1. SUMMARY DESCRIPTION OF LEA PROGRESS TOWARDS IMPLEMENTATION OF STRATEGIES AND ACTIONS IN THE LEA PLAN

Background Information

In May 2013, SFUSD submitted a revised LEA Plan approved by the Board of Education to the California Department of Education. The 2013-18 LEA Plan represents a continued commitment to achieving the three districts goals: (1) Access and Equity, (2) Student Achievement, (3) Accountability and developed performance indicators that reflect the district’s collective commitment to our students and families.

In 2013, SFUSD introduced *Impact Learning, Impact Lives: 2013-15 Strategic Plan*. The Plan communicates the district’s Six Strategies for Success for the next two academic years and outlines the practices SFUSD aim to embody in classrooms, schools, and central office. *Impact Learning, Impact Lives* expresses the district’s deep belief that education is the essential ingredient in providing opportunities for all children.

In the context of the 2013-18 LEA Plan, we outlined key strategic priorities to focus the work of the district and school sites toward achieving the district’s three goals. These priorities work together collectively and are all critical and necessary to achieve our vision for student success.

The End-Of-Year report summarizes the district’s work in the school-year 2014-15 in the following key strategic areas:

1. Implement the Common Core State Standards (CCSS) in English Language Arts (ELA) and Mathematics by 2014-15 and ensure the relationship between and among curriculum, effective instructional practices and assessments are understood and utilized;
2. 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 learning need and build a robust data system that facilitates data-based decision making to guide and monitor our work;
3. Provide a Multi-Tiered System of Support and intervention to support all students;
4. Ensure all students have access to quality teaching and learning by providing schools with diverse, highly qualified teachers and build professional systems to expand the capacity of all staff to increase student achievement;
5. Provide tiered levels of academic and behavior support (RTI)² to all students;
6. Create a coherent and cohesive continuum of instruction between preschool and elementary school, with specific focus on preschool through third grade framework and continue that level of work to ensure students graduate high school college and career ready.
County Schools

SFCOE instructional and professional services are part of the district provided services and are included in professional learning opportunities offered to all district teachers and administrators. County programs are part of the SFUSD High School Area Team and under the direction of the team’s Assistant Superintendent. County school staff participate in all district-wide professional development to implement the CCSS, monitor student performance to target instruction, and align site Balanced Scorecard/Single Plan for Student Achievement (BSC/SPSA) to district goals to improve student achievement. Special attention is dedicated throughout this plan to those schools and programs.

STRATEGIC AREA 1: Implement Common Core State Standards in ELA and Mathematics by 2014-15

English Language Arts
The Humanities Department began district-wide full implementation of the SFUSD ELA PreK-12 Core Curriculum. Several areas of focus have supported this work.

PROFESSIONAL DEVELOPMENT

Guiding principles for professional development in SFUSD are 1) Capacity Building, 2) Organizational Coherence and 3) Continuous Improvement. Following these principles, SFUSD has professional development plans for the implementation of CCSS and SBAC that have been developed jointly with input from various stakeholder groups. For both English Language Arts and Mathematics, two guiding principles are: 1) a commitment to teacher-developed curriculum, that supports both teacher content learning and shifts in instructional delivery; and, 2) a commitment to professional growth in the area of leadership to strengthen site-based instructional leadership teams.

These plans have been presented to all of our district stakeholders including the Board of Education, teachers, central and site administrators, parents and community members. Throughout the planning and professional development process, feedback is collected from all participants; it is evaluated and incorporated into future professional learning opportunities.

CCSS-ELA Professional Development

As the professional development was developed many centralized departments, division teams, teachers and principals were included in the planning. We used Response and Development groups at the onset to train school teams which included teachers and principals. This group provided feedback on the design of the core curriculum which influenced changes in the core components and tools used for implementation. Teacher Leadership groups continue to be key in the implementation of the CCSS.

For the 2014-15 school year teacher leaders representing elementary, middle and high schools engaged in continued learning about the shifts called for in the CCSS. The focus for 2014-15 was writing to and from sources based on an analysis of the Integrated Writing Assessment administered in Spring 2014 to all third, sixth and ninth grade students. Teacher leaders were provided with professional development on various approaches to address writing to and from sources within their ELA PK-12 Core Curriculum connected to text-dependent questions, close reading and academic discourse. They were also asked to explore various Student Work Protocols and identify the one(s) they would take back to their site to examine student work
that demonstrated writing to and from sources. In their role as Teacher Leaders they were provided with a learning menu, *Café ELA*, to assist in their site-based planning and ensure differentiation. Teacher Leaders worked at the site level to determine which areas of the Learning menu needed to be addressed at their particular site. Teacher Leaders were charged with turning in a learning plan based on the items on the menu. Centralized teachers on special assignment (TSAs) followed up with teacher leaders and the school’s leadership team, at sites to provide additional support for planning and professional development when requested based on their plans. As part of their role, Teacher Leaders were asked to gauge the implementation stage of their site using a self-assessment tool, Holistic Stages of Implementation: 2014-15, via a google form. They are also charged with posting their site collaboratively developed curriculum maps and unit plans on a centralized google doc.

Through SFUSD’s Multi-Tiered System of Support, some of our schools are identified as Intensive, which includes all of our Priority Schools identified under the School Quality Improvement System. These sites have assigned Literacy Coaches who work collaboratively with the Humanities TSAs to deliver direct professional development and coaching on-site on a weekly basis. These coaches receive support in coaching techniques as well as professional development on the CCSS shifts of focus from the lead centralized literacy coaches. The Humanities TSAs co-plan with the coaches to ensure that Intensive sites are working toward the same CCSS goals as the rest of the school district. The site coaches are then responsible for the delivery of direct professional development to their assigned site. In this way, the Intensive sites receive professional development on the CCSS that is embedded in their curriculum maps, unit and lesson plans and that is tailored to their site. The focus shifts this year have involved identifying, gathering, analyzing and evaluating evidence through the reading of complex text in writing and orally.

**CCSS-ELA (highlights)**

- Board received updates on implementation of the CCSS and this was good vehicle to provide key stakeholders to build understanding of key work in SFUSD.
- PK-12 ELA teachers and school leaders were provided with multiple professional development sessions on the CCSS which included learning about the connections between Academic Conversations and its relationship with the shifts in the ELA CCSS.
- All professional development sessions were followed with feedback forms filled out by participants and used to inform our next steps.
- 2014-15 Sites were able to select specific activities to continue implementation of the core curriculum and CCSS based on their current implementation stage. At a central level this data allowed us to identify and provide targeted support to sites.
- 2014-15 Coaches working with Intensive sites were able to provide more directed support to their assigned sites as they worked in partnership with centralized staff.
Mathematics

CCSS-Mathematics Professional Development

The purpose of math PD is to build a shared, district-wide understanding of mathematics instruction and assessment that aligns with the CCSS-M, using the standards as both the catalyst and the vehicle for change. Teachers, site leaders, and district leaders must grapple with what rich mathematics looks like in the classroom, in student work, and in curriculum and assessments. This learning is ongoing. A successful effort requires a shift in culture at the classroom, site, and district level to support continued, collaborative inquiry and growth.

A scope and sequence aligned with the CCSS-M was adopted in Fall 2012. This launched our stages of implementation, beginning with awareness in 2012 - 2013, development through 2013-2014, and beginning implementation in 2014 - 2015. 2015 - 16 and beyond will be transformation, putting all our schools on track for continuously refining teaching and learning.

By using a teacher leader model, 3-5 math teachers from each site participate in district professional development guided by teachers on special assignment. Site teachers are responsible for bringing this learning back to their respective sites, and supporting capacity building alongside their peers. Facilitated by teacher leaders, all math teachers at each site dedicate a minimum of 60 minutes per month to collaborate around implementing CCSS mathematics, including both content and practice standards. To this effect, teacher leaders build their own content knowledge and their own capacity as leaders, while supporting the learning of their peers.

There are currently 446 teacher leaders representing all of our schools. As we consider mathematical change for all students and all schools, we are working to extend beyond our historic pattern of volunteerism.

- Starting in Spring 2013, 120 teachers studied the standards deeply, and curated from amongst the best available tasks and lessons to build a curriculum aligned to CCSS-M and the SFUSD PK - 12 Math Scope and Sequence.
- Starting in Summer 2013, the teachers above, along with 180 peers, piloted units and provided feedback to revise the Core Curriculum for content and pedagogy, as well as usability.
- Many of these curriculum developers have transitioned to teacher leader roles.
- In addition, ongoing mathematics projects and initiatives, such as our multi-year commitment to Complex Instruction, were expanded upon in terms of enrollment and aligned with the core math work of the district.

Ongoing professional development in mathematics during the 2014-2015 school year has included:

- Deeper dive into standards, the SFUSD PK -12 Math Core Curriculum, including tasks and lessons that build discourse and offer multiple means of representation.
- Middle school teachers have had an additional focus on using technology to support high-quality mathematics.
- We continue to offer after school or weekend PD to support content learning; successful opt-in
SSCC-Math Professional Learning Opportunities

- Screenshot of Math PD calendar from website. All math PD materials and calendars (differentiated by audience) can be found at: http://www.sfusdmath.org/math-teacher-leaders.html
- Sample Teacher Leadership Presentation PPT 2014-15
- Sample SFUSD Teaching Toolkit

CCSS-Mathematics (highlights)

- We engaged our partners from our school supervision division, LEAD (Leadership for Equity Achievement and Design) to build an implementation plan that is in alignment with the needs of sites; we are now revising that plan for 2015-16.
- We have partners from across divisions who work with us through our Math Working Group structure. We have also designed that group to best leverage relationships and learn from some of our external partners who are helping us to gather and make sense of evidence from across the field. The stated aims of that group are:
  - Collaborated in defining what a coherent learning experience in mathematics looks like for all students in SFUSD
  - Created synergy across departments based on shared understandings and beliefs
  - Our commitment to equity continues to drive our work around our secondary course sequence and teaching in heterogeneous classrooms. We are constantly using both research expertise from the community of math educators and also our own data to refine and revise our implementation and messaging.
  - Highlighting or delving deeper into the CCSS shifts in a methodical manner
  - Creation of an inter-departmental Elementary Curriculum Design Team to refine and improve the curriculum map and unit overview planning processes.
  - Establishment of targeted growth expectations for individual sites to move toward more integrated implementation of the ELA CCSS.
  - Continued alignment with Mathematics Department to ensure greater coherence of message and language.
  - Increase of Humanities Elementary TSAs to provide more comprehensive and differentiated support for each cohort.

This Spring a major revision of the SFUSD Math Core Curriculum was completed for instruction for the 2015-16 school year with the following modifications:

- Coherence of mathematics within and across units - Includes flow of instructional models and manipulatives/materials
- Additional resources such as regular homework and letters to families
- Lesson design guidance, including the target mathematics for every lesson and task
- Organization, including page numbers, table of contents, and more consistent structures
- Improvement of lessons and tasks as needed
- Increased access for all students, including language learners and students with special needs
New Mathematics Course Sequence for Grades 6-12

In 2014, the SFUSD Board of Trustees approved a new mathematics course sequence for grade 6-12. The new course sequence ensures a foundation that prepares students for college mathematics. All 8th graders will take CCSS Math 8, and the following year students will CCSS Algebra I in the 9th grade.

English Language Development

In the context of our District’s Strategic Plan, Impact Learning. Impact Lives., there is a clear and intentional focus on meeting the needs of our English Learners. In Impact Learning. Impact Lives. there are six key strategies that drive our District’s work, three of which we focus on to meet the needs of our English Learners:

• Strategy 1 - Implement the SFUSD Core Curriculum and uses student data to make informed decisions and monitor progress toward goals
• Strategy 2 - Provide tiered levels of academic and behavior support to all students using a Response to Instruction and Intervention (RTI²) model.
• Strategy 5 - Recruit, develop and retain highly qualified teachers, leaders, and staff.

For the 2014-2015 school year, we have specific guidance to schools that outlines expectations in relation to implementing the new California ELD standards, integrating EL supports across content areas, utilizing Designated and Integrated ELD, providing intentional support plan for Long Term English Learners and Newcomers, focusing instruction guided by Five Essential Practices for Designated and Integrated ELD, and provide professional learning opportunities and planning tools for teachers and school leaders to use for instructional planning and execution. One of the scaffolded tools we designed to help teachers and administrators to utilize was 3 Goals and 8 Talk Moves for Interacting in Meaningful Ways that highlights Part I of the new ELD Standards: Interacting in Meaningful Ways.

More concretely, we created a Comprehensive Designated ELD Planning Tool for site leaders and teachers to refer to when they plan and deliver rigorous daily Designated ELD instruction. With our commitment to engaging all stakeholders in strategic collaboration, we have created professional development and Professional Learning Community opportunities this year. We provide multiple entry points for professional development and support with our focus on Transitioning into the CA ELD Standards and building capacity in integrating ELD into all disciplines throughout the day of instruction. Our PD plan templates were included in the MPD Guidance for EL Support in 2014-15.

Highlights to date:

• Creating Multilingual Pathways Department’s Guidance for SY 2014-15, which captured our shared vision and learning for English Learners identified specific needs our English Learners require to be successful, and the explicit focus on tiered attention and support for Long Term English Learners and Newcomers.
• District wide PD on the introduction to the instructional shifts of the CA ELD Standards as it relates to the Common Core State Standards (CCSS) through the districts’ Getting Started with the CA ELD Standards or the CDE Brokers of Expertise professional learning module and/or Transitioning Into the CA ELD Standards: Five Essential Practices for Designated and Integrated Throughout the Instructional Day.
• Creating the 'Comprehensive Designated ELD Planning Tool aligned with the new CA ELD Standards incorporated with the ELA/ELD Framework, and using it to support teachers, leaders and staff to plan, implement and reflect on daily Designated ELD.

• Rolling out the CDE 2014 ELA/ELD Framework for interdisciplinary guidance with our focus to plan for Integrated English language development throughout the day.

• Focused interdepartmental collaboration commitment to ensuring the alignment of our collective effort for English Learner support with equity lens.

STRATEGIC AREA 2: Build the capacity for ongoing access to and the use of student learning data

Beginning in 2014-2015, SFUSD launched robust structures for CCSS-aligned assessment data collection and dissemination, to include beginning and mid-year check-ins with site leadership, central office leadership and assessment office staff to monitor school progress on CCSS-aligned assessments and other Index-aligned metrics. We provide ongoing district-wide data on 4 CCSS-aligned local assessments at defined intervals during the year. We also provide ongoing and differentiated central and site-based trainings for teachers, site leaders and district-level staff to develop their skills as intentional users of data to inform progress monitoring and instructional decision-making. We assist teachers and leaders in their identification of focal students and analysis of trend data across student groups and provide regular data reports and support to educators throughout the year. Additionally, we have custom-generated reports across local assessments and initiatives which are accessible to site leaders on a password-protected online “data disk”. These reports include achievement, social-emotional and climate culture data that is disaggregated by key subgroups and longitudinal across multiple years and/or assessment cycles.

To kick off the 2014-2015 school year, all site leaders spent a half-day at our summer Administrator’s Institute analyzing their school’s assessment information in a facilitated session using a district-created protocol. Leaders of our highest needs schools (Tier 1 & 2) also meet with the Assistant Superintendent for mid-year support. Site leaders reported a high level of appreciation for these supports sites and used these sessions to identify focal students and strategize about interventions and student placement in the academic RTI framework. District leaders also attended these meetings so to better align their support to site-leaders with the priority work of those sites. The data and data analysis provided to teachers is also heavily depended upon, as many schools have designated cycles of data review and planning.

The Assessment Office and Curriculum and Instruction teams are deepening their partnership to offer more professional learning/calibrating sessions in both CCSS Mathematics and English Language Arts specific to constructed response and performance assessment.

Beginning in the 2014-2015 school year and continuing into the 2015-2016 school year, new professional learning modules around data analysis and use specific to the new item types represented in Smarter Balanced will be developed. For example, we will bring teachers together to look at patterns in student performance on math constructed response, calibrate expectations and discuss instructional implications.

We are now systematically involving parents and teachers on a Task Force to revise the district-wide standards based K-5 report cards to reflect the shifts in CCSS, Smarter Balanced and the Index, including an increased focus on social-emotional growth.
STRATEGIC AREA 3: Provide a Multi-Tiered System of Support (MTSS) and intervention to support all students

As part of the district’s strategic plan, Impact Learning. Impact Lives, SFUSD adopted a Multi-Tiered System of School Support to better serve the diverse academic and behavioral needs of all students. The MTSS framework is based on a continuum of increasingly intense supports designed to meet the academic and behavioral needs of diverse learners. Last year, there were nearly 550 centrally funded FTEs assigned across the district. For 2014-15, the number of centrally funded positions is nearly 600. These roles range from a cadre of instructional coaches charged with supporting the implementation of the CCSS in ELA and mathematics; to nurses, social workers, and wellness coordinators, librarians, and career technical resource teachers.

Core Level Of Support to All Schools
In addition to direct school budget allocations, during the 2014-15 school year all schools have access to support in key priority areas (i.e., orientation to CCSS, RtI, inclusive practices, EL instruction) available through professional learning opportunities under the direction of supervising Assistant Superintendents. In the case of system-wide professional development, schools will participate in cohorts so that over time all schools have the opportunity to participate and complete specific professional development (e.g. Behavioral RtI, CCSS—Research & Development groups, SIS-Synergy) in SFUSD initiatives.

Differentiated Support for Superintendent’s Zone, Intensive and Strategic Schools
In addition to the core professional development opportunities available to all schools, Superintendent’s Zone, Intensive, and Strategic schools receive additional targeted resources. These resources aim to provide the supports associated with achieving equitable outcomes in especially challenging circumstances. Supports for schools in these performance bands include smaller, more concentrated series of professional development; facilitation for teachers’ team-based planning and consideration of assessment information; and in-class coaching. In addition, these supports will feature a revised set of central staffing allocations that may include IRF’s, Literacy Coaches, Academic Acceleration teachers, or Social Workers. Centrally managed differentiated supports include:

- Instructional Reform Facilitator
- Literacy Coach
- Counselor
- Family Liaison
- School Nurse or Social Worker
- RTI — Academic Facilitator

San Francisco County Office of Education Programs (SFCOE)

Multi-Tiered Systems of Support (MTSS)
As part of the MTSS, SFCOE schools were identified as intensive and/or strategic and receive central office support and guidance to develop and implement coherent and comprehensive school improvement plan organized to address the learning needs of students attending County schools.

MTSS supports to County Schools include a total of 8.12 FTE as follows:

- School Nurse, 2.0 FTE. The school nurse is a member of the school’s wellness team.
- Wellness Coordinator, 2.0 FTE. Coordinates social-emotional support services to the schools.
• Counselor, 1.5 FTE. Counselors provide students support college and career readiness.
• Security, 2.63. Security personnel provide for a safe learning environment

Graduation Requirements
The SFUSD/COE adopted new graduation requirements for students attending schools governed by the San Francisco County Office of Education. To graduate from SFCOE, students must complete all prescribed courses and pass the California High School Exit Examination.

Office of Extended Learning and Support (ExLS)
In July 2013, the Division of Curriculum and Instruction (C&I) established the Office of Extended Learning and Support (ExLS) to meet the growing need for credit recovery opportunities for high school students who were not meeting the ‘a-g’ graduation requirements. 2014-15 ExLS accomplishments include:
• Analysis on/off track status to graduate reports for schools and central office administrators
• Communication with students and families to ensure off-track students are aware of credit recovery options
• Provide credit recovery options for students at alternative times:
  • Evening school
  • Saturday school
  • Summer school
  • Site-based evening and summer school
• EL Village - ELs earn credits required for graduation while increasing English skills during summer school
• Continued implementation of AVID Program

English Language Learners
The mission of the Multilingual Pathways Department team is to provide English learners with a culturally and linguistically relevant education as well as to engage educators in quality professional development, so that they can better meet the educational needs of English Learner students. In order to ensure English Learners academic success, MPD provides programs and services for the development and maintenance of clearly defined biliteracy pathways that will raise students’ achievement and prepare them to fully participate in the 21st century economic, political, cultural, and intellectual life of our global society.

New English Language Development Standards
In 2013-2014, SFUSD adopted the new State Board of Education approved ELD standards. Working with the Humanities and Mathematics Departments, the Multilingual Pathways Department engaged in the following high leverage activities:
1. Developed teacher resources for embedding ELD standards & augmented language standards into ELA and math curriculum maps and lesson plans
2. Provided lesson planning tools to differentiate instruction for ELs with IEPs
3. Developed sample curriculum maps and lesson plans with ELD standards augmented language standards
4. Provided site support for implementing the SFUSD PreK-12 ELA and Mathematics Core Curriculum with ELD standards
5. Developed Common Learning Assessments for identified language pathways
6. Designed and implemented, in collaboration with Humanities Department, Academic Language Development professional development opportunities
In 2014-2015, we provided specific guidance to schools that outlined expectations in relation to implementing the new California ELD standards, integrating EL supports across content areas, utilizing Designated and Integrated ELD, providing intentional support plan for Long Term English Learners and Newcomers, focusing instruction guided by *Five Essential Practices for Designated and Integrated ELD*, and provide professional learning opportunities and planning tools for teachers and school leaders to use for instructional planning and execution. One of the scaffolded tools we designed to help teachers and administrators to utilize was *3 Goals and 8 Talk Moves for Interacting in Meaningful Ways* that highlights Part I of the new ELD Standards: Interacting in Meaningful Ways.

More concretely, we created a *Comprehensive Designated ELD Planning Tool* for site leaders and teachers to refer to when they plan and deliver rigorous daily Designated ELD instruction. With our commitment to engaging all stakeholders in strategic collaboration, we created professional development and Professional Learning Community opportunities. We provided multiple entry points for professional development and support with our focus on Transitioning to the CA ELD Standards and building capacity in integrating ELD into all disciplines throughout the instructional day. Our PD plan templates were included in the *MPD Guidance for EL Support in 2014-15*.

**Revised Lau Action Plan/Multilingual Pathways (MPD)**

Since the *Lau v. Nichols* case over 35 years ago, SFUSD has had a plan for providing English Learners with programs and services to academically succeed. In 2013-14, the District renewed its commitment by updating the Lau Action Plan to address the needs of today's English Learners. Aligned with the District’s strategic goals for all SFUSD students, the new plan will ensure that English Learners acquire high levels of English and home language proficiency (whenever possible), academic achievement, and skills that will lead to success in the 21st century.

The goal of the Lau Action Plan is to ensure that all district English Learners acquire high levels of English proficiency and academic achievement. Lau Action Plan priorities for SY 2014-15 included:

1. Enhanced services for ELS with special education needs;
2. Increased consistency and quality of ELD at all elementary;
3. Increased EL access to core curriculum in ELA and mathematics;
4. Improved communication with EL families
5. Enhanced dual language immersion, biliteracy, and second dual language pathways
6. Preventing and supporting long-term ELs
7. Enhanced and expanded newcomer services
8. Expanding and supporting the scope of PD across the district

**2014-15 Lau Plan Priorities for English Learners**
- Continued implementation of new California English Language Development Standards
- Enhanced services for ELs with IEPs
- Implementation of Common Core in Language Pathways
- Improved communication with EL families and support EL parent engagement
- Implementation of the interim reclassification process for ELs

**2014-15 MFD Programs and Services Highlights:**
- Newcomer EL Initiative. Collaborated with Chinese and Mission Education Centers to provide
differentiated support to teachers for the implementation of the CCSS – ELA and Mathematics for English learner newcomers
• Common Core in Language Pathways. Provided PD to develop curricula and support teaching and learning in pathway classrooms
• Provided on-site PD for the implementation of the new California ELD standards

Students with Disabilities (SWD)
In 2014-15, SFUSD continued its commitment to the strategic plan goals for enhancing services for Students With Disabilities, which included:

Goal 1: A dynamic, cohesive leadership team capable of achieving success in system change on behalf of SWD
• Alignment of central office supports to district cohort models
• Increase capacity of central office to support cohorts
• Enhance ability to analyze services, staffing needs, transportation, other drivers of quality
• Develop and improved policies, processes, and Special Education Procedural Handbook

Goal 2: Achievement of core curriculum goals in alignment with IEP
• Expand collaboration with Curriculum & Instruction focused on serving all children
• Increase coaching available to sites for IEP development and implementation
• Implement systemic change around compliance
• Achieve 100% compliance, cleared of all CDE findings and sanctions

Goal 3: Highly effective assessment, instructional practices and related services
• Enhance cross-departmental service delivery to improve student outcomes
• Create multidisciplinary assessment teams in Pre-K
• Expand assistive technology available to students
• Improve related services evaluation and service delivery

Goal 4: Staff possessing skills necessary for achieving excellence for SWD
• Expanded professional learning opportunities, for both SpEd & general education teachers and administrators

Goal 5: Capacity to achieve success for students with significant needs in the least restrictive environment
• Together with general education teachers, continue conversations and PD on promoting inclusive practices

Goal 6: Data-driven compliance-assured actions
• Implement, and monitor Special Education Information System (SEIS) to ensure full compliance with state and federal requirements

Goal 7: Authentic partnerships focused on student success
• Community Advisory Council
• Parent Advisory Councils
• SFUSD Office of Family and Community Engagement
• Parent Education Network
Goal 8: Equity and inclusion as promises realized

- Expand enrollment options so that SWD with IEPS have the same choices as general education students
- Increase options for highly specialized services
- Align strands of SDC classes throughout the City aligned with middle school feeders
- Institute staffing allocation formula commensurate with student need

Significant Disproportionality

In 2012, San Francisco Unified School District received notification that the California Department of Education (CDE) identified SFUSD as having significant disproportionality for African-American students referred for special education in the category of emotional disturbed. District Assistant Superintendent of Special Education, convened a meeting with Stakeholder’s Team and reviewed California of Education (CDE) findings. In 2013, the SFUSD Board of Education approved a district-wide Significant Disproportionality Coordinated Early Intervening Services Plan (SD-CEIS). Components of the SD-CEIS Plan have become an integral part of SFUSD’s infrastructure.

2014-15 Program and Services Highlights

- Implemented a multi-tiered system (MTSS) of positive behavior interventions and supports within general education setting (PBIS).
- Implemented new Board approved code of conduct to ensure that it supports principles of positive behavioral supports and Restorative Practices
- Trained school staff to ensure they have skills to de-escalate volatile situations, use enforcement powers only to address the more serious offenses, and develop a protocol limiting their responses to lesser offenses. The SFUSD Board passed a resolution that circumscribes suspension for willful defiance, mandates a comprehensive discipline and behavior matrix, district-wide restorative practices and Positive behavioral Intervention and Supports and provides for notifying students and families of their rights to due process in student discipline.
- Developed a system of Behavioral Assessments and supports
- Improved data collection, consolidation, reporting and use, especially with regard to race and ethnicity and including referrals for disciplinary action, special education evaluations, and identification in the category of Emotional Disturbance.
- Facilitated dialogue and collaborative conversations with parents to gather their voice and perspective in order to eliminate barriers.

African-American Students

In November of 2013, SFJSD Board of Education approved a recommendation from the Superintendent to plan, implement, and monitor an African-American Achievement and Leadership Initiative. District-wide student achievement has consistently shown a wide gap for African-American students when compared to other ethnic and/or linguistic populations. The Superintendent and Board committed resources to create a district-wide action team to develop and implement an equity culture throughout SFUSD to keep equity at the center at all levels of the school district.
For 2014-15, the African-American Achievement and Leadership Initiative identified six priority high leverage actions:

- Support African-American students in accessing and achieving mastery of the CCSS in ELA and mathematics
- Support for African-American students in need of academic and social emotional support to increase their improved academic performance on all achievement indicators
- Positive social and health outcomes leading to decreases in suspension and truancy.
- Increase levels of engagement of youth, parents, and community through targeted outreach and programming
- Increased engagement between SFUSD and key community based organizations
- Create professional pipeline of African-American teachers and administrators to diversify site and central office leadership

2014-15 Program and Services Highlights

African-American Parent Advisory Council. In partnership with the SF Alliance of Black School Educators, the African-American Achievement Leadership Team formed a district-wide African-American Parent Advisory Council. The goal of the A-A PAC is to engage African-American parents, families and community to support the district’s effort to address the academic and social/emotional needs of African-American students.

Based on a recommendation from the African-American Achievement Design Team, the Superintendent appointed a special assistant for African-American Achievement & Leadership who reports directly to the Superintendent.

Launched a professional development series on culturally and linguistically responsive pedagogy with a focus on implicit bias and stereotype threat.
STRATEGIC AREA 4: Provide schools with diverse, highly qualified teachers and build professional systems to expand the capacity of all staff to increase student achievement

Professional Learning and Leadership Development
In 2013-14, the Office of Professional Learning and Leadership Development (OPLL) was established as a new unit in the Division of Curriculum and Instruction. OPLL was created to support SFUSD teachers at all stages of their careers, and to ensure that a credentialed and high quality teacher is in every SFUSD classroom. OPLL address the continuum of growth for teachers throughout their careers in SFUSD.

2014-15 Program Highlights
Full implementation of San Francisco Teacher Residency (SFTR). SFTR is a partnership between the district, United Educators of SF, University of San Francisco, and Stanford Teacher Education Program. 23 teacher residents are currently placed at 11 SFUSD schools.

Master Teacher and Lesson Study Program. Under the provisions of QTEA (Prop A), OPLL continued to support teachers through the Master Teacher and Lesson Study programs. The Master Teacher program contributes to the equitable academic, social, and emotional development and success of every SFUSD student by supporting the continuous learning of classroom teachers. Lesson study provides an on-going method for improving instruction based on the careful observation of students and their work. Currently there are over 90 teachers participating in the lesson study and master teacher program.

Human Capital: Teacher Recruitment, Support and Retention – Diversity Focus
Recognizing that it is critical for SFUSD students' success to have teachers who share their same backgrounds, especially students who are historically underperforming in our District, the Human Capital Team has implemented specific efforts to supplement and enhance our overall recruitment efforts to attract and hire high quality new teachers of color who embody the District's mission, vision, and goals. The Human Capital Team has implemented a tiered support structure in which the district's highest need schools receive "high-touch" targeted support.

2014-15 Program Highlights
Focused Outreach and Support: The purpose of a focused outreach program is to apply the current recruitment and selection model in a more individualized and targeted approach to identify potential teacher prospects of color, eliminate what can often be barriers to entry into either the profession or the District experienced by this population of candidates, and then advocate for their placement in school sites that are the most appropriate fit for their skill set and interests.

Pipeline Development: In addition to working in collaboration with pipeline programs such as the San Francisco Teacher Residency, the Para to Teacher Program, Teach For America, and other university partners to increase the diversity of our new teacher hires, a proposal has also been drafted to establish a small and targeted pipeline that will support aspiring teachers of color through the processes of identifying talent and interest and through the process of obtaining a teaching credential. This is a "grow your own" pipeline that begins with SFUSD students' involvement with teacher preparation programs at SFUSD high schools, moving with candidates through the San Francisco Community College and University teacher prep programs, and ultimately resulting in a placement in our classrooms as a certified educator.

STRATEGIC AREA 5: Provide tiered levels of academic and behavior support (RTI²) to all students.
RTI² is a school-wide system that provides supports for all students while continuously addressing the need for additional support. Each tier is aligned with different sets of supports. This school year the district implemented an integrated approach of behavioral and academic RTI supports. RTI² consists of three basic principles:

- Prevention: universal interventions for all students in all curriculum areas
- Data-based decision making: Continuous diagnostic assessment of students for interventions
- Multi-tiered support: diagnostic screening and assessment determines intervention tiers.

**Figure 1: Integrated Behavioral and Academic RTI**

![Diagram of RTI levels](image)

**2014-15 Program Highlights – Behavioral RTI**

- 85 schools have implemented behavioral RTI
- 7 high schools have received PD as part of cohort topics
- Student, Family, and Community Support Department organized into Behavioral Action Teams (BAT) to support schools in the implementation of RTI. The goal of the BAT is to build Behavioral RTI capacity at sites and assist with emergency issues as needed
- 2015-17: All schools will implement Behavioral RTI by the 16-17 school year.
STRATEGIC AREA 6: Create a coherent and cohesive continuum of instruction between preschool and elementary school, with specific focus on preschool through third grade framework and continue that level of work to ensure students graduate high school college and career ready.

SFUSD recognizes that it is critical that every action is taken to reduce barriers that might prevent students from accessing higher education. The district believes this work starts with pre-school. In the SY 2013-14, the district initiated a PreK-3rd grade framework to build capacity to promote college and career readiness.

2014-15 Program Highlights

- Aligned educational strategies and resources within and across grades
- Aligned standards, sequenced curriculum, instruction and assessments
- Joint planning and shared professional development with the division of Curriculum and Instruction Departments of Humanities, Mathematics, Multilingual Pathways, and Special Education
- Implemented support services that aligns to the district’s mission and strategic goals
- Administered Phonemic Awareness Literacy Screening (PALS) to all enrolled Pre-K children. PALS provide a comprehensive assessment of young children’s knowledge of the important literacy fundamentals that are predictive of future reading success. PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers.
- Implemented and supported ELA Core Curriculum Scope and Sequence Pre Kindergarten.
ANALYSIS OF THE SFUSD’s PROGRESS TOWARD STUDENT ACHIEVEMENT

SFUSD’s baseline results show that the district is starting at halfway to the goal. Fifty-two percent of SFUSD students met or exceeded standards for English language arts (ELA) and 48 percent met or exceeded standards for math compared to 44 percent state-wide for ELA and 34 percent state-wide for math. In math, SFUSD exceeds the state results by more than 10 percent.

To align with the changes in curriculum and standards, and the resulting instructional shifts, there have been changes in the content type and format of the assessments.

Overall results for SFUSD were higher than other large urban districts in the state. English Learners, Special Education and socioeconomically disadvantaged students excelled in SFUSD relative to peer districts.

However, when disaggregating by ethnicity, SFUSD acknowledges a pronounced achievement gap for African American students in particular. We recognize with tremendous urgency that we must improve outcomes for our African American children in San Francisco. That’s why we’re working with the city and community organizations to intensify our efforts so that we can have a collective impact like we’ve never seen before.
SFUSD results for 2015 Smarter Balanced Summative Assessments by grade level
ELA Standard Met or Exceeded (%)

<table>
<thead>
<tr>
<th>Grade</th>
<th>SFUSD</th>
<th>State</th>
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<tbody>
<tr>
<td>Overall</td>
<td>52</td>
<td>44</td>
</tr>
<tr>
<td>Grade 3</td>
<td>48</td>
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<td>Grade 4</td>
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<td>Grade 5</td>
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<td>Grade 6</td>
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<td>43</td>
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<td>Grade 7</td>
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<td>44</td>
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<td>Grade 8</td>
<td>49</td>
<td>45</td>
</tr>
<tr>
<td>Grade 11</td>
<td>65</td>
<td>56</td>
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<tr>
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<tr>
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<td>42</td>
<td>31</td>
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<tr>
<td>Special Education</td>
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<td>12</td>
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Math Standard Met or Exceeded (%)

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<th>State</th>
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<tr>
<td>Special Education</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>
ANALYSIS OF THE SFCOE's PROGRESS TOWARD STUDENT ACHIEVEMENT

The San Francisco County Office of Education programs and services are structured as professional learning communities that provide education for students who are truant, homeless, pregnant, suspended, expelled, court ordered, or incarcerated. Students are assigned to County Court and Community schools for a variety of reasons, like: court order, expulsion, or by parent request due to: student truancy, discipline/behavior issues, or credit recovery within a small, supportive school setting. In order to improve the overall performance of County Schools students in the areas of academics, attendance, and behavior, SFCOE provides an alternative educational setting whose cornerstones are: standards driven learning experiences, credit recovery options, small class size, emotional and psychological support services, and social emotional skill building classes and workshops. The inclusive learning environment supports students in transitioning to a comprehensive or alternative school in SFUSD. As the court program, called SF ACT, County Schools is part of a collaborative team (including: Department of Juvenile Probation, District Attorney’s Office, Public Defender’s Office, Department of Public Health, RAMS, Catholic Charities, Superior Courts of San Francisco, County Schools Secondary School, and SFUSD). Students court ordered into SF ACT attend regular academic classes during the school day, then participate in a wrap around program after school which includes services such as: case management, substance abuse counseling, life skills, anger replacement therapy, and individual and family therapy.

Ana analysis of the scores of the COE student’s participating in the SBAC yielded some trends, which in turn can be used to reassess focus and adjust allocation of supports and resources. In ELA, all 8 of nine students did not meet the Standard. In mathematics, six of 8 did not meet the standards. By demographic, scores show a similar trends to the district’s. An increased focus is needed to support African American & Latino students, and English Learners specifically those redesignated. (see tables in Appendix: Supporting Documents)

SFCOE Schools:

- Woodside Learning Center (receives Title I funds)
- Log Cabin Ranch (receives Title I funds)
- Hilltop Special Services (receives Title I funds)
- Civic Center Secondary School
- Early Morning Study Program

SFCOE instructional and professional services are part of the district provided services and are included in professional learning opportunities offered to all district teachers and administrators. County programs are part of the SFUSD High School Area Team and under the direction of the team’s Assistant Superintendent. County school staff participate in all district-wide professional development to implement the CCSS, monitor student performance to target instruction, and align site Balanced Scorecard/Single Plan for Student Achievement (BSC/SPSA) to district goals to improve student achievement.

As alternative settings, SFCOE schools comprise a variety of populations & dispositions. In the 2014-2015 school year, depending on applicability from site to site, SFCOE schools committed to embrace and espouse conditions & priorities that constitute best practices for these alternative settings, to include:
Productive Staff Culture:

Staff members build collaborative, communicative, supportive and trusting relationship to work as a cohesive professional learning community that effectively and equitably supports students’ academic and social-emotional needs and achieve the mission to educate students who are expelled, incarcerated, or truant, and successfully transition them to comprehensive or alternative programs in SFUSD.

Priorities:

• Establish a collaborative and productive representative Leadership Team
• Design, implement & evaluate the CCSS Improvement Plan
• Create a 2-way communication system between staff & LT
• Develop an effective LT infrastructure (e.g., community agreements, steering & subcommittee structure, best practices for agenda design & meeting facilitation)
• Orient & build staff unity around the CCSS Improvement Plan, community agreements; the school’s mission & vision; equity conversations
• Conduct monthly staff community building activities

Positive Learning Environment:

All staff members create classrooms and school-wide learning environments that support students’ social-emotional needs and promote safety, mutual respect, accountability and self-discipline.

Priorities:

• Staff implements school-wide behavioral expectations & consequences
• Staff implement PBIS point & ticket system for celebrations, recognitions & acknowledgements

Differentiated & Culturally Relevant Instruction

All instructional staff use an array of differentiated and culturally relevant instructional approaches tailored to the diverse academic needs, learning styles, cultures, interests, and proficiency levels of each student.

Priorities:

• Staff develops a shared language & vision of differentiated & culturally relevant instruction
• SPED team supports development of accessible curriculum in all classes
• Site visits & research are conducted in 1st semester on the priority instructional foci: project-based learning, self-paced menu of student options; community-based learning, interdisciplinary & thematic units; and self-paced online coursework.
• Pilot team implements the priority instructional foci in 2nd semester.
• All staff members participate in at least one field trip with students that utilizes community-based and/or interdisciplinary instruction.
• Foundation is established for full staff implementation in 2015-16, including best practices research, equity conversations, professional development, flexible scheduling & collaborative support.
In 2014-2015, some specific highlights included:

- At the LogCabin/Woodside site, where more than 50% of the population have IEPs, a concerted effort was made to vastly increase coteaching, integrated writing across the curriculum and a constructivist approach to lesson design, grounding curriculum in student experiences and stories.
- Individualized academic counseling for transitions and placement, whether they be out of state and out of county.
- A new initiative with County Probation Office, one that assures no students are denied educational access due to disciplinary reasons was established. These students will have a teacher, regardless of whether they have a traditional educational setting.
- A full-time Special Education teacher was added at Log Cabin Ranch
- A fulltime English Language Development Specialist was hired at Hilltop.

Multi-Tiered Systems of Support (MTSS)
As part of the MTSS, SFCOE schools have been identified as intensive and/or strategic and receive central office support and guidance to develop and implement coherent and comprehensive school improvement plan organized to address the learning needs of students attending County schools.

In 2014-2015, MTSS supports to County Schools included a total of 8.12 FTE as follows:

- School Nurse, 2.0 FTE. The school nurse is a member of the school’s wellness team.
- Wellness Coordinator, 2.0 FTE. Coordinates social-emotional support services to the schools.
- Counselor, 1.5 FTE. Counselors provide students support college and career readiness.
- Security, 2.63. Security personnel provide for a safe learning environment.
III - DOCUMENTATION OF ANNUAL COMMUNICATION WITH THE LOCAL GOVERNING BOARD REGARDING END-OF-YEAR EVIDENCE OF PROGRESS

Integral to SFUSD/COE’s strategic plan, the Results-Oriented Cycle of Inquiry (ROCI) is used to focus schools and the district/county directly on student outcomes. ROCI engages leaders throughout the district/county, teachers and administrators alike, in an ongoing process of learning and improvement.

As part of this process, our governing Board receives annual information regarding evidence of progress that includes academic as well as culture-climate and social-emotional indicators and satisfaction surveys. Those results are reported in the context of the Superintendent’s Scorecard. Further, both a mid-year and end-year progress report is presented to the Board of Education in committee. See attached materials.

Our district & county examining evidence of progress is integrated into our Local Control & Accountability Plan.

Artifacts:
1. Notice of Meeting & Agenda - September 23, 2015 – Review of SBAC scores, CAASP
3. Agenda for Board Presentation on September 29, 2015 – Review of SBAC scores and student achievement for district and county schools
NOTICE OF MEETING AND AGENDA
AUGMENTED CURRICULUM AND PROGRAM COMMITTEE
BOARD OF EDUCATION
Irving G. Breyer Board Meeting Room
555 Franklin Street, First Floor
San Francisco, California 94102
Wednesday, September 23, 2015
6:00 p.m.

ACTION ITEMS:

☐ 158-25A1 – In Support of Countering Human Trafficking and Commercial Sexual Exploitation of Children (Murase)

UPDATE/OVERVIEW ON THE FOLLOWING INFORMATIONAL ITEMS:

☐ CAASPP (California Assessment of Student Performance and Progress)
Baseline Results
☐ Ethnic Studies
☐ LGBTQ Elective at Ruth Asawa School of the Arts
☐ Media Use Guidelines
☐ Summer Programs
☐ Middle School Computer Science
☐ Math Course Sequence
☐ Middle Grades Technology Integration
☐ Laptops for Educators

COMMITTEE MEMBERS
Mr. Shamann Walton, Chair
Ms. Rachel Norton Mr. Matt Haney
Mrs. Jill Wynns

INVITED BOARD MEMBERS
Ms. Sandra Lee Fewer
Ms. Hydra Mendoza-McDonnell
Dr. Emily M. Murase

Augmented Committee
This is an Augmented Committee Meeting. Board Members who are not assigned to this Committee are invited to participate in the meeting but will not vote on matters before this Augmented Committee.

Public Comment
Members of the public may address the Curriculum & Program Committee on items within the subject matter jurisdiction of the Committee but which do not appear on the Agenda. Speakers shall address their remarks to the Committee as a whole and not to individual Board Members or District staff. There shall be no discussion of public comment with the exception of clarifying questions and/or referral of the issue to staff.

NOTICE AND AGENDA
MEETING OF THE BOARD OF EDUCATION

23
SAN FRANCISCO UNIFIED SCHOOL DISTRICT
AS A COMMITTEE OF THE WHOLE

There will be a Meeting of the Board of Education, San Francisco Unified School District, as a Committee of the Whole, on Tuesday, September 15, 2015, at 6:00 p.m., in the Irving G. Breyer Board Meeting Room, 555 Franklin Street, First Floor, San Francisco, California, for discussion of the following:

INFORMATIONAL ITEM:

- 2015–16 Update and Discussion of Superintendent’s Annual Evaluation Performance Measures

SUPERINTENDENT OF SCHOOLS AND SECRETARY, BOARD OF EDUCATION

BOARD RULES AND PROCEDURES – POLICY NO. 9320
The Board may convene as a Committee-of-the-Whole to consider only such items as it may designate. The Vice-President shall preside at a Committee-of-the-Whole. The Committee-of-the-Whole may hear public testimony and give detailed consideration to the matter under discussion. As a committee, no action may be taken other than to make recommendations for consideration by the Board.
MISSION STATEMENT OF THE SFUSD:

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

DISTRICT GOALS:

(In Accordance with 66-24Sp2 — Proposal to Implement a Strategic Plan. Adopted 5/27/08)

➤ Access & Equity — Make Social Justice a Reality.
➤ Student Achievement — Engage High Achieving and Joyful Learners.
➤ Accountability — Keep Our Promises to Students and Families.
ORDER OF BUSINESS
ADJOURNMENT: 10:00 P.M.

ROLLED CALL AND PLEDGE OF ALLEGIANCE

A. APPROVAL OF BOARD MINUTES
   ▶ Regular Meeting of September 8, 2015

B. PRESENTATIONS TO THE BOARD OF EDUCATION/SUPERINTENDENT’S REPORT
   ▶ Superintendent’s Thoughts for the Evening

C. RECOGNITIONS AND RESOLUTIONS OF COMMENDATION
   ▶ RAVE Distinguished Service Award: Lynda Boyer
   ▶ RAVE Special Service Award: Christine Armstrong
   ▶ AIM High – Reach for a Dream

D. STUDENT DELEGATES’ REPORT

E. PARENT ADVISORY COUNCIL (PAC) REPORT
   (Report given at First Regular Meeting of the Month)

F. PUBLIC COMMENT ON CONSENT ITEMS (Members of the public shall not be permitted to sever agenda items for discussion. Rather, Board discussion on a consent item shall only occur if the Board or the Superintendent, in their discretion, severs the item for discussion.)
G. **CONSENT CALENDAR** — SEE EXHIBIT A FOLLOWING SUMMARY PAGES FOR LIST OF ITEMS - Motion/Second; Items Corrected/Withdrawn/Removed for First Reading/Severed. Formal vote taken up in Section N. Severed Items taken up in Section O.

H. **SUPERINTENDENT’S PROPOSALS**

— HELD FOR SPEAKER CARDS AND ACTION

> **158-11Sp1** – Revision to Board Bylaw 9322 and 9322.1
  Agenda/Meeting Materials and Order of Business
  (Report from the Augmented Rules, Policy, and Legislation Committee)
  *This resolution is a Substitute for 158-11Sp1 and 158-11Sp2 as introduced on 8/11/15.*

> **158-25Sp1** – Revision to Board Policy 5145.3 (Formerly BP 5111.4)
  Students: Nondiscrimination/Harassment
  (Report from the Augmented Rules, Policy, and Legislation Committee)

> **158-25Sp2** – Revision to Board Policy 5145.7 (Formerly BP 5166)
  Students: Sexual Harassment
  (Report from the Augmented Rules, Policy, and Legislation Committee)

> **158-25Sp3** – Revision to Board Policy 1312.3 (Formerly BP 1342)
  Community Relations: Uniform Complaint Procedures
  (Report from the Augmented Rules, Policy, and Legislation Committee)

I. **BOARD MEMBERS’ PROPOSALS**

— HELD FOR SPEAKER CARDS AND ACTION

> **155-26A1** – Pathways to San Francisco Unified School District (SFUSD)
  Careers & Internship Program
  - Commissioners Shamann Walton, Matt Haney, and Jill Wynns

J. **REQUESTS TO SPEAK REGARDING GENERAL MATTERS** — 30 MINUTES

This part of the Board’s meeting is set aside for members of the public requesting to address the Board on general items which are not agenda items calendared for action, which are not first readings listed in the agenda, and are not items previously referred to committee and not yet returned to the Board for action.

This agenda item will be limited to thirty (30) minutes and will begin no later than 7:30 p.m. or following the item under discussion at the time. Anyone whose name remains on the speakers list at the end of the allotted time will be granted time at the end of the regular meeting.
K. ADVISORY COMMITTEE REPORTS/APPOINTMENTS TO ADVISORY COMMITTEES BY BOARD MEMBERS

➢ Report from the Community Advisory Committee for Special Education (CAC)

L. SPECIAL ORDER OF BUSINESS

PUBLIC HEARING ITEM:

1. Subject: Public Hearing on the Sufficiency of Textbooks and Instructional Materials for 2015-2016

   Recommendation: That the Board of Education of the San Francisco Unified School District hold a public hearing regarding the Sufficiency of Textbooks and Instructional Materials as required by Education Code Section 60119.

ACTION ITEMS:

1. Subject: Resolution Regarding the Sufficiency of Textbooks and Instructional Materials as Required by Education Code Section 60119

2. Subject: Ratification of Agreements Between San Francisco Unified School District and Charter Schools – Operational Memoranda of Understanding

   Recommendation: That the Board of Education of the San Francisco Unified School District ("District") ratify the Memoranda of Understanding ("MOU") for the 2015-2016 school year negotiated with the charter schools by the Superintendent or his designee as set forth in the resolution.

M. DISCUSSION OF OTHER EDUCATIONAL ISSUES

➢ Enrollment Projections
➢ Benchmark Year Results

N. CONSENT CALENDAR RESOLUTIONS –

   REMOVED AT PREVIOUS MEETING FOR SECOND READING AND ACTION
O. VOTE ON CONSENT CALENDAR – Moved and Seconded under Section F

P. CONSENT CALENDAR RESOLUTIONS – SEVERED FOR BOARD DISCUSSION AND IMMEDIATE ACTION – SEE EXHIBIT A FOLLOWING SUMMARY PAGES FOR LIST OF ITEMS

Q. SUPERINTENDENT'S PROPOSALS – FIRST READING Pg. 37 - 41
(5 Minutes will be given for total public testimony under this item.)

➢ 159-29Sp1 – Adopt Board Policy ("BP") 7160 (Facilities: Charter School Facilities)

(Per Board Rules and Procedures 9000, the Board may suspend its Rules in order to consider action on this resolution at First Reading)

➢ 159-29Sp2 – Revision to Board Policy 6141, Curriculum Development and Evaluation, Board Policy 6161.1, Instruction, and Board Policy 0410, Non Discrimination in District Programs and Activities

R. BOARD MEMBERS' PROPOSALS – FIRST READING Pg. 42
(5 Minutes will be given for total public testimony under this Item)

(Per Board Rules and Procedures 9000, the Board may suspend its Rules in order to consider action on this resolution at First Reading)

➢ In Support of Fire Safety Education in All Elementary Schools
  - Commissioner Emily M. Murase, and Student Delegates Teresia Chan and Miguel Tantiado

S. BOARD MEMBERS' REPORTS – a. Standing Committees; b. Board Delegates to Membership Organizations (NSBA, CSBA, CGCS); c. All other reports by Board Members.

Report from the Committee of the Whole
September 15, 2015 - Reporting: Commissioner Matt Haney

INFORMATIONAL ITEM:
• 2015–16 Update and Discussion of Superintendent's Annual Evaluation Performance Measures
Board Members' Reports – a. Standing Committees; b. Board Delegates to Membership Organizations (NSBA, CSBA, CGCS); c. All other reports by Board Members. – Continued

Report from the Augmented Rules, Policy, and Legislation Committee
September 16, 2015 - Reporting: Commissioner Jill Wynns

Action Items:
➤ Legislative Overview - Consideration and Action of District Positions on Selected Legislative Proposals
➤ 158-21Sp1 – Revision to Board Bylaw ("BB") 8322 (Agenda/Meeting Materials)
➤ 158-21Sp2 – Revision to Board Bylaw ("BB") 9323.1 (Order of Business)
➤ 158-25Sp1 – Revision to Board Policy 5145.3 (Formerly BP 5111.4) Students: Nondiscrimination / Harassment
➤ 158-25Sp2 – Revision to Board Policy 5145.7 (Formerly BP 5166) Students: Sexual Harassment
➤ 158-25Sp3 – Revision to Board Policy 1312.3 (Formerly BP 1342) Community Relations: Uniform Complaint Procedures

Informational Item:
➤ Community Advisory Committee for Special Education (CAC) – Revised Bylaws

Report from the Augmented Curriculum and Program Committee
September 23, 2015 - Reporting: Commissioner Shamann Walton

Action Item:
➤ 158-25A1 – In Support of Countering Human Trafficking and Commercial Sexual Exploitation of Children (Mureso)

Update/Overview on the Following Informational Items:
➤ CAASPP (California Assessment of Student Performance and Progress) Baseline Results
➤ Ethnic Studies
➤ LGBTQ Elective at Ruth Asawa School of the Arts
➤ Media Use Guidelines
➤ Summer Programs
➤ Middle School Computer Science
➤ Math Course Sequence
➤ Middle Grades Technology Integration
➤ Laptops for Educators

Report from the City and School District Select Committee
September 24, 2015 - Reporting: Commissioners Sandra Lee Fewer, Matt Haney, and Shamann Walton

Item for Discussion:
➤ 150922 – Family Homelessness
➤ 150923 – Teacher Housing Task Force
➤ 150924 – Free Muni for Youth Program

➤ Budget and Business Services Committee
➤ Buildings, Grounds, and Services Committee
➤ Ad Hoc Committee on Student Assignment
➤ Ad Hoc Committee on Personnel Matters/Labor Relations
T. REPORT OF CLOSED SESSION ACTIONS

U. OTHER INFORMATIONAL ITEMS

➤ Acceptance of Gifts for the Month of August 2015

➤ Informational Notice of Classified Personnel Transactions

V. ADJOURNMENT
Artifacts & Supporting Documentation

1. Presentation to SFUSD Board SBAC / CAASP – September 29, 2015
2. Overall Summary, ELA and Math, by Grade Level- SFUSD
3. Overall Summary, ELA and Math, by Grade Level (HS only)- SFCOE
4. SBAC Summary, ELA and Math, by Subgroup - SFUSD
5. SBAC Summary, ELA and Math by Subgroup - SFCOE
2015 RESULTS: SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)

Context of SBAC

Participation on SBAC

Districtwide SBAC Results

SBAC Student Report (Parent Resources)

School Action

Smarter Balanced Assessments

Higher Expectations

Smarter Testing

Raising the Bar
Smarter Balanced Assessment Facts

- The technology-based Smarter Balanced Assessments in Mathematics and English Language Arts measure progress toward the more rigorous California Common Core Standards.
- The Common Core State Standards in English Language Arts and Mathematics define what a student needs to know and be able to do to be college and career ready for the 21st century.
- Shifts in Education: Shifts in curriculum standards and instruction inform assessment and accountability shifts. We see these tests as one of many ways to gauge our progress.
- This is a baseline year and this year's results cannot be compared to previous years' results. However, SBA is a vertically-aligned assessment that allows measuring growth from one grade level to the next.
- These tests include a wider variety of questions, requiring students to explain how they solve problems, think critically, reason with evidence, and write analytically.

Smarter Balanced Assessments (SBA) - What's Different About Them?

- **Question type**
  - Same set of questions for every student
  - Only multiple-choice question type: 35% screen and drag drop, 65% choose one correct answer
  - Computer adaptive -- difficulty level adjusts to student's last answer
  - Technology enhanced question types: students drag and drop, type in their responses, select several correct answers from a list, match and sort

- **Performance bands and scale scores**
  - Scores range from 350 – 600
  - Advanced
  - Proficient
  - Basic
  - Below Basic
  - Far Below Basic
  - Scores range from 2000 – 2000
  - Standard Exceeded
  - Standard Met
  - Standard Nearly Met
  - Standard Not Met
Participation on SBAC

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<th>Percent of Enrolled Students Tested</th>
<th>Percent and Number of Students Tested but not repeated*</th>
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<td>English Language Arts</td>
<td>95%</td>
<td>93% (25,237 students)</td>
<td>2.5% (673 students)</td>
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<tr>
<td>Mathematics</td>
<td>95%</td>
<td>95.8% (26,102 students)</td>
<td>0.6% (164 students)</td>
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*NOTE
These figures do not include those scores that are being examined with the test protocols. The following schools have more than 25 students that are currently being examined: Prendis, Washington, Lennox, Glen Park, Lafayette, Langdon, Rose Park, Starr King, Roosevelt, Everett

**NOTE** 77 parents requested exemptions from SBAC testing

Source: CDE website and SFUSD

Special Education and English Learner Testing

- Preparation
  - Collaborated with Special Education Services and Multilingual Pathways Department
  - Presented to the SFUSD Community
  - Trained Staff, District-wide
  - Provided Site-level support

- Use of Unmet Needs, Designated Supports and Accommodations
  - Students with IEPs (approximately 2,000 students participated)
    - Text-to-Speech (>500 students)
    - Coder Correct (>510 students)
    - Mixing (>220 students)
  - English Learner Students (approximately 6,000 students participated)
    - Math Translated Glossary: Multiple Languages (>1,000 students)
    - Math Translated Test Directions: Multiple Languages (>1,000 students)
    - Math Shaded Translation: Spanish Only (>500 students)

Districtwide SBAC Results
Districtwide SBAC Results (ELA)

Districtwide SBAC Results (Math)

Districtwide SBAC Results (ELA, by Grade Level)

Districtwide SBAC Results (Math, by Grade Level)
Districtwide SBAC Results
(Math, Comparison to State and Other Districts)

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Districtwide SBAC Results
(ELA & Math, Comparison to State and Other Districts by Targeted Subgroups)

<table>
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<th>Subgroup</th>
<th>ELA Standard Met or Exceeded (%)</th>
<th>Math Standard Met or Exceeded (%)</th>
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SBAC, Correlation to Other Indicators

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<th>Indicator</th>
<th>SBAC - ELA</th>
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<td>% Targeted Students*</td>
<td>-.78</td>
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<tr>
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<td>-.71</td>
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<td>Scholastic Reading Inventory (SRI)</td>
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*% Targeted Students include Native-American, Latino, and Sansei students

Highlights of SBAC Results

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<th>Aspect</th>
<th>Highlight</th>
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<td>Participation</td>
<td>&gt; 25,000 in grades 3 - 8 and 11</td>
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<td>Overall Results</td>
<td>Halfway to the goals</td>
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<tr>
<td></td>
<td>• 5% 3rd-5th Grade Standards in ELA,</td>
</tr>
<tr>
<td></td>
<td>• 4% 3rd-5th Grade Standards in Math</td>
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<tr>
<td>Comparisons</td>
<td>$%$ grade level results (3rd-5th grade) are higher than predicted, STATE,</td>
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<tr>
<td></td>
<td>and other peer districts</td>
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<tr>
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<td>• $%$ grade level results (3rd-5th grade) are lower than predicted, STATE,</td>
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<td>and other peer districts</td>
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<td>Subgroup Results</td>
<td>$%$ grade level results (3rd-5th grade) are higher than predicted, STATE,</td>
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<td>$%$ grade level results (3rd-5th grade) are lower than predicted, STATE,</td>
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<td>Correlations</td>
<td>$%$ grade level results (3rd-5th grade) are higher than predicted, STATE,</td>
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<td></td>
<td>$%$ grade level results (3rd-5th grade) are lower than predicted, STATE,</td>
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<tr>
<td></td>
<td>and other peer districts</td>
</tr>
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<td></td>
<td>• Higher negative correlations: Chronic Absenteeism &amp; Correlation of</td>
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<td></td>
<td>• Higher positive correlations: Chronic Absenteeism &amp; Correlation of</td>
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SBAC Student Report (Parent Resources)

NOTE: As a parent, you should receive your student score report within the next two weeks. If not, please contact us at 415-241-6400.
Student Score Reports

Scores should **NOT BE COMPARED** to results from the Standardized Testing and Reporting (STAR) program because they are based on different academic standards. These results are **ONLY ONE OF MANY MEASURES** of academic performance: classroom tests, assignments, report cards, teacher conferences, grades, projects.

These scores are a starting point — a **BASELINE** for the progress we expect students to make over time.

SBAC Parent Resources

- Take the Smarter Balanced Practice and Training Tests here:

- View California's grade-level standards here:
  - http://www.cde.ca.gov/ta/tg/sb/summa.htm

- Download Parent Guide to the Smarter Balanced Summative Assessment here:

Resource List for Parents

**California Assessment of Student Performance and Progress (CAASPP)**

- Assessing Student Learning
- Student Standards
- Reporting Results
- Student Score Reports Are Coming Soon!
- Find your State School Accountability Report (SSAR)

School Action with Results

- Full implementation of Common Core State Standards
  - Smarter Balanced Assessments used throughout the year
  - Students more time learning with computers
  - Teachers training in using assessment information
## 2014-15 Smarter Balanced Assessments
### Baseline Performance Summary

<table>
<thead>
<tr>
<th>Summary</th>
<th>Exceeded the Standard</th>
<th>Met the Standard</th>
<th>Nearly Met the Standard</th>
<th>Has Not Met the Standard</th>
<th>Total</th>
<th>Proficient</th>
<th>Not Proficient</th>
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<td>Count</td>
<td>Percent</td>
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Data Source: CAASPP TOMS - Oct. 16, 2016
Note: Total may vary due to rounding.
## 2014-15 Smarter Balanced Assessments
### Baseline Performance Summary

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**Data Source:** CAASPP TOMS - Oct. 15, 2015

*Note: Totals may vary due to rounding.*
## 2014-15 Smarter Balanced Assessments
Baseline Performance Summary

### San Francisco Unified School District

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Data Source: CAASPP TOMS - August 26, 2015
Note: Total may vary due to rounding.
# 2014-15 Smarter Balanced Assessments
Baseline Performance Summary

## San Francisco Unified School District

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<th>Met the Standard</th>
<th>Nearly Met the Standard</th>
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<th>Total</th>
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Data Source: CAASPP TOMS - August 28, 2015
Note: Total may vary due to rounding.
### 2014-15 Smarter Balanced Assessments
#### Baseline Performance Summary

**San Francisco County**

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Data Source: CAASPP TOMS - Oct. 15, 2015
Note: Total may vary due to rounding.

Achievement Assessments Office
## San Francisco County

### Summary

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<th>Total</th>
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Data Source: CAASPP TOMS - Oct. 15, 2015
Note: Total may vary due to rounding.