Towards Vision 2025

In the fall of 2013, we convened hundreds of community members, including students, parents, teachers, and business leaders, to develop a new vision for the future of public education in San Francisco. Our intent is to make this vision come true and to use the ideas that emerged in this community-wide process as a guide to transform the city’s school system into one of the premier school systems in the world over the next decade. In a city and world that is constantly changing, SFUSD’s Vision 2025 articulates the shifts our system will take to ensure that we prepare our graduates to live, thrive and succeed in San Francisco and beyond. The Graduate Profile serves as the anchor for our vision and identifies the knowledge, skills, dispositions and behaviors required for our students to succeed in our 21st century world.

Charting the course toward our vision will require us to build on the Strategies in Action we first articulated in Impact Learning, Impact Lives, and to further pursue innovative practices and system changes that will accelerate results for students from pre-K through 12th grade and beyond. Vision 2025 serves as our compass, the Strategic Plan our roadmap. The 2016–2018 Strategic Plan is Transform Learning, Transform Lives, A Guidebook Towards Vision 2025. To achieve our vision we must fully execute on the strategies and priority work outlined in this strategic plan and then monitor and measure outcomes through a cycle of continuous improvement. We will use holistic measures—academic, social-emotional and culture/climate indicators—to set targets and assess progress towards meeting district goals. We maintain a set of performance indicators that reflect our collective commitment to our students and families. At the state level, this is reported through the Local Control Accountability Plan (LCAP), which includes an annual stakeholder engagement process.

We believe that every one of us plays a role in supporting and upholding our schools to be the best they can be for our students. For that reason, we have outlined key strategies at each level of the organization.

We have already made progress in many areas; however, we have much more work to do to ensure that each and every student is successful. The work you do on behalf of our students is critical and deeply appreciated. We remain committed and are excited to continue this journey—working together we can transform learning in ways that create even greater opportunities for all of our students to succeed.

Myong Leigh
Interim Superintendent of Schools

Matt Haney
President, SF Board of Education
District Profile
The San Francisco Unified School District (“SFUSD” or the “District”) educates 55,320 of San Francisco’s pre-K, kindergarten, elementary, middle, and high school age children through a network of 131 pre-K–12 schools, not including charters, located throughout the City and County of San Francisco.

Over 55,000 pre-K-12 Students:
Ethnicity by Percent of Population*

<table>
<thead>
<tr>
<th>Ethnicity</th>
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<tbody>
<tr>
<td>Chinese</td>
<td>27%</td>
</tr>
<tr>
<td>Latino</td>
<td>13%</td>
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<tr>
<td>White</td>
<td>12%</td>
</tr>
<tr>
<td>Other</td>
<td>8%</td>
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<tr>
<td>African American</td>
<td>4%</td>
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<tr>
<td>Filipino</td>
<td>54%</td>
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Free and Reduced Lunch

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<tr>
<th>Cafeteria</th>
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<tbody>
<tr>
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SFUSD Employees
San Francisco is both a city and a county; therefore, SFUSD’s 8,497 FTEs administer both the School District and the San Francisco County Office of Education. This makes SFUSD a “single-district county.”

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>3,292</td>
<td>34%</td>
</tr>
<tr>
<td>Administrators</td>
<td>1,995</td>
<td>21%</td>
</tr>
<tr>
<td>Paraprofessional**</td>
<td>643</td>
<td>7%</td>
</tr>
<tr>
<td>Classified***</td>
<td>2,949</td>
<td>34%</td>
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<tr>
<td>Substitute Teachers</td>
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<td>6%</td>
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<tr>
<td>School Support Staff**</td>
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<td>5%</td>
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<tr>
<td>Facilities</td>
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</tr>
<tr>
<td>School Site Administrators</td>
<td>224</td>
<td>2%</td>
</tr>
<tr>
<td>Student Nutrition Services</td>
<td>198</td>
<td>2%</td>
</tr>
<tr>
<td>Early Education Services</td>
<td>199</td>
<td>2%</td>
</tr>
<tr>
<td>Central Office Certified</td>
<td>83</td>
<td>1%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>7</td>
<td>0.1%</td>
</tr>
<tr>
<td>Total Employees</td>
<td>8,497</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Data Source: CREDS Oct. 2015
**School Support Staff include counselors, social workers, nurses, family liaisons, IRFs, literacy coaches, psychologists, security guards, clerks, etc.
***Central Office Classified and Paraprofessional FTE totals include positions that are centrally assigned to schools.

Our Foundation
The SFUSD mission, vision, goals, and beliefs continue to serve as guiding principles to our work.

Mission Statement
Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.

Vision of Student Success
Every student who attends SFUSD schools will discover his or her spark, along with a strong sense of self and purpose. Each and every student will graduate from high school ready for college and career and equipped with the skills, capacities and dispositions outlined in SFUSD’s Graduate Profile.

Our Universal Goals
Access and Equity
Make social justice a reality by ensuring every student has access to high-quality teaching and learning.

Student Achievement
Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.

Accountability
Keep district promises to students and families and enlist everyone in the community to join in doing so.

Our Core Beliefs
The achievement gap is the greatest civil rights issue facing SFUSD. It is possible to increase academic achievement of high-performing students and accelerate achievement of those currently less academically successful.

Quality schools offer engaging and challenging programs, caring and committed staff, strong and visible leaders, and instruction differentiated to meet each child’s needs.

Authentic partnerships are essential to achieving our vision for student success.

Equity is the work of eliminating oppression, ending biases and ensuring equally high outcomes for all participants through the creation of multicultural, multilingual, mutiethnic, and multiracial practices and conditions; as well as removing the predictability of success or failure that currently correlates with any social or cultural factor.
Theory of Action

If we ... 
- engage our students to learn via a rigorous Common Core-based curriculum in a safe and supportive classroom environment;  
- invest in building and developing the capacity of teachers, leaders and school staff; 
- enlist our partners and empower families in a community schools approach; 
- and coherently align supports and resources to execute our strategies in action at all levels of the organization (classroom, school and central office, along with supportive policy and governance);

Then, every student who enrolls in our schools will graduate prepared to succeed in college, career and life.

Vision 2025 Roadmap

The Strategic Plan

We strive to be an exemplary learning organization. This updated strategic plan, Transform Learning. Transform Lives, builds upon the previous version Impact Learning. Impact Lives, which developed from the original plan Beyond the Talk: Taking Action to Educate Every Child Now. The initial plan explicitly called for a commitment to equity and social justice.

These respective multi-year plans are meant to scaffold our intentional work toward:
- exploring and instituting models that accelerate learning; 
- closing and eliminating achievement gaps; 
- ensuring that every single child is equitably supported to realize high levels of achievement and the Vision of Student Success; 
- evolving into a world-class school system that operationalizes and embodies Vision 2025.

Systems of Support: The RtI² Framework

Response to Instruction and Intervention (RtI²) is a framework for organizing the efforts of an entire school so that each and every student experiences effective and differentiated “core” learning experiences, and that students with additional needs receive effective supplemental support.

There are two critical concepts at work in the RtI² framework. First, when schools can articulate each tier in their efforts, they are more likely to implement these strategies consistently, and this consistency contributes greatly to students’ success. Second, at the heart of the RtI² framework is a school team that pays constant attention to evidence of their students’ learning and ensures increasing levels of support are directed to the students who need them.

The RtI² framework is organized into three tiers or levels of support. Though closely connected, the framework also distinguishes between efforts that relate directly to teaching and learning, and efforts that create a positive climate and provide social/emotional support.

When implemented well and consistently, Tier One supports benefit the majority of a school’s students. Tier Two strategies provide additional supports to the smaller group of students in a school whose needs require supplemental help. Tier Three supports are even more intensive and apply to a much smaller group of students.

These tiered supports are identified in each school’s Balanced Scorecard / Single Plan for Student Achievement (BSC/SPSA).

School-Wide Systems for Classroom Success: A Response to Instruction and Intervention (RtI²) Model

<table>
<thead>
<tr>
<th>ACADEMIC</th>
<th>BEHAVIORAL</th>
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<tbody>
<tr>
<td><strong>TIER 3</strong> Tertiary Interventions</td>
<td><strong>Tertiary Interventions</strong></td>
</tr>
<tr>
<td>Secondary Interventions</td>
<td>Second Step</td>
</tr>
<tr>
<td>Small Group Instruction</td>
<td>Behavioral Contracting</td>
</tr>
<tr>
<td>Targeted Group Interventions (e.g. Qualitative Reading Inventory in grades 6-12 or Leveled Literacy Intervention System in K-6)</td>
<td>Self-Monitoring</td>
</tr>
<tr>
<td>Before / After School Tutoring</td>
<td>School-to-Home-Note</td>
</tr>
<tr>
<td>Intervention Programs</td>
<td>Mentor-Based Program</td>
</tr>
<tr>
<td>Tier Three Tertiary Interventions</td>
<td>Differential Reinforcement</td>
</tr>
<tr>
<td>Small Group Social Skills Training</td>
<td>Positive Peer Reporting</td>
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</table>

<table>
<thead>
<tr>
<th><strong>TIER 2</strong> Secondary Interventions</th>
<th><strong>Secondary Interventions</strong></th>
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</thead>
<tbody>
<tr>
<td>Universal Interventions</td>
<td>School-Wide Positive Behavior</td>
</tr>
<tr>
<td>Tier Two Secondary Interventions</td>
<td>Interventions and Supports</td>
</tr>
<tr>
<td>Differentiated Instruction</td>
<td>Second Step (Social-Emotional Curriculum)</td>
</tr>
<tr>
<td>Culturally and Linguistically Relevant Pedagogy</td>
<td>Good Behavior Game</td>
</tr>
<tr>
<td>Academic Language and Literacy</td>
<td>16 Proactive Classroom Mgmt Strategies</td>
</tr>
<tr>
<td>Universal Design Learning</td>
<td>Physiology for Learning Diet, Exercise, Sleep, Hygiene</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TIER 1</strong> Universal Interventions</th>
<th><strong>Universal Interventions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier One Universal Interventions</td>
<td>School-Wide Positive Behavior</td>
</tr>
<tr>
<td>Tier One Essential Interventions</td>
<td>Interventions and Supports</td>
</tr>
<tr>
<td>Tier One Relevant Interventions</td>
<td>Second Step (Social-Emotional Curriculum)</td>
</tr>
<tr>
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<td>Good Behavior Game</td>
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</tr>
<tr>
<td>Tier One Relevant Interventions</td>
<td>Physiology for Learning Diet, Exercise, Sleep, Hygiene</td>
</tr>
</tbody>
</table>
We have identified strategies across SFUSD, starting with our common goals of access and equity, student achievement and accountability. School Balanced Score Cards/Single Plans for Student Achievement (BSC/SPSA), district Score Cards, and our district’s Local Control Accountability Plan identify actions and measures that we will employ to help monitor and measure the implementation and impact of our work. We are committed to using cycles of continuous improvement to review progress toward our goals, implementation of our strategies, the impact of our work, and if needed, realign strategies and resources to meet our goals.

Accountability Measures and Continuous Improvement

Cycles of Continuous Improvement

The cycle of continuous improvement is used for improving outcomes and creating a reflective mindset within the education system. It is an iterative, problem-solving method for making rapid, incremental improvements while gaining valuable learning and knowledge from the practice. Educators use the cycle to study and reflect on current practice or to address a shared problem. This cycle allows us to produce evidence and informs us on how to lead organizational transformation.

Measuring Our Implementation and Impact

In fall 2015, SFUSD and five other school districts in the state collaborated as part of the California Office to Reform Education to launch the nation’s first school district accountability system. The School Quality Improvement Index initiative, also known as “the Index,” includes academic achievement, as well as social-emotional learning and school culture climate. By using a more holistic approach, we can focus on how our work is eliminating disparity and disproportionality. These indicators let us focus on areas to improve, and allow us to see with greater accuracy where schools and their students need the most support. While some change is on the horizon at the state and federal level with the passage of the Every Student Succeeds Act, the Index may prove to be an important model. SFUSD has a historical commitment to more holistic measures beyond potential changes in the state and federal accountability system. Reviewing measures of academics, school culture and climate, student social-emotional learning and focusing on student groups is an important lens for evaluating our implementation and impact. In addition, SFUSD will be linking the information to strategies, practices and targets to identify challenge areas and build on success.
We Want Our Graduates to Be Ready to Transform the World

As our Vision for Student Success states, we want our students to graduate from our schools with the skills, capacities and dispositions for 21st century success. We are committed to supporting every student to develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning and prepare them for life, work, and study beyond their secondary school years.

Content Knowledge
Ready to Think, Learn and Grow
We help our students master the fundamentals they need to know to succeed—like math, English, computer science and art—and develop problem-solving and critical-thinking skills.

Creativity
Ready to Create
We provide opportunities for our students to be creative and at the center of solutions. They tackle environmental problems and make their communities more inclusive.

Career and Life Skills
Ready for Career, Ready for Life
We help our students acquire the knowledge, skills and experience they need to navigate in the world, think critically and communicate effectively. We partner with local businesses to expose students to real challenges and learn how to solve them.

Global, Local and Digital Identity
Ready to Tackle a Changing World
We equip students with the skills they need to succeed in the future. They learn new languages, understand new technologies and participate in local apprenticeships.

Leadership, Empathy, and Collaboration
Ready to Lead, Ready to Work with Others
We organize activities in teams to help students learn to work together. We also encourage students to work with partners outside the classroom, such as family members and mentors, to prepare students to both lead and collaborate.

Sense of Purpose and Sense of Self
Ready to Be Their Best
We believe in each and every one of our students. We nurture their growth and teach them life lessons so they can recognize their purpose and value. We encourage each student to reach their full potential, whether they require extra support or a new challenge.

To this end, we must ensure the conditions and cultivate the culture for college and career readiness at all school levels. We have identified our highest leverage strategies to achieve our goals. These Strategies in Action will impact all levels of the system—Classrooms, Schools, Central Office, and Policy and Governance—and provide a shared roadmap for raising student achievement and bringing us closer to realizing Vision 2025.
1. The Instructional Core
The Instructional Core is the relationship between student and teacher, in the presence of content. –Richard Elmore

Our students should have a rich and rigorous school experience and be able to describe and demonstrate their learning. Our professional educators and support staff play an important role in the growth and development of our students, as well as ensuring their ultimate success. The key areas of focus listed below explain how our students and teachers are vital to achieving our Vision for Student Success, as well as developing students’ skills and dispositions so they model the Graduate Profile.

2. The Dimensions of Teaching and Learning
Agency, Authority and Identity
Students have opportunities to conjecture, explain, make arguments and build on each other’s ideas to contribute to their development of agency (the capacity and willingness to engage academically) and authority (having command of the content).

Students create positive identities as sense-makers, designers, problem-solvers and idea creators. Instruction permits students to co-construct knowledge and work cooperatively in modes like complex instruction. Students will confidently demonstrate and exhibit what they have learned in a variety of ways, harnessing technology where relevant.

Access to Content
Classroom activity, structures, scaffolding, and opportunities for extension provide equitable access for each and every student to develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging.

Schoolwide and classroom behavioral expectations are taught, modeled and reinforced to create and maintain safe and supportive school environments, as well as to ensure optimal teaching and learning.

The effective use of digital and online learning tools and resources help to personalize instruction and expand access to content for all learners.

A Universal Design for Learning (UDL) approach will better support all students’ access to the curriculum and provide diverse learners a scaffolded opportunity to master content and standards.

Role of Assessment to Inform Instruction
Teachers use a variety of diagnostic, formative and summative assessments in their instructional planning.

Teachers continually solicit student thinking, which can influence subsequent instruction by building on productive beginnings or addressing emerging understandings.

Students express their thinking and justify their findings so educators build on their current understanding and apply new approaches to learning.

Through the use of a cycle of inquiry, teachers collaboratively review and act upon information about the learning of students.

3. Implementation of SFUSD’s Core Curriculum
To achieve the levels of learning and teaching envisioned in these three dimensions, we will deepen our implementation of the SFUSD Core Curriculum, a sequential set of guidelines in each discipline that specify the content knowledge and skills that each and every student is expected to learn in a coherent progression over time at each grade level.

Mathematics instruction is organized in accordance with the SFUSD PreK-12 Core Curriculum aligned to Common Core State Standards. Through the curriculum, all SFUSD students will develop a belief that mathematics is sensible, worthwhile and doable. Students will engage in rigorous mathematics by way of rich and challenging tasks.

Language arts curriculum is aligned with the SFUSD PreK-12 Core Curriculum. Teachers design collaborative curriculum maps and instructional units that embrace a Comprehensive Approach to Literacy. This researched-based instructional model emphasizes a workshop approach, fostering explicit strategy instruction and providing opportunities for student practice in whole group, small group and individual settings.

Safe and Supportive Learning Climate
The classroom environment is safe, structured in a manner that supports social emotional learning, and communicates an expectation that each and every student achieves academic success.

By following a Response to Instruction and Intervention (RTI) model, educators maintain a safe, positive, and supportive environment where each and every student benefits from multiple tiers of support, including research-based academic interventions and Positive Behavioral Interventions and Supports (PBIS).

4. Family-School Partnerships
Families are encouraged and supported to be involved in their children’s learning at home and at school.

Communication processes are clear to families and encourage a mutual exchange of information and perspectives. Students’ diverse cultures, backgrounds and family structures are valued and accepted, demonstrating cultural sensitivity and promoting inclusion for each and every student and families.
1. Leadership

Instructional Leadership
All school staff engage regularly in practices that improve the teaching and learning in all classrooms, including:

• Regular classroom visits that promote teachers’ professional growth, with feedback and dialogue based on school priorities, instructional shifts aligned to SFUSD’s core curriculum, Common Core State Standards, English Language Development State Standards, culturally and linguistically responsive strategies, student learning outcomes, and individual teachers’ improvement goals;

• Organized instructional school visits that engage teams of teachers and administrators in solving a problem of practice related to student learning;

• Implementing an effective system to identify focal students and provide tiered levels of academic and/or behavioral support that align with a Response to Instruction and Intervention (RTI) model;

• Regularly monitoring access to the curriculum in the least restrictive environment, the learning supports outlined in IEPs and compliance requirements for students with disabilities;

• Analyzing student performance data and student work to inform instructional decisions;

• Establish and communicate expectations for the use and integration of technology into instructional practices and classroom learning opportunities; and

• Facilitating dialogue with various school stakeholders to promote continuous improvement.

Inclusive-Facilitative Leadership
Teachers, principals and staff meet regularly to provide support to students; e.g. SST, SAP, Section 504, IEP, CARE teams.
School teams meet specifically to improve curriculum, instruction and assessment in all classrooms. The teams (Instructional Leadership Teams, Grade Level Teams, Course A-Likes and Department Teams) also address and monitor the progress of school culture and climate (BRTI, Attendance, Suspension) with a particular focus on meeting the needs of under-performing student groups, English learners and students with disabilities.
School teams proactively involve parents and community partners in providing tiered, targeted and strategic support to students to ensure academic, social and emotional success.

Operational - Managerial
The school aligns its resources, contracts and community partnerships to support its goals and strategies.
The schools’ goals, strategies and alignment of resources address the identified academic, social and emotional learning and culture-climate needs. The goals are monitored through the Balanced Score Card/Single Plan for Student Achievement (BSC/SPSA) in keeping with district guidance and state and federal law.
The school retains its teachers and staff and provides opportunities for their professional growth.
The school provides a safe, structured, and caring community that distributes responsibility across staff and teams to enhance successful teaching and learning.
The school collaborates with all district departments to support the needs of their educational communities.

Strategies in Action: Schools

Principals, school leadership teams and families help create conditions for teacher effectiveness, student success and strong home-school partnerships. These multiple stakeholders collaborate regularly to track progress towards performance goals.
Research from the University of Chicago Consortium suggests that successful schools pay specific attention to Five Essential Supports to foster conditions for accelerated student learning. These five essential supports are: leadership, instructional guidance, professional capacity systems, a student-centered learning environment, and parent-school-community ties.

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The school collaborates with all district departments to support the needs of their educational communities.
2. Instructional Guidance

The principal and staff engage in a consistent set of activities that ensure:

- Curriculum is aligned to the PK-12 SFUSD Core Curriculum;
- Instructional materials and resources support this curriculum;
- Teachers and leaders will better understand how Universal Design for Learning (UDL) principles can remove barriers and improve student learning;
- Instruction is rigorous, meaningful, engaging, and differentiated;
- Each and every student PK-12 is mastering grade-level standards and acquiring 21st century skills to become college and career ready;
- Technology is embedded in curriculum, instruction and assessment to deepen student-learning opportunities;
- Designated English Language Development (ELD) instruction leveled by proficieny and English Language Development Standards integrated during content instruction for English learners;
- The BSC/SPSA identifies specific, measurable academic performance targets and clear, high-leverage instructional change objectives based on data-identified growth areas.

3. Professional Capacity Systems

Teacher Collaboration

Time and resources for teacher collaboration are prioritized for teachers to:

- Create SFUSD Core Curriculum-aligned curriculum maps, plan lessons and reflect on evidence of student learning;
- Participate in cycles of inquiry, share best practices to collectively increase knowledge of effective teaching and learning;
- Discuss student work, data, interventions and supports to students and families;
- Plan for supports for special student populations, including English learners, students with disabilities and under-performing student groups; and

Instructional Coaching

Teachers participate in coaching cycles that support their professional growth and contribute to increased student learning.

Professional Development

The school has a professional development plan and BSC/SPSA that identifies the learning goals of its teachers and describes how its resources (time, support staff, budget) will contribute to achieving these goals. Faculty meetings, teacher collaboration and other meeting times are planned in keeping with the school’s instructional goals as outlined in their BSC/SPSA.

Data, implementation of the common core, integration of technology, and student work are essential parts of each school’s professional capacity building.

4. Student-Centered Learning Climate

The school environment is safe and supportive; students’ interests are at the forefront; they have a shared sense of responsibility toward SFUSD’s goals, use data to make decisions, value all members of the school community, embrace all perspectives, and develop relational trust.

Instructional Coaching

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5. Parent-School-Community Ties

The school practices a community schools approach and connects families to services and resources that support students’ safety, well-being and learning. Schools actively reach out to hear from families. Communication processes are clear to families and encourage a mutual exchange of information and perspectives. Communication with families is consistent, inclusive and culturally relevant. Essential information is provided in multiple languages and interpretation is provided at school meetings and events.

The School Site Council (SSC), English Learner Advisory Committee (ELAC), the African American Parent Advisory Council (AAPAC) and parent/family groups reflect and represent the diversity of the school. Governance groups are encouraged and empowered to engage in developing the school site plan and monitoring its impact on student achievement, as measured by the district's accountability system and other measures.

Schools welcome and respect families, build community among diverse populations and actively engage families to resolve conflict and repair harm. Parents have opportunities to volunteer and be involved in daily school activities. Schools effectively utilize the enrollment fair and school tours as part of their outreach to families.

Schools actively support and encourage families to be advocates for each and every student to ensure they are treated fairly and have equitable access to learning opportunities.
Strategies in Action: Central Offices

Central office is responsible for developing systems of support for strengthening the instructional core. It drives the organizational change needed to scale promising practices resulting in improved student outcomes. The Superintendent, the district’s leadership team, and all central office personnel are charged with identifying strategies and supports to address barriers to student success.

1. Teaching and Learning

SFUSD holds that students learn in the powerful ways envisioned by Vision 2025, the SFUSD Dimensions of Teaching and Learning, and our SFUSD Core Curriculum as they experience classrooms that are of consistently high quality. This vision is outlined in the Strategies in Action: Classrooms pages. SFUSD also holds that the quality of teachers’ professional learning matters. In particular, the quality of teachers’ engagement in four school-based professional learning practices are essential:

- feedback related to our vision of learning and teaching;
- collaboration and effective meetings with other teachers;
- instructional coaching; and
- instructional leadership

The central office will further align its professional learning supports to better match these four school-based professional learning practices: feedback, collaboration and effective meetings, coaching, and instructional leadership.

As an example, principals will continue to participate in an instructional rounds process and deepen their own understanding of teaching and learning in the context of the instructional shifts and differentiated supports.

Instructional coaches from a variety of departments that will increasingly be cross-trained in the work related to both the academic and behavior domains. School Instructional Leadership Teams will be supported to join networks composed of their ILT peers.

We will continue to seek and deliver professional development formats that are job embedded and site specific.

2. Safe and Supportive Schools

Employing a community schools approach enables us to build and support effective parent, school, district, and community systems that include collective responsibility and commitment among all stakeholders to student success. We work to assess each school’s specific needs, and intentionally align the services and supports offered by community partners to meet the academic and social/emotional needs of students and their families.

We support our work in these areas by using:

- Positive Behavior Interventions and Supports (PBIS) to build safe, consistent, positive, and predictable classrooms and schools;
- Restorative Practices to intentionally and proactively build positive community relationships among students, staff and families;
- Trauma-informed practices to build school and classroom environments that heal and support traumatized students;
- Data systems to record, monitor, assess, and inform continuous improvement in these areas;
- Quality standards for inclusive practices (instructional excellence for diverse learners is a key component of inclusive practices).
3. Talent and Culture
We know that people matter in our collective impact on students in our schools. Employing top talent in the service of students and families is how we can deliver on our promise for a world-class education for each and every student. We must attract the right people for the right roles in SFUSD and proactively create conditions for them to thrive so they stay with us for the long haul.
Invest
• Recruit and retain diverse talent reflective of our school community, and support staff in building their capacity to deliver on our promise to provide a quality education for each and every student.
• Create systems to capture information on why and how prospective employees find SFUSD so we target the right channels to build a workforce that reflects our diverse communities and understands the changing landscape of our city.
• Recruit school-based and central office talent with foundational technology and digital literacy knowledge and capacities to ensure that they are skilled at embedding technology into curriculum, instruction, assessment, and their daily operational practices.
Grow
We believe that building the capacity of our existing talent, and growing our own talent pipelines, are critical levers in ensuring that the best staff is serving our students and families.
• Invest in programs like San Francisco Teacher Residency (SFTR), 5P Pathway to Leadership in Urban Schools (PLUS), and SF Pathway to Teaching, so that we maximize existing talent grounded in SFUSD vision and culture.
• Provide ongoing professional development and coaching to build and strengthen capacity around effectively using technology in the classroom and embedding robust teaching strategies to ensure students are engaging with meaningful learning while equipping themselves with 21st century skills needed to succeed in college and career.
• Continue to support the growth and development of our classroom teachers, school and district leaders and classified staff to ensure the strongest talent across the organization.
Build
We are focused on building infrastructure that ensures future generations of students, families and employees have deep and rich experiences in SFUSD.
• Build systems, structures and tools for communication, transparency and collaboration that create conditions for staff to do their best work.
• Intentionally cultivate an organizational culture where people understand and demonstrate the district’s vision and values.
• All staff receive feedback and learning opportunities to optimize their potential.
4. Family Empowerment and Community Partnerships
SFUSD recognizes that families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community supports the academic achievement of each and every student. Our focus is on building the systems and supports necessary to fully implement SFUSD’s Family Engagement Standards by:
• Building the capacity of district staff and families to engage in effective partnerships that link family engagement to student learning and support positive school cultures;
• Strengthening the structures for shared responsibility across different departments in the district to lead practices that inform, engage and empower SFUSD families;
• Developing the systems to communicate clear expectations, measures and district-wide accountability for engaging families.
We also work to strengthen SFUSD’s systems to utilize a community schools approach to align city, school district and community resources.
5. Resource Management and Impact
Central office leaders provide fiscal oversight and alignment of all district resources to meet established goals. SFUSD utilizes strong financial management systems, internal controls and records of accountability in our community to responsibly administer revenues from multiple sources, including the state’s Local Control Funding Formula (LCFF) and local resources, such as the Public Education Enrichment Fund (PEEF), the Quality Teacher and Education Act (QTEA) and facilities bonds.
We continue to improve our processes for planning investments and allocating and monitoring resources in order to:
• Achieve clean audits each year with minimal findings for our overall financial statements, bonds and parcel tax funds.
• Create transparent and data-driven processes for planning investments and allocating resources.
• Balance numerous priorities while maintaining coherent alignment to our strategic plan and vision.
• Increase our focus and discipline for measuring the impact of our investments by better analyzing:
  • how effectively we design and implement key initiatives,
  • what we aim to achieve with the dollars allocated,
  • what impact investments have made, and
  • whether to continue, adjust, expand, or revisit how we fund initiatives and programs.
Funding priorities during the next several years will include:
• Targeted strategies to address needs of special student populations, including low-income students, English learners, foster youth, and African American students, through a multi-tiered system of academic and behavioral supports across and within schools.
• Investments to recruit, retain and develop teachers, principals and other staff, including paying competitive salaries, enhancing professional learning and providing assistance to address housing affordability and access.
• Continued, gradual improvements to site-based budgets and centrally-allocated school site supports through a multi-tiered system of support (MTSS).
• Technology investments including:
  • redesigning the learning experience, delivering rich digital content to students through 11 devices in partnership with curriculum, pedagogy, and flexible spaces;
  • developing and integrating critical online tools and systems to support our educators, school leaders and central office staff in their work; and
  • establishing a resilient technology backbone to empower a digital district.
1. Priority Policy Areas

The Board of Education and Superintendent of Schools have established policies that serve as a call to action to better ensure the success of historically underserved student populations. These policies inform priority areas of work to close the opportunity and achievement gap for our students. The following are several examples of priority areas of policy:

**Lau Action Plan for English Learners**

Aligned with the district’s strategic goals for all SFUSD students, the Lau Action Plan ensures that English learners acquire high levels of English and primary language proficiency (whenever available), academic achievement and skills for college and career success.

The plan includes district guidelines on:
- proper identification and placement of English learners;
- access to effective language pathways and specialized programs and services;
- appropriate staffing and professional development; and
- meaningful parent/guardian communication, outreach and engagement.

The plan provides internal and external monitoring of English learner services, as well as an annual report of the effectiveness of the district’s support for English learners.

**African American Achievement and Leadership Initiative**

In May 2015, the San Francisco Board of Education voted unanimously for a resolution that mandates a heightened level of attention to African American student achievement, as well as a regular and comprehensive internal and external review of programs and services supporting African American students in SFUSD. The district is committed to interrupting systemic barriers that have resulted in lower student performance, higher rates of suspension and racial isolation for our African American students.

The African American Achievement and Leadership Initiative will:
- Analyze existing policies and programs to enhance and target effective services and interventions for African American students;
- Enlist parents, educators and community partners in monitoring and improving systems and strategies used to support students and school environments;
- Establish and report on annual goals for African American achievement; and
- Collaborate with city agencies and the local philanthropic community to maximize resources and coordinate case management for African American students and families through My Brother and Sister’s Keeper (MBSK) San Francisco.

**Students with Disabilities / Promotion of Inclusive Practices**

The Board of Education has established policies to ensure the use of effective practices to support students receiving special education services. Inclusive education is not a separate education initiative; rather it is a basic characteristic of school organizing to improve student performance. It recognizes that students requiring special education services are, first and foremost, general education students who need additional services and support to succeed in school. Inclusive practices recognize that decisions about student services are based on individual students’ specific needs, and require increased expectations for students with disabilities and a shared responsibility for the success of each and every student.
Safe and Supportive Schools

Through policy and governance, SFUSD has been a statewide leader in initiating policies to support Restorative Practices, School Wide Positive Behavior Interventions and Supports, and Trauma Informed Practices. Our work in Safe and Supportive Schools aims to deepen and extend positive tiered behavioral interventions and alternatives to suspension, increase instructional time and reduce racial disparities during student discipline.

2. Collaboration with City Agencies and External Partners

Our Children, Our Families (OCOF) Council and the Public Education Enrichment Fund

In November 2014, San Francisco voters renewed their commitment to children and families by passing Proposition C, the Children and Families First Initiative. The measure also created a new citywide Our Children, Our Families Council to advise the City on the unmet needs, services and basic infrastructure for children and families in San Francisco. The measure ensures a sustained investment in our children and guarantees funding for the Public Enrichment Fund (PEEF) and the Children and Youth Fund (formerly the Children’s Fund) through 2041.

PEEF provides critical funding to improve the quality of education for the youth of San Francisco and is shared by SFUSD and CCSF’s Department of Early Care and Education. PEEF has been critical in allowing the district to maintain, and in most cases, expand programs to:

• Fund CCSF’s Department of Early Care and Education for preschool support;
• Provide for sports, libraries, the arts and music;
• Sponsor vital programs, such as wellness centers, student support professionals, translation services, and peer resources.

Spark*SF Public Schools

SFUSD’s Superintendent, Board of Education and Spark*SF build strong partnerships with the city’s mayor, local business and philanthropic leaders to significantly increase private financial investments in public education. Investing in five funding priorities:

• Spark* Learning
• Talent
• Wellness
• New and reimagined schools
• Cross-sector partnerships

Circle the Schools

Circle the Schools is an initiative started between sf.citi, SFUSD, the San Francisco Education Fund, and the Mayor’s office that engages local companies to adopt San Francisco public schools. Through these partnerships employees from local companies participate in volunteer activities designed to advance student skills in literacy at the elementary school level, STEM in middle schools, and college and career readiness in high schools.

Mayor’s STEM Leadership Initiative

SFUSD and the Mayor’s office partner with salesforce.org to support:

• SFUSD’s PK - 12 computer science initiative
• Middle Grades transformation in the areas of: math, leadership and innovation, college and career readiness, technology integration

Collaboration with Higher Education Institutions

SFUSD leadership has strong partnerships with local colleges and universities to provide enhanced opportunities to post-secondary pathways for students and to develop teachers ready to excel in SFUSD schools.
The Common Core State Standards are a set of math and English language arts standards that most states have adopted nationwide to provide clarity on what children are expected to learn as a result of their K-12 education.

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IEP: Individualized Education Program An IEP is a legal document that defines a child’s special education program. An IEP includes the disability under which the child qualifies for Special Education Services, the services that the school will provide, the child’s yearly goals and objectives, and any accommodations required to assist in the child’s learning.

LCAP: Local Control Accountability Plan The Local Control Accountability Plan is the compendium to the SFUSD annual budget. It is created and reviewed annually with community input and submitted to the SF Board of Education and the California Department of Education. It includes student outcomes and other indicators, including annual targets and results, as well as accompanying actions, services and expenditures.

LEA: Local Education Agency The state and federal term for an agency that operates local public schools.

MTSS: Multi-Tiered System of Supports MTSS is a coherent continuum of evidence-based, system-wide practices to support a differentiated approach to school improvement, aligned with the specific needs of school sites.

PBIS: Positive Behavioral Interventions and Support PBIS is an implementation framework that is designed to enhance academic and social behavior outcomes for each and every student. PBIS uses data to inform decisions on selection, implementation and progress monitoring of evidence-based behavioral practices. It also organizes resources and systems to improve durable implementation fidelity.

RTI: Response to Instruction and Intervention A systematic, data-driven approach to instruction that benefits every student. RTI integrates resources from general education, categorical programs and special education through a comprehensive system of core instruction and tiered levels of interventions to benefit every student.

SAP: Student Assistance Program The SAP brings together a team of people that focuses on referred students and coordinates a plan of support and interventions to promote their academic success.

SEL: Social Emotional Learning SEL is the process through which we acquire and apply the knowledge, attitudes, and skills necessary to manage emotions, set and achieve goals, show empathy, maintain positive relationships, and make responsible decisions.

SFUSD Digital District Plan: Building a Digital District The plan provides a vision for the use and integration of technology to support the district’s priorities and its move toward the 10 Big Shifts outlined in Vision 2025. The plan offers a blueprint for integrating the arts into every student’s daily curriculum.

The Arts Education Master Plan The Arts Education Master Plan (AEMP) is a blueprint for integrating the arts into every student’s daily curriculum.

For Further Reading

Important Resources and Research that Inform Our Strategies in Action
