Creating Coherence

2012-2013 School Year Progress Report
Our Vision for Student Success

Every student who enrolls in our schools will graduate from high school ready for college and careers and equipped with the skills, capacities, and dispositions necessary for 21st-century success.

About Us

Race/Ethnicity

- Latino: 25%
- White: 13%
- Chinese: 8%
- Other Asian: 8%
- African American: 13%
- Other: 32%

PreK–12 Schools: 131
Students Enrolled: 52,989*
English Language Learners: 25%
Special Education Students: 13%
Free and Reduced-Price Lunch (Low-Income): 58%
Average Years of Teacher Experience: 12

*not including charters

Mission

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 each student can achieve his or her maximum potential.

Our Goals

1. Access and Equity - make social justice a reality by ensuring every student has access to high quality teaching and learning
2. Student Achievement - create learning environments in all our schools that foster highly engaged and joyful learners and that support every student reaching her or his potential
3. Accountability - keep our promises to students and families and enlist everyone in the community to join us in doing so

Board of Education

Sandra Lee Fewer, President
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Deputy Superintendent for Instruction, Innovation, and Social Justice
Guadalupe Guerrero
Deputy Superintendent for Policy and Operations
Myong Leigh
Sports, Libraries, Arts, Music, and Student Support
The Public Education Enrichment Fund (PEEF) is a City Charter amendment passed by voters in March 2004 that guarantees city funding for public schools and preschools through 2015. The Fund includes support for arts, music, sports, and library programs; provides universal access to preschool; and supports other essential educational programs. Funding is shared by SFUSD and First 5 San Francisco. Because of this enrichment fund, every public school student has access to a part-time librarian as well as arts and music instruction and students with the greatest need have on-site social workers and nurses to provide comprehensive wellness services.

Special School Safety Tax
Passed in 2010, the Special School Safety Tax ensures that we can provide every student with a safe learning environment. These funds help with seismic strengthening and fire and life safety, including fire alarm systems, fire sprinklers and paths of exiting. The measure ensures that SFUSD’s public school buildings are as safe as possible regardless of challenging economic times.

Safe, Modern Spaces for Learning
The 2003, 2006 and 2011 Bond programs authorized the district to issue $1.3 billion in bonds to support the modernization of all district schools, except for those most recently constructed.

This district-wide program includes replacing aging portables with new classroom buildings; making seismic-earthquake upgrades; improving accessibility for disabled students; modernizing classroom interiors and restrooms; upgrading the computer-data and technology infrastructure at school sites, upgrading fire and life safety systems; and implementing a highly successful green schoolyard program.

To date 92 school sites have completed Bond work. The 2011 Bond program will eventually include the modernization of 47 more schools.

More information about each of these voter-approved funding sources for SFUSD can be found at www.sfusd.edu/voterinitiatives

The Citizen’s Bond Oversight Committee reported that the work has been accomplished according to the requirements of bond voter language and on time and on budget. Due to its continued high credit ratings and strong financial management, SFUSD was able to sell and refinance school bonds at lower percentages than originally estimated, saving tax payers millions of dollars in interest over the life of the bonds.

Attracting and Retaining the Best Teachers
The Quality Teacher and Education Act (QTEA) was approved by San Francisco voters in 2008. It makes San Francisco teacher salaries competitive with those in surrounding school districts, provides financial incentives for teachers to work at schools with historically high turnover and to teach in hard-to-fill subject areas such as high school math, increases teacher support while raising teacher accountability, and upgrades school technologies. QTEA authorizes the city to collect an annual tax of $198 per parcel of taxable property for 20 years. Starting salaries for teachers in San Francisco have risen an average of 13% since QTEA began.

Because of the Public Education Enrichment Fund (PEEF), every SFUSD student has access to arts and music instruction at least twice a week in elementary school and daily in middle and high school.
Our Progress

Our schools are in the midst of major transitions in what we teach and how we teach so that our graduates will be better prepared for college and careers. We have identified and are using research proven strategies to create greater coherence in order to improve the learning experience for each student at every SFUSD school.

Strengthening Curriculum & Instruction

This past year the district laid the foundation to transition to new standards and help lead the district’s expansion of Science, Technology, Engineering, and Math (STEM) learning opportunities. The Humanities and Mathematics departments convened teacher leaders from throughout the district to plan and implement a core curriculum that is aligned with the new Common Core State Standards. These representatives from across school sites have had an integral role in defining the District’s comprehensive approach to literacy, PreK-12 Scope & Sequence, and curriculum mapping tools for use by teams of teachers at schools.

Investing in Early Education & the PreK-3 Continuum

SFUSD is the largest single provider of preschool in San Francisco. The district is focusing on program coherence and quality that aims to prepare young learners for kindergarten. Last year the Early Education Department provided teachers with coaches who offered observation, feedback, modeling, and co-facilitation. Teachers focused on early literacy and language development, pro-social development, inclusive practices, and creating supportive classroom environments in alignment with early childhood recommendations and the Early Education early Rating Scale.

Safe and Supportive Classroom and School Environments

The district expanded the number of school staff who received training and follow-up coaching in using research proven strategies to create positive learning environments that meet the unique needs of each student. The district intends to provide intensive training and support to all schools in using positive behavioral supports, including Response to Intervention (Rti) and Restorative Practices. Currently over half the district schools are using these approaches.

More Inclusive Practices & Equitable Opportunities

In 2012-2013 teachers received the most robust professional development in recent SFUSD history learning focused on better serving all students, especially those who receive Special Education services. To further the district’s goal of inclusive schools, students with Individualized Education Plans (IEP’s) who receive specialized support less than 50% of their day in a substantially separate classroom now have an equal opportunity to participate in the school choice enrollment process.

Developing a Clear and Aligned Roadmap

SFUSD launched a new strategic plan to affirm our organizational goals, provide a clear theory of action, identify a short list of key priorities, and most importantly, identify the key implementation strategies and align expectations at all levels of the organization. The plan outlines six key strategies for success.

Generating Resources

While state budget conditions slowly improve, the Superintendent and his leadership team continue to seek new revenue sources in order to accomplish the ambitious goals in the district’s strategic plan. In 2013 the district received grants and donations from various private and philanthropic sources in support of high leverage improvement initiatives.

Monitoring Student, School and District Progress

As we transition to the Common Core State Standards (CCSS) and the Smarter Balanced Assessment (SBAC), and the School Quality Improvement System (SOIS) framework there will be new ways of measuring and communicating success and student outcomes. At the same time, we continue to grow more sophisticated about how we diagnosis and assess the capacity of schools to engage in improvement. This information informs a Multi-Tiered System of Supports (MTSS), a more strategic deployment of limited resources to provide differentiated supports to schools.

Early Education teachers focused on early literacy and language development, pro-social development, inclusive practices, and creating supportive classroom environments.
The 2012-2013 Scorecard represents the last year that SFUSD (and the State of California) will be reporting results from the California Standards Test. Every district in the state is transitioning to a new testing program and SFUSD has a new accountability system, the School Quality Improvement System, that replaces outdated No Child Left Behind requirements. Under this new system we are committed to measuring not only academic learning but also the social and emotional learning of our students.

### 2012 - 2013 District Scorecard

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<table>
<thead>
<tr>
<th>Metric</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>% of 4th grade students meeting standards in English Language Arts</td>
<td>68%</td>
</tr>
<tr>
<td>% of 4th grade students meeting standards in Math</td>
<td>74%</td>
</tr>
<tr>
<td>% of 8th grade students meeting standards in English Language Arts</td>
<td>59%</td>
</tr>
<tr>
<td>% of 8th grade students meeting standards in Algebra 1</td>
<td>50%</td>
</tr>
<tr>
<td>% of 10th graders passing the California High School Exit Exam in English Language Arts</td>
<td>78%</td>
</tr>
<tr>
<td>% of 10th graders passing the California High School Exit Exam in Math</td>
<td>84%</td>
</tr>
<tr>
<td>% of SFUSD seniors graduating UC/CSU eligible (State definition: A-G courses with a grade of C or better)</td>
<td>56%</td>
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</tbody>
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**School Climate:** Students who agree and strongly agree that teachers treat students with respect

**Student Engagement:** Students (8th and 11th grade only) who agree and strongly agree that their teachers and their school staff prepare them well for college and career

**Family Engagement:** Parents who agree and strongly agree that school staff respects and values my child’s home language and culture

Note: A more detailed scorecard is available [here](#).
Throughout the worst of the recession resulting in enormous shortfalls in state funding, SFUSD was able to stay solvent due to prudent fiscal management. The Board of Education had to make difficult choices about what to eliminate and 2012-2013 was no exception. Under Governor Brown’s Local Control Funding Formula, the district is beginning to see a gradual increase in state funding.

**GUIDE TO BUDGET TERMS**

**Unrestricted and Restricted Budgets**
Money that is applied to the day-to-day operations of schools and is not designated for specific projects and programs is captured in the unrestricted budget. The amount of money that the district receives is based on the number of students that attend school (Average Daily Attendance or ADA). The district also receives restricted revenues from state, federal and local sources (funds that are limited in their use by regulatory compliance or statutory rules).

**Operational Support**
This includes hiring and paying employees, providing them with supplies and technology, and cleaning and maintaining all our buildings and grounds.

**School-Based Funding**
This is the portion of the budget that goes directly to site-based budget allocations (called weighted student formula). Other services to schools go through centralized budget allocations.

**Other Outgo**
This includes support to the early education program, student nutrition services, and county-operated programs like Special Education, for which SFUSD receives less funding than the program needs to operate.

**Central Administration**
This includes the superintendent’s office, the Board of Education, the Chief Financial Officer, and other administrative positions that support and supervise school site and district operations.

**Other School-Based Instruction**
This supplements the funds from the restricted and school site budgets that contribute to school-based needs.

**Salary Savings & Other Offsets**
This is unspent money from unfilled positions, plus other sources.

For more information, visit [www.sfusd.edu/budget](http://www.sfusd.edu/budget)