

File No. 140696

Committee Item No. 7

Board Item No. 5

COMMITTEE/BOARD OF SUPERVISORS

AGENDA PACKET CONTENTS LIST

Committee: Rules

Date June 19, 2014

Board of Supervisors Meeting

Date July 8, 2014

Cmte Board

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| <input type="checkbox"/> | <input checked="" type="checkbox"/> | Motion |
| <input type="checkbox"/> | <input type="checkbox"/> | Resolution |
| <input type="checkbox"/> | <input type="checkbox"/> | Ordinance |
| <input type="checkbox"/> | <input type="checkbox"/> | Legislative Digest |
| <input type="checkbox"/> | <input type="checkbox"/> | Budget and Legislative Analyst Report |
| <input type="checkbox"/> | <input type="checkbox"/> | Youth Commission Report |
| <input type="checkbox"/> | <input type="checkbox"/> | Introduction Form |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Department/Agency Cover Letter and/or Report |
| <input type="checkbox"/> | <input type="checkbox"/> | MOU |
| <input type="checkbox"/> | <input type="checkbox"/> | Grant Information Form |
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| <input type="checkbox"/> | <input type="checkbox"/> | Contract/Agreement |
| <input type="checkbox"/> | <input type="checkbox"/> | Form 126 – Ethics Commission |
| <input type="checkbox"/> | <input type="checkbox"/> | Award Letter |
| <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | Application |
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Completed by: Alisa Miller Date June 13, 2014

Completed by: Alisa Miller Date July 2, 2014

1 [Appointments, Children and Families First Commission - E'leva Gibson and Jamal Harris]

2
3 **Motion appointing E'leva Gibson and Jamal Harris (residency requirement waived),**
4 **terms ending April 29, 2018, to the Children and Families First Commission.**

5
6 **MOVED,** That the Board of Supervisors of the City and County of San Francisco does
7 hereby appoint the hereinafter designated persons to serve as members of the Children and
8 Families First Commission, pursuant to the provisions of Administrative Code, Section 86.1 et
9 seq., for the terms specified:

10 E'leva Gibson, seat 5, succeeding Anda Kuo, term expired, shall represent one or more
11 of the following: children services, public health services; behavioral health services, social
12 services, and tobacco and other substance abuse prevention and treatment services;
13 recipients of project services included in the county strategic plan; educators specializing in
14 early childhood development; representatives of a local child care resource or referral agency,
15 the Child Care Planning and Advisory Council, or another local child care coordinating group;
16 representatives of a local organization for prevention, or early intervention for families at risk;
17 representatives of community-based organizations that have the goal of promoting and
18 nurturing early childhood development; representatives of local school districts; and
19 representatives of local medical, pediatric, or obstetric associations, or societies, for the
20 unexpired portion of a four-year term ending April 29, 2018.

21 Jamal Harris (residency requirement waived), seat 8, succeeding Betty Robinson-
22 Harris, term expired, shall represent one or more of the following: children services, public
23 health services; behavioral health services, social services, and tobacco and other substance
24 abuse prevention and treatment services; recipients of project services included in the county
25 strategic plan; educators specializing in early childhood development; representatives of a

1 local child care resource or referral agency, the Child Care Planning and Advisory Council, or
2 another local child care coordinating group; representatives of a local organization for
3 prevention, or early intervention for families at risk; representatives of community-based
4 organizations that have the goal of promoting and nurturing early childhood development;
5 representatives of local school districts; and representatives of local medical, pediatric, or
6 obstetric associations, or societies, for the unexpired portion of a four-year term ending April
7 29, 2018.

8 FURTHER MOVED, That the Board of Supervisors makes the following findings:

- 9 1. The membership of the Children and Families First Commission has a goal to be
10 representative of the diversity of the City and County of San Francisco.
- 11 2. Applicant Jamal Harris, who is not a resident of San Francisco, is a person with
12 experience that uniquely qualifies him to serve on the Children and Families First
13 Commission.
- 14 3. The Children and Families First Commission has attempted to fill the position, for which
15 Jamal Harris was nominated, with an individual who is a City resident and who has the
16 specific experience, skills, and qualifications, but has been unable to do so at this time.
17 The Rules Committee has certified that Jamal Harris is qualified to serve on the
18 Children and Families First Commission.
- 19 4. After exercising due diligence, the Board of Supervisors concludes that there is no
20 other possible representative, who is a resident of San Francisco, and who has the
21 specific experience, skills, or qualifications possessed by this applicant, and who is
22 willing to serve on the Children and Families First Commission at this time; and, be it

23 FURTHER MOVED, That the Board of Supervisors waives the residency requirement
24 for Jamal Harris, as allowed in cases where no qualified City resident, willing to serve, can be
25 found, pursuant to Charter, Section 4.10,1 that requires person(s) appointed to boards,

1 commissions, and advisory bodies established by legislative act of the Board of Supervisors
2 to be resident(s) of the City and County of San Francisco.

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Board of Supervisors
City and County of San Francisco
1 Dr. Carlton B. Goodlett Place, Room 244
(415) 554-5184 FAX (415) 554-7714

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BOARD OF SUPERVISORS
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SHB

Application for Boards, Commissions, Committees, & Task Forces

Name of Board, Commission, Committee, or Task Force: Children and Families First Commission

Seat # or Category (If applicable): 5, 8 District: _____

Name: Leah Hughes

Home Address: _____ Clay Street # _____ San Francisco California Zip: 94108

Home Phone: 510- _____ Occupation: Therapist

Work Phone: _____ Employer: Jail Behavioral Health Services/Healthright360

Business Address: 650 5th Street Suite 309 San Francisco California Zip: 94103

Business E-Mail: leah.hughes@sfdph.org Home E-Mail: lmhughes@ _____

Pursuant to Charter Section 4.101 (a)2, Boards and Commissions established by the Charter must consist of electors (registered voters) of the City and County of San Francisco. For certain other bodies, the Board of Supervisors can waive the residency requirement.

Check All That Apply:

Registered voter in San Francisco: Yes No If No, where registered: _____

Resident of San Francisco Yes No If No, place of residence: _____

Pursuant to Charter section 4.101 (a)1, please state how your qualifications represent the communities of interest, neighborhoods, and the diversity in ethnicity, race, age, sex, sexual orientation, gender identity, types of disabilities, and any other relevant demographic qualities of the City and County of San Francisco:

As a therapist at San Francisco County Jail, I bring a unique perspective to the commission. I also bring youth, energy, and a commitment to the work that I do. I reside in Nob Hill and, as a result of my job and involvement in various social and charitable organizations, am exposed to the city's expansive demographic profile.

Business and/or professional experience:

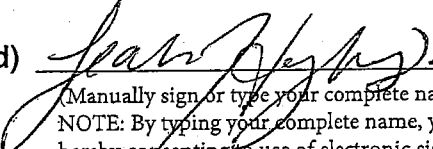
I am currently a therapist at San Francisco County Jail specializing in treating those found incompetent to stand trial on the misdemeanor level. I work extensively with the collaborative courts and various treatment providers in the community. I also have experience in school and hospital settings.

Civic Activities:

I currently serve on the Leadership Committee at the San Francisco Chamber of Commerce, the Advocacy Committee for the Junior League of San Francisco, Events & Planning Committee for SPARK, and on the Board of Directors for East Bay Agency for Children.

Have you attended any meetings of the Board/Commission to which you wish appointment? Yes No

For appointments by the Board of Supervisors, appearance before the RULES COMMITTEE is a requirement before any appointment can be made. (*Applications must be received 10 days before the scheduled hearing.*)

Date: 3.29.14 Applicant's Signature: (required) 

(Manually sign or type your complete name.
NOTE: By typing your complete name, you are hereby consenting to use of electronic signature.)

Please Note: Your application will be retained for one year. Once Completed, this form, including all attachments, become public record.

FOR OFFICE USE ONLY:
Appointed to Seat #: _____ Term Expires: _____ Date Seat was Vacated: _____

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE

Date Received
 Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
Hughes Leah M.

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Children and Families First Commission
 Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: _____ Position: _____

2. Jurisdiction of Office (Check at least one box)

- State
- Multi-County _____
- City of San Francisco
- Judge or Court Commissioner (Statewide Jurisdiction)
- County of San Francisco
- Other _____

3. Type of Statement (Check at least one box)

- Annual: The period covered is January 1, 2013, through December 31, 2013.
- or-
- The period covered is _____ through December 31, 2013.
- Assuming Office: Date assumed _____
- Leaving Office: Date Left _____ (Check one)
- The period covered is January 1, 2013, through the date of leaving office.
- The period covered is _____ through the date of leaving office.
- Candidate: Election year 2014 and office sought, if different than Part 1: _____

4. Schedule Summary

Check applicable schedules or "None."

► Total number of pages including this cover page: _____

- Schedule A-1 - Investments - schedule attached
- Schedule A-2 - Investments - schedule attached
- Schedule B - Real Property - schedule attached
- Schedule C - Income, Loans, & Business Positions - schedule attached
- Schedule D - Income - Gifts - schedule attached
- Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS (Business or Agency Address Recommended - Public Document) STREET CITY STATE ZIP CODE
clay Street Apt - San Francisco CA 94108
 DAYTIME TELEPHONE NUMBER (SIO) _____ E-MAIL ADDRESS (OPTIONAL)
leahmichellehughes@_____

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed April 15, 2014
 (month, day, year)

Signature [Signature]
 (File the originally signed statement with your filing official.)



Board of Supervisors
City and County of San Francisco
1 Dr. Carlton B. Goodlett Place, Room 244
(415) 554-5184 FAX (415) 554-7714

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BOARD OF SUPERVISORS
SAN FRANCISCO
2014 MAY -5 PM 2:11
24

Application for Boards, Commissions, Committees, & Task Forces

Name of Board, Commission, Committee, or Task Force: Children and Families Commission

Seat # or Category (If applicable): 8 District: _____

Name: Betty Robinson-Harris

Home Address: _____ E 25th Street Oakland Zip: 94606

Home Phone: 510 _____ Occupation: Early Childhood Educator

Work Phone: 415 956-8373 Employer: SFUSD/Early Education School

Business Address: 2110 Greenwich St San Francisco Zip: 94123

Business E-Mail: _____ Home E-Mail: Ancestorschoyce@_____

Pursuant to Charter Section 4.101 (a)2, Boards and Commissions established by the Charter must consist of electors (registered voters) of the City and County of San Francisco. For certain other bodies, the Board of Supervisors can waive the residency requirement.

Check All That Apply:

Registered voter in San Francisco: Yes No If No, where registered: Oakland

Resident of San Francisco Yes No If No, place of residence: Oakland

Pursuant to Charter section 4.101 (a)1, please state how your qualifications represent the communities of interest, neighborhoods, and the diversity in ethnicity, race, age, sex, sexual orientation, gender identity, types of disabilities, and any other relevant demographic qualities of the City and County of San Francisco:

I am a life long Early Educator, who has worked in SF since 1976. I have worked in the Mission, the Tenderloin, the Bayview, the Sunset, and currently the Marina district, serving all of these diverse communities of children and their families. I have worked with children with exceptional needs since 1991, mainstreaming and now working in an inclusion classroom. My forty plus years of educating young children and their families has given me the unique opportunity to work with very distinct populations of children and families effectively.

As a practitioner I am familiar with the needs of the educators, the children and families of San Francisco. I would be honored to continue to represent them all again for another term.

Business and/or professional experience:

Early Educator since 1972, SFUSD Early Education Schools since 1989, UESF Child Development Chair over ten years, AFT Early Childhood Cohort 2004-2008, CFT Early Childhood Committee 2002-currently the Chair, CTA Early Childhood Committee 2006. Trainer, presenter, facilitator 1994, Literacy and instructional Coach-SFUSD/CDP 2000-2004 and 2009-2011. Teacher of Year Award San Francisco Mayors Office.

Civic Activities:

Community Board Member--Western Addition Culture Center 1980-1985
African Music and Dance Ensemble - Assistant to Director 1982-1992
Diamano Coura West African Dance Ensemble 1990-Current
UESF Community Engagement Community - Current

Have you attended any meetings of the Board/Commission to which you wish appointment? Yes No

For appointments by the Board of Supervisors, appearance before the RULES COMMITTEE is a requirement before any appointment can be made. (*Applications must be received 10 days before the scheduled hearing.*)

Date: May 1, 2014 Applicant's Signature: (required) Betty Robinson-Harris

(Manually sign or type your complete name.
NOTE: By typing your complete name, you are hereby consenting to use of electronic signature.)

Please Note: Your application will be retained for one year. Once Completed, this form, including all attachments, become public record.

FOR OFFICE USE ONLY:

Appointed to Seat #: _____ Term Expires: _____ Date Seat was Vacated: _____

COVER PAGE

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
Robinson-Harris Betty

1. Office, Agency, or Court

Agency Name (Do not use acronyms)
Children and Families Commission
Division, Board, Department, District, if applicable
Children and Families Commission
Your Position
Commissioner

If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

State Judge or Court Commissioner (Statewide Jurisdiction)
Multi-County County of San Francisco
City of Other

3. Type of Statement (Check at least one box)

Annual: The period covered is January 1, 2013, through December 31, 2013.
-or- The period covered is through December 31, 2013.
Leaving Office: Date Left (Check one)
The period covered is January 1, 2013, through the date of leaving office.
The period covered is through the date of leaving office.
Assuming Office: Date assumed
Candidate: Election year and office sought, if different than Part 1:

4. Schedule Summary

Check applicable schedules or "None." Total number of pages including this cover page: 1
Schedule A-1 - Investments - schedule attached
Schedule A-2 - Investments - schedule attached
Schedule B - Real Property - schedule attached
Schedule C - Income, Loans, & Business Positions - schedule attached
Schedule D - Income - Gifts - schedule attached
Schedule E - Income - Gifts - Travel Payments - schedule attached
-or-
None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)
2110 Greenwich Street San Francisco Ca 94123
DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS (OPTIONAL)
(510) Ancestorschoyce@

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 26 March 2014 (month, day, year)

Signature [Handwritten Signature] (File the originally signed statement with your filing official.)

Save Form

Print Form



Board of Supervisors
City and County of San Francisco
1 Dr. Carlton B. Goodlett Place, Room 244
(415) 554-5184 FAX (415) 554-7714

Application for Boards, Commissions, Committees, & Task Forces

Name of Board, Commission, Committee, or Task Force: First 5 SF Commission

Seat # or Category (If applicable): _____ District: _____

Name: Dr. E'leva Gibson

Home Address: John Muir Drive # _____ Zip: 94132

Home Phone: (415) _____ Occupation: Department Supervisor

Work Phone: (415) ³⁸⁵⁻⁴⁸⁸⁴ 680-5603 Employer: San Francisco Unified School District

Business Address: 20 Cook Street, S.F., CA. Zip: 94118

Business E-Mail: hughese@sfusd.edu Home E-Mail: elevagibson@ _____

Pursuant to Charter Section 4.101 (a)2, Boards and Commissions established by the Charter must consist of electors (registered voters) of the City and County of San Francisco. For certain other bodies, the Board of Supervisors can waive the residency requirement.

Check All That Apply:

Registered voter in San Francisco: Yes No If No, where registered: _____

Resident of San Francisco Yes No If No, place of residence: _____

Pursuant to Charter section 4.101 (a)1, please state how your qualifications represent the communities of interest, neighborhoods, and the diversity in ethnicity, race, age, sex, sexual orientation, gender identity, types of disabilities, and any other relevant demographic qualities of the City and County of San Francisco:

As a native San Franciscan, it would be an honor to serve on the First 5 San Francisco Commission. I know the benefits of raising a family in a culturally and linguistically diverse city as well as being familiar with the challenges that some of our neighborhoods in various districts face. As an African American and Asian woman, I can provide numerous perspectives on issues as well as ideas for solutions. As an educational leader in SFUSD, I would offer my expertise in public education, program development, implementation, organizational leadership, and facilitation of initiatives. With my educational background and experience, I am able to work well with others and contribute greatly to improve services for children.

Business and/or professional experience:

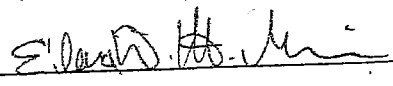
Since joining SFUSD in 2000, I have worked with several departments on various major projects. Currently, I am a supervisor responsible for the implementation (i.e., phase-in) of Transitional Kindergarten and the coordination of the Prek-3rd Grades Initiative. I have a background in Prek-Higher Education as an educator.

Civic Activities:

- Child Care Planning and Advisory Council (CPAC) - SF
- The Links Incorporated - South Bay Area Chapter
- Alpha Kappa Alpha Sorority, Inc.
- Phi Delta Kappa - Chapter 1484
- San Francisco Alliance of Black School Educators
- Omega Boyz Club
- Awarded Principal of the Year 2013 - SF Mayor Edwin Lee

Have you attended any meetings of the Board/Commission to which you wish appointment? Yes No

For appointments by the Board of Supervisors, appearance before the RULES COMMITTEE is a requirement before any appointment can be made. (Applications must be received 10 days before the scheduled hearing.)

Date: 6/8/14 Applicant's Signature: (required) 

Please Note: Your application will be retained for one year. Once Completed, this form, including all attachments, become public record.

FOR OFFICE USE ONLY:
Appointed to Seat #: _____ Term Expires: _____ Date Seat was Vacated: _____

Miller, Alisa

From: Laurel Kloomok (CFC)
Sent: Monday, June 09, 2014 7:23 PM
To: Miller, Alisa
Subject: Fwd: First 5 Commission Application E'leva Gibson
Attachments: DOC.PDF; ATT00001.htm

Dear Alisa

Here is the other Commission application I mentioned earlier today. Thanks so much for your help.

All my best
Laurel

Laurel Kloomok
Sent from my iPad

Begin forwarded message:

From: <LEAD@sfusd.edu>
Date: June 9, 2014 5:20:53 PM PDT
To: "laurel.Kloomok@first5sf.org" <laurel.Kloomok@first5sf.org>, "hughese@sfusd.edu" <hughese@sfusd.edu>
Subject: First 5 Commission Application E'leva Gibson
Reply-To: <LEAD@sfusd.edu>

Attached is an application for the First 5 Commission of San Francisco. I also faxed a copy to (415) 554-7714. Thank you.

Please open the attached document. It was scanned and sent to you using a Xerox WorkCentre.

Attachment File Type: PDF

WorkCentre Location: machine location not set
Device Name: XRX0000AAF384A5

For more information on Xerox products and solutions, please visit <http://www.xerox.com>

STATEMENT OF ECONOMIC INTERESTS
COVER PAGE

Date Received
Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
 Gibson E'leva Delores

1. Office, Agency, or Court

Agency Name *(Do not use acronyms)*
 San Francisco Unified School District
 Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. *(Do not use acronyms)*

Agency: _____ Position: _____

2. Jurisdiction of Office *(Check at least one box)*

- State Judge or Court Commissioner (Statewide Jurisdiction)
 Multi-County _____ County of _____
 City of San Francisco Other _____

3. Type of Statement *(Check at least one box)*

- Annual: The period covered is January 1, 2013, through December 31, 2013.
 -or-
 The period covered is _____ through December 31, 2013.
 Assuming Office: Date assumed _____
 Candidate: Election year 2014 and office sought, if different than Part 1: Children and Family First Commission
 Leaving Office: Date Left _____
(Check one)
 The period covered is January 1, 2013, through the date of leaving office.
 The period covered is _____ through the date of leaving office.

4. Schedule Summary

Check applicable schedules or "None."

► Total number of pages including this cover page: _____

- Schedule A-1 - Investments - schedule attached Schedule C - Income, Loans, & Business Positions - schedule attached
 Schedule A-2 - Investments - schedule attached Schedule D - Income - Gifts - schedule attached
 Schedule B - Real Property - schedule attached Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)
 20 Cook Street San Francisco CA 94118
 DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS (OPTIONAL)
 (415) 379-2700

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 06/10/2014
(month, day, year)

Signature E'leva Delores Gibson
(File the originally signed statement with your filing official.)

OBJECTIVE: To obtain an educational leadership position that utilizes my strong organizational skills, educational background, and ability to work well with others to improve educational outcomes for students.

EDUCATIONAL LEADER

Expertise: Organizational Leadership, Instructional Reform, Professional Development, Public Relations, Curriculum & Instruction, Educational Technology, Restorative Practices, Early Childhood to Higher Education

As an accomplished educational leader, I have utilized my talents and abilities to create equitable educational opportunities for students. From early childhood to higher education, I have worked closely with culturally and linguistically diverse student populations (i.e., Asian, African American, Latino, Polynesian, Russian) and developed partnerships with several educational organizations to serve various communities. I have successfully implemented district initiatives at the site level (i.e., Balanced Scorecard, Inclusion model, restorative practices, benchmark assessments) and at the department level (i.e., establishment of the new Transitional Kindergarten (TK) grade level and the implementation of the P-3 Initiative). I have organized and facilitated professional development for administrators and teachers on topics ranging from strategic planning to differentiated instruction and culturally relevant pedagogy, increased parent involvement through a series of family events and parent education workshops, and have designed school-wide literacy campaigns and initiatives that have sustained a safe and effective learning environment for students.

KEY PROJECTS

- ✓ At the department level, worked collaboratively with the Early Education Department team to establish the entirely new grade level, Transitional Kindergarten (TK)- beginning with 7 classrooms and growing rapidly to 22 classrooms within a three-year time period. Created systems and built structures, recruited, hired, supervised and managed personnel, conducted observational cycles to evaluate staff work performance, planned professional development for TK teachers and administrators, and led the development of school improvement actions plans for TK sites. Through collective efforts, researched the state's senate bill and its expectations based on the Kindergarten Readiness Act of 2010, identified school sites' needs to establish classrooms and program implementation, developed policies and procedures for program's organizational structure, researched state standards and assessments to modify a core curriculum, created a grade level report card, developed instructional guidelines, made recommendations for budgetary decisions, and participated in research studies to evaluate program effectiveness.
- ✓ At the department level, worked with the Early Education Department and various SFUSD departments to build a professional learning community consisting of PreK-TK-K-OST teachers and instructional coaches to align expectations for student progress. Led the planning and organization of professional development meetings that addressed student assessment data, common core standards and learning foundations, response to intervention, family engagement and support, early literacy development, developmentally-appropriate practices, social emotional development, and educational technology. As a result, strengthened relationships and communication across departments and divisions within the District.
- ✓ At the school site level, worked collaboratively with dedicated parents, staff, and community partners to: raise over \$50,000 to sustain the ecoliteracy program, build a partnership with The Plant Café restaurant to use herbs from the school garden, promote early literacy in collaboration with organizations such as Raising A Reader and the Jewish Coalition for Literacy, implement the Inclusion model for full integration of students with identified needs/disabilities, and establish new classrooms.

CAREER HISTORY

San Francisco Unified School District, Early Education Department
Supervisor

2013 to present

Oversee the organization and structure of the Transitional Kindergarten program including the development of curriculum, instruction, assessment, and intervention. Write proposals and monitor budgets related to fiscal operations and programmatic needs. Recruit, hire, observe, and evaluate teachers, instructional coaches, and program specialists. Coach and support principals and site administrators on establishing the new grade level at school sites by coordinating with numerous district departments: EPC, the Budget Office, HR, SpEd, MPD, Buildings & Grounds; setting up classrooms, revising master schedules, and facilitating administrative meetings. Lead the organization and development of professional learning community (PLC) for the PreK-3rd Grade Initiative. Work collectively with early education department program specialists and elementary division instructional reform facilitators to train teachers and orchestrate cross-grade level collaboration to align instructional expectations, support services, and early intervention strategies for students in grades PreK-TK-K including OST programs.

San Francisco Unified School District, Tule Elk Park Early Education School

Site Administrator

2011 to 2013

Oversaw the operations of the school site and served as the instructional leader of the program. Recruited, supervised and managed personnel, conducted observational cycles to evaluate staff work performance, monitored both district and fiscally-sponsored budgets as they related to Title 5, First 5 Preschool for All, SF School Alliance; implemented district initiatives, provided and facilitated professional development, built parent and community partnerships, collaborated with staff to develop strategic action plans, utilized quantitative/qualitative data such as DRDPs, PALS, Fountas & Pinnell to set school-wide goals, and implemented numerous programs and instructional frameworks such as Reggio Emilia Inspired Approach and Creative Curriculum to promote student achievement. Served as the site administrator for Tenderloin Early Education School as well.

Oakland Unified School District, Thurgood Marshall Elementary School

Summer 2010

Assistant Principal Intern

Served as assistant principal with supervision responsibilities, planned staff meetings, reviewed and revised benchmark assessments for grades 3-5, conducted observation cycles and walkthroughs, provided direct teacher support, worked on parent communication and newsletter, and interviewed candidates for new teacher opening.

San Francisco Unified School District, Reform & Accountability Department

2008 to 2011

Instructional Reform Facilitator

Elected as School Site Council member to make decisions concerning master scheduling, organizational plans, and budget. Facilitated educational reform efforts to close the Achievement Gap concerning African American, Latino, ELL, and students with special needs/disabilities. Piloted district initiatives such as the Balance Scorecard and MAP benchmark assessments, and coordinated instructional programs like SkillsTutor, Word Generation, and AVID. Provided data presentations and designed reports using the Data Director web-based system. Developed curriculum that promoted differentiated instruction for IEP, 504, GATE, and ELLs. Coordinated English learner instruction by orchestrating professional development and support for ELD teachers, was in-charge of the CELDT assessment, monitored ELLs and reported student progress to the English Learners Support Services department. Organized and facilitated staff professional development, orchestrated department collaboration, and provided grade level team support. Served as Beginning Teacher Support and Assessment (BTSA) provider and coached teachers from beginning to veteran levels utilizing the California Standards for the Teaching Profession (CSTP). Advised student groups (e.g. Student Council, drill team, BSU), arranged individualized tutorials, and collaborated with staff, students, parents, and community-based organizations to produce school-wide literacy initiatives and family events.

Adjunct Professor, University of San Francisco, School of Education

2009 to Present

Course Title: *TEC600- Teaching, Learning, and Technology*. Designed a course that presents a context for appropriate technology use in elementary and secondary education by studying issues surrounding technology used by society in general, and education in particular. The objectives of this course focus on assisting teacher credential candidates to successfully integrate computers and allied technology into their classroom curriculum, organization, and teaching style. Discuss current educational issues including the achievement gap, student learning trends, and teaching philosophies; review the K-12 California Content Standards and Common Core, National Educational Technology Standards, California Standards for the Teaching Profession Standards, Teaching Performance Expectations, and ways to integrate grade level appropriate instructional strategies using lesson plan templates; and educational theories in relation to the integration of technology.

Program Director, Children's Defense Fund Freedom Schools

Summer 2004

Piloted, organized, and led summer school that served children ages 5 to 18. Coordinated the implementation of a project-based curriculum that integrated reading, conflict resolution, and social action, which promoted social, cultural, and historical awareness. Recruited, hired, and managed local program staff. Coordinated all logistics for summer program operation in partnership with sponsor executive director. Supervised site coordinators and servant leader interns day-to-day. Coordinated arrangements for national and local trainings for staff. Facilitated weekly meetings with site coordinators and servant leader interns.

7th Grade Language Arts and Reading Teacher, SFUSD

2004 to 2008

Taught the grade seven California content standards for language arts and successfully raised students' reading comprehension scores on the California Standardized Test. Organized classes to participate in the SF Jazz in the Middle poetry program, collaborated with Streetside Stories to produce iMovies for the Tech Tales digital storytelling program, and conducted a research study that focused on closing the achievement gap, which resulted in obtaining a doctoral degree.

8th Grade Language Arts and Reading Teacher, SFUSD

2000 to 2004

Taught the grade eight California content standards for language arts and formulated a research study as a teacher researcher for the Bay Area Writing Project. Served as a program coordinator for Cesar Chavez Service Learning Initiative and orchestrated annual student service learning projects. Served as project coordinator for the Tiger Woods' Start Something Program through Community in Schools' sponsorship to organize the afterschool enrichment program. Received a teacher of the year and team of the year awards.

EDUCATION

University of California, Berkeley

Master of Arts Degree (M.A.), Urban Educational Leadership, 2010

(CCTC) CA Clear Administrative Services Credential

University of San Francisco

Doctor of Education Degree (Ed.D.), International and Multicultural Education/Organization and Leadership, 2007

Dissertation Title: *Touching the Spirit as a Motivating Factor for African American Students to Achieve Academic Excellence*

Master of Arts Degree (M.A.), Educational Technology, 2002

(CCTC) CA Cross-cultural Language & Development (CLAD) Teaching Credential,, 2002

San Francisco State University

Bachelor of Arts Degree, (B.A.) 1998

Concentration: Radio and Television Broadcast Electronic Communications

PROFESSIONAL AFFILIATIONS

Children's Council of San Francisco (CPAC)

The Links, Incorporated- South Bay Area Chapter

Alpha Kappa Alpha Sorority, Inc.- Alpha Nu Omega Chapter, initiated through Eta Sigma Chapter

Phi Delta Kappa- Chapter 1484

San Francisco Alliance of Black School Educators

Omega Boys Club

International Institute of Restorative Practices (IIRP)

Advancement Via Individual Determination (AVID) College Prep Program

Infusing Responsibility for Intellectual and Scholastic Excellence (I.R.I.S.E.)

Gaining Early Awareness and Readiness for Undergraduate Programs (GearUp)

GRANTS/FELLOWSHIPS/AWARDS

Regional Leadership Award 2014, Alpha Kappa Alpha Sorority, Incorporated

Mayor's Principal of the Year Award 2013, Office of the San Francisco Mayor Edwin Lee

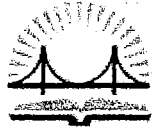
Berling Scholarship Award 2009-2010, University of California, Berkeley; Principal Leadership Institute

Outstanding Doctoral Student 2007, University of San Francisco; Graduate School of Education

Americorps Fellowship 2002-2004, Teacher Education for Advancement of Multicultural Society (TEAMS)

Teacher of the Year 2004, Alliance of Black School Educators

Team of the Year 2003, Industry Initiatives for Science and Math Education (IISME)



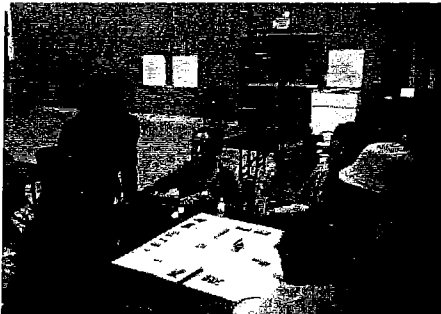
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SAN FRANCISCO
PUBLIC SCHOOLS

P-3 Initiative Professional Learning Community

"Great Stuff!!! Thank you!!!

"I would like to learn how to schedule my day in Kindergarten in a way that includes play based learning activities i.e. learning centers vs. choice time and integrating these methods into readers/writers workshop-How would my day look? How will I use the new environment?"

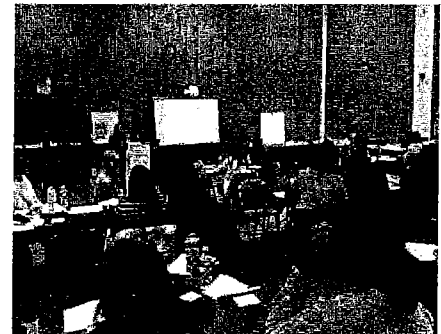
"Thank you for sharing your expertise and allowing me to make connections with Pre-K,TK, and K colleagues."



Enhancing the Environment: Creating a Developmentally-Appropriate Classroom

"Great job! I know this is not [all] we learned (WPDA's) however it would take me SO long to say everything."

"More awesome PD's."



Social-Emotional Development:

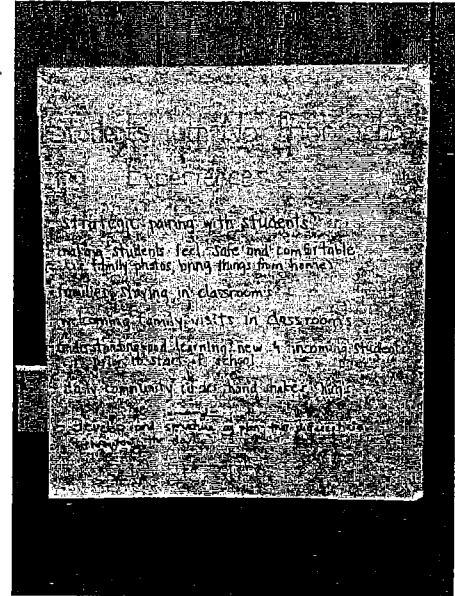
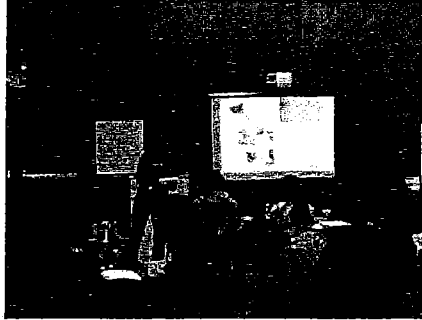
"How do we acclimate a child with no prior preschool experience in a formal school setting at the PreK-TK-K grade levels?"

ELA Common Core Standards & Preschool Learning Foundations

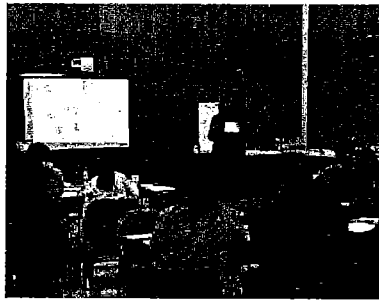


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P-3 Initiative Professional Learning Community



Family Support & Engagement
Based on SFUSD Six Strategies for Success, the topic addresses the following high leverage strategy:
"6) Increase awareness and build the supports necessary to fully implement SFUSD's Family Engagement Standards"
(p.6, SFUSD's 2013-2015 Strategic Plan: *Impact Learning. Impact Lives.*).

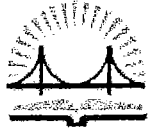


Restorative Practices Circle



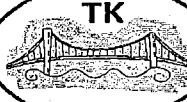
Data Analysis Session:
PALS, DRDP, and the F&P- The Continuum "Now What?"





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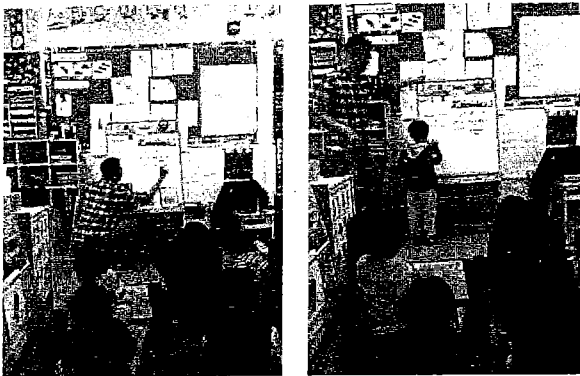
California Preschool
Learning Foundations



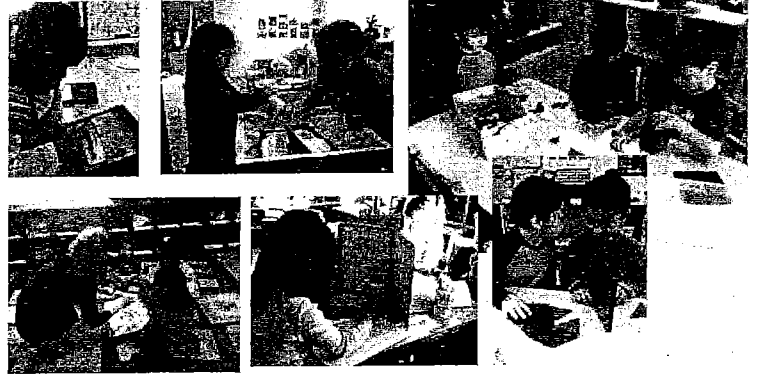
California Common
Core Curriculum

2013-2014 Transitional Kindergarten Photos

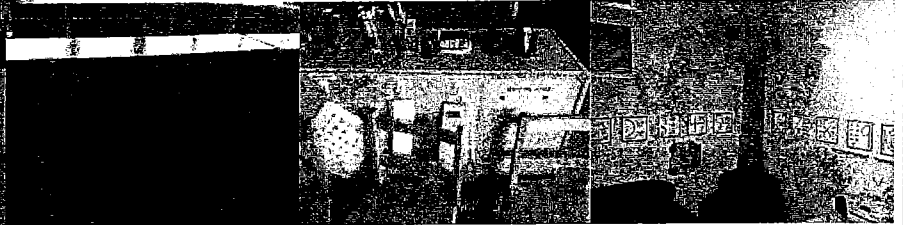
Teachers — multiple-subject credentialed



Students — born between September 2nd through December 2nd



Classroom - The classroom environment promotes exploration-based learning to include many hands-on activities and interactive small group lessons, as well as designated space for whole-group lessons.



Instruction - The instructional program follows a modified Kindergarten curriculum that is developmentally appropriate and meets the academic and social-emotional needs of students.



Name: _____
 School: _____
 Teacher: _____



Transitional Kindergarten Report Card

California State Standards and Social Development Performance

California English Language Development Test Scores

Listening	Speaking	Reading	Writing	Overall

Academic Work Habits	Gross Motor Skills	Writing Applications	Investigation and Experimentation
<p>PLF-SED-SELF 2.1 Regulates attention, thoughts, feelings, and impulses more consistently, although with adult guidance is sometimes necessary (Listens attentively)</p> <p>PLF-SED-SELF 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people (Respect self and others)</p> <p>PLF-SED-SELF 5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out (Completes assignments independently)</p> <p>PLF-SED-SOCIAL 3.1 Participate positively and cooperatively as group members (Meaningfully participates in classroom activities and discussions)</p> <p>Social/Emotional Development</p> <p>PLF-SED-SELF 1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings</p> <p>PLF-SED-SELF 2.1 Regulates attention, thoughts, feelings, and impulses more consistently, although with adult guidance is sometimes necessary</p> <p>PLF-SED-SELF 3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people</p> <p>PLF-SED-SOCIAL 2.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interactions</p> <p>PLF-SED-SOCIAL 2.2 More actively and intentionally cooperate with each other</p> <p>PLF-SED-SOCIAL 2.3 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation</p> <p>PLF-SED-SOCIAL 4.1 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal laughing in addition to physical aggression</p> <p>PLF-SED-SOCIAL 4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves</p> <p>Fine Motor Skills</p> <p>PLF-LL-W.1.1 Adjust grasp and body position for increased control in drawing and writing</p> <p>PLF-LL-W.1.2 Write letters or letter-like shapes to represent words or ideas</p> <p>PLF-LL-W.1.3 Writes name: first. Write first name nearly correctly</p> <p>PLF-LL-W.1.3 Writes name: last</p> <p>PLF-LL-FMS.3.2 Show increasing fine motor manipulative skills using hands and arms such as hand manipulation, writing, cutting, and dressing</p>	<p>PLF-PD-APP.3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility</p> <p>PLF-PD-FMS.2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet)</p> <p>PLF-PD-FMS.2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump</p> <p>PLF-PD-FMS.3.1 Show increasing balance and control when holding still</p> <p>PLF-PD-FMS.3.2 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping</p> <p>PLF-PD-FMS.3.3 Can change directions quickly and accurately</p> <p>PLF-LL-R.1.1 Display appropriate book-handling behaviors and knowledge of print conventions</p> <p>PLF-LL-RF.K.14 Recognize and name all uppercase letters of the alphabet</p> <p>PLF-LL-RF.K.14 Recognize and name all lowercase letters of the alphabet</p> <p>PLF-LL-RF.K.16 Understand that words are separated by spaces in print</p> <p>PLF-LL-RF.K.2a Recognize and produce rhyming words</p> <p>PLF-LL-RF.K.2b Blend two to three phonemes into recognizable words</p> <p>PLF-LL-RF.L.1 Orally blend and delete words and syllables without the support of pictures or objects</p> <p>PLF-LL-RF.L.3 Begin to recognize that letters have sounds</p> <p>PLF-LL-RF.A.3 Know and apply grade level phonics and word analysis skills in decoding words both in isolation and in text</p> <p>PLF-LL-RF.K.3a Demonstrate basic knowledge of one-to-one letter sound correspondences by producing sounds for each consonant</p> <p>PLF-LL-RF.K.3b Reads common high frequency words by sight</p> <p>PLF-LL-RF.L.4 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferring), retelling, reenacting or creating artwork</p> <p>PLF-LL-RF.L.4 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. Children show an increasing understanding of book reading.</p>	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the topic or preference about the topic or book ideas.</p> <p>PLF-ELD-W.1.10 Children use writing to communicate their ideas.</p> <p>SL.K.2a Understand and follow one- and two-step oral directions</p> <p>PLF-LL-LS.1.1 Speaks clearly enough to be understood by both children and unfamiliar adults and children</p> <p>PLF-LL-DS.1.1 Children use one- and two-step oral directions to participate in activities</p> <p>PLF-LL-MA.1.1 Count to 30 by ones and by tens.</p> <p>K.CC.1 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.3 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>Operations and Algebraic Thinking</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, and other objects, e.g., using a ten frame.</p> <p>PLF-M-AT.1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another)</p> <p>PLF-M-M.1.1 Compare two objects by length, weight, or capacity directly (e.g., pulling objects side by side) or indirectly (e.g., using a third object)</p> <p>Geometry</p> <p>PLF-M-G.1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes</p> <p>History/Social Sciences</p> <p>K.3 Understands how people work together to create a community</p> <p>K.5 Organizes events in temporal order (days, weeks, months)</p> <p>Science</p> <p>PLF-SS-1.A Describes objects by physical property</p> <p>PLF-SS-2.C Names the main parts of a plant</p> <p>PLF-SS-2.C Names the main parts of an animal</p> <p>PLF-SS-3.B Observes and describes the changes in seasons and weather</p>	<p>4.A Observes common objects by using the five senses</p> <p>Visual Arts</p> <p>VA.2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects</p> <p>PLF-VFA-VA.3.1 Intentionally create content in a work of art</p> <p>Performing Arts</p> <p>PLF-VPA-MUSIC.12 Demonstrate more complex repeating melody and rhythm patterns</p> <p>PLF-VPA-DANCE.1.2 Explain preferences and interests related to participating in drama</p> <p>PLF-VPA-DANCE.1.1 Further engage and participate in dance</p> <p>PLF-VPA-DANCE.1.1 Further engage and participate in dance</p> <p>Days Tardy</p> <p>Days Absent (including excused)</p> <p>TEACHER'S COMMENTS</p> <p>1st Trimester</p> <p>2nd Trimester</p> <p>3rd Trimester</p>

Writing Applications	Investigation and Experimentation
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the topic or preference about the topic or book ideas.</p> <p>PLF-ELD-W.1.10 Children use writing to communicate their ideas.</p> <p>SL.K.2a Understand and follow one- and two-step oral directions</p> <p>PLF-LL-LS.1.1 Speaks clearly enough to be understood by both children and unfamiliar adults and children</p> <p>PLF-LL-DS.1.1 Children use one- and two-step oral directions to participate in activities</p> <p>PLF-LL-MA.1.1 Count to 30 by ones and by tens.</p> <p>K.CC.1 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p> <p>K.CC.3 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>Operations and Algebraic Thinking</p> <p>K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, and other objects, e.g., using a ten frame.</p> <p>PLF-M-AT.1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another)</p> <p>PLF-M-M.1.1 Compare two objects by length, weight, or capacity directly (e.g., pulling objects side by side) or indirectly (e.g., using a third object)</p> <p>Geometry</p> <p>PLF-M-G.1.1 Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes</p> <p>History/Social Sciences</p> <p>K.3 Understands how people work together to create a community</p> <p>K.5 Organizes events in temporal order (days, weeks, months)</p> <p>Science</p> <p>PLF-SS-1.A Describes objects by physical property</p> <p>PLF-SS-2.C Names the main parts of a plant</p> <p>PLF-SS-2.C Names the main parts of an animal</p> <p>PLF-SS-3.B Observes and describes the changes in seasons and weather</p>	<p>4.A Observes common objects by using the five senses</p> <p>Visual Arts</p> <p>VA.2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects</p> <p>PLF-VFA-VA.3.1 Intentionally create content in a work of art</p> <p>Performing Arts</p> <p>PLF-VPA-MUSIC.12 Demonstrate more complex repeating melody and rhythm patterns</p> <p>PLF-VPA-DANCE.1.2 Explain preferences and interests related to participating in drama</p> <p>PLF-VPA-DANCE.1.1 Further engage and participate in dance</p> <p>PLF-VPA-DANCE.1.1 Further engage and participate in dance</p> <p>Days Tardy</p> <p>Days Absent (including excused)</p> <p>TEACHER'S COMMENTS</p> <p>1st Trimester</p> <p>2nd Trimester</p> <p>3rd Trimester</p>

Academic Work Habits, Social/Emotional Development, Fine Motor Skills and Gross Motor	Language Arts, Math, History/Social Science, Science and Fine Arts	English Language Development (ELD)	Reporting Periods
<p>N.....Demonstrates proficiency</p> <p>.....Needs more time/practice to develop</p> <p>1.....Not assessed this period</p>	<p>4.....Exceeds the standard</p> <p>3.....Meets the standard</p> <p>2.....Approaching the standard</p> <p>1.....Needs more time/practice to develop</p> <p>.....Not assessed this period</p>	<p>BR... Bridging</p> <p>EX... Expanding</p> <p>EM... Emerging</p> <p>/..... Not assessed this period</p>	<p>T1 = 1st Trimester</p> <p>T2 = 2nd Trimester</p> <p>T3 = 3rd Trimester</p>

1st Conference _____ Date _____
 Parent/Guardian signature _____

2nd Conference _____ Date _____
 Parent/Guardian signature _____

2013-14- San Francisco Unified School District • 565 Franklin Street • San Francisco • CA • 94102

THE STANDARDS-BASED REPORT CARD: REPORTING STUDENT PROFICIENCY

Transitional Kindergarten (TK) students are entering a grade level program that provides them with a significant start of what will become a central pursuit of their lives.

The standards pave a common language and vision in which young students can achieve these standards in environments that are developmentally appropriate. SFUSD is dedicated to providing supportive and challenging educational practices to ensure that all students are given the opportunity and environment to learn and discover their capabilities to achieve at their highest levels. It is also critical that we provide multiple paths to learning and encourage all students to use critical thinking skills as well as expand their vocabulary and foundational skills. The Standards-Based Report Card (SBRC) is a tool for the San Francisco Unified School District (SFUSD) to communicate a student's progress towards achieving California standards. Instead of letter grades, students receive marks that describe proficiency levels for a specific standard. Please see online rubrics for detailed information about the proficiency levels for each standard listed on the SBRC (http://web.sfusd.edu/Services/research_public/sbrc_rubrics)

Since TK students will move onto Kindergarten in the following school year, they are afforded the gift of time to further develop foundational skills and master the Kindergarten common core standards. The ultimate goal is that each student experiences the joy of learning.

KEY TERMS			
PROFICIENCY LEVEL INDICATORS	Indicators are used to report where students are in meeting the end of year expectations. All students will receive proficiency indicators for the standards identified on the SFUSD SBRC. English Language Learners will also receive additional marks for their level of proficiency in the English language related to specific CA ELD Standards.		
STANDARDS	Statements that identify what a student should know and be able to do by the end of a school year. Standards for each content area subject and English Language Development can be viewed at the California Department of Education website at http://www.cde.gov/belts/index.asp . Please Note for English Language Arts Standard 10 Range of Reading and Text Complexity (for RL and RI), marks indicate proficiency level by the end of a given trimester as delineated on the Standard 10 Rubric.		
RUBRICS	SFUSD Rubrics describe proficiency indicators for the selected standards.		
PROFICIENCY LEVEL INDICATORS			
P	Proficient: Student meets or exceeds the standard.		
N	Needs Improvement: Student needs more time to practice and to develop this skill.		
4	Exceeds the standard: Student applies standard in ways that are in-depth and beyond what was taught.		
3	Meets the standard: Student consistently demonstrates mastery of the standard.		
2	Approaching the standard: Student shows some understanding of the standard and is attempting to consistently meet the standard.		
1	Needs more time/practice to develop: Student needs more practice in understanding the standard.		
English Language Development Standards			
BR	Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The "bridge" alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction.		
EX	Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.		
EM	Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language		
ABBREVIATIONS			
APP- Active Physical Play	DANCE- Dance	FMS- Fundamental Movement Skills	LL- Language and Literacy
PD- Physical Development	PLF- Preschool Learning Foundations	PSMC- Perceptual-Motor Skills and Movement Concepts	SED- Social-Emotional Development
SELF- Self-Awareness or Self-Regulation	SOCIAL – Social Interaction	VA- Visual Arts	VPA- Visual Performing Arts
W- Writing	*addendum to the foundation or standard		

Save Form

Print Form



Board of Supervisors
City and County of San Francisco
1 Dr. Carlton B. Goodlett Place, Room 244
(415) 554-5184 FAX (415) 554-7714

Application for Boards, Commissions, Committees, & Task Forces

Name of Board, Commission, Committee, or Task Force: First 5 SF Children and Families Commission

Seat # or Category (If applicable): _____ District: _____

Name: Jamal Harris MD MPH

Home Address: Wayne Ave # Oakland CA Zip: 94606

Home Phone: (510) _____ Occupation: Physician

Work Phone: (415) 671-7000 Employer: SFDPH, Southeast Health Center

Business Address: 2401 Keith St San Francisco CA Zip: 94124

Business E-Mail: harrisj@pedi-veri-fidn Home E-Mail: jamal.harris@_____

Pursuant to Charter Section 4.101 (a)2, Boards and Commissions established by the Charter must consist of electors (registered voters) of the City and County of San Francisco. For certain other bodies, the Board of Supervisors can waive the residency requirement.

Check All That Apply:

Registered voter in San Francisco: Yes No If No, where registered: Alameda County

Resident of San Francisco Yes No If No, place of residence: Oakland, CA

Pursuant to Charter section 4.101 (a)1, please state how your qualifications represent the communities of interest, neighborhoods, and the diversity in ethnicity, race, age, sex, sexual orientation, gender identity, types of disabilities, and any other relevant demographic qualities of the City and County of San Francisco:

As a primary care pediatrician working in Bayview Hunters Point I see first-hand the challenges faced by poor minority children growing up in San Francisco. The First 5 Commission mission of ensuring optimal health for every child living in San Francisco County is most challenged by the children and families I care for in clinic daily. It is key that the work of the First 5 Commission continues to eliminate and not exacerbate disparities between San Francisco's families. For many families, the pediatric or family practice clinic is the only institution with regular contact with the family from ages 0-3. My training and experience in both medicine and public health provides me with an important perspective to the work of the commission.

Business and/or professional experience:

I am a board certified pediatrician with a Masters in Public Health. I completed my residency in Social Pediatrics at Montefiore Medical Center in the Bronx, New York in 2007. I first came to the Bay Area in 2008 for a fellowship UCSF, focusing on quality improvement in underserved settings. Since 2011, I have been on the medical staff at Southeast Health Center caring for a pediatric primary care panel. In addition, I have coordinated pediatric quality improvement for the SFPDPH Community Oriented Primary Care Program. I also have a faculty appointment at UCSF where I work with the pediatric residency Pediatric Leadership for the Underserved program and the Physician in Community rotation.

Civic Activities:

I was a member for the SF Hope Health Task Force. I also regularly participate in SFPDPH Maternal and Child Health Pediatric Advisory Council and the American Academy of Pediatrics Chapter 1 Advocacy Committee.

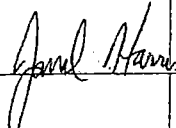
Have you attended any meetings of the Board/Commission to which you wish appointment?

Yes No

For appointments by the Board of Supervisors, appearance before the RULES COMMITTEE is a requirement before any appointment can be made. (Applications must be received 10 days before the scheduled hearing.)

Date: 6/9/2014

Applicant's Signature: (required)



Please Note: Your application will be retained for one year. Once Completed, this form, including all attachments, become public record.

FOR OFFICE USE ONLY:

Appointed to Seat #: _____ Term Expires: _____ Date Seat was Vacated: _____

01/20/12

Miller, Alisa

From: Laurel Kloomok (CFC)
Sent: Monday, June 09, 2014 3:27 PM
To: Miller, Alisa
Subject: First 5 SF Children and Families Commission
Attachments: First 5 Commission Application.pdf

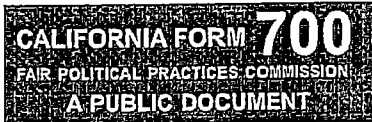
Dear Alisa

I hope this email finds you doing well. There are two people who are interested in applying for the two vacancies on our Commission: Jamal Harris MD and Dr. E'Leva Gibson. I am forwarding you Dr. Harris's application and will forward Dr. Gibson's later this afternoon.

Please let me know if there is anything else they need to do. They both understand that the Rules Committee will discuss these appointments on June 19th. Is that still correct?

Thank so much
Laurel

Laurel Kloomok, Executive Director
First 5 SF Children and Families Commission
1390 Market Street Suite 318
San Francisco, California 94102
415 554 9250
Laurel@first5sf.org
www.first5sf.org



STATEMENT OF ECONOMIC INTERESTS
COVER PAGE

Date Received
Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)
Harris Jamal Cinque

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Board of Supervisors of San Francisco

Division, Board, Department, District, if applicable

First 5 Children's and Families First Commission

Your Position

Commissioner

If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

State

Judge or Court Commissioner (Statewide Jurisdiction)

Multi-County

County of

City of San Francisco

Other

3. Type of Statement (Check at least one box)

Annual: The period covered is January 1, 2013, through December 31, 2013.

Leaving Office: Date Left (Check one)

-or-

The period covered is through December 31, 2013.

The period covered is January 1, 2013, through the date of leaving office.

Assuming Office: Date assumed 08 / 01 / 2014

The period covered is through the date of leaving office.

Candidate: Election year and office sought, if different than Part 1:

4. Schedule Summary

Check applicable schedules or "None."

Total number of pages including this cover page: 3

Schedule A-1 - Investments - schedule attached

Schedule C - Income, Loans, & Business Positions - schedule attached

Schedule A-2 - Investments - schedule attached

Schedule D - Income - Gifts - schedule attached

Schedule B - Real Property - schedule attached

Schedule E - Income - Gifts - Travel Payments - schedule attached

-or-

None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
Southeast Health Center 2401 Keith St San Francisco CA 94124

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS (OPTIONAL)
(415) 671-7000

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed 6/12/2014 (month, day, year)

Signature (File the originally signed statement with your filing official.)

FPPC Form 700 (2013/2014)
FPPC Advice Email: advice@fppc.ca.gov
FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

**SCHEDULE A-1
Investments**

Stocks, Bonds, and Other Interests
(Ownership Interest is Less Than 10%)

Do not attach brokerage or financial statements.

CALIFORNIA FORM 700 FAIR POLITICAL PRACTICES COMMISSION Name _____ _____ _____

▶ NAME OF BUSINESS ENTITY
Walmart

GENERAL DESCRIPTION OF THIS BUSINESS
General Retailer

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
 _____ / _____ / 13 _____ / _____ / 13
 ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
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 \$100,001 - \$1,000,000 Over \$1,000,000

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 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
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IF APPLICABLE, LIST DATE:
 _____ / _____ / 13 _____ / _____ / 13
 ACQUIRED DISPOSED

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 \$100,001 - \$1,000,000 Over \$1,000,000

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 Stock Other _____
(Describe)
 Partnership Income Received of \$0 - \$499
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IF APPLICABLE, LIST DATE:
 _____ / _____ / 13 _____ / _____ / 13
 ACQUIRED DISPOSED

Comments: _____

SCHEDULE C

Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME
Walmart.com

ADDRESS (Business Address Acceptable)
850 Cherry Ave San Bruno CA 94066

BUSINESS ACTIVITY, IF ANY, OF SOURCE
Retailer

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED

<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> \$1,001 - \$10,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

Salary Spouse's or registered domestic partner's income

Loan repayment Partnership

Sale of _____
(Real property, car, boat, etc.)

Commission or Rental Income, list each source of \$10,000 or more

Other _____
(Describe)

▶ 1. INCOME RECEIVED

NAME OF SOURCE OF INCOME

ADDRESS (Business Address Acceptable)

BUSINESS ACTIVITY, IF ANY, OF SOURCE

YOUR BUSINESS POSITION

GROSS INCOME RECEIVED

<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> \$1,001 - \$10,000
<input type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> OVER \$100,000

CONSIDERATION FOR WHICH INCOME WAS RECEIVED

Salary Spouse's or registered domestic partner's income

Loan repayment Partnership

Sale of _____
(Real property, car, boat, etc.)

Commission or Rental Income, list each source of \$10,000 or more

Other _____
(Describe)

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

NAME OF LENDER* _____

ADDRESS (Business Address Acceptable) _____

BUSINESS ACTIVITY, IF ANY, OF LENDER _____

HIGHEST BALANCE DURING REPORTING PERIOD

<input type="checkbox"/> \$500 - \$1,000
<input type="checkbox"/> \$1,001 - \$10,000
<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> OVER \$100,000

INTEREST RATE _____% None

TERM (Months/Years) _____

SECURITY FOR LOAN

None Personal residence

Real Property _____
Street address

City

Guarantor _____

Other _____
(Describe)

Comments: _____

San Francisco
BOARD OF SUPERVISORS

Date Printed: June 13, 2014

Date Established: December 24, 1998

Active

CHILDREN AND FAMILIES FIRST COMMISSION

Contact and Address:

Kahala Drain
San Francisco Children & Families Commission
1390 Market Street, Suite 318
San Francisco, CA 94102

Phone: (415) 934-4849

Fax: (415) 565-0494

Email: Kahala@first5sf.org

Authority:

Administrative Code, Sections 86.1 et seq. (Ordinance Nos. 409-98, 321-99, and 221-00)

Board Qualifications:

The San Francisco Children and Families First Commission (aka the First Five Commission) consists of a total of nine (9) members, all of whom are appointed by the Board of Supervisors.

The following four (4) members shall be entitled to serve as long as they meet the qualifications of membership.

- > One (1) member shall be the Director of Public Health or his/her designee;
- > One (1) member shall be the General Manager of the Department of Human Services or his/her designee;
- > One (1) member shall be a member of the Board of Supervisors;
- > One (1) member shall be the Director of the Department of Children, Youth and Their Families or his/her designee.

The remaining five (5) members shall serve four-year terms and be appointed from among the following categories: persons responsible for management of the following county functions: children services, public health services; behavioral health services, social services and tobacco and other substance abuse prevention and treatment services; recipients of project services included in the county strategic plan; educators specializing in early childhood development; representatives of a local child care resource or referral agency, the Child Care Planning and Advisory Council or another local child care coordinating group; representatives of a local organization for prevention or early intervention for families at risk; representatives of community-based organizations that have the goal of promoting and nurturing early childhood

"R Board Description" (Screen Print)

San Francisco
BOARD OF SUPERVISORS

development; representatives of local school districts; and representatives of local medical, pediatric, or obstetric associations or societies.

In the event a vacancy occurs during the term of office of any appointed member, a successor shall be appointed for the unexpired term of the office vacated in a manner similar to that for the initial member.

This Commission is established to promote, support and improve the early development of children from the prenatal state to five years of age and to carry out the provisions of the California Children and Families First Act of 1998. The powers and duties are stated in Administrative Code, Section 86.2.

Reports: The Commission shall establish a San Francisco County Strategic Plan for the support and improvement of early childhood development within the City and County of San Francisco as stated in Section 86.5 of the Administrative Code. On at least an annual basis, the Commission shall review its Strategic Plan and revise the Plan as may be necessary.

Sunset Date: None