Our Vision for Student Success

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

Who We Serve

- K–12 Schools and Early Education Schools: 131
- Students Enrolled: 54,200*
- English Language Learners: 27%
- Special Education Students: 11%
- Free and Reduced-Price Lunch (Low-Income): 61%
- Average Years of Teacher Experience: 12

*not including charters

Mission

Provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that each student can achieve his or her maximum potential.

Our Goals

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

2. Student Achievement - create learning environments in all our schools that foster highly engaged and joyful learners and that support every student reaching her or his potential

3. Accountability - keep our promises to students and families and enlist everyone in the community to join us in doing so
Sports, Libraries, Arts, Music, and Student Support
The Public Education Enrichment Fund (PEEF) is a City Charter amendment passed by voters in March 2004 that guarantees city funding for public schools and preschools through 2015. The Fund includes support for arts, music, sports, and library programs; provides universal access to preschool; and supports other essential educational programs. Funding is shared by SFUSD and First 5 San Francisco. Because of this enrichment fund, every public school student has access to a part-time librarian as well as arts and music instruction and students with the greatest need have on-site social workers and nurses to provide comprehensive wellness services.

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

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

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

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

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

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

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

Two-thirds of the funding from the Quality Teacher and Education Act pays for teacher compensation, training and support, including across-the-board salary increases and hard-to-staff school bonuses for teachers.

Everyone plays an important role in educating our city’s children and San Francisco voters demonstrate time and again how much they value our schools and our children. With a large number of priorities and shrinking public funds, focusing on our priorities and identifying additional resources is even more critical than ever.
Our Progress

Through the support of our community, SFUSD has been making steady gains by most measures. In this report you will see how our students are progressing in a few key quantitative measures that represent preschool through graduation and enrollment in college and read about some of the priority work that has taken place this past school year. While the district is focused on all aspects of helping children learn and grow, for this summary we have chosen to share some highlights that exemplify our work in strengthening the instructional core with the objective of raising student achievement district-wide.

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.

We invite you to review these key milestones and process measures included here as well as more data available at www.sfusd.edu/data

Every step of the way ... from elementary school ...

### CALIFORNIA STANDARDS TEST RESULTS FOR 4TH AND 6TH 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.
Our Focus

**Strengthening** the PreK-12 instructional core for all students.

**Deepening** and institutionalizing a culture of continuous improvement in service of all students.

Four Guiding Questions

1) What do we expect students to learn?

2) How will we know if they are learning?

3) What will we do when students are already proficient?

4) How do we respond when students don’t learn?

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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. While Algebra proficiency is going down, the participation rate is going up.
**Our Work**

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

The Common Core State Standards (CCSS) more clearly define what it means to be an academically literate person in the twenty-first century. They embrace elements that transcend subject matter, requiring significant student collaboration, fluency with multimedia and technology, the development of strong complex reasoning, and problem solving and communication skills.

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

To make informed decisions using data there must first be a solid infrastructure of quality, accurate data that is available and easy to understand. SFUSD is working to improve the many facets of data management, use and training. A data-driven culture is clear in every department, school and major initiative.

SFUSD is administering 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) are administered three times a year at the elementary level and twice a year at the secondary level. Schools have used these assessments as an opportunity for teachers to review student work together to reflect on student thinking and implications for instruction.

**Providing tiered levels of support and intervention to support all students.**

The district is the midst of 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 to support more inclusive practices, an approach where students with special needs learn side by side with non-disabled students when appropriate.

Nearly one-third of students in the district are English Learners (ELs), meaning that they enter school speaking little or no English. Based on a rigorous analysis of English Learner

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**Every step of the way ... to high school ...**

**Percentage of 10th Graders Passing CAHSEE**

<table>
<thead>
<tr>
<th></th>
<th>English Language Arts</th>
<th>Math</th>
<th>African American</th>
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<tbody>
<tr>
<td></td>
<td>76.5</td>
<td>78.5</td>
<td>53.3</td>
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<tr>
<td>African American</td>
<td>80.1</td>
<td>80.3</td>
<td>58.6</td>
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<td></td>
<td>77.5</td>
<td>81.7</td>
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</tr>
<tr>
<td></td>
<td>(4,268)</td>
<td>(4,032)</td>
<td>(910)</td>
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<tr>
<td>Latino</td>
<td>63.9</td>
<td>45.3</td>
<td>(4,001)</td>
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<tr>
<td></td>
<td>64.9</td>
<td>45.3</td>
<td>(912)</td>
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<tr>
<td></td>
<td>62.1</td>
<td>49.8</td>
<td>(949)</td>
</tr>
<tr>
<td></td>
<td>(4,298)</td>
<td>(4,032)</td>
<td>(955)</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>40.5</td>
<td>58.6</td>
<td>59.4</td>
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<tr>
<td></td>
<td>46.5</td>
<td>62.7</td>
<td>(942)</td>
</tr>
<tr>
<td></td>
<td>38.1</td>
<td>62.5</td>
<td>(940)</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>66.9</td>
<td>(949)</td>
</tr>
</tbody>
</table>

**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.
achievement data and extensive classroom observations, the district is improving language program pathways and providing training to teachers in English Language development and Specially Designed Academic Instruction in English (SDAIE) to ensure that students are receiving the support they need to gain access to grade level core curriculum.

Creating 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 a significant impact on students’ abilities to persist and achieve throughout their careers in school. Increased student participation in high-quality preschools is a promising solution to closing the achievement gap. However, 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, seen 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.

PreK-3rd alignment is increasingly becoming a city-wide commitment and the district is coordinating and leveraging the resources of the whole city to pursue this goal.

Source: CST, CAHSEE & UC Eligible: California Department of Education. Postsecondary: National Student Clearinghouse.

*Data for ‘11–‘12 not available at time of publication.

Anna Dearlove, a teacher at Glen Park Elementary says, “Performance assessments provide a window into student thinking and writing, math strategies used or unused and higher order thinking skills. Other assessments may provide the correct or incorrect answer but not how they arrived there.”
Building 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.

Accelerating student achievement in the Superintendent’s Zone.

This year marked the second full year of the Superintendent’s Zone, comprised of 14 historically underserved early education, elementary, middle, K-8, and high schools. The major goals of the 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 are being implemented to dramatically boost the achievement of students in these persistently low-performing schools. The Superintendent’s Zone teams have emphasized leadership development, instructional practice and materials, enhanced student supports, extended learning opportunities, and family engagement.

Using early warning indicators to help 9th graders most at risk of dropping out.

High schools are using early warning indicators designed with 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 of dropping out. After students are identified the school creates a support system for each student. While individual student’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.

**Decreasing suspensions and increasing instructional time to maximize student learning opportunities.**

Instructional time has increased at all school levels over the last four years. In addition to addressing chronic and habitual truancy, the SFUSD has begun using Restorative Practices, both a philosophy and set of practices designed to strengthen positive school culture and to promote the use of alternative approaches to addressing harm, in lieu of suspension whenever possible.

**Supporting college access and persistence.**

It is critical that we take every possible action to reduce barriers that might prevent students from accessing and completing college. SFUSD is ensuring that the courses students complete at their high schools are certified to meet the University of California (UC) and California State University (CSU) entrance requirements by creating a new centralized online system to collect the course requirements and apply for “A-G” approval. As a result, more courses were approved by UC/CSU as eligible than ever before.

*More information about the district’s strategic work can be found at www.sfusd.edu/StrategicPlan*
Resources

Public schools 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.

2011–12 Unrestricted Budget

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<tr>
<th>Component</th>
<th>Amount</th>
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<tr>
<td>School-Based Funding</td>
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<tr>
<td>Other School-Based Instruction</td>
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<tr>
<td>Instructional Support for Schools</td>
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<td>Operational Support</td>
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<td>Central Administration</td>
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<tr>
<td>Other Financing (Sources) &amp; Uses</td>
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<tr>
<td>Salary Savings &amp; Other Offsets</td>
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<tr>
<td>Other Outgo</td>
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<tr>
<td><strong>Total Unrestricted Expenditures</strong></td>
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<td><strong>Per-Pupil expenditure of unrestricted funds</strong></td>
<td><strong>$6,422</strong></td>
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2011–12 Restricted Budget

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<td>Tier III State Categorical Programs</td>
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<td>Early Education</td>
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<td>Cafeteria Fund</td>
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<td>Special Reserve Capital Outlay</td>
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<td>Debt Service Fund</td>
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<td>KALW</td>
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<td>Self-Insurance Fund</td>
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<tr>
<td><strong>Total Restricted Funds</strong></td>
<td><strong>$276,847,078</strong></td>
</tr>
</tbody>
</table>

For more information, visit www.sfusd.edu/budget

GUIDE TO BUDGET TERMS

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

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

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

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

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

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

Salary Savings & Other Offsets
This is unspent money from unfilled positions, plus other sources.
Guiding Principles for SFUSD Budget Decision-Making

SFUSD has developed guiding principles for our budgeting to assure the best possible alignment between our strategic priorities and limited available funding. With these principles we strive to keep improving student learning and opportunities.

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

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.

*2010-11 data estimated.
Note: Rest of the US excludes the District of Columbia.
Source: California Budget Project analysis of National Education Association data
Celebrating Our Progress

Board of Education
Norman Yee, President
Rachel Norton, Vice President
Sandra Lee Fewer
Kim-Shree Maufas
Hydra Mendoza
Dr. Emily M. Murase
Jill Wynns

Superintendent
Richard A. Carranza

Deputy Superintendent for Instruction, Innovation, and Social Justice
Guadalupe Guerrero

Deputy Superintendent for Policy and Operations
Myong Leigh

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