

**BEYOND THE TALK, Version 2  
2010-2012**

**TAKING ACTION TO EDUCATE EVERY CHILD NOW**

*Executive Summary, Updated April 5, 2011*



**“The San Francisco Unified School District sees the achievement gap as the greatest social justice/civil rights issue facing our country today; there cannot be justice for all without closing this gap.”**

**Carlos A. Garcia, Superintendent  
San Francisco Unified School District**

# Beyond the Talk, Version 2

## Strategic Plan Executive Summary

Over the last two years, guided by the strategic plan, “Beyond the Talk,” SFUSD has built the critical foundation to achieve equitable outcomes for students. The Board of Education, district leadership and school communities have engaged in deep conversations through the Balanced Scorecard process to develop specific action plans aligned with the vision and goals of “Beyond the Talk.”

## Vision

Every SFUSD student will graduate from high school, college and career with the skills, capabilities and dispositions necessary for the 21<sup>st</sup> century.

## Goals

Goal 1 Access and Equity- Make social justice a reality

Goal 2: Achievement- Engage high achieving and joyful learners

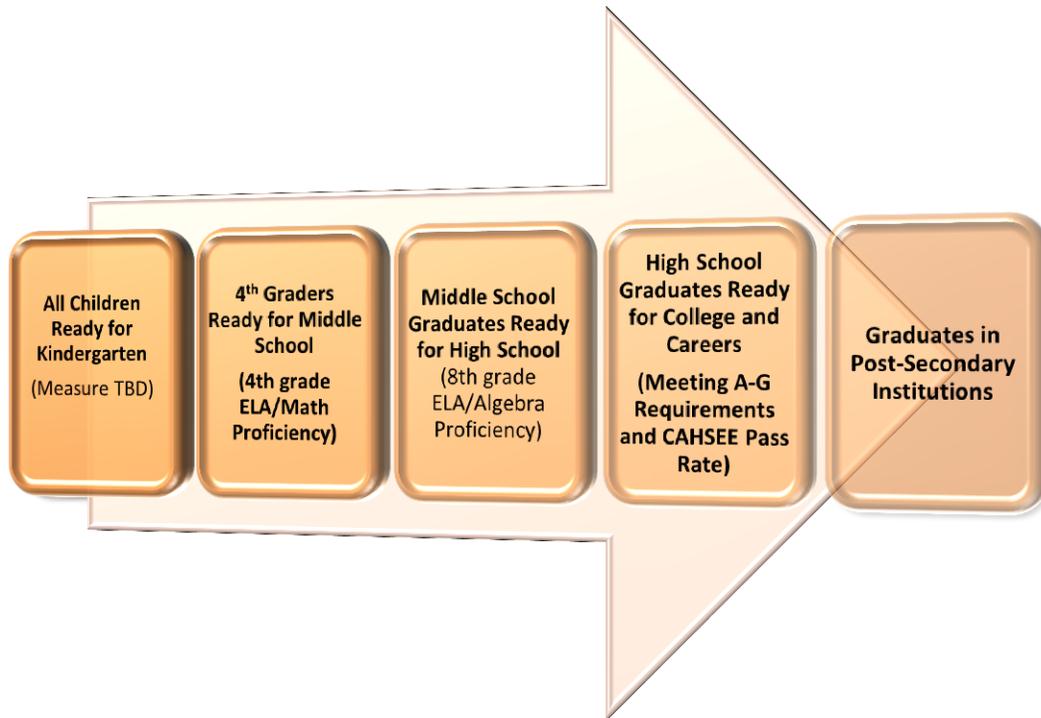
Goal 3: Accountability- Keep our promises to students and families

## Theory of Action

- When
  - We maintain the frame of equity, achievement and accountability;
  - We articulate the expectations for results and sustain the focus over time;
  - We implement a consistent instructional core (standards, curriculum, assessment pedagogy);
  - We participate in a continuous improvement system to monitor and respond to performance;
  - We invest in our people;
  - We partner with stakeholders to align and maximize internal and external resources in support of our vision for student success;
- Then
  - We will achieve a system of great schools with equitable outcomes;
  - Be a high performing learning organization;
  - Graduate every student from high school both college and career-path ready and equipped with the skills, capacities, and dispositions necessary for 21<sup>st</sup> century success.

## ***Student Outcomes***

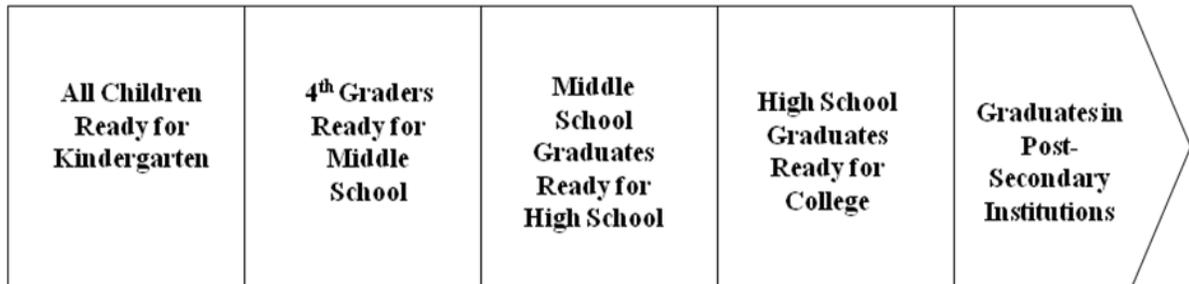
*We will achieve the double digit growth required to accelerate all our students through a connected pathway from early childhood to post-secondary success.*



## Beyond the Talk 2.0 Implementation Plan Overview

To fully provide a high quality, 21<sup>st</sup> century education for all students, we must now combine equity with rigor and create the conditions for the 21<sup>st</sup> century schools. Beyond the Talk 2.0 defines a set of interconnected strategic projects and a roadmap for building an equity-centered performance culture that will result in the achievement of key student outcomes from Pre-Kindergarten to Post Secondary Success. Below is a map that demonstrates how the PreK-20 student outcomes align to the interconnected, thirteen strategic priorities. And, on the following pages (pp. 4-6), are descriptions of the individual thirteen strategic priorities.

### Strategic Projects Aligned to PreK-20 Continuum for Student Success



<b>Instructional Core</b>		
21 <sup>st</sup> Century Core Curriculum and Assessment		
Early Learning	Quality Middle School Pathways	College/Career Readiness (A-G)

<b>Differentiated School and Student Supports</b>			
Supt Zone / SIG	SPED Redesign	English Learners / Lau	Restorative Practices

<b>Systems and Structures for Engagement and Accountability</b>				
Area Teams	Central Office Service Culture/ PM	Human Capital	Parent Engagement	Partnerships

## Strategic Project Summaries

<b>Instructional Core</b>	
<i>Project Title</i>	<i>Description</i>
<b>21<sup>st</sup> Century Core Curriculum and Common Learning Assessments (CLA)</b>	Guarantee that all students have access to rigorous and consistent curriculum that meets the new California/National core standards and promotes 21 <sup>st</sup> century learning for all students, as articulated in our vision for student success. Develop the 21 <sup>st</sup> century core curriculum with teachers, school leaders, and students and use it to provide the baseline for differentiated instructional strategies that are informed by Common Learning Assessments (CLA). Insure that teachers and instructional staff at all schools continuously refine their approach to using core curriculum, instructional strategies and resources, and assessment tools through active participation in Equity Centered Professional Learning Communities (ECPLCs).
<b>Early Learning</b>	Create a coherent and cohesive continuum of instruction between preschool and elementary school, with a specific focus on preschool through 3rd grade. Incorporate within this framework a strong literacy approach, including alignment of the core curriculum; establish smoother transitions between all grades; engage our parents on a meaningful level; incorporate rigorous, relevant professional development and include summer and afterschool programs.
<b>Quality Middle School Pathways and Student Assignment</b>	Develop and implement a plan to ensure quality middle school options at all schools, extending language pathways and other academic program options from elementary to middle school that allow for effective implementation of an elementary to middle school student assignment policy. The recommended plan will be based on the academic and social needs of all middle school students and address the growth in middle school population over the next 5 years.
<b>College and Career Readiness and A-G</b>	This project will help SFUSD achieve its goal of graduating all students college and career ready. It will support the implementation of the new district mandate for all students to meet California state universities' A-G course requirements starting with this year's 9th graders. The project plan will encompass certification of existing courses as well as a gradual expansion and upgrading of rigorous and relevant A-G certified CTE/STEM courses to meet the needs of all students. Support structures and financial implications will be outlined in the plan.

## Differentiated Schools and Student Supports

<i>Project Title</i>	<i>Description</i>
<b>Superintendent Zone/ School Improvement Grant (SIG) and Focus on Underserved Schools (outside the Zone)</b>	A commitment from the superintendent and the central office staff to take full responsibility to create the sustainable conditions necessary to defy the power of demographics by ensuring that the 15 identified schools in the Mission and Bayview, and a small set of underperforming schools outside this zone, reach the highest levels of academic performance and become full service community schools.
<b>Special Education Redesign</b>	Comprehensively reform the policies, programs and structures for providing services that support all students with disabilities in the least restrictive environments. Establish a partnership with general education to implement a strong instructional core with tiered levels of support and intervention that reduce the number of students referred to special education.
<b>English Learners/ Lau Plan Implementation</b>	<p>Since the <i>Lau v. Nichols</i> case over 35 years ago, SFUSD has had a plan for providing English Learners with programs and services to academically succeed. In September of 2008, the district renewed its commitment by developing a new Lau Action Plan to address the needs of today's English Learners.</p> <p>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 21<sup>st</sup> century.</p>
<b>Restorative Practices/ Positive School Climate</b>	Increase the capacity of central office leaders and school teams to apply restorative practices to creating safe and caring school climates where students learn to take responsibility for their actions and adults have multiple strategies to effectively promote positive student behavior.

<b>Systems and Structures for Engagement and Accountability</b>	
<i>Project Title</i>	<i>Description</i>
<b>Area Teams</b>	Implement a new structure for organizing central office staff into area teams that provides a greater level of differentiated and relevant service and guidance to schools to ensure that the needs and perspectives of the schools and Area Teams inform and guide the strategies of the district.
<b>Central Office Accountability and Performance Management</b>	Improve service from the central office to the school sites by developing and/or refining existing processes and tools and implementing these processes and tools to improve productivity at the school sites. These include Balanced Scorecards for central office departments; a Cycle of Inquiry for continuous central office improvement; cross-department projects to address key district challenges; and better communication systems between central office and school sites.
<b>Human Capital</b>	Implement key initiatives related to recruitment and evaluation and build and implement a more comprehensive human capital strategy in the Superintendent Zone.
<b>Parent Engagement</b>	Ensure that parents have the necessary knowledge and skills to be proactive advocates for their children. Provide parents with continuous feedback on the progress of their child so that they may fully participate as educational partners and ensure that their child will attain the district goal of achieving a high school diploma and the skills and dispositions to be college (A-G) and career ready. Provide parents with multiple opportunities to be engaged as educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of parents and families.
<b>Partnerships/ Resource Development</b>	Attract and coordinate private funds with the philanthropic community and ensure sound relations, processes and logistics to maximize city resources and facilitate ongoing collaboration between all partners in pursuit of a shared vision for SFUSD youth as articulated in the district strategic plan –“Beyond the Talk 2.0”.