SFUSD's 2013 - 15 Strategic Plan
If we...

Engage students to learn a rigorous Common Core-based curriculum
Invest in the professional learning of teachers, leaders and school staff
Enlist our partners and engage families in a community schools approach
Align school and central office supports and resources to our Six Strategies for Success

Then, every student who enrolls in our schools will graduate ready for college, career and life.

This is our theory of action—the actions we believe are our greatest levers to ensure our overall vision of graduating every student ready for college, career and life comes true. As we enter the 2013 - 14 school year, we find ourselves at a crossroads: our strategic plan “Beyond the Talk” launched in 2008, and our collective efforts have yielded incremental annual gains in achievement for all students. Now, five years later and with a new leadership team at the helm, it’s time to refresh and deepen this strategic plan so that it continues to serve as our north star.

Beyond the Talk represented our community’s bold aspirational goals to which we remain committed: Access and Equity, Student Achievement, and Accountability. While our vision and aspirations remain unchanged, the time has arrived for us to share the strategy for the next phase of our work.

Fundamental to everything in our 2013 - 2015 Strategic Plan: Impact Learning. Impact Lives. is our commitment to continuous learning and improvement across our district, from the classroom to the Board room. For the first time, the Board will use indicators of students’ academic success and well-being as part of the Superintendent’s performance evaluation, the same indicators that comprise SFUSD’s overall district scorecard. We, the district leadership, believe that this alignment will hold us more accountable than ever before for the promises make every single day to our students and their families.

In addition to performance indicators, our plan communicates SFUSD’s Six Strategies for Success for the next two academic years and outlines the practices we aim to embody at the classroom, school and central office levels to meet our goals. The title of our plan—Impact Learning. Impact Lives.—expresses our deep belief that education is the essential ingredient in providing opportunities for all of our children.

We remain deeply grateful for your dedication and work on behalf of our students and invite you to continue to be a part of the work ahead.

Sincerely,

Rachel Norton
President, San Francisco Board of Education

Richard A. Carranza
Superintendent of Schools
Who We Are

Mission

The purpose of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that student can achieve his or her maximum potential.

Vision

Every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with skills, capacities, and dispositions necessary for 21st century success.

Goals

Access and Equity
Make social justice a reality by ensuring every student has access to high quality teaching and learning.

Student Achievement
Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.

Accountability
Keep district promises to students and families and enlist everyone in the community to join in doing so.

Beliefs

The achievement gap is the greatest civil rights issue facing SFUSD.

It is possible to increase academic achievement of high performing students and accelerate achievement of those currently less academically successful.

Quality schools offer engaging and challenging programs, caring and committed staff, strong and visible leaders and instruction differentiated to meet each child’s needs.

Authentic partnerships are essential to achieving our vision for student success.
Our District

The San Francisco Unified School District ("SFUSD" or the "District"), founded in 1851, educates more than 53,000 of San Francisco's kindergarten, elementary, middle, and high school age children through a network of 139 PreK - 12 schools located throughout the 49 square mile area of the City and County of San Francisco.

Almost 53,000 K - 12 Students*

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<th>Percent</th>
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<tr>
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<td>Latino</td>
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<td>White</td>
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<td>9%</td>
<td>African American</td>
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<td>8%</td>
<td>Other Asian</td>
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SFUSD Employees

San Francisco is both a city and a county; therefore, SFUSD's 8,497 FTEs administer both the School District and the San Francisco County Office of Education. This makes SFUSD a "single-district county."

171 (2%) School Site Administrators

3,371 (40%) Teachers

2,680 (32%) School Support Staff**

442 (5%) Early Education Services

104 (1%) Student Nutrition Services

482 (6%) Facilities

110 (1%) Central Office Certificated

444 (5%) Central Office Classified***

693 (8%) Central Office Paraprofessional**

Board of Education

SFUSD is governed by an elected seven-member Board of Education:

Rachel Norton, President          Hydra B. Mendoza, Commissioner
Sandra Lee Fewer, Vice President  Dr. Emily M. Murase, Commissioner
Matt Haney, Commissioner           Jill Wynns, Commissioner
Kim-Shree Maufas, Commissioner


**School Support Staff include counselors, social workers, nurses, family liaisons, IRFs, literacy coaches, psychologists, security guards, clerks, etc.

***Central Office Classified and Paraprofessional FTE totals include positions that are centrally assigned to schools.
What Success Looks Like

Identified in SFUSD’s District Score Card, these are the metrics that will measure success of implementation for all strategies—from the classroom level to that of the central office.

**College and Career Readiness Milestones**

Increase the percentage of SFUSD Preschool students ready for Kindergarten.

Increase the percentage of 4th grade students meeting standards in English Language Arts.

Increase the percentage of 8th grade students meeting standards in Algebra 1.

Increase the percentage of 10th graders passing CAHSEE in English Language Arts.

Increase the percentage of SFUSD 12th graders graduating UC/CSU eligible (Fulfilling A-G courses with a grade of C or better.)

**District Score Card and Goals**

**Access and Equity**

Increase the number of schools meeting API goals for African American, Latino and English Learner students.

Reduce Special Education Disproportion referral for African American students (risk ratio).

Reclassify 17% of English Language Learner students.

Increase the percentage of English Language Learner students who gain at least one proficiency level (and meet State target by 2015).

Increase instructional time by reducing the disproportionate suspensions of African American and Latino students.

Increase instructional time by reducing the number of unduplicated suspensions of African American and Latino students.

**Student Achievement**

Increase percentage of students in grades 2-11 who score proficient or above on standards tests in English Language Arts and Math.

Increase overall four-year graduation rate.

Every year, reduce the percentage of chronic absenteeism of all students.

**Accountability**

**School Climate**

Increase the number of students who agree and strongly agree that they always feel safe at school.

Increase the number of students who agree and strongly agree that teachers treat students with respect.

**Student Engagement**

Increase the number of students who agree and strongly agree that the courses they are taking are engaging and challenging.

Increase the number of students (8th-11th) who agree and strongly agree that their teachers and their school staff prepare them well for college and career.

**Family Engagement**

Increase the number of parents who agree and strongly agree that they attended and actively participated in regularly scheduled meetings, events, and adult educational opportunities.

Increase the number of parents who agree and strongly agree that communication between the home and school is frequent and useful and in the home language.

Increase the number of parents who agree and strongly agree that school staff respects and values my child’s home language and culture.

Increase the number of parents who agree and strongly agree that families are informed, included, and involved as partners and decision makers in the education of our children.
SFUSD's Six Strategies for Success

These, our highest leverage strategies to achieve our goals, will have impact at all levels of the system and are our shared roadmap for raising student achievement.

1 Implement the **SFUSD Core Curriculum** and use **student data** to make informed decisions and monitor our progress toward goals.

2 Provide tiered levels of academic and behavior support to all students using a **Response to Instruction and Intervention (RTI^2)** model.

3 Build a clear vision, culture and conditions for **college and career readiness** at all school levels.

4 Differentiate central office supports to schools through a **Multi-Tiered System of Supports (MTSS)**.

5 Recruit, develop and retain **highly qualified teachers, leaders, and staff**.

6 Increase awareness and build the supports necessary to fully implement **SFUSD’s Family Engagement Standards**.

Our Theory of Action for Improving the Instructional Core

If we...

Engage students to learn a rigorous Common Core-based curriculum
Invest in the professional learning of teachers, leaders and school staff
Enlist our partners and engage families in a community schools approach
Align school and central office supports and resources to our six strategies for success

Then, every student who enrolls in our schools will graduate ready for college, career and life.
SFUSD Coherence Framework
This framework is modeled after Harvard University’s PELP Coherence Framework which is designed to help district leaders identify key elements that support a district-wide improvement strategy and to bring these elements into a coherent and integrated relationship. The Instructional Core at the center represents the critical learning that occurs between students, teachers and content. The Theory of Action defines the relationships and connection between the strategies and the student outcomes.

ROCI
The Results-Oriented Cycle of Inquiry (ROCI), which we have adopted throughout SFUSD, is a powerful process for focusing directly on student outcomes. ROCI stimulates us to learn from our successes and to diagnose and problem-solve our shortfalls. ROCI engages us as leaders throughout the district—teachers and administrators alike—in an ongoing process of learning and improvement.
Strategies in Action: Classrooms

Teachers create challenging curriculum, engaging lessons, and balanced assessments that engage students in meaningful and rigorous tasks and produce high-levels of learning.

**Challenging Curriculum**

English Language Arts learning increasingly reflects the six key shifts described in the new Common Core State Standards:

- Reading from informational text
- Complex texts
- Academic vocabulary
- Text-based assessment
- Writing from sources
- Literacy across the content areas

ELA curriculum is organized in keeping with the PK–12 SFUSD Core Curriculum, which emphasizes:

- Spiraling curriculum maps
- Enduring understandings
- Essential questions
- Diagnostic, formative, and summative assessments

Mathematics instruction is organized in keeping with the PK–12 SFUSD Core Curriculum, and includes 21st Century skills: communication, collaboration, critical thinking, and creativity.

English Language Development is aligned to the English Language Development Standards.

**Engaging Instruction**

Elementary-level ELA instruction is organized in keeping with a Comprehensive Approach to Literacy.

Early education provides rich pre-litarcy experiences aligned with PK learning goals.

All classrooms are culturally and linguistically responsive to students' identities and backgrounds.

Lessons require that students produce work at a range of cognitive complexity (e.g. levels on Bloom's Taxonomy), and regularly support students' speaking and writing.

English Learners experience explicit instruction in the acquisition and extension of English throughout the day, and during daily English Language Development.

Students with different learning needs experience differentiated forms of teaching.

Students with disabilities access the curriculum in the least restrictive environment, with the learning supports outlined in their IEPs.

**Balanced Assessment**

Classroom instruction includes frequent checks for understanding designed to gauge students' mastery of the lesson objective.

Teachers use a variety of diagnostic, formative, and summative assessments, including all required SFUSD assessments, to inform their instructional planning.

Teachers and their colleagues closely monitor learning results for identified students, and interventions based on this information are implemented.

In keeping with a results-oriented cycles of inquiry (ROCI), teachers and their colleagues regularly consider and act upon information about the learning of students who are historically underserved, including African American and Latino students, English Learners, and students with disabilities.
Leadership

Instructional Leadership
Every school staff engages regularly in practices that improve the teaching and learning in all classrooms. This includes:
• Regular visits to classrooms that promote teachers’ professional growth, with feedback and dialogue based both on school priorities and individual teachers’ improvement goals;
• Organized “instructional rounds” that engage teams of teachers and administrators in solving a problem of practice related to student learning;
• In keeping with a Response to Instruction and Intervention (RTI) model, implementing an effective system to identify focal students and provide tiered levels of academic and / or behavioral support; and
• Regularly monitoring access to the curriculum in the least restrictive environment, the learning supports outlined in IEPs, and compliance requirements for students with disabilities.

Inclusive-Facilitative Leadership
Teachers, principals, and support staff meet regularly to provide support to students with particular needs (e.g. SST, IEP, CARE teams).
School teams meet for the express purpose of improving the curriculum, instruction, and assessment in all classrooms (e.g. Instructional Leadership Teams, Grade Level Teams, Department Teams).

Operational–Managerial
The school aligns its resources, contracts, and partnerships to support its goals and strategies.
The school retains its teachers and provides opportunities for their professional growth.

The school’s resources are aligned with priorities identified in its Balanced Score Card / Single Plan for Student Achievement (BSC / SPSA) and managed in keeping with district guidance and state and federal law.

Instructional Guidance
The principal and staff engage in a consistent set of activities that ensure:
• Curriculum is aligned to the PK – 12 SFUSD Core Curriculum;
• Instructional materials support this curriculum;
• Instruction is rigorous and engaging; and
• All students are mastering grade-level standards.

Professional Capacity Systems

Teachers Collaboration
Support teacher collaboration so that teachers create SFUSD Core Curriculum-aligned curriculum maps, plan lessons, and reflect on evidence of student learning.

Instructional Coaching
Teachers participate in coaching cycles that support their professional growth and contribute to increased student learning.

Professional Development
The school has a professional development plan that identifies the learning goals of its teachers and describes how its resources (time, support staff, budget) will achieve these goals.
Faculty meetings, teacher collaboration, and other meeting times are planned in keeping with the school’s instructional goals.

Student-Centered Learning Climate
The school environment is safe and orderly and communicates an expectation that all students will achieve academic success.
In keeping with a Response to Instruction and Intervention (RTI) model, the school has a well-articulated and consistent “Tier One” climate plan.
Also in keeping with a Response to Instruction and Intervention (RTI) model, students who are struggling benefit from multiple tiers of support including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

The school’s discipline practices are restorative in nature and serve to reduce suspensions.

The school monitors student absences and takes quick action to increase attendance.

**Parent-School-Community Ties**

The school’s governance groups (e.g., SSC, ELAC, SAC) are diversely composed and engage fully in creating a BSC/SPSA and monitoring its effect on student learning.

The school creates a range of opportunities for parents to understand their child’s academic progress and to understand how to support this progress.

The principal, teachers and staff communicate frequently with parents and make it easy for parents to communicate their concerns.

Communication with parents is consistent, inclusive and culturally sensitive (e.g., translation services provided for written and oral information).

The school adopts a community schools approach and connects families to services and resources that support students’ safety, well-being, and learning.

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Parents have opportunities to volunteer and be involved in the daily activities of the school.
Strategies in Action: Central Offices

The Superintendent, Board, and Central Office staff are responsible for aligning the culture, systems, structures, resources, and stakeholders to ensure access to a strong instructional core for all students.

**Culture**
Communicate and promote the vision and values of SFUSD across the District and in the broader community.
Model the Results Oriented Cycle of Inquiry (ROCI) approach by monitoring district wide progress toward Superintendent’s Evaluation/District Score Card.
Establish and develop professional learning communities among administrators (Central Office and Site-Based) focused on equity and the instructional core.

**Systems and Structures**
Develop consistent methods and tools used by all implementation teams to plan and monitor the strategic priorities, including the monitoring of the effectiveness of professional learning to ensure impact on teacher practice.
Provide high quality, efficient and effective central office operational service to all schools, with priority for addressing chronic barriers and issues at higher needs schools.
Establish and develop networks of instructional coaches to work directly with school sites to advance district-wide instructional reform agenda.
Build a career ladder and lattice to systematically build teacher, staff and leadership capacity.

**Resources**
Ensure all students have access to quality teaching and learning by providing schools with diverse, highly qualified teachers and building professional learning systems to expand the capacity of all staff to increase student achievement.
Invest in Multi-Tiered System of Support (MTSS) to differentiate central office supports to schools based on qualitative and quantitative data about the needs of the student population, the school’s academic growth indicators, and measurement of school capacity.

**Stakeholders and Partnerships**
Collaborate with other districts in the California Office to Reform Education (CORE) to support district-wide CCSS implementation.
Ensure ample opportunities for communication are available to internal and external stakeholders.
Build effective parent/school/district/community systems and improve collective responsibility and commitment among all community assets to support student success.
SFUSD Today: Promising Innovations

Like our city, San Francisco’s schools are full of brilliant and creative people who are constantly seeking ways to improve our students’ learning experiences. Together with government, business and philanthropic partners, our district continues to innovate. Below are just a few examples.

**Career Ready Students**

Together with San Francisco Citizen’s Initiative for Technology and Innovation (sf.citi), teachers have begun designing and updating curricula in the district’s Information Technology Academies with input from sf.citi industries about the skills and dispositions students will need to enter into careers in the tech sector. High school students enrolled in career academies and pathways benefit from a wide array of industry partnerships across all industries in San Francisco which provide field trips, paid internships and job shadow opportunities in law, finance, hospitality, health sciences, technology, digital media and industrial arts, and construction.

**STEM: Science, Technology, Engineering and Math**

SFUSD is significantly increasing its support for students and teachers in teaching and learning STEM content across every grade level, PreK-12. This fall, middle schools will be prototyping effective application of iPads and digital content to science and math.

**Professional Learning and Leadership Development for All Educators**

SFUSD is committed to supporting our teachers and school communities through robust and diversified job-embedded professional development that will ensure that at every level every students are learning the skills they need to thrive. The 21st Century Connected Classroom Initiative (21st C3) focuses on supporting educators with developing strategies and using tools that will reach students with diverse learning needs. The 21st C3 program incorporates new technologies that engage students in a multi-sensory and interactive approach that meets curricular goals and achieves mastery of knowledge.

**A College Going Culture PreK-12**

The Kindergarten to College program operated by the City and County of San Francisco in partnership with SFUSD is the first of its kind in the nation to give every kindergartner entering public school a college savings account containing $50 in seed money. Families are encouraged to add to it regularly so it can become a 12-year head start towards college tuition.

**A Vision for the Future: SFUSD in the Year 2025**

What will it be like to be a young student in San Francisco a decade from now?

Will she do most of her learning in formal environments (traditional schools) or in some combination of formal and informal settings (museums and libraries, for instance)? And when we look back from the year 2025, what decisions and actions will have been most influential in enabling all SFUSD students to graduate from high school, prepared for college and career and equipped with the skills needed to thrive in the 21st century?

Beginning in the fall of 2013 SFUSD will consider these and other questions as we engage in a robust visioning and innovation process to be led jointly by the Superintendent and the Board of Education. We will consider the social, technological, political, environmental and economic forces likely to affect the District in the next decade. As a result, we will craft a long-term plan for SFUSD that reflects our core values and gives us a firm foothold in the future.

News about this process and ways to get involved will be shared via our website, our school sites and our Board of Education meetings.
SFUSD Glossary of Terms

API: Academic Performance Index
Measures schools’ academic growth and performance on a variety of academic measures as defined by California State Public School Accountability Act of 1999.

A – G requirements
The University of California requires that entering freshman have completed college-preparatory courses in each of these subjects (which the UC system labels with letters “A – G”): math, lab science, history/social science, a language other than English, visual/or performing arts, and a qualifying elective.

BSC / SPSA: Balanced Scorecard / Single Plan for Student Achievement
School site plan that articulates key areas of work identified through data analysis and which work to achieve each of the district-wide goals.

CAHSEE: California High School Exit Examination
This is a state-mandated examination, required for high school graduation. Its primary purpose is to ensure students who graduate from California high schools can demonstrate grade level competency in reading, writing, and mathematics.

CARE: Consistent, Accessible, Responsive and Effective
An annual survey of SFUSD school site administrators. They are asked to rate Central Offices based on whether or not they felt the department was Consistent, Accessible, Responsive, and Effective.

CEIS Plan: Coordinated Early Intervening Services Plan
The California Department of Education requires school districts with a significantly disproportional representation of student sub-groups in a special education disability category to devise a plan that addresses the issue at its root cause.

Common Core
The Common Core State Standards are a set of Math and English Language Arts standards that have been adopted by most States in the US to provide clarity about what children are expected to know and be able to do as a result of their K–12 education.

ELAC: English Learner Advisory Committee
A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services.

Family Engagement Standards
Adapted from national, research-based models, these Standards set the district-wide expectation for authentically engaging and empowering SFUSD’s parents and families in their student’s school and educational experience.

IEP: Individualized Education Plan
An IEP is the legal document that defines a child’s special education program. An IEP includes the disability under which the child qualifies for Special Education Services (also known as his classification), the services the team has determined the school will provide, his yearly goals and objectives, and any accommodations that must be made to assist his learning.

LEA: Local Education Agency
The State and Federal term for an agency that operates local public schools.

MTSS: Multi-Tiered System of Supports
MTSS is a coherent continuum of evidence based, system-wide practices to support a differentiated approach to school improvement aligned to specific needs of specific school sites.

Theory of Action
An organization’s belief about the relationships between certain actions and desired outcomes, often phrased as an “if... then...” statement. This theory links the mission of increased performance for all students to the strategy the organization will use to achieve that goal.

PBIS: Positive Behavior Interventions
PBIS is an implementation framework that is designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices; and organizing resources and systems to improve durable implementation fidelity.

PELP Coherence Framework
A model of the Harvard Business School’s Public Education Leadership Project, the PELP Coherence Framework is designed to help leaders identify the key elements that support a district-wide improvement strategy and to bring these elements into a coherent and integrated relationship.

School district leaders leverage this framework to develop strategies that work towards improving student performance throughout the district.

ROCI: Results-Oriented Cycle of Inquiry
ROCI is a process developed by Partners in School Innovation. ROCI is a set of five simple steps designed to support individuals in sharpening their focus on results and developing habits that fuel continuous improvement. ROCI engages teachers and other leaders at every level as true learning leaders and, simultaneously, as leaders of sustained organizational learning and improvement.

RTI: Response to Instruction and Intervention
A systematic, data-driven approach to instruction that benefits every student. RTI integrates resources from general education, categorical programs, and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.

SAC: Student Advisory Council
The SAC is a citywide, youth-led organization that is committed to providing a voice for the students of the San Francisco Unified School District (SFUSD) by representing and presenting the interests of the students to the administrative and policy making bodies of the SFUSD.

SSC: School Site Council
Each SFUSD school must have an elected School Site Council (SSC) to represent parents, students, community members, and school staff in the school governance process.

SST: Student Support Team
The SST is a problem solving and coordinating structure that assists students, families and teachers to seek positive solutions for maximizing student potential.
Learn More
Below are some resources available on sfusd.edu to learn more about SFUSD.

The LEA Plan

Getting to the Core Progress Report
The district’s annual progress report is shared with the citizens of San Francisco to update them regarding voter initiatives, academic achievement milestones and the allocation of district resources.

The Educational Technology Master Plan
This plan provides a vision for the use of instructional technology to support the district’s priorities.

The Arts Education Master Plan
The Arts Education Master Plan (AEMP) is a blueprint for integrating the arts into each student’s daily curriculum.

New Lau Action Plan
This court ordered and monitored plan describes the steps the district is taking to provide full access to English Learners.

The Coordinated Early Intervening Services Plan
The California Department of Education (CEIS) requires school districts with a significantly disproportional representation of student sub-groups in a special education disability category to devise a plan that addresses the issue at its root cause.