

	PAC / DELAC / AAPAC / SAC Recommendations & Questions	Response
Student Achievement	Provide adequate curriculum and appropriate materials for teachers to support English Language Development for all English Learners.	<p>Beginning in the 2017-2018 school year, SFUSD will support the implementation of its new Designated ELD Framework in 20 elementary schools, with plans to support use of the new Framework in all elementary schools over a period of three years. The new Designated ELD Framework draws directly from California's recent ELD Standards, which calls for language learning to be connected to learning in other subjects; to develop students' academic discourse skills; and to build knowledge of grammar, vocabulary, and meaning-making. Support for the use of the new Designated ELD Framework will include professional development, coaching, electronic and print-based teacher resources, materials for students, and access to language development software.</p> <p><i>Goal 1 Actions 4, 8, & 11 (1.04, 1.08, 1.11) speak to providing PK – 12 Core Curriculum and resources for teachers to support ELD and ELLs.</i></p>
Access & Equity	Increase and monitor student access to computers, and provide time to practice composing academic work on keyboards, to develop the skills necessary to do well on computer-based assessments.	<p>Technology access for students is funded through multiple means in the district, primarily through school-level budgets. The central office expanded access to technology for schools with the introduction of online summative assessments (SBAC) and will continue to provide this added capacity to schools. SFUSD is fortunate to have dedicated funding for technology in the 2016 Bond. While the majority of this funding will support technology infrastructure modernizations, the district plans to dedicate a portion of the funding to increase technology access to schools with additional student devices and classroom technologies to help ensure equity and access, particularly for our most underserved schools and student populations.</p> <p>Digital literacy and fluency is critical for 21st century success and underlies our graduate profile. This is accomplished in schools through a myriad of ways, including specific technology-focused classes such as computer science, digital media, library/media, and technology. Additionally, students develop digital literacy and fluency in their core content subjects through the integration and use of technology aligned to the curriculum. School-based Technology Leads (educators who assume a technology leadership role in the school), work with their school leadership to develop a school-based Technology Integration Plan aligned to the Balanced Scorecard. These plans incorporate how schools will ensure students receive sufficient time to develop digital literacy skills and capacities, including applied uses of devices to support humanities, math, and science throughout the learning day that will help prepare them for online assessments. The goal is that technology is embedded across all content areas to support academic learning, specifically the development of agency, identity, and voice, access to content and construction of knowledge, 21st century skills of communication, collaboration, creativity, critical-thinking, and citizenship, and to demonstrate their learning.</p> <p><i>Goal 3 Action 10 (3.10) describes SFUSD's work to transform into a digital district that prepares students for the 21st century.</i></p>
Access & Equity	Take inventory of technological resources and ensure up-to-date equipment in all schools throughout the district to ensure access and equity.	<p>Schools maintain an inventory of their available technology resources and are responsible for ensuring that technology is up-to-date and planned for within their budgeting process. The central office expanded access to technology for schools with the introduction of online summative assessments (SBAC) and will continue to provide this added capacity to schools. SFUSD is fortunate to have dedicated funding for technology in the 2016 Bond. While the majority of this funding will support technology infrastructure modernizations, the district plans to dedicate a portion of the funding to increase technology access to schools with additional student devices and classroom technologies to help ensure equity and access, particularly for our most underserved schools and student populations.</p> <p><i>See also Goal 3 Action 10 (3.10).</i></p>

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Accountability	Provide tools and build capacity for schools to improve two-way communication with families.	<p>In addition to face to face meetings and/or direct calls between parents and teachers, SFUSD has two primary technology platforms to support school staff with home school communication, including School Messenger for email, text and group phone calls and a family portal that allows for two-way email communication and sharing of information related to student progress including attendance and grade information. In August 2017, SFUSD will transition the family portal from School Loop to Synergy, the district's student information system. Communication practices, however, including use of these tools, varies across district schools. Several departments, including Communications, Office of Family and Community Engagement, and the Department of Technology, are working on supporting school staff with following best practices and utilizing existing tools to enable better timely communication.</p> <p><i>Goal 3 Action 1 (3.01) describes the investments in communication and Family Empowerment.</i></p>
Accountability	Establish clear expectations that school staff will regularly update information shared through the new Gradebook for All system, and will actively reach out to families in a timely way if their student is in danger of failing a course or is not on track to graduate, or their elementary school student is not at grade level prior to parent-teacher conferences.	The Divisions of Technology and Labor will develop guidelines for use of Synergy Gradebook for All similar to what had been established practice for SchoolLoop. We will share these guidelines with our Union partners, UESF and UASF for their input and feedback. Keeping families and students current on their academic progress and grades is an important accountability promise we must honor to ensure our students are on track to graduate. In Spring 2017, all secondary educators were trained to get up and go with the new online gradebook and family portal. Additional training will be provided in August and throughout the fall when educators return.
Accountability	<p>Provide consistent training and ongoing coaching for principals, teachers and site staff. Emphasize the expectation that principals, teachers and other school staff participate in ongoing professional learning opportunities in several key areas:</p> <p>Differentiation of instruction to address the various skill levels in the classroom</p> <p>Inclusive practices to service our students with Individual Education Plans in general education classrooms</p> <p>Cultural competence and implicit bias to work well with our diverse student body</p> <p>Safe and Supportive Schools Implementation, specifically how to navigate challenging behavior, deescalate conflicts and strengthening positive classroom management to minimize disruptions and increase learning</p>	<p>The Division of Curriculum & Instruction will continue its work to support professional learning for paraprofessionals, teachers, principals, and central office leaders. Professional development offered through C&I will include: (1) Two days of QTEA professional development offered to all paraprofessionals, (2) Support for teachers in 20 elementary schools to implement the new Designated ELD Framework; (3) the provision of CTC-approved Induction coaching to all first and second year teachers; (4) support for IRFs, Literacy Coaches, principals and assistant principals, Literacy Specialists, Reading Recovery teachers, RSP and SDC teachers, and central office leaders related to SFUSD's Language Arts and Math Core Curricula and their signature instructional strategies.</p> <p>Work this coming school year will also include the implementation of a new Next Generation Science Standards Core Curriculum in Science in Grades 6 and 9 (with plans for Grades 7,8, and 10 the following year); a 10-school pilot effort related to screening and serving students at-risk of a diagnosis of dyslexia (in response to AB1369); and support for new teachers through programs like the San Francisco Teacher Residency, a new teacher residency partnership with NYU, and the new Pathway to Teaching credentialing program. All of this work will include professional development on differentiation, identity and bias, inclusive practice, and language development.</p> <p>SFCSD and Special Education are working with several consultants and also the San Francisco Human Rights Commission to strengthen our efforts around Implicit Bias. Implicit Bias has always been a part of PBIS, Restorative Practices, Trauma-informed practices, but we recognize that we need to call this out more intentionally. All future professional development agendas will specifically identify how our biases play a critical role in the implementation of strategies and practices aimed at building a pro-social positive school climate and culture.</p> <p><i>Goal 1 Actions 3, 9, & 10 (1.03, 1.09, & 1.10) and Goal 2 Action 3 & 14 (2.03 & 2.14) describe the coaching support and professional development across a variety of topics for teachers, principals, and other staff.</i></p>

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Accountability	Track, quantify and monitor staff professional development, trainings and coaching, and its impact on student outcomes.	<p>SFUSD uses a range measures to gauge the implementation of its initiatives, including student outcome data from tests, benchmark assessments, grades, report cards, office discipline, attendance, and high school credit earning; school audits (in the case of monitoring the requirements of the Lau Consent Decree); school visits (including instructional rounds); the collection of reports and schedules (in the case of PE); self-reports (in the case of the Tiered Fidelity Index, which relates to a school's overall use of strategies associated with Safe and Supportive Schools); and participation in training. Still, the measurement of implementation can be improved, and SFUSD is involved in promising research partnerships with Stanford and a variety of private research firms to quantify the adoption of strategies in classrooms and schools.</p> <p><i>Goal 3 includes a metric to track participation in professional development through usage of professional development hours (18hrs).</i></p>
Accountability	Develop a clear implementation plan to address the social-emotional wellbeing of students, and monitor and increase access to behavioral interventions to decrease the number of out class referrals, increasing learning and ensure greater access to academic material.	<p>SFUSD has provided the Safe and Supportive School Report (presented to the board in May 2017 with a follow up of yearly results scheduled for August 2017) with data on professional development participation, TFI results, suspensions, ODRs, etc. so that schools can set measureable goals to decrease out of classroom time and increase participation in instruction in the classroom. Concerns have been raised around implementation, in particular of Restorative Practices, that many schools are experiencing challenges with fidelity of implementation and that we need to strengthen the on-site support and coaching at schools. We have just begun providing personal outreach to staff after they have participated in professional development and asking:</p> <ul style="list-style-type: none"> a.) Are they utilizing the strategies they learned in PD? b.) Are they having success with the outcomes as evidenced by students adopting more pro-social and positive responses to situations and are the strategies helping to enhance their positive relationship with students? c.) Would they like a coach to visit their classroom/school and provide personal feedback? <p><i>Goal 2 Action 1 & 3 (2.01 & 2.03) describes SFUSD's work to provide behavioral and other supports to ensure attendance and a Safe and Supportive school environment.</i></p>

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1	What is SFUSD doing to accelerate achievement for African American, Latino, English Learner and other students?	<p>Several key departments in SFUSD are collaborating to raise African American student achievement, including the Early Education Department, LEAD, and the Superintendent's Office through the African American Achievement & Leadership Initiative. AAALI's annual report details districtwide efforts to raise African American student achievement (http://www.sfusd.edu/assets/sfusd-staff/councils-and-committees/files/AAPAC/AAALI%20Report%20FINAL.pdf).</p> <p>In general, SFUSD has made efforts in 2016-2017 and will continue in 2017-2018 to raise achievement through a focus on high-quality literacy instruction, individual learning and postsecondary plans for African American students in K-12, and increasing site-based staff and community-based organization (CBO) supports for African American students.</p> <p>To accelerate achievement for English Learners, C&I, LEAD, RPA, and the Superintendent's Office are collaborating to ensure the consistent implementation of quality designated English Language Development (ELD) instruction leveled by proficiency level as well as integrated ELD during content instruction. Each site will be examining its implementation of ELD through a cycle of ongoing improvement including, 1) reviewing EL achievement data; 2) conducting classroom walk-throughs to review ELD instruction; and 3) providing specific supports to address areas of improvement.</p> <p><i>Goal 1 Actions 8, 9, 10, 11 & 12 (1.08, 1.09, 1.10, 1.11, & 1.12) specify the work to support SFUSD's focal student populations in Achievement.</i></p>
2	How is the district addressing the needs of historically underserved students with small numbers, such as American Indian, Pacific Islander, Southeast Asian communities?	<p>As part of our work with the CORE districts, we have included student subgroups with 20 or more students as part of our accountability measures. Previously, only students with subgroups of 100 or more were included. While this shift has enabled us to make more students visible, we do recognize that this is an area that needs more focused attention.</p> <p>With respect to our American Indian population we receive Title VII Federal Grant funds close to \$27,000. In addition to this federal grant, SFUSD allocates additional support for our American Indian student population. This additional support includes:</p> <p>PEEF: \$35,291 for Academic Mentoring and Tutoring - Year 2 Use of Title I funds to support a 1.0 FTE Program Coordinator, 0.2 FTE Supervisor and additional clerical support</p>
3	How does the district evaluate programs and strategies to know if they are effective?	<p>We have identified strategies across SFUSD, starting with our three district goals of access and equity, student achievement and accountability. School Balanced Score Cards/Single Plans for Student Achievement (BSC/SPSA) and our district's Local Control Accountability Plan (LCAP) identify actions and measures that we work to employ. We are committed to using cycles of continuous improvement to review progress toward our goals, implementation of our strategies, the impact of our work, and if needed, realign strategies and resources to meet our goals. The cycle of continuous improvement is one SFUSD uses to reflect on current practice or address a shared problem.</p>
4	How are schools being held accountable when there is a lack of inclusivity and transparency regarding budget decisions?	<p>All schools have a School Site Council (SSC) with publically noticed meetings to discuss budgets and the SSC roster/signature page is uploaded with the BSC of each school.</p>

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5	How do we ensure schools that continually get new students after the 10 day count also receive the additional resources they needed to serve them?	We recognize that enrollment shifts occur across schools and that, while some schools may see reductions, others may see increases. For schools that see an influx of students, we do have discussions across departments (LEAD, Instruction, Innovation & Social Justice, Policy & Operations, Enrollment, Budget) to review the status of enrollment and the increased needs for staffing. Based on these discussions, there are schools that have received additional funding to cover additional staffing needs that result from increased from enrollment mid-year.
6	How are schools expected to sustain improvements in student outcomes and increase growth when the vital supports are removed after gains?	We recognize that some schools, when shifting from Tier 3 to Tier 2 based on input data regarding students and teachers (as opposed to student outcomes) as described in responding to #8 below, received some reductions in centrally-funded supports. Some schools are able to sustain improvements as retention of staff may be high and capacity that was built among staff could continue to live within the school environment. However, there are schools that continue to require additional supports. With the most recent increase in PEEF funding (per the June Amendment), we are looking closely at sites that were impacted with reductions in centrally-funded supports and the increased revenue will allow us to restore some of these supports. Discussions will occur with site leaders and across departments to ensure decisions reflect the greatest needs at sites.
7	What cuts are being made to central administrative offices? How do we evaluate performance to justify continued funding?	<p>Given our fiscal landscape, revenue growth will likely not keep up with current expenditure levels. Yet we recognize our priorities -- both accelerating achievement for focal students and investing in our talent -- will require significant investment of resources. In order to meet these priorities, we began the process of identifying areas to reduce expenditures, making tradeoffs to shift resources toward our priorities. This included making three percent reductions across central office departments. These reductions have resulted in reductions in staffing (some were vacant positions and others filled) across many departments, including Business Services, Curriculum & Instruction, Department of Technology, Early Education, MTSS, Special Education and Students, Family & Community Supports. There were also reductions in consultant services, including those in Legal, Fund Development, Students, Family & Community Supports and Special Education. These reductions are likely to continue given current projections for slowing revenue.</p> <p>In terms of evaluating performance, we recognize that many services provided in central administration can have an impact on sites, ranging from Human Resources (recruiting and hiring staff) to LEAD and instructional supports and Curriculum & Instruction (providing access to curriculum and professional development opportunities). These supports and programs can contribute to student outcomes, often via the impact they have on school site staff. We gather feedback from sites to understand how effective programs are being received and also to understand where there are areas for improvement. With this information we are able to better shift and shape programs to meet the needs of sites. Additionally, given the likelihood of increased need for savings and tradeoffs, we are looking to become more efficient in how we can deliver services to sites, while maintaining effectiveness, particular for sites that see higher turnover and house a higher concentration of our focal students.</p>

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8	What criteria were used to determine site-based cuts?	<p>The Multi-tiered System of Supports is informed by a range of input data -- including teacher retention rates, teacher experience, student demographics, free and reduced meal eligibility, and other factors. This data then informs whether schools are Tier 1, 2 or 3 -- Tier 3 being schools with greater concentrations of focal students and often higher turnover of staff. As such, Tier 3 schools often receive higher levels of supports. Schools that fall outside of Tier 3 were reviewed via the data above [insert additional information used...?]. Based on this and given that some schools had been able to build staff capacity, the allocation model was shifted and some schools outside of Tier 3 saw reductions, as such.</p> <p>As mentioned in a prior response, with the most recent increase in PEEF funding (per the June Amendment), we are looking closely at sites that were impacted with reductions in centrally-funded supports and the increased revenue will allow us to restore some of these supports. Discussions will occur with site leaders and across departments to ensure decisions reflect the greatest needs at sites.</p> <p><i>In the Demonstration of Increased or Improved Services for Unduplicated Pupils the Weighted Student Formula (WSF) and Multi-tiered System of Supports (MTSS) are described in further detail.</i></p>
9	How do we ensure schools are participating in the full implementation of Restorative Practices with a culturally appropriate and responsive lens?	<p>We are implementing the Tiered Fidelity Inventory (TFI) as a tool for schools to assess the level and effectiveness of implementation of PBIS, of which RP is a component, and using the TFI to identify school sites where we need to provide additional support. We are also using suspension and Office Discipline Referral (ODR) data to identify schools where we need to provide more coaching. In addition, we are now following up all professional development with a survey to participants inquiring as to if they are utilizing the strategies and if they need additional coaching to be successful.</p> <p><i>Goal 2 Action 2 (2.02) speaks to the efforts to train staff in Restorative Practices.</i></p>
10	What intentional actions will be taken to ensure our schools with the greatest needs are getting the appropriate resources and staffing to meet their goals?	<p>Similar to the responses above, the Multi-tiered System of Supports is informed by a range of data and schools are then placed into Tier 1, 2, 3 -- Tier 3 being schools with greater concentrations of focal students and often higher turnover of staff. As such, we are intentional about ensuring that Tier 3 schools are receiving a higher infusion of much needed resources.</p> <p>Additionally, when allocating the Weighted Student Formula (WSF) to sites, we look at student demographics to allocate supplemental and concentration grant funding to schools that have low income students, English Learners, and Foster Youth. The WSF also takes into consideration core staff positions that each school requires and ensures this as part of "floor funding."</p> <p>Lastly, as mentioned in a prior response, for 2017-18, with the most recent increase in PEEF funding (per the June Amendment), we are looking closely at sites that were impacted by reductions in centrally-funded supports and this increase will allow us to restore some of these supports.</p> <p><i>In both Plan Summary and the Demonstration of Increased or Improved Services for Unduplicated Pupils the Multi-tiered System of Supports in described in further detail.</i></p>

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SAC #1	<p>SAC Recommendation: In schools which offer 7+ period days, there is a notable increase in students who agree that “The current class schedule allows me to take every class I desire/require to graduate on time,” than students who attend schools who offer solely 6 period schedules. Focus groups and data point us in the direction that often students can find themselves off track for credit requirements when they are limited by taking only 6 classes per year. For example, students who participate in AVID programs or other pathway programs can often find themselves behind on credits due to the cap on classes per day. To move forward with a district wide 7 period day would prevent students from feeling behind in their course work and not disincentivize pathway participation. The disparity in these opportunities between school sites are recommended to be amended in the interest of access and equity to desired coursework to students throughout the district.</p>	<p>During the 2016-2017 school year, middle school principals engaged with central office staff to reconsider the middle school learning experience. This "Middle School Redesign" process engaged participants in a number of important topics related to access to coursework like Health, to electives such as VAPA and world language, and opportunities to engage in projects and group work. As a result of this work, three middle schools (Willie Brown, Martin Luther King, Jr., and Visitacion Valley) will partner with the New Tech Network to pilot work in project-based learning and course integration; and all middle school principals will learn more deeply about project-based learning during the 2017-2018 school year. Also in the 2017-2018 school year, SFUSD will contemplate the possibility of adjustments to middle school master schedules to resolve current issues related to access to courses and electives.</p> <p><i>Goal 1 Action 2 (1.02) describes the commitment to continue a multi-year effort to redesign the middle school experience and address issues in the master schedule.</i></p>
SAC #2	<p>SAC Recommendation: A strong support for hiring bilingual college counselors and Family Liaisons at sites with large EL and Southeast Asian populations is overwhelming, and recommended at all school sites. Family Liaisons are proven to support a site’s connection to its community and will benefit how students plan for postsecondary college success, regardless of language present in students or their parents. This also has the added factor of potentially improving how students feel supported in their post-high school plans and paths.</p>	<p>The District provides central funds for additional counselors at a number of our Middle School and High School sites with larger overall student populations to reduce student-counselor caseloads. These centrally funded counselors could also be used to provide additional and focused support for EL and recent Immigrant populations. SFUSD’s Office of Counseling & Post-Secondary Success provides targeted monthly PD along with staff from C&I Multi-Lingual department for identified Newcomer/recent Immigrant/EL Counselors who serve at secondary schools where there are larger number of students/families that are identified under this demographic.</p> <p>There are a small number of centrally funded Family Liaisons that are allocated to schools, with a priority on Tier 3 schools. A schools' ELL population is only one of the categories that identifies schools as Tier 3. The data from RPA includes ELL%, and % of African American, Latino/a, and Samoan students, but does NOT identify Southeast Asian so we did not consider this in determining allocations for SY 2017-18.</p> <p>In addition, the MTSS allocation does not specify that a Family Liaison should be bilingual. However there are times where a school will identify the need for a bilingual Family Liaison due to changing demographics. In this case, we have been asked to re-designate a position to a bilingual classification (which has a higher cost and requires additional funds) and that has resulted in some Family Liaisons being reassigned (Paul Revere and VVMS).</p> <p>The MTSS allocation is only .50 FTE – and the position is seen as a “solution” for many different family groups and often recommendations are to have a Family Liaison address a family engagement need. Because centrally funded positions are only in some schools AND it is only a .50 FTE, the competing recommendations have led to tensions at the school sites when the Family Liaison is seen by non-ELL families, particularly African American families, as being "only" for the non-English speaking families. It may be that the MTSS calibration needs to be more nuanced, since as a district we have articulated that African American families are a priority in addition to ELL families. This means that a one size fits all position is not really possible. At some schools we need a tri-lingual Family Liaison who is also culturally competent in other English speaking cultures.</p> <p><i>Goal 3 Action 5 (3.05) shows investments in Family Liaisons for focal students.</i></p>

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SAC #3	<p>SAC Recommendation: Agreed upon by almost every student demographic, and discussed thoroughly in focus group student conversation, there is a significant lacking in sufficient opportunity for equitable leadership opportunities, and opportunities for students to voice their concerns and priorities to administration. An investment in student government programs, and site administration guidelines for student input is extremely recommended in sites, large and small. LEAD team conversations should begin to look toward novel and effective ways of encouraging student voice to be enacted in site planning.</p>	<p>Beginning every semester, provide two (2) student support retreat leadership and engagement training(s) offering intense community team building exercises and focus group engagements regarding student voice, such as: social, emotional, behavioral and intellectual parliament training on school district policies and resolution drafting. Student Leaders will utilize educational support training to lead, listen, and support their peers and promote student voice at their respective school sites. In addition, every year host a district wide Youth Summit that would engage hundreds of students from our entire district to participate in multiple workshop presentations and generate student interest in student leadership for their respective school sites. Our leadership training will ensure a positive collaborative opportunity to develop, deliver and echo a healthy and engaging student voice throughout their respective school site peers.</p> <p><i>Goal 3 Actions 1, 2, & 3 (3.01, 3.02, 3.03) have been modified to be more intentionally inclusive of student voice, and leadership opportunities (i.e. SAC).</i></p>
SAC #4	<p>SAC Recommendation: Continuing efforts to actively recruit, support, and retain African-American and Latino staff has been cited by student engagement to be one effective means to increase the comfort and academic support in focus minority groups in all school sites. These hiring practices cultivate a strong student and teacher community and as such, the practices should be continued and enhanced.</p>	<p>Human Resources has put in place a Human Capital Specialist who is leading recruitment of diverse candidates to SFUSD. In addition, HR has worked with the African American Achievement & Leadership Initiative to identify priority actions for recruiting and retaining African American educators, including developing relationships with Historically Black Colleges & Universities (HBCUs) and hosting affinity groups for African American educators in SFUSD.</p> <p><i>Goal 3 Action 9 (3.09) provides a focus on recruiting and retaining diverse staff.</i></p>
SAC #5	<p>SAC Recommendation: The presence of agreement disparity between sites on the topic of whether Visual and Performing Arts are sufficiently represented in their school priorities makes clear that schools should return to having arts as a staple in school planning conversations. Administration teams should look to come together and move towards providing a standard guideline towards the support of an arts program, as well as open up the conversation to student voice and input on the topic of art program allocations.</p>	<p>In the 2016-2017 school year, the PEEF and VAPA Offices completed the first "Elementary School Profile" for visual and performing arts programming in all of SFUSD's elementary schools. The profile describes arts programming made possible by funding from three sources: PEEF, the Elementary Arts Program (through DCYF), and PTA fundraising. The Profiles document that all elementary schools offer general programming for K-5 students in at least two artistic areas (music, dance, visual arts, and drama), and that some schools offer programs in all four areas. All elementary schools offer instrumental music instruction to interested students in Grades 4-5. The PEEF and VAPA Offices are preparing Arts Profiles to be completed during the 2017-2018 school year on all secondary schools. In addition, the VAPA office is working with the San Francisco Arts Commission to "refresh" the citywide Arts Education Master Plan, with a specific eye on questions related to access, funding, student outcomes, and arts integration.</p> <p><i>Goal 1 Action 2 (1.02) describes deepened integration of arts into SFUSD's curriculum.</i></p>