

# Jane Kim

## For School Board



Jane Kim developed 2 nationally-recognized after-school programs as Youth Education Director for the Chinatown Community Development Center.



### Working Together to Fix Our Schools

Public schools are the backbone of our community: they are key in combating poverty, reducing crime and providing economic stability for our city's future. Schools serve as anchors in our communities. Indeed, our city depends on quality public schools to educate its future workforce and foster responsible citizens.

Over the course of the past several years, it's no secret that the San Francisco Unified School District has struggled to provide a uniform, quality education for all its students. A brief look at standardized test scores reveals the serious problems in the quality of education our students receive. If that weren't enough, data submitted to the California Department of Education reveal an alarming level of behavioral problems present in our school district.

### Too often, our public schools fail our kids. We can, and must do better.

There needs to be a different culture in our public schools—one that sets higher standards for students, teachers and administrators. We must demand a higher performance from our students, and give them the tools to achieve it. Teachers must be held accountable, too. They should be given more autonomy and a greater sense of partnership and know that their insights and opinions are valued. Administrators need to be held to a strict standard that emphasizes responsible fiscal policies and smaller school alternatives that will increase the quality of education for all students.

### We need to invest in our children.

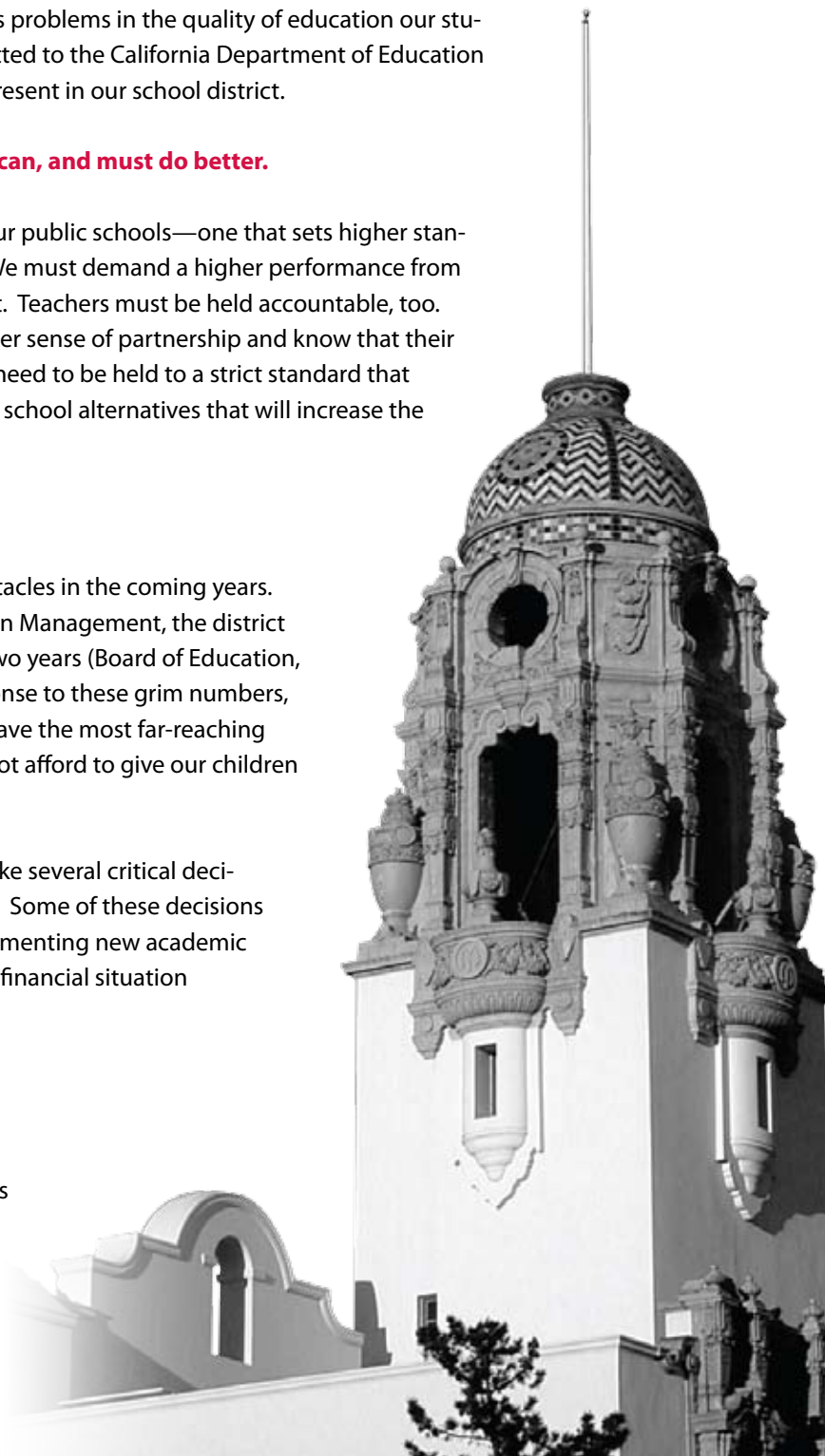
The district faces enormous financial obstacles in the coming years. According to SFUSD's Office of Budget and Position Management, the district has a projected \$5.8 million shortfall in the next two years (Board of Education, Committee of the Whole, June 20, 2006).. In response to these grim numbers, we must refocus our attention to the issues that have the most far-reaching impact. No matter how tight the budget, we cannot afford to give our children a substandard education.

In the next year, the school board will make several critical decisions that will shape the district for years to come. Some of these decisions include the hiring of a new Superintendent, implementing new academic standards and addressing the district's precarious financial situation

I am running for school board to:

- Increase fiscal oversight for the district
- Focus attention on our middle schools
- Set higher standards for our students, teachers and administrators
- Supplement our current school curricula to ensure that our San Francisco values are reflected in what our children learn

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## How Jane Kim Influenced Me

By Wendell Lin

In life we run across many people who influence our lives; for the past four years, Jane has been one of the most influential people in mine. My name is Wendell Lin, graduate of Gateway High School and currently an undergraduate at UC Berkeley.

Born and raised in San Francisco, I was part of the San Francisco Unified School District for my K-12 school years. I attended Gordon J. Lau (or as I remember it, Commodore Stockton) Elementary School in Chinatown, then Benjamin Franklin Middle School in the Western Addition, and Gateway High School in the Sunset. Having first hand experience with the goods and the bads of the school district, there is no doubt that Jane has the vision and experience to be a great school board member.

I remember when I first met Jane; my friend had dragged me to a general meeting of a youth volunteer program. My initial thoughts on community service and advocacy were that it was a waste of my time, and because I was self-conscious about my "coolness," I thought it was something for people with nothing better to do. I came into this program with this type of mentality, and it didn't change until I actually participated at the service events, got to know the other youth who were involved, and got a chance to meet Jane.

It was her genuineness and passion for the community that intrigued me and made me want to learn more about my heritage. I was apathetic about it at first, but after going to more of the service events and talking more with Jane, I realized the importance of community and the significance of doing one's part in his/her community. Not only has Jane been a great leader, but she has been a great friend and a wonderful mentor. Whenever one of our services ends late, she always offers to drive us home, whenever we have birthday parties, she's always there to celebrate with us, whenever we have school functions or events, she always shows up to support us.

Had I never met Jane, my life would be totally heading towards a different direction. Jane has shown me the significance of my culture, my identity, and myself. She does this by not only teaching us, but she actually sets an example as someone who cares about their community and people around them, someone who is proud of their culture and identity while embracing others', and someone who is responsible as a person as well as a citizen.

Jane works with youth everyday and she is very involved with our education. As a school board member, she will fight for students to get a quality education, for classrooms that keep students more engaged, and for more input and voice from parents and the community.

## A Message from the President of the School Board

### "Jane Kim Offers Leadership For Our Middle Schools"

By Norman Yee



Who doesn't have a difficult story to tell about middle school? On a good day, the years between 12 and 15 are still a challenge. During the adolescent years children are growing physically, emotionally, and psychologically faster and more dramatically than at any other age, so even good students have trouble paying attention in class, keeping focused on their work and committed to their studies. It's fair to say that middle school is a turning point for many young people.

Unfortunately, a high number of youth in the San Francisco Unified School District turn the wrong way during their middle school years.

Since 2002-2003 SFUSD has seen a 52 percent increase in the number of suspensions at its middle schools. Five out of 16 schools have suspension rates at or above 25 percent – one in four children in a school suspended. More recent statistics are not available, but anecdotal evidence from teachers and people who run after-school programs suggests that the numbers have not improved.

People who work with youth understand how the numbers can be so high: families struggling to make a living in one of the most expensive cities in the country; long commute times to

### Guidance Counselor to Middle School Student Ratio

Source: SARC Report, published 2005-2006

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schools far across town; budget cutbacks that result in the elimination of extracurricular activities such as arts and sports programs; and large class sizes. We also know that these problems can be addressed immediately and solved in the foreseeable future.

Jane Kim has worked with youth for the last six years. She knows the students and their families who struggle in and out of the classroom. She has seen how issues like budget cuts and school staff reductions and neighborhood crime affect students and she knows how the school environment can either help or hurt an already difficult situation.

San Francisco's youth need advocates like Jane Kim. Families need a school board member who understands how urban life affects students and schools and has the experience not only addressing but also solving youth issues. Jane Kim has that experience and that is why I am supporting her for school board.

# A Message from the Vice President of the School Board

## “Listening to All Sides: Why I Support Jane Kim”

By Sarah Lipson

You don't have to be a student or teacher to know that the last few years have been challenging for the San Francisco Unified School District. And you need not be a student or teacher to know how important it is that we as a city address these challenges.

Families are a key component of any city, and strong schools are a vital element of any family-friendly city.

The child advocacy group Coleman Advocates published a report in March 2006 detailing the reasons families are leaving San Francisco. One of the group's recommendations for curbing this trend, is to create a stronger connection between families and the School Board in making policy decisions. We need school board members who are not only smart, but wise; not just opinionated, but informed.

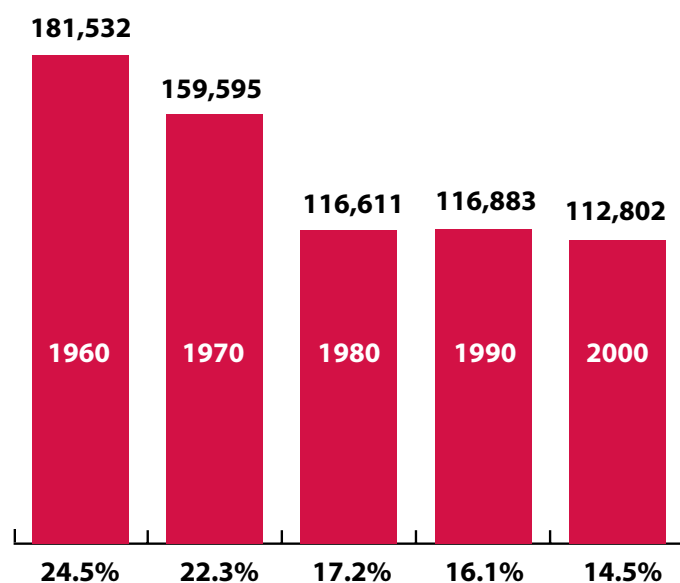
Policy making involves a lot of negotiation. It requires patience and diligence and Jane Kim embodies these qualities in her work with youth. She has a measured, thoughtful approach to problem solving, investigating all sides of an issue before reaching a decision. Her integrity is well established.

In 2004, in recognition of Jane's leadership on education issues, I appointed her to serve on the San Francisco Unified School District's Proposition H Advisory Committee. She has served admirably—making recommendations to the school board and superintendent.



### San Francisco's Child Population

Source: Census 2000



I know that as a School Board Member Jane will draw on her years of experience working with children and families to make sound policy decisions on behalf of our children and, by extension, our families and our city. Jane's work with youth has earned her many accolades and I am thrilled to see her draw on that experience to serve a greater community of young people. I am pleased to endorse Jane Kim for School Board.

## About Jane Kim

Jane Kim is the Youth Education Director at the Chinatown Community Development Center, a 29 year-old affordable housing nonprofit that also engages in community organizing, education and planning. For the past 6 years, she has worked with thousands of San Francisco high school students developing youth leadership, advocacy and civic engagement through youth-initiated community service projects.

Jane developed two nationally-recognized youth programs—Adopt-an-Alleyway Youth Empowerment and Chinatown Alleyway Tours—that have served as models for other non-profits across the nation.

A longtime advocate in public education issues, Jane Kim serves as an appointed Member to the San Francisco Unified School District's Prop. H Committee, working to ensure fair implementation of the city funds the school district receives pursuant to Proposition H.

Jane has also worked as a Policy Analyst at the Greenlining Institute, where she advocated for a range of issues, including access to higher education, increased consumer protection, and universal life line issues.

Currently, Jane serves as the President of the San Francisco Peoples' Organization—an umbrella organization of over 70 neighborhood organizations, community-based organizations and labor unions.

She is also a co-director and co-founder of Locus Arts, a volunteer-run venue in San Francisco that showcases emerging musicians, writers, filmmakers and actors. Now, in its sixth year, Locus has showcased over 450 artists and reaches over 1500 audience members annually.

Jane Kim is a graduate of Stanford University where she double-majored in Political Science and Asian American Studies.

## Jane's Community Activities

- President, Board of Directors, *San Francisco Peoples' Organization, 2005-Present*
- Member, *Proposition H Community Advisory Committee to the San Francisco School District 2004-2006*
- Board of Directors, *Asian American Theater Company 2003-2004*
- Member, *Women's Foundation's Community Action Grant Committee 2003-2004*
- Member and Community Fellow, *Full Circle Fund, a group of young leaders engaged in innovative philanthropy*
- Board of Directors, *Stanford Asian Pacific American Alumni Club, 2000-2004*

# On the Campaign Trail ...



## ***There Are Many Ways to Help Jane!***

**Please visit [www.janekim.org](http://www.janekim.org) to find out how you can join our campaign.**

*Put up a window sign*

*Host a house party fundraiser*

*Precinct walk with campaign literature*

*Phone Bank voters in San Francisco*

*Assist with mass mailings*

*Make campaign buttons*

*...and so much more!*



# Endorsements

## Elected Officials

- \* Public Defender Jeff Adachi
- \* City Assessor Phil Ting
- \* Board of Supervisors President Aaron Peskin
- \* Supervisor Tom Ammiano
- \* Supervisor Chris Daly
- \* Supervisor Bevan Dufty
- \* Supervisor Jake McGoldrick
- \* Supervisor Ross Mirkarimi
- \* Former President, Board of Supervisors Matt Gonzalez
- \* Board of Education President Norman Yee
- \* Board of Education Vice President Sarah Lipson
- \* Board of Education member Eric Mar
- \* Board of Education member Mark Sanchez

## Organizations

- \* San Francisco Tenants Union
- \* San Francisco Women's Political Committee
- \* National Women's Political Caucus - San Francisco
- \* The Harvey Milk Lesbian Gay Bisexual Transgender Democratic Club
- \* San Francisco Building and Construction Trades Council
- \* National Association of Letter Carriers, Branch 214
- \* The San Francisco Green Party

## Educators and Youth Advocates

- \* Iqra Anjum, Chair, Youth Commission
- \* Rudy Corpus, Executive Director, United Playas
- \* Nicole Derse, Former Coordinator, Youth Commission
- \* Chris Jackson, President, San Francisco State University
- \* Jeremiah Jeffries, Elementary School Teacher
- \* James Kass, Executive Director, Youth Speaks
- \* Debra Koffler, Executive Director, Conscious Youth Media Crew
- \* Kevin Liao, Coordinator, former SFUSD Middle School Teacher
- \* Amanda Piercy, Student Advisory Council, SFUSD
- \* Bradley Reeves, Vice President, United Educators San Francisco
- \* Sarah Wan, Executive Director, Community Youth Center
- \* Alan Wong, former Student Delegate to Board of Education

## Community Leaders

- \* Tami Bryant, SEIU 1000 Member and Parent
- \* David Chiu, Small Business Commissioner
- \* Reverend Norman Fong, Chinatown Community Development Center
- \* Michael Goldstein, former President, Harvey Milk Democratic Club
- \* Sharon Hewitt, Director, CLAER
- \* Paul Hogarth, Housing Advocate
- \* Bruce Livingston, Executive Director, Senior Action Network
- \* Sueanne McNeil Biotti, Pres., San Francisco Women's Political Committee
- \* John Newsome, And Castro For All
- \* Christina Olague, Planning Commissioner
- \* Steve Phillips, former President, Board of Education member
- \* Debra Walker, President, Dept. of Building Inspection Commission
- \* Bruce Wolfe, Sierra Club Board Member

\*Partial list.

Note affiliations are for identification only and do not imply endorsement by the organization.



# Working Together to Fix Our Schools

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## SFUSD Needs Sound Financial Practices.

This year, the District's budget stands at just over \$800 million. Of this sum, the District's General Fund dollars, or its operating budget, has seen only a 2.5 percent increase from its levels in 2004-2005. As the District reported, 2004-2005 General Fund dollars totaled \$475 million compared to the current 2006-2007 General Fund dollars estimated to total \$485 million. These discretionary monies are vital to the stabilization of our schools, and provide the most meaningful way we as a community can express our educational priorities.

In order to increase our revenue base, we need a target budget and we need to map out some concrete steps to take in order to achieve our goals. Here is what I propose:

### 1. Set goals of increasing the District's revenues by 25% over the next eight years

We are fortunate that the subject of education is quite fashionable in the world of politics. It seems everyone—from our Governor on down—wants to be seen as a strong supporter of education. We need to make sure that those policy-makers who set budgetary priorities stand by their rhetoric of being "pro" education and "pro" schools.

### 2. Focus on Increasing Revenues

The City has dramatically increased its own budget by over \$387 million this year. And yet, the District has not seen such exponential growth. Simply put, we need to find new sources of revenue. Here's what we can do:

1. Lobby Sacramento for increased appropriations
2. Create a voluntary \$10.00 'check box' for all taxpayers in San Francisco, allowing them to choose to donate to SFUSD on their tax form
3. Support the refinancing of bond monies to save money
4. Eliminate administrative overhead in the central office
5. Implement solar panels to save on utilities costs
6. Increase the percentage of monies invested by SFUSD for a reserve fund

### 3. Creating a Culture of Accountability

Most importantly, we must strongly commit to prioritizing "on-the-ground" funding for teachers, aides, counselors, and other direct services. If cuts are necessary, "on-the-ground" funding needs to be placed ahead of funding for central administration.

To underscore the serious fiduciary responsibility of caring for our schools, the School Board ought to have an Independent Auditor to review the district's finances on an annual basis and make recommendations to strengthen the district's fiscal health.

## A Focused Attention On Our Middle Schools.

There are 16 schools in our District that offer education for middle school students. Middle school is a time of transition as our children begin exploring more independence on their way to becoming young adults.

It is crucial that middle school-aged youth receive the support needed to stay on track during these formative years. Often times the lack of sustained emotional support in the home manifests itself in behavioral problems at school.

In our District, we have witnessed a precipitous increase in the number of behavioral problems throughout our middle schools. Overall expulsion rates are on the rise, with increases at Gloria Davis, Luther Burbank, Visitacion

Valley, Marina Middle School, Horace Mann, Francisco and Everett Middle Schools, according to the latest SARC Reports submitted to the California Department of Education.

Suspension rates have spiked in recent years, showing a 52 percent increase from the levels from 2002-2003. Thirteen of the 16 middle schools have seen increases to their suspension rates since 2003, with some schools—Enola Maxwell (34.7%) and Gloria Davis (54.1%)—experiencing extremely high suspension rates. Aptos Middle School has seen its rate of suspension jump from 6.52% to 11.95% in the past two years (SARC Report, School Year 2004-2005).

### We must work to combat this trend.

I believe the district must provide increased learning supportive services at the middle school levels. Today there are, on average, 238 middle school students for every one guidance counselor. Not surprisingly, at some of the middle schools afflicted with widespread behavioral problems the student to counselor ratio is well over 250 to 1.

We need to invest in the mental wellbeing of our youth and teach them to apply positive conflict resolution tactics to their disagreements. For that reason, I strongly advocate for expanded conflict management programs to be available at all middle schools, positive incentive plans that clearly define goals for students and teachers, increased parent-school partnerships that help ensure accountability and additional counseling services at all our middle schools.

## Setting Higher Standards.

### Higher Standards for Academic Achievement

- Develop critical thinking skills
- Enact comprehensive summer school
- Expand after-school programs
- Establish computer literacy for every grade
- Improve reading and communication skills
- Attain at least a basic level of computer proficiency

All students need to be held to a higher standard. As a community, we must insist that our students achieve at a level beyond the base education levels the district currently demands, so that our children can compete in today's tough job market.

The passage of Proposition 49 in 2002 made more state funds available for after-school programs. But this funding is not guaranteed. San Francisco must show a need for the funding and prove that the system will use it wisely. Thus, we must support and expand our successful programs that are already in place, teaching our youth valuable leadership skills and providing them with positive, constructive after-school activities. Such programs serve to connect youth with their communities and mitigate the pervasive isolation many youth feel.

I strongly support expanding the SF Beacon Initiative, which in 2005 provided after-school programming for nearly 4,500 children at eight middle schools throughout the city. (SF Beacon Initiative Year End Report). We should likewise allow community-based organizations to partner with the district to promote positive after-school programming.

We need to encourage student-centered learning, rather than test-centered learning, in many ways: by focusing on critical thinking and creative writing skills; increasing student retention rate and the number of students who go on to post-secondary and higher education; enhancing our offerings of extracurricular and after-school programs; boosting teacher satisfaction; and giving parents a stronger voice in decision-making. These are all possible with the resources currently available to us.

In addition to having a firm grasp of reading, writing, and math, today's students also must have a basic understanding of technology, so our district's curriculum must emphasize computer literacy and offer a computer

# A Big Idea: Smaller Schools.

There is a growing movement in this country to improve the quality of public education by strengthening the bonds between parent, student and teacher through the use of smaller schools. Smaller schools is an educational philosophy that provides personalization to education by developing sustained relationships between students and teachers. The schools themselves are characterized by smaller student bodies: typically no more than 350 students at the elementary level and 500 students at the high school level. They have a parent-supported, self-selected faculty, which is granted substantial autonomy in matters regarding budget, personnel, and curriculum. Small schools are open to all students and provide students with a cohesive curricular focus. (“The Case for Smaller Schools,” Report by Business and Professional People for the Public Interest).

Recent studies showed smaller schools immediately reducing dropout rates by as much as 45 percent and dramatically cutting the number of days students are absent by more than one-third. It is this sort of success that has led SFUSD to implement smaller schools of its own. Our smaller schools --such as the June Jordan School for Equity--have met with great success. Parents, students and teachers enjoy a more educationally rich experience.

Small schools work because all teachers know each and every student by name. A genuine community develops in which individual accountability is the cornerstone. When all individuals are invested and engaged,, students are less likely to “fall through the cracks.” Increased familiarity within the school community also facilitates meaningful daily contact among students and teachers, which decreases feelings of isolation and improves discipline and safety. Students who advance through a small school develop and maintain long-term relationships with teachers, fostering a family-like environment in which they feel supported and are encouraged to do their best.

The same benefits that students derive from more intimate surroundings are also bestowed upon teachers. Teachers in small schools are self-selected and deeply involved in the creation and implementation of school philosophy. Teachers in small schools are more likely to work as a team, seek support from one another, and share innovative educational ideas. This extends to an increase in academic freedom that allows teachers to teach broad thinking skills. Moreover, teachers in small schools may have more autonomy and control over their day-to-day working environment, increasing job satisfaction and performance while improving recruitment of top-quality educators.

*Source: Business and Professional People for the Public Interest*

component to learning at all grade levels. Because their families are of low-income, many of our children are not exposed to computers anywhere but in school. This digital divide poses a great challenge as we seek to prepare all of San Francisco’s young people to compete in the aggressive Silicon Valley job market. Computers and electronic media are no longer just the future of media—they are the keys to success in any professional field. We must prepare our students to be leaders in these technologies, so as to better prepare them for the workforce.

## San Francisco Values in Our Schools.

San Francisco’s rich cultural diversity is one of the city’s greatest assets. We must endeavor to instill in our children a strong pride for their heritage and the shared experiences of all San Franciscans. Practices within our schools ought to better reflect our community’s values.

As a School Board Member I would support:

- Establishing public service learning as a part of curriculum
- Developing a master comprehensive arts curriculum
- Ensuring students visit a career counselor before they may see a military recruiter
- Requiring students at every grade to visit environmentally focused venues and cultural museums

There are 59,015 students enrolled in the San Francisco Unified School District. Each and every one of these students ought to be exposed to community service in some fashion. A community service requirement is an excellent means to create civic engagement, and it provides the youth with new skills and leadership opportunities. I support including a public service learning curriculum and community service as part of the core curriculum for which students would receive academic credit. Voluntary community service alone is not enough, we have to make it a part of the curriculum ensuring that

public service learning is a curriculum.

San Francisco is one of the few major cities in California that does not have a master arts education plan with a strategy for implementation. As a Member of the School Board, I would commit to working with the San Francisco Arts Commission, parent groups, and the Department of Education to develop a comprehensive K-12 arts curriculum that outlines revenue sources. This education should embrace both visual and performing arts.

Despite their discrimination against the LGBTQQ community, military recruiters are, by federal law, permitted to recruit students on school grounds. Our youth ought to be presented with all of their options before being approached by military recruiters. I will advocate a system by which any high school student must first visit a career counselor at the school before meeting with a military recruiter.

Finally, San Francisco is surrounded by stunning nature—from the bay to the redwoods. It is home to a wide variety of world-renown cultural institutions, museums, and small community-based arts organizations—yet many of our children are never even introduced to these jewels. Our schools should not only take advantage of the city’s museums, it should also integrate nature-related biology classes, art exhibits, music performances, and cultural presentations into the curricula to bring alive the lessons taught in the classroom. This type of hands-on instruction will turn an ordinary learning experience into an engaging, relevant, and applicable body of knowledge that will serve students long after they graduate.

## Moving Ahead Together.

We have much to accomplish to improve our schools. I want our School District to be the vanguard of successful educational development and enrichment. I invite you to join me in my mission to set higher standards for our children, create smaller, community-based schools, and integrate San Francisco values to our children’s education.

**Jane**

**Kim**

**F o r S c h o o l B o a r d**

Paid for by Jane Kim for School Board, Sin Yen Ling, Treasurer, FPPC# 1289332.

**[janekim.org](http://janekim.org)**