



San Francisco Unified School District Superintendent Plan of Entry The First 90 Days

Introduction

The San Francisco Unified School District (SFUSD) articulates its vision- 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.

SFUSD articulates its mission - Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st century.

How close is SFUSD to realizing that mission? What are the challenges that must be addressed to actualize the vision? Do all stakeholders share this desire? The new Superintendent must address these and many other questions to ensure that SFUSD continues to provide all students with the opportunity to excel.

This plan of entry is designed to ensure that the new Superintendent, Vincent Matthews, engages in a thoughtful, proactive, strategic beginning to lead SFUSD. Author Patrick Lencioni in his book entitled *The Four Obsessions of an Extraordinary Executive* makes the case leaders must work to minimize the potential for confusion by creating organizational clarity. Clarity regarding:

- Why the institution exists
- What behavioral values are fundamental
- What it plans to achieve, and
- Who is responsible for what

The transition activities outlined in this plan reflects the new Superintendent's strong desire to make a thoughtful and deliberate entry into this school district, and to take the necessary time to listen and learn about the San Francisco Unified School District. As high quality instruction and successful student learning are the keys to achieving our collective educational mission, this entry plan is organized to provide the Superintendent with a great deal of information, input, and ultimately insight into how best to strengthen and build upon the current and historical successes of the schools in the San Francisco Unified School District.

Goals

This entry plan will seek to accomplish the following goals:

1. To ensure a smooth and orderly transition of leadership and to carefully structure this transition to best support and facilitate clear understanding of the district's current state of instructional improvement and increases in student achievement.
2. To develop a clear, trusting, productive, collaborative relationship with the SFUSD Commissioners.
3. To create opportunities for the new Superintendent to listen broadly and deeply to a multitude of stakeholders and gain a comprehensive understanding of SFUSD.
4. To proactively ensure that all voices, not just those who traditionally avail themselves to collaboration with the school system, are heard and engaged in the process of continuous improvement.
5. To build enthusiasm for SFUSD's vision, mission, and strategic plan ([Vision 2025](#), [Transform Learning. Transform Lives.](#)), while also establishing the commitment to engage in needed change to ensure a system of continuous improvement.
6. To identify and execute activities that will bring a successful end to the 2016-2017 school year and identify activities that must be implemented during the summer to ensure an outstanding beginning to the opening of the 2017 – 2018 school year.

Outcomes/ Deliverables

Expected results

- Superintendent visitation to 1/4 of the district schools by the end of 90 days and all of the schools by the end of the 2017 calendar year.
- An energized district and community about the focus and direction of the organization.
- A 90 day report on observations, findings and an initial plan for the future.
- The outline of a process to review SFUSD's current plans, and to establish how the School Board and Superintendent will address the "big question" – how to engage in systemic implementation to ensure the bar of academic rigor continues to rise for all students.

Structure of Entry Plan

The Superintendent will engage in a purposeful effort to listen, learn, discern and begin to develop plans for the future, in collaboration with the School Board and the San Francisco community. The following activities will be the core components of the entry plan:

1. Develop the relationship with the Board of Education
2. Assess the organizational capacity and alignment: District Executive and Senior Staff
3. Data Analysis and Document Review

4. Community Engagement: Engaging Parents and Community Leaders
5. Operation and Finance: Understanding the current, strengths, strategies, and opportunities for improvement in light of current budget
6. 90th Day Actions

I. Governance Team: SFUSD Board of Commissioners

In order to ensure that the district has an intense focus on meeting the needs of all children, the Board and Superintendent must develop a trusting, positive, collaborative, team-oriented relationship. These relationships must be established with each Board member and the Board as a whole. During this Plan of Entry, the Superintendent will work with the Board to discuss issues and matters of governance, management, core values and beliefs and structures of their working relationships.

Pre-Entry (Before May 1)

- Share Entry Plan for feedback
- Engage in one-on-one meetings with Board members to deepen relationships and broaden perspectives
- Interview board members to ascertain perspectives on the district

Entry (After May 1)

- Review board calendar to assess continuity of governance
- Conduct breakfast/lunch/dinner meetings with all board members to continue to build positive, productive relationships
- Meet with the board president and any and all board committee chairs to determine how they work in partnership with the Superintendent and senior staff
- Collaborate on a board retreat to focus on shared values, initiate reflections on organizational structure, areas of improvement, and implementation of a systemic accountability system

II. Organizational Capacity and Alignment: District Executive and Senior Staff

To make sure the district's executive team operates as a highly effective cross-functional team, dedicated to a positive, professional culture, we must, as *Good to Great* author Jim Collins states, "Ensure we have the right people on the bus and in the right seats."

Pre-Entry (Before May 1)

- Review the current central office structure to determine focus on student achievement and maximizing operational efficiency
- Conduct one-on-one interviews and review resumes and briefing papers with all direct reports

Entry (After May 1)

- Conduct a retreat with senior staff to review district's strategic direction, improvement plan, most recent achievement data, review current or anticipated vacancies in central

- office or principalships, and discuss leadership team structures and practice
- Determine how communication and decision-making will occur with executive team, establishing meeting protocols and systems designed to focus on increased student achievement and continuous improvement
 - Conduct one-on-one interviews with all Division Chiefs in central services, focusing on alignment and execution of key strategies
 - Conduct one-on-one interviews with any consultants
 - Visit all central service departments (e.g. Cabrillo, 20 Cook Street, 135 Van Ness, etc)
 - As district communication is key to clarity, review the structure of the communications department
 - Initiate plans to establish key metrics and customer service goals for each functional unit to ensure the performance of central office can be determined and measured with alignment to core function and support for student achievement
 - Meet with Assistant Superintendents to assess current data and performance of all schools under their supervision and determine quality of actions designed for continuous improvement
 - Explore the current state of strategic data monitoring in SFUSD to ensure all students are performing at or above grade level and/or are receiving appropriate, targeted interventions
 - Examine how much autonomy and authority principals have in the current organizational structure and determine how much access and opportunity they have to play key roles in decision-making
 - Plan a second retreat with senior staff to review plans for all functional units, clarify process and progress toward improvement with strategic plan, review current and future budget issues, and current organizational structure
 - Ensure all necessary plans and preparations are in place for an outstanding close to the school year and plan summer activities for an outstanding opening of school; establish protocols for assessing effectiveness of the opening of schools

III. Data Analysis and Document Review

Entry (After May 1)

- The Superintendent and staff will conduct analysis and examine a wide variety of data sources, particularly student achievement data, to discern trends, patterns, areas of accomplishments and areas for additional focus. Student outcomes on standardized tests, value added data, graduation rates, AP course taking and passing rates, ACT scores, and other relevant indicators will be disaggregated by program, race and geography and carefully studied. Data review will also include:
 - i. PreK indicators
 - ii. Readiness indicators
 - iii. Data for students with IEPs and English Language Learners
 - iv. Social-Emotional/Culture Climate data, including suspensions, attendance, SEL/Culture Climate Surveys
- In addition, resource and administrative indicators will be closely reviewed. Operating and capital budgets will be closely evaluated from the lens of effectiveness and

efficiency, and their alignment to the educational goals of the SFUSD. The current budget development process will be assessed, as will the performance of central offices in meeting their key metrics and customer service goals. Departmental organization charts, job descriptions, resumes of current key personnel, and the current compensation matrix will also be thoroughly examined.

- Written reports and presentations on SFUSD resources use, personnel, organization, leadership and/or academic outcomes will be read, reviewed and analyzed.
- Board Policies and Administrative Regulations will be reviewed.
- Analysis of professional learning offerings - how many, who attends, PD evaluations.

IV. Community Engagement

During this time of initial entry, there will be a focus on engaging and mobilizing parents and community leaders in the pursuit of making SFUSD the premier school district in the United States. There will be a focus on establishing openness and transparency in all communication systems and protocols used by the Superintendent. Understanding the culture, history, and expectations of the SFUSD will be critical. The new Superintendent will be proactive and deliberate in reaching out to partners traditionally underrepresented in public education to make certain their voices are also heard and valued. Key questions for all partners will include:

- i. What are the strengths of SFUSD?
- ii. What are areas of needed improvement for SFUSD?
- iii. Considering budget limitations, what are the priorities of the district?
- iv. How can we raise the bar of academic success for all students and eliminate opportunity gaps

Entry (After May 1)

- Call key leaders and introduce myself and build relationships
- Message (audio and written) to SFUSD on website
- Meet with key leaders from a list that has been informed by the Board and senior staff
- Reach out to a multitude of critical stakeholders and establish routine meetings, communication protocols, and reciprocal dialogues, focusing on increasing student achievement and continuous improvement; initiate open, honest, and transparent dialogues with the goal of strengthening and improving strategic partnerships. This would include, but not be limited to:
 - Faculty and Staff
 - Key elected officials
 - All area legislators – state and national
 - Chamber of Commerce officials
 - Heads of teacher, administrator, and classified unions
 - Parent organizations and local PTAs
 - Key business and Civic leaders and advocates
 - Non-profit groups
 - Cross-City collaborative groups (e.g. MBSD, Hope SF, First 5, CTE Advisory, SF Ed Fund)
 - Faith-based leaders and attend a variety of services during this time

- o County office partners
- o Neighborhood groups and organizations
- o Higher education partners

School Visits

- The Superintendent will conduct visits to at least 1/4 of the SFUSD schools by the end of the 2016-2017 school year and all schools by the end of the 2017 calendar year to engage the principal, teachers, support staff, and parent volunteers about where we are as a district and where we need to be to meet the needs of all children.

Community Forums

- The Superintendent and senior staff will host multiple “town hall” meetings using the Strengths-Weaknesses-Opportunities-Threats (SWOT) analysis model to gather community input and initiate continuous dialogues about student achievement and improvement. These meetings will occur throughout all areas of the school district. There will be proactive efforts to meet with stakeholders who have traditionally not attended such forums.

Media Strategy

- The Superintendent will meet with leaders of local media outlets, editorial boards, and education reporters, including cultural and business press. These meetings will set expectations for collaboration that is open, honest, transparent, and accurate. TV, radio, and newspaper reporters will be invited to appropriate community sessions and first day of school events. These meetings will be important to engage the media in current education issues and system improvement efforts.

V. **Operation and Finance**

In order to meet the needs of all students in SFUSD, it is critical that Operations and Finance are effective. Understanding the current strengths, strategies, and opportunities for improvement in light of current budget challenges will be a critical focus of the new superintendent. Each division will be appraised to determine how they maximize support and services to schools using the continuous improvement model.

Pre-Entry (Before May 1)

- Review key district financial materials, budget, the Local Control Accountability Plan (LCAP), most recent audit, and grants
- Conduct one-on-one meetings with direct reports on budget, operations, and human resources

Entry (After May 1)

- Request briefing papers from all office heads providing an overview of their current area of responsibility, major initiatives under way with projected timelines, a review of significant or potential problems in each area of responsibility, and major decisions that need to be made in one month, three months, and six months. This will include human capital plans and key data plans for student enrollment (EPC) and student nutrition.

- Conduct one-on-one meetings with all office heads, ensuring each division has fidelity to its core function and has a student-focused agenda
- Review district's financial projections, resource allocation and budgeting processes; assess how district's budget and budgeting process is aligned to support student achievement
- Determine what should be centralized and what should be decentralized within the current organizational structure to improve efficiency, effectiveness, and support to schools
- Conduct one-on-one meetings with lawyers to review any current legal proceedings or outstanding judgments against the district and to provide a briefing on state education code with particular attention to statutes currently impacting or likely to impact the district
- Review employee group contracts and negotiation plans; find out what the role of the superintendent has been in negotiations
- Receive update on plans to further apply for federal funds
- Receive update on PEEF and QTEA
- Review district's safety and crisis communication plan
- Conduct a review of the district's public information office and programs; review the history, services, and outreach to entire community
- Review key operational functions regarding the use of space (e.g. facilities, Prop 39, EPC, SNS/Food, Bond)
- Assess the degree to which all offices are cross-functional and begin to establish key metrics and customer service goals to ensure peak efficiency and support for student achievement
- Examine the effectiveness of SFUSD's information-data management system, especially around student achievement, budget, and human resources
- Review current challenges with business processes and mitigating plans
- Review key policies regarding labor, affordable housing, Board committees
- Ensure all necessary plans and preparations are in place for an outstanding opening of school

90th day Actions -The Superintendent's First Day

- When the Superintendent officially begins on May 1, 2017, and considers the "symbolic" choices of how to spend the, he will be very thoughtful and deliberate with scheduled activities.
- On the first day of school, he will want to visit several schools in different quadrants of the city.

90-120 Days

- Near the end of the first ninety days, the new Superintendent will have learned a great deal about SFUSD and be ready to report out on those findings. Through multiple meetings with key stakeholders, some initial ideas will have been developed regarding growth areas for the future.