week. This item is collected through the Neighborhood Survey questions, outlined below. These questions were asked of parents of a children under 5, and also parents of children in Kinder-8th grade.

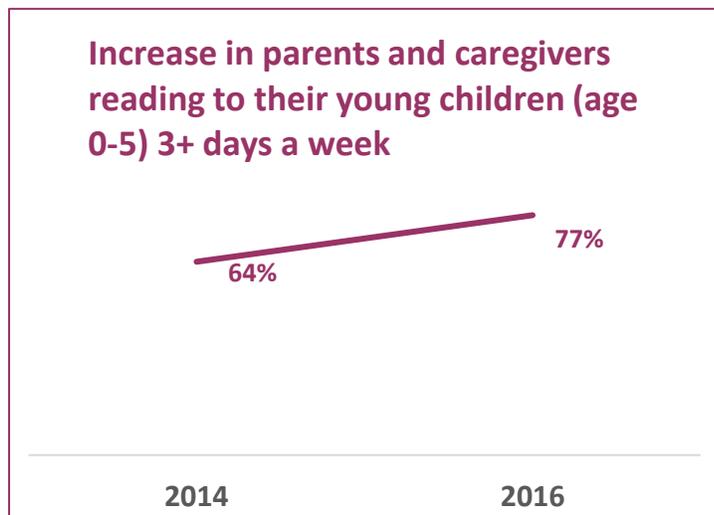
Solutions

Early Literacy services through Tandem

Abriendo Puertas, Crianza con Cariño, and Exploremos Juntos through Good Sam



Explanation of Progress



In January 2017, in partnership with MNC, MEDA, and Homeless Prenatal Program, Tandem held their most well-attended Literacy Champions training to date, in which **14 new literacy champions** were certified. They continue to hold monthly meetings to support literacy champions trained in the previous year and develop volunteer opportunities and capacity building. In April, Tandem collaborated with the SF Early Literacy Network for the fifth year in a row to celebrate Dia de los Niños, which was attended by about 500 people

of all ages. During this event, Tandem provided information on early literacy and book-sharing practices. **Tandem has intentionally shifted their programming to provide deeper interventions to parents.** As a result, there are fewer family “touches” (184 to 113 in this half year compared to last), but a significant increase in the number of families trained (27 to 70). Some of the families trained, included 4 of our Mission Parent Council leaders who during the last quarter have delivered one-to-one sessions to 58 parents in the Mission, sharing literacy tools and building the capacity of these parents so they feel confident in incorporating literacy-rich activities into their daily routines. In addition, these 58 parents have signed a family pledge to continue reading to their children, promoting literacy in the community and to join us in advocating for more investments in early-learning.

Good Samaritan Family Resource Center offers a variety of programs focusing on parenting and child development. In the second half of 2016, Good Sam offered 10-12 week workshops to 17 families through Abriendo Puertas and Crianza con Cariño. Of these families, 100% of parents demonstrated increased understanding of their child’s development from pre to post-test, and 71% reported reading to their children at least 3 times per week. Additionally, of the 25 MPN families served through Exploremos Juntos, a parent-child interactive workshop, **77% demonstrated increased understanding of child development from pre to post-test, and 86% reported reading to their child at least 3 times per week.**

In April, MPN coordinated a partner capacity building opportunity for **14 partner staff** interested in the Abriendo Puertas/Opening Doors parent leadership train-the-trainer curriculum. This curriculum provides families with information on brain development, early literacy and how to navigate schools and service systems. The partner staff that were trained continue to meet in a Pro-



Professional Learning Community, to support each other's work and to increase the scale of this curriculum in the community. Abriendo Puertas recently became the first Latino evidence-based curriculum around parent leadership.

Data Source & Measurement Challenges

There were no challenges for this indicator

Indicator 13. Parents encourage their K-8 children to read

GPRA Definition:

Number and percent of parents or family members who report that they encourage their children to read outside of school. The Neighborhood Survey was used to collect and calculate this GPRA.

Solutions

Early Literacy services through Tandem

Abriendo Puertas, Crianza con Cariño, and Exploremos Juntos through Good Sam

MPN Early Literacy Campaign : Abriendo Puertas training for partner providers, Early Literacy Parent Pledge

Making Connections

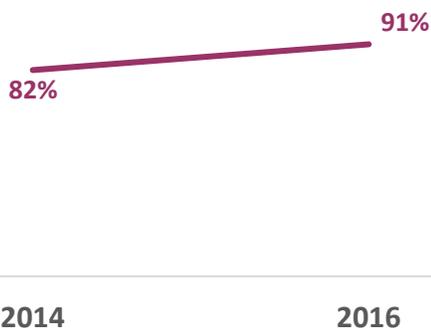
Explanation of Progress

Longitudinal trends for GPRA 13 show a continued increase in activity encouraging children to read outside of school. [MPN Partners and Programs have continued to highlight literacy for children of all ages.](#) As in 2016, Family Success Coaches coordinated with community partners to

hold a full day of educational workshops for families with a focus on literacy and academic success.

Both Chavez and Bryant have license for the MyON reader app, that is meant to encourage students to read at home. The app is personalized for each student, capturing their reading levels, tracking books read and recommending books based on the students interested. Teachers and parents are able to view reports on the time spent reading and the type of books the student read.

Increase in parents who report encouraging their students to read outside of school



Both schools also have Read-a-thon during spring break, where parents are able to pick up books for their home library a week before spring break, students keep track of all the books they read and students receive an incentive for turning in their list.

Data Source & Measurement Challenges

There were no challenges for this indicator

Indicator 14. Parents talk to their teenagers about college and career

GPRC Definition:

For children in the 9th to 12th grade, the number and percent of parents who report talking with their children about the importance of college and career.

Solutions

Mission Graduates

7 Tepees

MPN Community Advisory Council

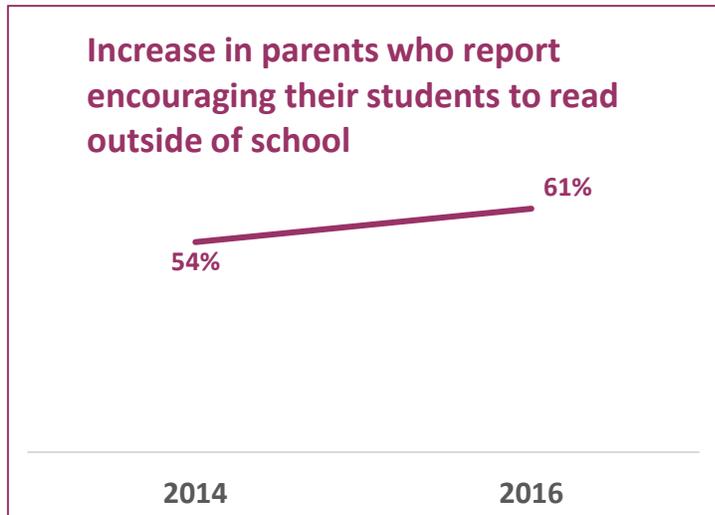
Promotora Program

Family Success Coaches

Explanation of Progress



Longitudinal trends for GPRA 14 show relatively unchanged (yet still high) figures for parents speaking to their children about college and career. [Mission Graduates continues to build its college-going culture through various student and family events at the MPN schools.](#) At Everett, they offered monthly workshops in English and Spanish, shared critical information about the transition to high school and college entry and persistence. Mission Graduate’s Parent program offers



workshops that support parents in understanding the steps their children need to take to attend college. In addition, Mission Graduates collaborates with Family Success Coaches in the spring, to improve parent awareness and understanding of SFUSD Kindergarten 2 College bank accounts. In these workshops, they focus on building parent’s understanding of the bank account, system of deposits, and breaking myths about college. They bring families together for field trips to make their first deposit into the bank

account, and to meet branch managers and staff. At Everett Middle School, 85% of students said that their parents talk with them about the importance of going to college, and 79% of students at John O’Connell agree.

Data Source & Measurement Challenges

There were no challenges for this indicator

Result 10. Students have access to 21st century learning tools

Indicator 15: Students have access to internet at school and at home

GPRA Definition: Number and percent of students who have school and home access to broadband internet and a connected computing device.



Solutions

Making Connections

Low-Cost Internet
through MEDA

Explanation of Progress

Since 2014, there has been a net gain of 5% for students with access to internet at home and at school, reaching 93% in 2017. In addition to the usual school day and after-school access, Streetside

Stories brought digital storytelling to three MPN schools. They worked with students in the Bryant ES extended learning program (in partnership with the 4th and 5th grade teachers from Mission Graduates) and the Chavez ES fifth grade classes. At Everett MS, Streetside Stories worked with newcomer English Language Development teachers for a project which focused on building both English language schools and technology skills. In total, 90 students participated in digital storytelling workshops.

Data Source & Measurement Challenges

Data for this indicator was collected through the 2017 School Climate Survey. There were no challenges with this measure.

