Walking the Talk: Strategic Plan Progress Report

An update on the implementation of our strategic plan: *Beyond the Talk: Taking Action to Educate Every Child Now*

June 2012
SFUSD at a Glance: 2011-12 School Year

131 schools
- 13 early education schools
- 74 elementary schools (K-5 / K-8)
- 12 middle schools (grades 6-8)
- 14 high schools (grades 9-12)
- 1 middle/high school (grades 6-12)
- 7 county and court schools
- 10 charter schools

54,200 preK-12 students*

8,189 staff

Job Category | Employees | %
--- | --- | ---
School Site Administrators | 237 | 3%
Teachers | 3,635 | 44%
Classroom aids and paraprofessionals | 1,627 | 20%
Substitutes | 1,776 | 22%
Student Support Services | 245 | 3%
Student Nutrition Services | 254 | 3%
Facilities | 154 | 2%
Central Office Classified | 261 | 3%
Total | 8,189 | 100%

$623,253,969 adopted budget

$346,406,892 Total Unrestricted Expenditures
$276,847,078 Total Restricted Funds

*October 2011: 52,900 K-12, 1,300 Early Education. Charter schools not reported.
About this Report

The purpose of this report is to provide an update on the implementation of our strategic plan – *Beyond the Talk: Taking Action to Educate Every Child Now*. This report is a product of the Strategic Performance Initiative, a three-year project launched during the 2010-12 school year to build the capacity of SFUSD staff to effectively implement and monitor the impact of our strategic plan. This work is supported by the San Francisco School Alliance, the S.D. Bechtel, Jr. Foundation, and the Evelyn & Walter Haas Jr. Fund. Thanks to their generous support, Pivot Learning Partners has been a valuable partner in this work over the past two years.

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Incoming Superintendent
Deputy Superintendent
for Instruction, Innovation, and Social Justice
Richard A. Carranza

Deputy Superintendent
for Policy and Operations
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# Table of Contents

LETTER FROM THE SUPERINTENDENT...........................................................................................................4

EVOLUTION OF OUR STRATEGIC PLAN 2008-2012 ..........................................................................................5
  2010-11 School Year: Thirteen Strategic Priorities ..........................................................................................6
  2011-12 School Year: Building Coherence ....................................................................................................6

PROGRESS REPORT: 2011-12 SCHOOL YEAR .................................................................................................9
  Common Core State Standards .......................................................................................................................10
  Student Learning Data .................................................................................................................................16
  Differentiated Central Supports ..................................................................................................................21
  Professional Learning Systems ......................................................................................................................27
  Tiered Support and Intervention ..................................................................................................................30
  Specially Designed Instruction ....................................................................................................................34
  PreK-3rd Alignment ................................................................................................................................37

DIMINISHING RESOURCES ..............................................................................................................................40

MEASURING PROGRESS ................................................................................................................................42

APPENDIX A ......................................................................................................................................................49

GLOSSARY OF TERMS ...................................................................................................................................50
LETTER FROM THE SUPERINTENDENT

June 2012

Dear SFUSD Community,

Districts across California are currently facing both exciting opportunities and significant challenges. We have the promise of common core state standards, smarter balanced assessments, and technology innovation at our fingertips. At the same time, we are facing a budget crisis unlike anything we have ever seen. Education funding is at an all-time low, with too many districts across the state teetering on the brink of state receivership. Through strong partnerships and the support of our community, SFUSD continues to weather this storm, maintaining financial solvency and still finding room for innovation, improvement and growth.

It has been four years since our Board first authorized the strategic plan, Beyond the Talk: Taking Action to Educate Ever Child Now, and we are now embarking on its third iteration. When we introduced the plan in May 2008, our primary focus was three very ambitious goals for our district with a commitment to closing the opportunity gap. We are proud that these goals remain unchanged; they continue to provide the foundation and vision for the critical work our teachers, staff and administrators undertake every day.

What has changed is that through action and reflection we now have a deeper understanding of what it takes within the current economic climate and specific context of our organization to deliver our vision of student success. With multiple projects and initiatives simultaneously tackling these ambitious goals, our work has become increasingly focused on strengthening the instructional core to increase student achievement.

Over the past year we have accomplished a great deal—more than we can express in a single report. We have chosen to share those highlights and accomplishments that best exemplify our focus on strengthening the instructional core with the objective of raising student achievement district-wide and driving toward our vision of student success. We are very proud of our collective achievements this past year, and we welcome this opportunity to share them with you.

Carlos A. Garcia
Superintendent

Richard A. Carranza
Incoming Superintendent
EVOLUTION OF OUR STRATEGIC PLAN 2008-2012

SFUSD’s strategic plan, *Beyond the Talk: Taking Action to Educate Every Child Now*, was first approved in May 2008. The mission, vision, beliefs and goals in this plan remain unchanged and continue to serve as the driving force behind the approach and philosophy of all our work. What has changed over the years is that through action and reflection we now have a deeper understanding of what it takes to increase student achievement and ensure all students have everything they need to succeed, especially those who have historically not been given the opportunity to reach their potential.

**Mission, Vision, Beliefs and Goals**

<table>
<thead>
<tr>
<th>Mission</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td><em>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.</em></td>
</tr>
</tbody>
</table>
| Beliefs | ✔ The achievement gap is the greatest civil rights issue facing the district  
✔ It is possible to increase achievement of high performing students and accelerate achievement of those currently less academically successful  
✔ Quality schools have engaging and challenging material, 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 |
| 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 |
2010-11 School Year: Thirteen Strategic Priorities

In an effort to focus our work during a time of diminishing resources, in 2010 the Board and Superintendent agreed upon thirteen strategic priorities—projects which were discrete and distinct.

1. 21st Century Core Curriculum and Common Learning Assessments (CLA)
2. Special Education Redesign
3. Superintendent Zone and Focus on Underserved Schools outside the Zone
4. English Learners/ Lau Plan Implementation
5. Area Teams
6. Central Office Accountability and Performance Management
7. College and Career Readiness (A-G)
8. Early Learning
9. Family Engagement
10. Human Capital
11. Partnerships/Resource Development
12. Quality Middle School Pathways
13. Restorative Practices/ Positive School Climate

All projects made progress during the 2010-11 school year, and in June 2011 thirteen project status reports describing the scope of work, progress, accomplishments, and lessons learned for each of these discrete projects were shared with the Board and the community.

Lessons Learned
Throughout the 2010-11 school year, we developed a deeper understanding of the barriers, including concerns about the cost, scope and feasibility of having thirteen strategic priorities. We also recognized that managing discrete priorities makes it challenging to maximize resources and create the coherence necessary to achieve the ambitious goals of our strategic plan.

2011-12 School Year: Building Coherence

With multiple projects and initiatives simultaneously tackling the ambitious goals of our strategic plan, our work has become increasingly focused on strengthening the instructional core to increase student achievement.

Leveraging the work and research-based best practices of a framework provided by Harvard University’s Public Education Leadership Project (PELP), during the 2011-12 school year we began embracing an approach to our work that is designed to move us toward a more coherent approach to improving student outcomes.

It is through the use of the PELP framework that we now articulate our priority actions to support the instructional core.

“\[You don’t change performance without changing the instructional core. The relationship of the teacher and the student in the presence of content must be at the center of efforts to improve performance.\]”

Dr. Richard Elmore, Professor of Educational Leadership at the Harvard Graduate School of Education
The Instructional Core
Harvard University’s PELP defines the instructional core as three interdependent components, all of which are at the very heart of our strategic plan:
1. expanding teachers’ knowledge and skill;
2. providing academically challenging content; and
3. fostering highly engaged and joyful learners.

Theory of Change
Our theory of change reflects our district’s collective beliefs and links our mission with the strategy we will use to increase student achievement.

If we
- deliver a rigorous core curriculum with high quality instruction and a results oriented equity mindset;
- invest in adult learning, leadership, and change; and
- engage students, families and the community in this effort;

Then, every student who enrolls in our schools can achieve his or her maximum potential.

Strategy
Strategy refers to the broadly defined set of coherent approaches we will use to provide capacity and support to the instructional core with the objective of raising student achievement district-wide and driving toward our vision of student success.

Our strategy to make sure every student who enrolls in SFUSD can achieve his or her maximum potential is to:
- use a rigorous PreK-12 curriculum grounded in the Common Core State Standards and differentiated to address the needs of historically underserved students, high performing students, English Learners, and students with disabilities;
- use student learning data to inform instruction;
- provide supports and interventions to ensure every student is learning the skills they need to thrive at the next level; and
- expand the capacity of all staff to increase student achievement through professional learning systems.
**Priority Actions**

In pursuit of coherence we transitioned out of the discrete parameters of projects into a more descriptive, cross-functional framework that accurately captures the work we do. Our priority actions are the high-level yet explicit actions we must take to execute our strategy to improve student achievement. Unlike previous attempts to organize our work, these priority actions express the breadth and interdependence of what it takes to move an entire school district to the next level.

The following actions are not listed in order of priority or importance; they work together collectively and they are all critical and necessary to achieve our vision for student success.

- Transition to the *Common Core State Standards in English Language Arts (ELA) and Mathematics* by 2014-15 ensuring the relationship between and among curriculum, effective instructional practices, and assessment are understood and utilized.

- Build the capacity for ongoing access to and the *use of student learning data* so teachers can make informed decisions about how to best meet each student’s individualized learning needs.

- **Differentiate how central office supports schools** by providing tiered interventions based on qualitative and quantitative data about the needs of the student population and the school’s academic growth indicators.

- Build *professional learning* systems to expand the capacity of all staff to increase student achievement.

- Provide *tiered levels of support and intervention* to support all students.

- Provide students with disabilities *specially designed instruction in the least restrictive environments*.

- Create a coherent and cohesive continuum of instruction between preschool and elementary school, with a specific focus on *preschool through third grade*. 


PROGRESS REPORT: 2011-12 SCHOOL YEAR

Last year we reported on our progress by generating thirteen status reports. This year our work is organized according to the seven priority actions outlined above, an approach that reflects the interdependent and cross-functional nature of our work. In this section of the report we focus on the implementation progress of our previously identified 13 “priority projects“ as they relate to the priority actions around which SFUSD is organizing its strategic work going forward.

Structure

The progress report is designed to provide a coherent view of the elements of work aligning to generate progress for our students. Each section below is structured as follows:

- **An introduction**, which summarizes the work within that area and draws connections to the impact on students.

- **Examples of progress** related to the priority action, ranging across projects, departments and teams within SFUSD.

Several **first person anecdotes** are included throughout this section to highlight examples of student level impact.
Common Core State Standards

Transition to the Common Core State Standards in English Language Arts (ELA) and Mathematics by 2014-2015 ensuring the relationship between and among curriculum, effective instructional practices, and assessment are understood and utilized.

We believe the high academic expectations and the universal access to a core curriculum envisioned in the Common Core State Standards (CCSS) will help us diminish the predictive power of demographics. The CCSS provide a clear vision of what it means to be an academically literate person in the twenty-first century. They embrace elements that transcend subject matter, for example, they require significant student collaboration, fluency with multimedia and technology, the development of strong complex reasoning, and problem solving and communication skills.

Full implementation of the CCSS will occur over several years and in the context of a continuous learning process. Our work exists within a framework of lightly defined stages because the nature of the work is ongoing and must evolve at many levels throughout the district.

- The **awareness** stage represents an introduction to the CCSS, the initial planning of systems implementation, and the establishment of collaborations.
- The **transition** stage is the concentration on building foundational resources, implementing needs assessments, establishing new professional learning opportunities, and expanding collaborations between all stakeholders.
- The **implementation** stage expands the new professional learning support, fully aligns curriculum, instruction, and assessments, and effectively integrates these elements throughout the district.

Partnering with other California Districts

SFUSD is actively involved in a partnership with seven other California school districts through the California Office to Reform Education (CORE). CORE is a non-profit organization that seeks to improve student achievement by fostering highly-productive, meaningful collaboration and learning between its eight member school districts: Clovis, Fresno, Long Beach, Los Angeles, Oakland, Sacramento, San Francisco, and Sanger. Together these districts serve more than one million California students and their families.

As a collaboration of districts, CORE districts work together to innovate, implement, and scale new strategies and tools that help students succeed, so that our districts are improved to meet the challenges of the 21st century.
One major area of collaboration for the CORE districts is the intersection of standards, assessments, and instruction. The partnership’s goal is to effectively implement the Common Core Standards in English Language Arts (ELA) and Mathematics, including aligned assessments, instructional materials, and professional development.

Through CORE, SFUSD teachers will join other educators from around the state this summer to develop CCSS-aligned performance assessment tasks in mathematics for grades 3, 5, and 7, and ELA for grades 1, 4, 7, and 9. These assessments will be available for optional use in SFUSD via Data Director for the 2012-13 school year to support teachers’ transition to the CCSS.

**Engaging teachers and school leaders early, rigorously and often**

The focus for the 2011-12 school year was to create awareness of the English Language Arts (ELA) CCSS at all sites. The ELA Core Curriculum team developed a professional development module that was shared with various leadership groups who helped provide awareness of the new standards. The module provides information on how the new standards document is structured and organized, emphasizes its important philosophical framing and shows how it differs from the previous standards. The module allowed participants to become knowledgeable about the new standards by engaging in interactive activities.

**Developing curriculum components aligned with the CCSS**

The Humanities Team in the Curriculum and Instruction Department facilitated cross departmental collaboration and planning with Early Education, Special Education, English Language Learner Services, LEAD, and teacher volunteers to field-test and revise key components of the ELA core curriculum.

- **Standards Overview** – visual glance of where standards are addressed throughout the year.

- **Scope and Sequence** – chronological timeframe of the student learning outcomes and standards for each grade level, divided into four 6-8 week spirals used to guide teachers in the organization, planning and delivery of instruction.

- **Curriculum Maps** – content and skill organizational template per grade level of the four 6-8 week spirals covered throughout the year including assessments, best practices, and resources.

**Teachers volunteering to be part of the ELA Core Curriculum Response and Development Group**

The Humanities Team in the Curriculum and Instruction Department invited teachers to be part of an ELA Response and Development Group to review key components of the curriculum; learn about the rollout of the ELA components and related ELA practices; develop, refine, and/or provide feedback on key documents related to the CCSS (e.g., scope and sequence, curriculum maps, common assessments, models lessons, etc.); and collaboratively develop and share site specific curriculum maps and lessons.

A cohort of 60 ELA teacher volunteers participated in the Response and Development Group in 2011-12, and another 60 teacher volunteers have signed up for the 2012-13 school year. They all have a passion for teaching and are willing to work as a team member with at least one other teacher from their site.
Here’s what some of the teachers are saying about the ELA PreK-12 Core Curriculum work:

“SFUSD’s core curriculum Scope & Sequence is very developmentally appropriate; the spirals are a great tool/reference during parent conferences!”

“A high percentage of the ELA core curriculum work is focused on student work and curriculum planning. Bravo!”

“It is so wonderful to see student work samples and discuss them with colleagues using structured protocols.”

“Before I started work with the ELA core curriculum I felt like there was so much disconnect in the district and that no one noticed or seemed to care; now I feel like I am part of a community.”

Piloting Integrated Writing Assessments

The English Language Arts team in Curriculum and Instruction and the Achievement & Assessments Office worked jointly on a pilot Integrated Writing Assessment (IWA) for grades 3, 6 and 9 which was administered this January at eleven elementary, middle and high schools. The IWA is a writing assessment that ushers students through a series of prewriting experiences as individuals and in small groups and culminates in a writing exercise that is scored utilizing rubrics.

The IWA has been used in SFUSD over the years in various formats. This new narrative writing pilot version of the IWA is an integral part of SFUSD’s English Language Arts PreK-12 core curriculum and is aligned with the CCCS in ELA and the new Smarter Balanced assessments. During the calibration and scoring sessions following the assessment, teachers gained deep insights into effective ways to teach and evaluate student writing. Paul Massi Cameli, a teacher at Lincoln High School, found that “seeing how other scorers approach the task, reading work from students across the district, and increasing my awareness of bias issues (in evaluating writing)” were valuable parts of this professional development.

The pilot assessments this spring provided participants with valuable information about their students' writing skills. Teachers in the pilot also had an opportunity to provide feedback on how the structure of the assessment reflects the standards being taught and how it allows students to demonstrate their strengths in writing. Plans are now moving forward to make the IWA available district-wide.

Adopting new K8 instructional materials for English Language Arts

Over several months a committee met regularly and reviewed all instructional materials presented to the SFUSD, and on May 8, 2012 the Board of Education adopted the following K-8 English Language Arts (ELA) materials.

- For elementary schools (K-5): *California Treasures English Language Development*, (Macmillan/McGraw-Hill, 2010)
- For middle schools (6-8): *McDougal Littell California Literature, Program 2: Reading/Language Arts – ELD Basic* (McDougal Littell, 2009)

Why adopt now? The last SFUSD elementary and middle school adoption of English Language Arts (ELA) instructional materials occurred in 2003. The SFUSD ELA adoption cycle expired in 2008, and the next State adoption will not be until 2018. SFUSD's current adopted ELA instructional materials are eleven
years old, outdated, are not aligned with the CCSS, and it is difficult to get replacements. Ancillary and/or supplementary materials that were provided on a yearly basis are no longer offered gratis to the district. The State approved ELA instructional materials in 2008 include components related to English Learners unlike the previously approved 2003 instructional materials. The State mandated that all 2008 adoptions provide accessible instructional materials for students receiving Special Education services.

The new instructional materials, including teacher editions, will be purchased over the summer and should arrive at school sites during the week of August 6th, 2012. A half day introductory session for teachers on the newly adopted K8 instructional materials will be held on August 15th and 16th of this year. The Curriculum and Instruction Department is working with the Area/Zone Assistant Superintendents to create a schedule and cluster sites for the introductory sessions.

**Middle school mathematics professional learning with Phil Daro**

Phil Daro met with middle school mathematics teachers from across the district in April to discuss the CCSS in mathematics (CCSS-M). The presentation started with an overview of how the CCSS-M differed from standards based ‘accountability of the past, especially as it relates to the depth and scope of curriculum which can be characterized as “a mile wide and inch deep.” The CCSS-M, on the other hand, covers less material, but in more depth, similar to practices in high achieving math countries such as Singapore and Japan. At the heart of mathematics learning is student thinking, and diagnostic lessons introduced by Mr. Daro as a way to access student thinking. The presentation concluded with an introduction to the 5x8 card, a tool to help teachers recognize CCSS standards for student mathematical practice and thinking.

**$3 Million grant from S.D. Bechtel Jr. Foundation to study the CCSS in Mathematics (CCSS-M)**

A district effort supported by the San Francisco School Alliance and the Charles A. Dana Center at the University of Texas at Austin.

SFUSD recently received a three-year grant from the Bechtel Foundation to study the new Common Core State Standards in Mathematics (CCSS-M) and to support transition from the current Mathematics Content Standards to implementation of the CCSS-M across the district.

There are four major components to this work:
1. Study of the Standards
2. Math Study
3. Cohort/Partner Schools
4. Curriculum, Instruction, and Assessment

**Study of the Standards**

Throughout the grant and beyond, every math educator will engage in the ongoing study of the CCSS-M. Teachers and administrators will gain a deep understanding of the content and practices through professional development, access to aligned resources, and job-embedded coaching. SFUSD educators will have access to tools and expertise provided in a coordinated manner by the Dana Center as well as SERP, PRIME, Problem Solving Cycle, Complex Instruction, CORE, etc. During the 2012/2013 school year, the 8 schools listed above will pilot the Study and Implementation of CCSS-M professional learning structure.
Math Study
Through the Bechtel grant, we will conduct an in-depth analysis of the SFUSD PreK-12 math system to paint a picture of how math is presently being taught and learned. Analysis will include district policy and practice as well as quantitative and qualitative data. Findings and recommendations will focus on improving the coherence and rigor of PreK-12 math instruction and increasing success in Algebra. A team of educators who are well versed in SFUSD’s math system, including SFUSD leaders, and SFSA, Dana Center, PRIME, SERP, and Complex Instruction representatives, will assist in providing guidance and interpreting the findings of this study.

Cohort/Partner Schools
The initial cohort schools, listed to the right, will work closely with the Dana Center to develop models of success that can be applied to all SFUSD schools during the three-year grant. A major focus of the participating cohort schools will be setting the goal that students succeed in Algebra I the first time, whether it is taught in middle school or high school. Therefore, this initial cohort is limited to schools where Algebra 1 is taught. Cohort schools will engage in a variety of professional development activities.

- Schools will participate in Mathematics Program Inventory and Gap Analysis to examine their current mathematics program and student data.
- Each school’s implementation plan will start with the Study of the CCSS-M for all the mathematics teachers and leaders and other support staff who work with mathematics.
- Staff will learn about and be able to access supports that will be necessary for students to be successful in CCSS-M. For example, through Academic Youth Development for Adults educators will learn teaching strategies that embed persistence, effective effort, motivation, and other metacognitive tactics into their classrooms.
- Staff will participate in collecting and analyzing student work from open-ended tasks that will be shared across cohort schools.
- School leaders and coaches will have access to additional Dean Center tools, for example, Classroom Walkthrough Training and System Thinking/System Changing, together with technical support.

Each year new schools will be selected to participate in subsequent cohorts.

Curriculum, Instruction, and Assessment
The grant and the associated plan will be the catalyst in our efforts to ensure that by 2014-15, every SFUSD student is participating every day in a math classroom where they have the instruction to learn the full continuum of the CCSS in mathematics. The findings and recommendations from the Math Study Team will inform this work. Central to this effort will be making the Instructional Guides the driving force behind what is taught in the CCSS-M in the district. Increasingly, the Instructional Guides should impact every aspect of math instruction and math professional development in the district. The task, scope, and sequence included in the Instructional Guides will ground the CCSS-M professional development, interim assessment development, as well as curriculum selection and implementation. It is the intention of this grant to support and inform the district in its effort to bring coherence and consistency to math instruction based on the CCSS-M.
Developing and implementing a Smarter Balanced Assessment system to measure mastery of the CCSS

The adoption of the CCSS by California has led to a need for new assessments aligned to these standards; the CCSS are substantially different from the current California Content Standards and require a different type of assessment structure.

California is a member of the Smarter Balanced Assessment Consortia (SBAC) which is creating CCSS aligned assessments. Smarter Balanced summative assessments are scheduled to be given as the California assessments in place of STAR testing in the spring of 2015. The SBAC assessment system will measure mastery of the CCSS and provide actionable information about student progress toward college and career readiness. Educators will also have access to an extensive library of formative resources that they can use in the classroom to address the individual needs of their students. Core components of the Smarter Balanced summative assessments include computer-based assessments and performance tasks, administered in the last 12 weeks of the school year for ELA and mathematics.

During the 2011-12 school year, Research, Planning, and Accountability (RPA) spent time developing an understanding of the systems and structures SFUSD needs to have in place to begin using Smarter Balanced Assessments by the spring of 2015; they completed initial planning and established necessary collaborations to move the work forward next year.
Student Learning Data

*Build the capacity for ongoing access to and the use of student learning data so teachers can make informed decisions about how to best meet each student’s individualized learning needs.*

For educators to make informed decisions using data there must first be a solid infrastructure of quality, accurate data that is available and easy to access. Next, there must be robust data available within the systems that allows for the level of differentiation required to reach all students. Finally, there needs to be a deep and common understanding of the role and power of data, across all levels of the district. The responsibility for a strong data culture is shared among everyone within the district, and in order to support this, SFUSD is working to improve the many facets of data management, use and training. A strong commitment to a data driven culture is clear in every department and major initiative.

**FORMATIVE ASSESSMENTS TO HELP GUIDE INSTRUCTION**

*CLAs provide teachers with more information to help students*

During the 2011-12 school year, as part of a balanced assessment system, SFUSD implemented a district-wide initiative to administer formative assessments in Mathematics, English Language Arts and Spanish Language Arts, including modified versions for students with an Individualized Education Program (IEP). These Common Learning Assessments (CLAs) were administered three times a year at the elementary level and twice a year at the secondary level.

The district’s department of Research, Planning and Accountability (RPA) generated reports within 24 to 48 hours of administration of the assessments so they could provide teachers with information to help their students. After each CLA was administered, RPA computed academic acceleration scores (value added scores) disaggregated by school, grade, program, and ethnicity to identify models of success. This information was used to inform instruction at the classroom, grade, and school level and to help set priorities for support and professional development at the district level.

Teachers learned more about what their students were absorbing through this data; several schools have used these assessments as an opportunity for teachers to review student work together to reflect on student thinking and implications for instruction.

Anna Dearlove, a 2nd grade teacher at Glen Park, scaffolds the performance task experience for her students to set them up for success. She uses student work to promote understanding and discussion about how they attempted their work and solved the problem.

In one instance, Anna used the 3rd grade CLA performance assessment, *Counting Cookies*, “as a practice” and did not grade it. She has been impressed with her students’ response. “At first they had a hard time articulating what they know or didn’t know.” But Anna has noticed that now that these assessments have become a regular part of her instruction, all of her students “want a chance to get up there and explain their thinking.” She sees that they “respect other ways of attempting a problem” and have what she calls a “flexibility of thinking.”

Ultimately Anna says that, “performance assessments provide a window into student thinking and writing, math strategies used or un-used and higher order thinking skills. Other assessments may provide the correct or incorrect answer but not how they arrived there.”
Designing systems for using results of CLAs to improve learning

In addition to computing academic acceleration scores, RPA developed and disseminated tools to help staff use the CLA results to inform classroom practice and improve instruction. For example, they developed and disseminated an Assessment Newsletter in the spring of 2012; they facilitated data workshops with the Instructional Reform Facilitators to analyze CLA data with a focus on strengths and best practices to help modify instruction; and, in partnership with the Mathematics and Science Department and school sites, they published the SFUSD Elementary Mathematics Newsletter containing a collection of instructional tips and resources for utilizing CLA results, and reengagement and re-teaching strategies.

PALS offers new tool for Pre-K teachers

Brand new to SFUSD this year, the Phonological Awareness Literacy Screening (PALS) assessment is providing information about preschoolers’ developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children’s specific needs.

The assessment is administered to four-year olds in the fall of PreK, in order to guide instruction in that school year. A second administration in the spring of the PreK year serves to evaluate progress and provide a growth measure for the students’ Kindergarten teachers in the next fall.

During this school year, SFUSD piloted use of PALS with approximately 40% of PreK students, carefully evaluating its impact on student learning through a rigorous research protocol. Beginning in the fall of 2012, all PreK students in the district will be assessed through PALS, and SFUSD will have a strong baseline for their PreK student achievement.

IMPROVING DATA SYSTEMS

Student Data Redesign underway to manage and use data across SFUSD with ease and accuracy

At the very core of effective data use, are the systems that collect, organize and provide access to information on SFUSD students. SFUSD is committed to using data to drive decision making and improve instruction for students, and a first step in that process is building a new Student Information System or SIS. During the 2010-2011 school year, the Board of Education voted to pursue implementation of an improved SIS that would undergird the entire data infrastructure of the district, called the Student Data Redesign Project; this year was the first year in the 5-year implementation plan.

The methodology underlying the project is that in order to inform instruction and be able to provide the differentiation needed to meet individualized student learning needs, we need accurate data underlying all our systems. For example, Data Director—the district’s student data performance and analysis tool—relies on data from the SIS.

The Student Data Redesign Project addresses how we manage and handle data across the district with a focus on quality and accuracy.

The first major step in this process, and the focus area of the past school year was enrolling data managers across the district, understanding their needs, and learning about the barriers to quality data management. To accomplish these tasks, the Information and Technology Department hired three
certificated staff, who are working directly with school sites, to gather information on data needs and challenges in order to build the requirements and inform the technical infrastructure of the new SIS. These certificated staff members understand the needs and perspectives of the instructional staff and are building a communication bridge between IT and the school sites.

In the next phase of the project, programmers and database managers will be hired to begin building the infrastructure that will prepare the district for the transfer to the new SIS.

Special Education Information System coordinates services for students with IEPs

Another foundational system for student data is the district’s Individualized Education Program (IEP) software, which manages the Individual Education Programs for Special Education students. This year, through the collaboration of the Special Education and Information Technology Departments, SFUSD transitioned to a new IEP software solution called Special Education Information System (SEIS).

A challenge to the pursuit of inclusive practices is that all teachers—General Education and Special Education—need access to the IEP information for Special Education Students. Along with the access challenge, is one of ease of use and understanding; General Education teachers new to inclusion practices may not be familiar with the systems or information. However, they need the data and reports in order to best serve students with IEPs.

The new SEIS has many advantages that help all teachers accurately meet the needs of students with IEPs. One major advantage of the new system is that it allows for collection of more and accurate data, which is accessible in real-time from the system. With this new level of accessibility, reports are accurate and up-to-date, which allows for better more timely decision making. The software also has strong compliance monitoring capabilities.

Changes in an IEP often require adjustments on the part of all of a student’s teachers, and with this system that crucial information is now at their fingertips. In addition, the system allows for the Special Education Department to better support staff serving students with IEPs.

DATA DRIVEN DECISION MAKING

Identifying and supporting long-term English Learners to help them achieve English proficiency

The California English Language Development Test (CELDT) provides a wealth of data on the performance and growth of English Learners (EL). This year the Multilingual Pathways Department (formerly English Learner Support Services) began using CELDT data in new ways. In addition to assessing the English proficiency of all EL students, CELDT data was used to identify potential LTELs who were not showing progress on the CELDT in their 4th or 5th year as an EL as well as LTELs who have been enrolled as ELs for five years or more.

Armed with data on both potential LTELs and actual LTELs, schools can change instruction based on CELDT data to match the needs of students who are not moving toward English proficiency. Early identification of potential LTELs and better understanding of the needs of current LTELs will decrease the number of actual LTELs over time.
**English Learner Pathways improved by data analysis**

As a district devoted to meeting the diverse needs of its English Learner (EL) population, SFUSD is using EL achievement data (CELDT, CST and reclassification rates) over multiple years to inform improvements and expansion of pathways for ELs. These pathways include Dual Language Immersion, Biliteracy, English Plus and Newcomer.

SFUSD, in partnership with Stanford researchers has begun using data analysis to make modifications to existing EL pathways that would continue to move ELs toward English proficiency while developing their primary language skills whenever feasible.

Next year, school sites will have access to data on how well ELs are performing in their respective pathway as compared to the whole district. This data will guide sites to make instructional changes to better support ELs within their pathway so that ELs can gain access to the core curriculum and attain English proficiency.

**ENGAGING FAMILIES THROUGH MAKING DATA MORE ACCESSIBLE**

**Report cards now show English Language Development progress of English Learners**

SFUSD knows that parent and family support for students is critical to their success in school. One main method for families to understand a student’s progress in school is the student report card. In the past, it has been a challenge for families of elementary EL students to access information specifically about their Child’s English Language Development (ELD).

This year, the English Learner Support Services (ELSS) team in collaboration with the Elementary LEAD team piloted a new section of the K-5 report card that includes the progress of ELs in their language development based on their language proficiency. The ELD section of the elementary standards-based report card was translated into Spanish and Cantonese—the two most widely represented EL home languages.

Based on feedback gathered from principals, teachers and families during this year’s pilot, the ELD section will be refined, finalized and utilized district wide in the 2012-2013 school year.

**Family Liaisons help families access data and track engagement activities**

Building capacity to access and use data spans beyond the classroom; there are many other staff members as well as family and community members within a school who can help shape the educational success of students. With the specific goal of leveraging family engagement to increase student achievement, the Office of Family and Community Engagement (OFACE) began a pilot program this year designed to both discuss data with families and to track outreach activities.

This year approximately 320 families across the district were part of the Family Liaison’s data project. In the past, families interested in gaining access to their student’s data would have to be referred elsewhere within the school by the Family Liaison, who lacked the access and training to share this information. This added additional steps in the process and made accessing student data more challenging for families. By removing this barrier, SFUSD is building capacity in their Family Liaisons and helping provide more information to families about their student’s progress.
Equally important to the foundation of this pilot is the opportunity to generate data on family engagement activities. In collaboration with the Research, Planning and Accountability Department (RPA), OFACE engineered customized data entry capabilities within Data Director to allow schools to track their engagement activities with families. Family Liaisons track all interactions with select families by type, which creates a value of the total number of students “touched” by engagement activities.

To facilitate collaboration between Family Liaisons and the rest of the school staff, there is a portal that allows principals and counselors access to run reports on the engagement activities within their school.
Differentiated Central Supports

*Differentiate how central office supports schools by providing tiered interventions based on qualitative and quantitative data about the needs of the student population and the school’s academic growth indicators.*

We believe it is possible to increase the achievement of high performing students and accelerate the achievement of those currently less academically successful. SFUSD’s commitment to equity and social justice means we must differentiate how central office supports schools by providing tiered interventions to ensure that all students have everything they need to succeed, especially those who have historically not been given the opportunity to reach their potential.

To identify our historically underserved schools we used a method that clustered schools based on (a) academic performance, (b) academic trends, (c) segregation, (d) human capital, (e) student demographics, and (f) qualitative data.

From this cluster analysis, historically underserved schools were grouped into three categories based on the degree of need.

1. Schools that demonstrated the greatest need for tiered interventions to increase student learning were identified and clustered into a cohort called the **Superintendent’s Zone**.
2. Schools that demonstrated a slightly less degree of need than the Superintendent’s Zone were clustered into a cohort known as **Tier 1 Schools**.
3. The third cohort, called **Tier 2 Schools**, is a cohort of schools that require additional supports to move out of the historically underserved status but they do not require the same degree of supports and intervention as Tier 1 schools or schools in the Superintendent’s Zone.

For the 2012-13 school year, 34 schools have been identified as historically underserved and a list of these schools is provided in **Appendix A**.

*Building instructional capacity in the Superintendent’s Zone*

This year marked the second full year of implementation of the Superintendent’s Zone, a cohort of 14 historically underserved early education, elementary, middle, K-8, and high schools.

Major goals of the Superintendent’s Zone are to increase instructional capacity, accelerate student outcomes, and create sustainable best practices in schools. Innovative research-based strategies and data-driven continuous improvement processes have been identified and are being implemented to dramatically boost the achievement of students in persistently low-performing schools.

In the SFUSD Superintendent’s Zone, both the Bayview and Mission District teams have emphasized leadership development, instructional practice and materials, enhanced student supports, extended learning opportunities, and family engagement.

These components work coherently towards the goal of increasing a school’s capacity to positively impact student achievement. School leaders in the Zone have participated in a variety of professional learning activities, these include: working with external reform partners, like Marzano & Associates or Partners in School Innovation; adopting specific instructional frameworks, such as a taking a balanced literacy approach working with The Literacy Collaborative; adopting curriculum materials in
In addition, significant School Improvement Grant (SIG) funding has permitted identified schools to make even deeper investments in: instructional technology for both students and teachers; additional Academic Acceleration Teachers who can provide support and interventions to targeted students; Instructional Coaches to provide teachers with guidance in the classroom; and additional extended learning opportunities both afterschool and during expanded summer programming. SIG funding is also permitting schools to add a range of enhanced student support services, including additional mental health and case management services, and to place an emphasis on parent involvement activities and workshops on a range of topics including school governance.

During the 2011-2012 school year, the Zone teams frequently brought together principals, coaches, and community school coordinators to network and share best practices across schools. For example, K-8 principals from the Mission participated in monthly Instructional Rounds visiting each other’s schools, investigating a specific problem of practice and consulting with one another around their next level of work. Coaches came together to deepen their own knowledge base and to co-develop professional development modules for use across schools. Partners in School Innovation supported SIG schools by supporting data analysis discussions after each benchmark assessment. Community School Coordinators also met regularly to develop tools and systems for more deeply engaging parents and community based resources to assist with overcoming students’ barriers to learning.

**Transforming Superintendent’s Zone schools into community schools**

However, providing enhanced supports and interventions for students does not stop at the classroom door; schools in the Superintendent’s Zone are committed to meeting the multiple needs of students to ensure their success in the classroom. For the Zone, this means pursuing a community schools model and neighborhood improvement initiatives. Two federally-funded programs, Choice Neighborhood (Bayview) and a Promise Neighborhood planning initiative (Mission) are focused on creating a continuum of services that expand supports for children, youth, and families.

Recently, SFUSD has made the commitment to adopt this community schools approach, expanding the models that have been incubating across numerous schools in the district. The district has begun the process to hire a Director of Community Schools to lead the institutionalization of a community schools approach district wide.

Schools in the Superintendent’s Zone that receive School Improvement Grant monies have full-time Community School Coordinators that are leading the implementation of this community schools model. The first coordinators were hired during the second half of last year, but the 2011-2012 school year was the first full implementation year for this work. The coordinators partner with principals to lead the school; oversee partnership development; work towards academic alignment in extended learning; identify gaps in services; execute needs assessments; lead priority setting in family and student support areas; and create systems that increase communication and efficiency. As part of a professional learning community, the coordinators meet bimonthly to share best practices, develop common tools, and learn together; all of their work is grounded in research-based best practice.

The community schools model provides differentiated services to students through engagement of their parents and families with the resources available via community based partners. The Directors of Family
and Community Engagement, one in the Bayview and another in the Mission District, support the community schools work at a neighborhood level. This year the directors forged new partnerships, organized community meetings, and supported critical ongoing collaborations. Parent support included programming with High Expectations and Parents for Public Schools (PPS) in the Bayview, and with PPS, PIQUE, Jamestown, Caminos and Mission Graduates in the Mission.

The subsequent programming provided training for parents and caregivers around topics that addressed: school governance, curriculum, student academic progress, college-going culture, and adult education.

Collaboratively with the Community School Coordinators, the Directors of Family and Community Engagement led the professional learning cohort; hired, trained and supported coordinators and their principals; assisted in the hiring processes for principals and family liaisons; advised Zone instructional leadership teams; partnered with the Assistant Superintendents to mediate and troubleshoot between families and school sites; oversaw the implementation of a needs assessment; prioritized community schools-related work; and developed reports on family/student support services at individual schools sites.

The National Community Schools Forum was recently held in San Francisco, which featured Superintendent Garcia as a panel speaker and visitations to school sites by conference attendees to observe the current recognized work of SFUSD community schools.

**Instructional walkthroughs help teachers and principals by providing feedback and strategies**

The Middle Schools Area Team is focused on raising the quality of achievement and performance across all middle schools in San Francisco. A major focus of this school year is to institute rigorous instructional walkthroughs at the schools to assess implementation of instructional practices and assist school site leadership in developing their instructional programs. Instructional walkthroughs help schools providing instructional interventions to meet the needs of their students and increase student achievement.

As part of the walkthrough development process, the Middle Schools team recognized the need to evaluate schools based on their performance to determine the intensity and level of instructional support. The team worked with the Research, Planning and Accountability Department to devise a tiered system that identified lower performing schools.

The instructional walkthroughs consist of a diverse group of central office staff, including all Middle School Area Team members, middle school Math and ELA Teachers on Special Assignment, representatives from Special Education, English Learner Support Services, and Math and Science Curriculum and Instruction leaders.

As a team, these members conduct detailed on-site visits to assess the implementation and effectiveness of instructional strategies, such as the use of consistent blackboard configurations. There is a certain element of standardization built into the process, to ensure that while each site is differentiating to the needs of its students, there is a consistent thread of instructional coherence throughout all middle schools. Each school received detailed written feedback as well as opportunities for dialogue and support from the instructional walkthrough team.
For the tier one and two schools, this process is conducted twice per school year, with the first visit designed as a benchmark. The second visit is designed to assess progress on the feedback and recommendations of the first walkthrough. This year, every tier one and two school exhibited improvements in instructional strategy implementation between visits.

**English Learner reclassification process revised to more accurately reflect EL proficiency**

Through a rigorous analysis of English Learner achievement data that impact EL reclassification, the Multilingual Pathways Department (MPD) reviewed barriers that EL students faced in becoming reclassified. It was critical to identify these barriers in order to appropriately support ELs to achieve English proficiency and become reclassified.

The data showed that the longer students remain an EL, especially at the secondary level, the harder it is for students to become reclassified. This was compounded by the fact that all ELs must take English Language Development until reclassification, which often prevented an EL from taking electives or other courses within the limited structure of the school day.

While students were challenged in meeting the CST- English Language Arts criteria of EL reclassification, the biggest barrier to reclassification for SFUSD ELs was passing the CELDT. SFUSD cannot change the CELDT criteria for reclassification given state law; however, the district can ensure that the quality and consistency of the CELDT administration is improved (see below for more details on enhancing the CELDT).

Within the requirements of the California Education Code, the MPD developed and implemented a differentiated EL reclassification process by grade levels this school year that will reclassify more students who are truly English proficient.

**Enhancing the quality and consistency of the CELDT administration**

Given that the EL achievement data identified the CELDT as the biggest reclassification barrier, the MPD worked closely with RPA to effectively improve CELDT administration and elevate the importance of CELDT. In order to meet this goal during the next testing cycle, the district will be sharing best practices for administering the group section of the test and supporting the individual portion of the CELDT with all school sites, including ensuring appropriate testing environments.

The district will also hire more District Instructed CELDT Examiners (DICEs) using clear criteria. The cohort of DICEs will receive improved training modules on administering the CELDT in smaller groups and their work will be continuously monitored during the testing cycle.

In addition to making strategic improvements to the CELDT administration, it is also critical that families are fully informed of the importance and timing of the CELDT. The district will continue to provide workshops on the CELDT at site based English Learner Advisory Councils (ELACS) and the District English Learner Advisory Council (DELAC).

**Teacher recruitment and hiring uses single point of contact**

For several years, the Human Resources Department at SFUSD has been cultivating a “single point of contact” system to supporting teacher recruitment and hiring. This model entails providing targeted, school-by-school support through cohorts of schools, who are assigned a single HR team member to support them in developing human capital at their schools.
COLLEGE ACCESS AND PERSISTENCE

SFUSD has a vision to graduate every student college and career ready. Some students within SFUSD may be the first in their families pursuing a college education. Others may have competing family or personal demands that could potentially derail them from the pursuit of a college education. It is critical, therefore, that SFUSD take every possible action to reduce barriers that might prevent students from accessing or persisting in college. SFUSD has made incredible strides this year to increase the access and ability of students to persist in college. Based on the data of student access and persistence in college, SFUSD chose to centrally address some critical areas of college readiness, in order to better support all schools and students.

Streamlining the process for high schools submitting coursework for California State University approval

In order to qualify for UC/CSU schools, a student must graduate having completed their A-G requirements. It is the responsibility of SFUSD to ensure that the courses students complete at their high schools are certified A-G compliant. This can be a potentially huge barrier to college entrance if a student’s high school courses are not on file with the UC/CSU system.

In the past, each high school within SFUSD was required to submit their courses individually, a big responsibility for each school site that resulted in uneven results. This year SFUSD created a centralized, online system to collect the course requirements from all high schools in the spring before they are due to UC/CSU for verification. This fall all courses at SFUSD high schools were submitted centrally, and SFUSD was able to create a comprehensive high school course catalog to publicize the diverse and challenging courses students are currently engaging in across the city to meet college requirements. As a result of the attention and support of the central office, more courses were approved by UC/CSU as A-G than ever before.

Improved systems for supporting students applying for financial aid

However, it is not merely the entrance requirements that can hold students back from college entrance; the financial cost can be a huge barrier to students pursuing college degrees. Part of the process to apply for financial aid to attend college is the completion of the Free Application for Federal Student Aid (FAFSA).

This year, SFUSD applied for and was accepted into a Federal pilot program that will allow SFUSD access to the FAFSA completion information (before it was not visible to school districts, just individual applicants).

Beginning in the 2012-2013 school year, this information will allow SFUSD to target support to students who are at various stages of the FAFSA completion process—including those who have not yet started. Through this opportunity, SFUSD will be able to ensure that their students are academically and financially ready for college.
Coordination with City College ensures smoother transitions and greater opportunities for student success

Many SFUSD students attend City College in San Francisco, and it is therefore critical for the district to have a strong relationship with the college to ensure the smooth transition and continued persistence of SFUSD students. The relationship with City College is formalized through the Bridge to Success program, a three-year partnership with the Mayor’s Office and funded by the Bill and Melinda Gates Foundation. This year, two critical barriers to persistence in college have been addressed through this partnership. First, City College has adapted their registration priority to allow SFUSD graduates a higher priority and easier access to the courses they need. This has resulted in more students attending full-time; SFUSD graduates are now enrolled for an average of 12.5 credits, up from 7.9 in previous years. Full-time students have access to better financial aid packages, and are more likely to graduate from college.

Second, City College has voted to allow multiple measures for student placement in entry-level courses; this means that placement exams alone will not determine if students are required to take remedial classes. Now, in addition to placement exams, students’ high school records including CST scores, GPA and attendance can be considered when placing them in college courses.
Professional Learning Systems

Build professional learning systems to expand the capacity of all staff to increase student achievement.

To genuinely touch every student and create the types of teaching and learning environments we want to see in every classroom, we need a comprehensive, sustained, and intensive professional learning system that expands the capacity of all staff to increase student achievement.

Our professional learning model is comprised of collaborative study, one-on-one instruction, and self-directed inquiry.

Strong teachers and principals accelerate student achievement in the Superintendent’s Zone SIG schools

Last year, the focus of the work in the Superintendent’s Zone was on instituting school turnaround and transformation systems and structures. This included significant staff and leadership changes at several schools and creating the infrastructure necessary for success. SFUSD was awarded federal School Improvement Grant (SIG) monies to fund the innovation and improvement at nine specific schools in the Superintendent’s Zone. A main common goal of the Zone and of the School Improvement Grant (SIG) is to build instructional and leadership capacity at sites, so that school communities are able to develop and sustain effective instructional practices and increased student outcomes.

The Superintendent’s Zone Mission District and Bayview teams have devoted this past year to building this capacity, while

Fifth grade teachers from John Muir Elementary School, Sara Liebert (left) and Steven Tamsky, collaborate to improve literacy instruction for their students by use of a Balanced-Literacy Framework. Muir teachers are among 485 teachers and staff in the Superintendent’s Zone who receive intensive professional learning and coaching.

Mr. Tamsky: The use of balanced literacy has clarified each component of a literacy block [the part of the day dedicated to explicit literacy instruction]; it gave it definition and routine. I couldn’t see changing this; I feel like I’m really teaching literacy now. I’ve been teaching for 11 years and I can’t even think of what I was doing before.

Ms. Liebert: We’ve been able to teach literacy really well. I’ve been other places where we tried to do everything in one year. It’s impossible, we did nothing well. At Muir we’ve focused on improving one very important thing: literacy instruction. At Muir we have grade level meetings once a week and the literacy coach is with us. We look at the common core standards and data about our students’ literacy skills and backwards plan.

Mr. Tamsky: The kids are our curriculum. When you see the needs of your students in conjunction with the core standards, then you see what the lesson should be. You pick one particular skill and model it and then send kids off to do it. There is a demonstration, group practice, and individual performance.

Ms. Liebert: In balanced literacy it’s called “I do. We do. You do.”

Mr. Tamsky: It’s a way of looking at your literacy block that is really empowering to students. Kids are really excited to write.
capitalizing on the investments that SIG funds have permitted. There has been an emphasis on creating a robust professional learning program that emphasizes job-embedded learning. Every Thursday, the majority of schools participate in early release time, which facilitates extended common planning and professional development time. Within the Zone, there are content specialists and instructional coaches that work directly with school leaders and teachers to provide specialized training opportunities. One-on-one coaching sessions also help to leverage the learning from larger group sessions. Similarly, school leaders come together in regular network meetings to engage in professional learning, reflect on student performance data, discuss the efficacy of improvement efforts, and to work with external partners to deepen their own knowledge base.

In launching the Superintendent’s Zone, new job descriptions were developed for principals, teachers, and other support staff in order to attract and retain staff committed to the practices necessary to disrupt the historical achievement gaps in Zone schools. Already, improved student performance data, API growth scores, and other measured indicators are beginning to demonstrate acceleration or positive margins of improvement across many Zone schools at rates greater than district averages.

**Professional learning and coaching to better serve Special Education students**

SFUSD aims to provide instruction for students with IEPs in the least restrictive environment that meets their educational needs. This means many General Education teachers are working more with students with IEPs, and Special Education teachers are being asked to collaborate with General Education teachers more than they ever have before. The Special Education Department (SPED) has met these challenges with increased access to professional learning opportunities for all teachers—General and Special Education. Using the Cornerstone On Demand system, SPED has been able to manage and track the professional learning they offer, to learn what teachers want and need—to develop new professional learning opportunities—as well as gather feedback on the sessions they provide. SPED is also providing more communication and materials than ever before through a monthly newsletter, postings on SEIS, the intranet, and through Cornerstone On Demand.

**Leadership development for middle school principals focusing on efficacy and collaboration**

Quality schools rely on dynamic leaders that have an intimate knowledge of their student populations and the instructional strategies that will lead to increased student achievement.

In the Middle School team this year, there has been an intense focus on developing leaders to be more effective and collaborative. The development is not only focused at the principal level, but also with assistant principals; there is a new a strategy to grow and develop new principals from within the district. Next year there will be four new middle school principals, and each of them was identified from the current pool of middle school assistant principals.

**Restorative Practice training and network model build capacity of school staff to implement and sustain new approaches to student discipline**

Student discipline often results in students being pulled out of class in a punishment based system that results in significant loss of learning time. Pursuing a restorative practices model reorients a school’s discipline system to one thatputs students, their success and learning, at the forefront. The Restorative Practices (RP) team of two relies on school site staff to learn and build their own capacity to implement RP strategies at the school sites. To this end, the RP team has developed trainings and a “network model” that facilitates the kind of capacity building required to carry out this wide-scale change.
The two-day RP training was developed specifically for SFUSD by the RP team; they have adapted and customized it to the needs and context of SFUSD. Based on the landmark work of the International Institute of Restorative Practices—a partner in the development of SFUSD’s approach—the training has been refined and improved through a partnership with school sites and tailored to the population of students in San Francisco.

After the initial training, school site staff may join the Restorative Practices Network, which was started this year to help support schools implementing the approach and help foster a restorative practices community of practitioners. Network meetings are driven by the needs and interests of the participants, and allow district staff to flexibly respond to the changing demands within school sites throughout the year. Ultimately, these Network participants will become additional trainers on the RP model, which will allow for exponential growth and provide support to schools throughout the district.

*Teacher recruitment and hiring team begins orientation program for newly hired SFUSD teachers*

The Human Resources (HR) team is devoted to supporting the professional learning of teachers and school leaders to create an integrated human capital system with SFUSD that attracts and retains the best talent. Kicking off the year in 2011, HR hosted the first annual new teacher orientation event. Designed to increase the collaboration and support of new teachers, this event began the professional networks before teachers even stepped foot in the classroom. In addition to the onboarding and procedural tasks associated with a new job, this event connected teachers with support in other departments that will support teachers’ professional learning once they start. During the orientation, the HR staff collected data from the teachers through surveys, which were used in combination with hiring and retention data, along with exit surveys (also new this year), to coach and build supervision and staff development capacity with principals.

*Human Resources Department supports principals with strategic staffing*

The HR team is also working to build capacity and increase professional learning around the hiring and recruitment process by expanding and developing their series of strategic staffing workshops. Initially developed as part of a partnership with The New Teacher Project, the HR team has collaborated with other SFUSD departments to create additional learning strands that add layers of complexity for experienced administrators; and they have opened up the workshops to additional school site instructional staff that may help with the hiring process.

All this work is geared towards promoting supervision of instruction, a primary responsibility for principals. The HR team goes the extra mile to support this, helping individual schools to develop hiring plans tailored to the needs of their school community and helping principals to execute on these plans.
Tiered Support and Intervention

Provide tiered levels of support and intervention to support all students.

It is not enough for every student to be provided equal supports and intervention, because what may work for one student, may not work for another. SFUSD is committed to equity, which means every student receives the level of support and the kinds of intervention that allows him or her to be successful and achieve academically. Providing this differentiation may not look the same at all levels of the system, and some of the supports may be aimed at providing entry points for others to equitably meet the needs of students.

Supporting students as they transition to middle school

The Middle School Area team recognizes the immense challenge that students face as they transition from elementary to middle school. There are new routines and requirements, along with more challenging curriculum and different expectations. For some students this transition is less daunting, but for others the challenges can become barriers to learning. In order to alleviate those barriers and provide all students with the kind of support they need to persist and succeed in middle school, the Area Team has developed the Step Up program. Piloted in the summer of 2011 at Roosevelt Middle School, Step Up is a half-day week long summer bridge program to ensure students make a smooth transition to their new middle school. Academic activities are designed to bridge the content from elementary schools and introduce the concept of moving around between classrooms. Other activities are designed to assuage the fears of students who have to navigate a new building, take a new bus route, change classes, and meet, not just one new teacher, but many. This summer, Step Up will be implemented in nine of 11 middle schools that comprise the Area Team, with plans for all schools to participate in the summer of 2013.

Grace, 12 years old, was among the first group of rising 6th graders to participate in a week long Step Up program at Roosevelt Middle School. SFUSD is providing increased support for students at key transitions, including offering Step Up programs for incoming 6th graders at 9 middle schools in 2012.

Step Up really helped me because I wasn’t as nervous. Nervousness can make you jumpy. If you don’t feel that, there are only a few more issues you have to deal with and it gradually gets better. The program was a mix between fun and learning. It all went into one purpose which was to prepare you.

You get to know the teachers so they can be the kind of people who you go to for help – someone you’ve created a relationship with. There was an opening your locker contest and a scavenger hunt where you had to find things around the school like who the secretary was. We all read Three Cups of Tea for One Book, One School. They gave us workbooks to do over the summer to help us stay current in our learning. There were activities to help us get closer to other students, such as a cooperation game with two hoola hoops that you have to wiggle through with your partner. We learned about how in every class there would be a “Do Now” where you do what’s on the board as soon as you get into class. This was a new concept that I didn’t have in elementary school.

Step Up was a big push for the start of middle school.
This year, the Middle School Area team also facilitated articulation meetings for all the elementary school leaders in each middle school feeder pattern. During these meetings, the elementary principals and their respective middle school principal worked together to brainstorm activities that would help bridge the transition for students. They each committed to one bridging activity that would help meet the needs of their student populations.

**New tracking system for student discipline helps bring more support to identified schools**

The more students are out of class due to disciplinary measures, the less opportunity they have to be part of the learning going on in class. This can be particularly problematic for traditionally underserved populations, for which disciplinary actions have been disproportionately high.

In order to provide schools with differentiated support around student behavior, the district recognized a need to collect real time student behavior data along with a process or tool for quick analysis. The Student, Family, Community, Support and the Information Technology departments teamed up to address this challenge. As a result of this partnership, this year the district developed and rolled out an online referral form, which collects—in real time—information on student behavior and discipline. Combined with a pilot student discipline dashboard, which analyzes and reports on data collected through online referrals, the district had current and accurate data with which to make decisions and support schools.

The staff team working on Restorative Practices (RP) helped to roll out and pilot the online referral form this year, as part of their work to help change the way student behavior is managed and addressed within the district. The restorative practices approach is designed to create safe and caring school climates where students learn to take responsibility for their actions and adults have multiple strategies to effectively promote positive student behavior. At the school level, it focuses on differentiation to student needs, but the central office team has embraced the same approach to training and supporting schools with this practice as well.

**Customizing implementation plans for Restorative Practices based on individual school resources and unique climate**

This year, the RP team has done a great deal of work to customize the restorative practices approach. They have devised a “School Planning Guide” that helps schools interested in switching to a restorative practices model explore the process and make it meaningful for their school site. The School Planning Guide helps facilitate a conversation between school sites and the RP team, allowing RP to customize their approach and training to support each school’s unique climate. The school goes through a process of reflection and data gathering in order to provide details that the RP team uses to build their customized implementation plan for the school site.

*Johnathan, an eighth grade student at Everett Middle School, describes a restorative practices circle, one of several practices teachers and school counselors use to address disruptive behavior in a way that helps students learn from misbehavior.*

If there is something wrong that happens in a class, we talk about how to stop negative, loud behavior and get work done without having to be sent out of class. It’s easy. You don’t have to make a big scene about it. You can just sit in a circle and do it together with everybody instead of doing it in pieces.
New regulations and guidance counselor handbook to help students meet graduation requirements

In June 2010, new graduation requirements were adopted for all SFUSD students, beginning with the graduating class of 2014. The new requirements set the same high expectations for all students. However, the support that students receive in order to meet these requirements is not the same. This year, SFUSD wrote and approved the administrative regulations that helped schools and guidance counselors apply the new requirements and supported students to be successful in meeting them. Through extensive work with the community, multiple SFUSD departments and schools, these regulations were designed to meet the widely varying needs of the SFUSD student population by assisting guidance counselors who work with students.

As a result of the extensive work on supporting students as they navigate meeting new graduation requirements, SFUSD developed a new guidance counselor handbook—the first since 1944. The handbook provides practical demonstrations of the graduation administrative regulations, including scenarios, and is aligned to the national standards for school counseling. It was shared through monthly meetings at the school site level with principals, assistant principals and guidance counselors along with training on the handbook and related policies.

Early warning indicators help 9th graders most at risk of dropping out

One new way that SFUSD is identifying students for targeted support and interventions is through the use of early warning indicators. These indicators were designed using the most current research available on how to identify students who are not likely to graduate long before they reach their senior year of high school. All high schools now know which incoming 9th graders are at risk. After students are identified the school creates a support system for each student. While each school’s interventions may be different, the process for identification and creation of a support plan is the same. This is the first time the use of this data to inform specific actions to support 9th graders has been required across all schools.

Increasing use of effective English Language Development strategies and formative assessments

Last year hundreds of teachers were trained on the essential elements of effective English Language Development (ELD) and the district developed ELD lesson plans. Based on language proficiency and elementary grade levels, these lesson plans were provided to help teachers structure their daily ELD lessons. Building upon last year’s work, MPD continued to provide ELD training and began developing and implementing formative assessments. These assessments helped teachers monitor students’ growth in ELD and inform necessary adjustments to classroom instruction. Next year, the focus will be providing training and tools on Specially Designed Academic Instruction in English (SDAIE) for ELs to ensure that students are receiving the support they need to gain access to grade level core curriculum. Many of the essential elements and strategies of effective ELD are similar to the critical elements of SDAIE and are therefore easily transferable to instruction in all academic subject areas.

Broadband in the classroom

Last year the Information and Technology (IT) Department completed an ambitious project called Fiber WAN to ensure every school building in SFUSD had at least some connectivity to access web-based tools and technology solutions. However, they knew that stopping at the school building would not be enough to allow students the access to web-based programs and tools that would enhance their learning. Web-based software and instructional tools can provide tiered interventions in the classroom,
allowing students at different paces to access information at their own speed; it allows another layer and kind of instruction to take place simultaneously.

This school year the IT Department began a new initiative called “Broadband in the Classroom,” designed to bring internet connectivity to the classroom, which would allow the use of instructional software and tools that require internet access. Currently, the team has completed 10 schools, and plans to add an additional 1-2 schools per week, with all schools scheduled for completion by August 2013. The work is labor intensive, as the team works with each school individually to assess their software and connectivity needs and then build and implement a custom solution.
Specially Designed Instruction

Provide students with disabilities specially designed instruction in the least restrictive environments.

Special Education at SFUSD is at a turning point. There is a commitment from the district to change the approach to Special Education from being a “place” to a service, which some students require; the level of service may change throughout a student’s career. This shift in mindset has been the motivation for a dramatic multi-year redesign of the Special Education Department, including the way students with disabilities are served and the skills and strategies of all teachers within SFUSD. In the end, all students with disabilities—approximately 11% of the SFUSD student population—will be served to the highest possible standard and within the least restrictive environment.

Restructuring Special Education Department

Providing students and schools with the quality services and supports to be successful begins with an exceptional team of professionals at the central office. In services of that goal, the Special Education Department focused on restructuring their department to ensure alignment with other district resources and supports and also to supply the kind of assistance schools need to implement their special education services.

This work began in the 2011-2012 school year with the selection and appointment of a new Assistant Superintendent of Special Education, Dr. Elizabeth Blanco. Along with this transition the roles of the Special Education Leadership Team were redefined; this was critical to identifying the ways the team would work together to support inclusive practices and student achievement.

The department hired a budget analyst, whose sole function is to support principals and administrators understand, utilize and leverage their budgets for maximum special education efficiency. With a background from the business world, the new analyst brings a wealth of budget modeling and projection experience that will help the department and school ensure they can provide the highest level of service possible, even in the face of declining resources.

Together with the Leadership Team, the budget analyst is currently working to build cost effective models, particularly for inclusion practices; along the way efficiencies and savings are also being identified. All of this work is helping to bring standardization across the work at school sites, which will help ensure that all students have the access and support they need to succeed.

The department has embraced the area team structure, aligning their special education support to schools with the area team assignments and configuration with minimal overlap. This has led to the creation of new roles and new assignments for the special education services staff. To reduce variation and create singular expectations, all of the school support staff has been placed under a single supervisor.

This alignment has created a better understanding and integration with the area teams and area assistant superintendents, which is especially crucial as special education shifts to inclusive practices and greater coordination with general education services becomes a necessity.

Schools are noticing this shift and participating more in the inclusive practices work, which provides greater opportunities for their students.
Expanding inclusive practices

The accomplishments of the 2011-2012 school year demonstrate a huge shift in the mentality and approach to special education within the district; this year there were four demonstration sites for inclusive practices. With the increasing prevalence of inclusive practices, special education is truly shifting from a “place” to a service.

During this year, every school made a switch to have some students served through an inclusive model. Much of this work has happened through a partnership between the Special Education Department and the Educational Placement Center (EPC).

Another partnership with the Early Education department has led to a dramatic increase in the number of pre-kindergarten students accessing typically developing peers through an inclusive model.

Communicating with teachers and principals about Special Education services

With all of the changes, improvements, services and supports that Special Education has enacted this year, communication became a critical factor for the work; if the right messages didn’t reach the right people, then students would not get the support they needed to be successful.

To achieve the necessary flow of information the department created a multi-pronged communication approach to reach as many staff and schools as possible. Examples of this new approach include:

1. posting messages on the home page of the new IEP management system, SEIS, to communicate with teachers who use this system daily or weekly to manage IEPs for students;
2. enhancing the intranet site, an internal website available to all SFUSD staff and teachers; and
3. creating an electronic newsletter that contained all relevant and timely information for regular distribution to staff and schools.
Most important, across all these communication methods and even through one-on-one conversations, the department provided consistent messages by communicating internally with their department staff to ensure everyone knew and understood the same information.

**Collaborating with Human Resources to provide teachers with training and certification**

This year the Special Education Department and Human Resources worked together to address some of the staffing issues that can hinder the success of special education reforms.

One major hurdle that HR continues to support the Special Education Department with is redesigning the credential area. This work centers around standardizing the requirements, job descriptions and work of special education staff to create consistency and to ensure staff can meet the needs of SFUSD’s student population. For example, one major accomplishment was to standardize the hours for paraprofessionals, who are instrumental to the delivery of special education services.

There are many additional certifications that are available for special education teachers to pursue that allow them to broaden their horizons and learn new and better ways to support students. However, the logistics of registering, attending and documenting these certificate programs can become prohibitive. This year HR took the initiative to organize and coordinate an Autism Spectrum Certification program for teachers. By combining this and offering it internally, through a partnership with state college, the district was able to easily and seamlessly provide an opportunity to our teachers, while saving money; the course cost less to offer in bulk than a scenario where each teacher was reimbursed individually.

This year 45 teachers completed the certification and there are more interested for next year. With more teachers trained in the skills and techniques to support students with Autism Spectrum Disorders, SFUSD is offering better, more differentiated services and interventions to its students.
PreK-3rd Alignment

Create a coherent and cohesive continuum of instruction between preschool and elementary school with a specific focus on preschool through third grade.

Quality early education has been proven time and again to have a significant impact on students’ abilities to persist and achieve throughout their careers in school. The benefits of quality preschool experiences for low-income children have been researched and documented to such an extent that they are largely incontrovertible. As a result, increased participation in high quality preschools is a promising solution to closing the achievement gap.

However, additional research solidly indicates that the positive effects from students’ participation in a quality preschool exist within a limited timeframe. Educators, policymakers, and researchers have been long stymied by a fade out effect: the tendency of the positive effects to wash out by the time the children who had successful preschool experiences reached the third grade.

The solution to this fade out effect, successfully modeled in a number of districts across the United States, is a PreK-3rd framework, in which preschool and early elementary grade teachers work closely together to align curricula, methodology, and assessments. School districts serving low-income children have shown extraordinary results in student outcomes after implementing a PreK-3rd system.

San Francisco intends to become one of these leading districts by implementing an authentic PreK-3rd system that:

- aligns educational strategies and resources within and across grades;
- aligns standards, sequenced curriculum, instruction, and assessments;
- provides joint planning and shared professional development for all PreK-3rd teachers and staff;
- develops and sustains strong administrative leadership; and
- provides support services that align to the District’s educational mission and strategic plan.

Implementation of a PreK-3rd model is a concrete, actionable step that SFUSD is taking to actualize the foremost goal of SFUSD’s strategic plan: closing the achievement gap.

Meaning and articulation of PreK-3rd alignment

The commitment to a PreK-3rd alignment is greater than just SFUSD’s; it is increasingly becoming a city-wide commitment and the Early Education Department is coordinating and leveraging the resources of the whole city to pursue this goal.

The department is working with multiple city organizations and agencies to ensure that the meaning and articulation of the alignment plan addresses the needs and concerns of the entire community. Much of this coordination work is happening through a partnership with First 5 San Francisco, an organization dedicated to supporting San Francisco’s families and young children, from prenatal to five years of age.

In 2011-2012 collaborative work culminated in a city-wide PreK-3rd Summit, which brought together the community members, experts, funders, local government personnel, and others with a stake in ensuring quality PreK-3rd services for all of San Francisco’s youth.

An integrated, unified early education team is supporting the development of burgeoning city-wide milestones; partners are gaining clarity and are beginning to be on the same page with regard to the challenges the city is facing, the tasks at hand, and the work ahead.
Implementing a five year plan for Early Education

A major outcome of the work with community partners around meaning and articulation this year is the development of a comprehensive five-year plan to redesign the early education services in SFUSD, creating PreK-3rd alignment.

The plan outlines the steps and actions to achieve this alignment and improve the learning opportunities for all students enrolled in SFUSD PreK.

This plan was a major accomplishment, in that it created transparent strategies and goals for meeting ambitious targets, a number of which will require the support and active involvement of many people throughout SFUSD and the community.

Integrating and aligning PreK with elementary schools

As part of the goal to increase PreK-3rd alignment, greater emphasis needs to be placed on the learning and development of PreK students. The Early Education team recognized this as a critical factor in their five-year plan; they were also aware that this transition would take time.

Beginning a pilot phase during the 2011-2012 school year the team began integrating PreK into elementary schools; this year four elementary schools piloted the integration of PreK into their elementary program.

To be successful at this transition, these principals needed to take on new leadership roles, overseeing new staff and new instructional models. For many, this meant a great deal of professional development for administration and school staff, in order to make sure everyone would be successful in the new configuration.

In addition to the regular school day, the integration and structural alignment of PreK with elementary schools extends to after school programs as well. Working in a close collaboration with Excel and Student Support Services the Early Education team is pursuing a goal of aligning all afterschool programs under one office; currently PreK after school programs reside in the Early Education Department.

As a major first step, this year the Early Education and Student Support Services implemented a joint application process, which is helping to streamline the process for families and ensuring students have access to the best possible programs.

Until full integration of programs is achieved, the focus is on aligning the curriculum and funding sources to create better alignment between the school day and afterschool and make it a more rigorous experience for all students, PreK-5. This work will continue with the identification of an Out-of-School Executive Director, for which the hiring process has begun. To goal of this new hire will be to further streamline the structure and process, and assist in aligning the programs to in-school curricula.
Resources and funding support for Early Education

The redesign of Early Education is an example of a strong partnership between the district’s development and programmatic work. Working collaboratively, the Grants team and the Early Education team have worked together to develop the five-year plan, resource that plan by connecting with interested funders and then report on that work annually. Currently, thirteen funders underwrite the Early Education work. Through the development of an integrated plan, there is clear delineation of the areas of work so that each funder can access and support the areas of greatest interest to their foundation.

The Grants team is working to develop an annual report card for Early Education implementation, which will help facilitate follow-up with funders along with management and evaluation of the work happening on the ground.

This is just a snapshot of the PreK-3rd work; a PreK-3rd annual report with milestones, indicators, and outcomes will be available later in the year.
DIMINISHING RESOURCES

Although local, state and federal dollars support public schools, the majority of funding for schools comes from the state budget. While striving to meet the goals of its strategic plan, SFUSD has simultaneously been faced with the most drastic budget cuts in 40 years.

SFUSD developed guiding principles for our budgeting to assure the best possible alignment between our strategic priorities and limited available funding. With these principles listed below we strive to keep improving student learning and opportunities; however, it is also important to recognize the reality that all SFUSD schools and departments are under-resourced compared to most similarly sized districts across the country.

Guiding Principles for SFUSD Budget Decision-Making

- **Consider students with the highest need** – To the greatest extent possible, prioritize resources and services to students with greatest academic needs

- **Prioritize services directly impacting achievement** – Focus on strategic priorities

- **Be willing to change the status quo** – Reduce investments that haven’t shown enough results and focus resources on research-based initiatives

- **Plan thoughtfully** – Consider short- and long-term impact of cuts and how other funding sources can help reduce the impact

- **Keep SFUSD financially healthy** – Maintain solvency, avoid state takeover and survive to see better times ahead

- **Engage the community** – Provide meaningful opportunities for stakeholders to inform budget decisions at schools and at the district level

- **Fight for long-term solutions** - The SFUSD community can lead the call for systemic change to fund schools adequately

Since 2007, the dollars per student for days attended (ADA) district revenue limit funding from the State of California has decreased significantly without any cost of living adjustments.
California’s K-12 spending per student lags behind that of the rest of the U.S. more than at any time in 40 years.
MEASURING PROGRESS

We help students every step of the way, from preschool through graduation and enrollment in college or postsecondary training. Each year we report on how our students are progressing using a few key milestones.

While everything that is important cannot be measured, our six key milestones are the non-negotiable performance indicators we will closely monitor by key subgroups to evaluate our work, correct course and ensure all students are succeeding.

SFUSD has been making steady gains overall. On our API, we are close to reaching the state target of 800. Time spent in school for historically underserved subgroups—African-American and Latino students—is on the rise as indicated by reductions in suspensions and expulsions. The achievement gap between African American and Latino students and the district average is narrowing slightly by most measures K-8. However, the rate of growth is not what it needs to be.

We invite you to review these key milestones and process measures included here as well as more data available online at the SFUSD District Data Center.

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**Overall Measure: 2010-2011 School Year**

State accountability results focus on how much schools are improving in year-to-year academic growth. The Academic Performance Index (API) is the cornerstone of the state’s academic accountability requirements. Its purpose is to measure the academic performance and growth of schools. The API is a numeric index (or scale) that ranges from a low of 200 to a high of 1,000. A school’s score or placement on the API is an indicator of the school’s performance level. The statewide API performance target for all schools is 800.

**Key Milestones Results: 2010-2011 School Year**

**Kindergarten Readiness**

This is the first time assessment data has formally been gathered for PreK students; they were assessed using a literacy-focused assessment called Phonological Awareness and Literacy Screening (PALS). Of the 30% incoming Kindergarteners tested, approximately 59% were deemed proficient per the PALS assessment, i.e., they mastered six of eight literacy areas. While the data begins to paint a picture of the needs and readiness of our youngest students, it is only a partial snapshot this year. In future years, the number of students assessed and the nature of assessments will expand. By the 2014-2015 school year, all SFUSD PreK students promoting to Kindergartener will be assessed via three tools, and Kindergarten readiness will be determined by these three combined indicators:

- Phonological Awareness and Literacy Screening (PALS), a literacy-focused assessment;
- Desired Results Development Profile (DRDP), a developmental assessment; and
- Ages and Stages; a developmental assessment administered by parents or caregivers.
CALIFORNIA STANDARDS TEST RESULTS FOR 4TH AND 8TH GRADE

The California Standards Test (CST) are criterion-referenced tests that assess the California content standards in ELA, mathematics, algebra as well as other subjects.

While we look at the results of the CSTs for every grade level, subgroup and school, for these key milestones, we are sharing the CST results in English Language Arts and math for 4th grade and English Language Arts and Algebra for 8th grade because these are regular intervals in a child’s pre-K-12 journey that can indicate growth or challenges across the elementary and middle school spectrum in core content areas.
**THE CAHSEE**

All California public school students except eligible students with disabilities must satisfy the California High School Exit Examination (CAHSEE) requirement in order to receive a high school diploma.

The CAHSEE has two parts: English-language arts (ELA) and mathematics.

- The ELA part addresses state content standards through grade ten. In reading, this includes vocabulary, decoding, comprehension, and analysis of information and literary texts. In writing, this covers writing strategies, applications, and the conventions of English (e.g. grammar, spelling, and punctuation).

- The mathematics part of the CAHSEE addresses state standards in grades six and seven and Algebra I. The exam includes statistics, data analysis and probability, number sense, measurement and geometry, mathematical reasoning, and algebra.

The test is administered for the first time in 10th grade and students who do not pass it the first time may continue to take the exam in subsequent years. Students who pass the ELA and math sections of the CAHSEE in 10th grade are more on track to graduate.
**Students Graduating with A-G Requirements Met**

The California State University system has a course sequence known as “A-G” that incoming students are required to have taken as one of several criteria for admission. SFUSD has committed to ensuring that by the graduating class of 2014, all students, with the exception of some students with IEPs and newcomer students, will have taken the A-G coursework as a requirement of graduation so that they may have the option of attending a California State University/University of California. Meanwhile, several things are happening with the high school course offerings to align them with these A-G requirements and to track student completion accurately.

**Students Enrolled in Postsecondary Institutions**

SFUSD aims for students to graduate college and career ready. To monitor how many of our graduates are enrolled in post-secondary institutions, SFUSD subscribes to the National Student Clearinghouse. More than 3,300 colleges and universities, enrolling over 96% of all students in public and private U.S. institutions, participate in the Clearinghouse. SFUSD receives a report on the percent of former students enrolled in a Clearinghouse college or university. Many forces around college entrance are beyond our control, such as the shrinking availability of seats at state universities due to budget cuts; however, SFUSD strives to support students in attending postsecondary institutions.
Time spent in school for historically underserved subgroups - African-American and Latino students - is on the rise as indicated by reductions in suspensions.
APPENDIX A

To identify our historically underserved schools we used a method that clustered schools based on (a) academic performance, (b) academic trend, (c) segregation, (d) human capital, (e) student demographics, and (f) qualitative data.

From this cluster analysis historically underserved schools were grouped into three categories based on the degrees of need.

1. Schools that demonstrated the greatest need for tiered interventions to increase student learning were identified and clustered into a cohort called the Superintendent’s Zone.
2. Schools that demonstrated a slightly less degree of need than the Superintendent’s Zone were clustered into a cohort known as Tier 1 Schools.
3. The third cohort, called Tier 2 Schools, is a cohort of schools that require additional supports to move out of the historically underserved status but they do not require the same degree of supports and intervention as Tier 1 schools or schools in the Superintendent’s Zone.

<table>
<thead>
<tr>
<th>Elementary / K8</th>
<th>Middle</th>
<th>High</th>
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<tbody>
<tr>
<td><strong>Superintendent’s Zone</strong></td>
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<tr>
<td>greatest need</td>
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</tr>
<tr>
<td>2. Carver*</td>
<td></td>
<td>13. Mission*</td>
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<tr>
<td>3. Chavez*</td>
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<td>14. O’Connell*</td>
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<td>4. Drew</td>
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<td>5. Flynn</td>
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<td>6. Harte</td>
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<td>7. Malcolm X</td>
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<tr>
<td>8. Muir*</td>
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<tr>
<td>9. BV/Mann K8*</td>
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<tr>
<td>10. Revere K8*</td>
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<tr>
<td><strong>Tier 1</strong></td>
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<tr>
<td>slightly less degree of need than Superintendent’s Zone</td>
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<tr>
<td>1. Cleveland</td>
<td>10. ML King</td>
<td>12. ISA</td>
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<tr>
<td>2. El Dorado</td>
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<tr>
<td>3. Glen Park</td>
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<td>4. Hillcrest</td>
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<tr>
<td>5. Sanchez</td>
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<td>6. Serra</td>
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<td>7. Tenderloin</td>
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<td>8. Webster</td>
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<tr>
<td>9. Carmichael K8</td>
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<tr>
<td><strong>Tier 2</strong></td>
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<tr>
<td>slightly less degree of need than Tier 1</td>
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<tr>
<td>2. Fairmount</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Parks</td>
<td></td>
<td></td>
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<tr>
<td>4. Starr King</td>
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</tbody>
</table>

* Receive funds from the Federal School Improvement Grant (SIG)

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2 CST proficiency in ELA and Math (2011), API (2011 API Growth), and academic productivity in ELA and Math (2011). Academic productivity was estimated using a statistical model that compares student outcomes on the CSTs with outcomes of students with similar prior achievement and similar demographics. Highly productive schools had students who achieved higher than similar SFUSD students, and low productive schools had students who achieved lower than similar SFUSD students.

3 API net gain (5 years).

4 Percent African-American and Latino students.

5 Teacher turnover (3-year average), and average years of teacher experience.

6 Percent special education, percent English learners, percent entering students (elementary) below 76th percentile on Brigance, percent entering students (grades 6 or 9) below proficient in CST ELA, and percent entering students (grades 6 or 9) below proficient in CST Math.

7 Percent reporting school as “safe all of the time” on 2008 School Climate Survey, and 2009-10 suspension rate.
## Glossary of Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</table>
| A-G Course Requirements                        | These are the courses that students must pass in order to be eligible for admittance to any of the University of California campuses or any of the California State Universities: a. History/Social Science – 2 years  
  b. English – 4 years  
  c. Mathematics – 3 years  
  d. Laboratory Science – 2 years  
  e. World Languages – 2 years  
  f. Visual and Performing Arts – 1 year  
  g. Other College Preparatory – 1 year |
<p>| Baseline data                                  | Baseline data is basic information gathered before a program begins. It is our starting point. We use this data as a comparison for assessing the impact of a program over time. |
| Benchmark                                      | A standard used for comparison.                                                                                                                                                                      |
| California High School Exit Exam (CAHSEE)      | The CAHSEE is a test created by the California Department of Education. All California high school students are required to pass the exam in order to graduate. The exam tests students in the areas of reading, writing, and mathematics. |
| CELDT                                          | California English Language Development Test. This test is California’s formal assessment of a student’s proficiency of English status across several domains. The performance of English Learners on this test determines a district’s status in meeting language proficiency targets for students. |
| Common Core State Standards (CCSS)             | The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. |
| Core Curriculum                                | In education, a core curriculum is a curriculum, or course of study, which is deemed central and usually made mandatory for all students of a school or school system. Core curricula are often instituted, at the primary and secondary levels, by school boards, Departments of Education, or other administrative agencies charged with overseeing education. In California, core curriculum includes language arts, mathematics, science, history/social science, visual and performing arts, and world languages. |
| CST                                            | California Standards Test. The state of California has adopted academic standards which describe what students should know and be able to do in each grade and subject. CSTs measure how much progress a student is making towards those standards. Results of these tests are used to determine if a school/district has met state and federal accountability requirements. |
| Culture                                        | Predominant norms, values, and attitudes that define and drive behavior in the district.                                                                                                                 |
| Curriculum                                     | Coherent, sequential set of guidelines specifying the content, knowledge, and skills that all students are expected to learn, over time, in a thoughtful progression across grades. |</p>
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Term used by the California Department of Education to describe students who are in the process of acquiring English as a second language and have not yet reached Fluent English Proficient status.</td>
</tr>
<tr>
<td>Goal</td>
<td>The result toward which effort is directed. (broad, general intentions, intangible, abstract, cannot be validated)</td>
</tr>
<tr>
<td>Individualized Education Program (IEP)</td>
<td>An Individualized Education Program (IEP) is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP.</td>
</tr>
<tr>
<td>PELP</td>
<td>The Public Education Leadership Project (PELP) is a joint initiative of the Harvard Graduate School of Education and Harvard Business School.</td>
</tr>
<tr>
<td>Professional Learning</td>
<td>A system for professional learning includes workshops/training, collaboration, and coaching focused on the application of knowledge in authentic situations.</td>
</tr>
<tr>
<td>Resources</td>
<td>People, money, technology, data, etc. necessary to implement priority actions and execute the strategy to support teaching and learning.</td>
</tr>
<tr>
<td>Smarter Balanced Assessment Consortia (SBAC)</td>
<td>SBAC is a state-led consortium developing assessments aligned to the Common Core State Standards in ELA and mathematics that are designed to help prepare all students to graduate high school college-and career-ready.</td>
</tr>
<tr>
<td>Specially Designed Instruction</td>
<td>Adapting instruction as appropriate to address the unique needs of the child that result from the child’s disability and to ensure access to the general curriculum so that the child can meet the educational standards that apply to all children.</td>
</tr>
<tr>
<td>Stakeholders</td>
<td>People and groups inside and outside the district – district and school staff, governing bodies, unions and associations, families and family organizations, civic and community leaders and organizations.</td>
</tr>
<tr>
<td>Strategy</td>
<td>Broad set of coherent actions a district deliberately takes to provide capacity and support to the instructional core with the objective of raising student achievement district-wide. These broadly defined actions lead to a set of specific action steps.</td>
</tr>
<tr>
<td>Structures</td>
<td>Organizational arrangements and relationships that enable individuals to perform priority action steps. Help define how the work gets done. Includes how people are organized, who has responsibility and accountability for results, and who makes or influences decisions.</td>
</tr>
<tr>
<td>Superintendent Zone</td>
<td>The Superintendent Zone is a cohort of 14 historically underserved elementary, middle, K-8, and high schools.</td>
</tr>
<tr>
<td>Systems</td>
<td>Processes and procedures through which work gets done. Systems are built around functions such as resource allocation, organizational learning, measurement and accountability.</td>
</tr>
<tr>
<td>Theory of Change</td>
<td>SFUSD’s collective belief about the causal relationships between certain actions and desired outcomes. This theory links our mission with the strategy we will use to increase student achievement.</td>
</tr>
<tr>
<td>Underserved Students</td>
<td>Students performing Below Basic or Far Below Basic on the California Standards Test and other equivalent assessments administered by the District.</td>
</tr>
</tbody>
</table>