LOCAL EDUCATIONAL AGENCY PLAN  
SAN FRANCISCO UNIFIED SCHOOL  
SAN FRANCISCO COUNTY OFFICE OF EDUCATION  
2013-2018

EXECUTIVE SUMMARY

The approval of a Local Educational Agency Plan (LEA Plan) by the local school board and State Board of Education is a requirement for receiving federal funding sub-grants for Elementary and Secondary Education Act – NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, the LEA Plan describes the actions that LEAs will take to ensure that they meet certain programmatic requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Balanced Scorecard/Single Plans for Student Achievement developed by our schools. The SFUSD/COE LEA Plan for 2013-2018 was approved by the Board of Education on May 14, 2013.

BEYOND THE TALK: TAKING ACTION TO EVERY CHILD

The San Francisco Unified School District/County Office of Education 2013-18 LEA Plan is a framework and roadmap for the continued commitment to the District’s equity-based strategic plan: Beyond the Talk: Taking Action to Educate Every Child Now. The LEA Plan is a coherent, coordinated and comprehensive plan that describes the educational services and support systems organized to guide the implementation of state, federal and locally funded programs. The plan serves as a summary of all federal, state, and district programs designed to increase student academic performance. In the context of the LEA Plan, improvements in instruction, professional development, student learning assessment, and prevention programs are means of achieving specific academic and support services goals for all students with particular focus on historically under-performing student populations. There is alignment and coherence between the District’s Mission, Vision, Beliefs, Theory of Action and the three Goals.

MISSION

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

VISION

Every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with skills, capacities, and dispositions necessary for 21st century success.
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 have engaging and challenging material, 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

THEORY OF ACTION

If we

- Deliver a rigorous core curriculum with high quality instruction and a results oriented mindset
- Invest in adult learning, leadership and change, and
- Engage students, families and the community in this effort

Then every student who enrolls in our schools can achieve his or her maximum potential

GOALS

1. **Access and Equity** – make social justice a reality by ensuring every student has access to high quality teaching and learning
   - Diminish the historic power of demographics
   - Center professional development on equity
   - Design systems and structures for successful learning

2. **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
   - Ensure authentic learning for every child
   - Prepare the citizens of tomorrow
   - Create learning beyond the classroom

3. **Accountability** – keep district promises to students and families and enlist everyone in the community to join in doing so
   - Provide central-office strategic direction and leadership
   - Create a district-wide culture of service and support
The SFUSD/COE LEA Plan is organized to support and strengthen the instructional core: expanding teachers’ knowledge and skill, providing academically challenging content, and fostering highly engaged and joyful learners. District supports and resources are centrally deployed and directed to support high-leverage actions aimed at narrowing achievement gaps and accelerating student learning outcomes. District resources are differentially allocated on supporting historically underserved students: African American students, English Learners, and Students With Disabilities.

With multiple projects and initiatives, the work of SFUSD/COE has become focused on strengthening the instructional core to increase student achievement.

SFUSD/COE has leveraged the research-based coherence framework developed by Harvard University’s Public Education Leadership Project (PELP) in order to articulate and align the high-priority actions to support the instructional core.

The PELP Coherence Framework (Figure 1) is designed to help district leaders identify the key elements that support a district-wide improvement strategy and to bring these elements into a coherent and integrated relationship.

**Figure 1**

The LEA Plan is designed to achieve and sustain coherence by:
- Connecting the instructional core with a district-wide strategy for improvement
- Highlighting district elements that can support or impede effective implementation
- Identifying interdependences among district systems and structures
- Recognizing forces in the environment that have an impact on the implementation of the strategy
DISTRICT-WIDE STRATEGIES FOR IMPROVEMENT

DIFFERENTIATED CENTRAL SUPPORTS
SFUSD has adopted a Multi-Tiered System of Equitable School Support a district-wide strategy to better serve the diverse academic and behavioral needs of all students. A Multi-Tiered System of Equitable School Support reflects the research-based reality that regardless of how effectively a school district develops and implements high-quality curricula, assessment, and instruction, some students and schools will need additional support and interventions to be successful. Implementing the Common Core State Standards (CCSS) within a framework of Multi-Tiered System of Equitable School Support will ensure that all students have an evidence-based system of curriculum, assessment and instruction.

The Multi-Tiered System of Equitable School Support (Figure 2) framework is based on a continuum of increasingly intense supports designed to meet the academic and behavioral needs of diverse learners. In SFUSD, four tiers define the levels and intensity of instruction and interventions available from the district central office: intensive, strategic, benchmark, and challenge. Identifying schools for each of the tiers is an on-going process and schools may move across tiers depending on data and results.

Figure 2

- **Superintendent’s Zone** schools are identified and grouped in small clusters in the Mission and the Bayview. These schools have high concentrations of poverty and significant sub-groups of African American, Samoan, Latino and English Learner populations and require intensive strategic support.
- **Intensive** support schools demonstrate significant challenges and underperformance of overall student outcomes. As SFUSD identifies resources, central-office leaders deploy specific supports to address areas of need to accelerate reform efforts.
- **Strategic** support schools are demonstrating overall performance that is below the district average. School and district leaders will ensure strategic use of both site and central-office resources to support acceleration plans for addressing disparities in student outcomes.
- **Benchmark** schools are performing above the district average, and are working to improve student outcomes to higher levels of proficiency. School support teams provide guidance on the identification of areas for continued growth.
- **Challenge** schools demonstrate high levels of overall performance and are working towards addressing and narrowing any persistent achievement gaps among identified high priority student subgroups.
In the context of our District’s goals to provide Access and Equity, increase Student Achievement and establish systems of Accountability, SFUSD/COE has identified key priority actions to focus the work of the district and school sites toward achieving these goals. These priorities work together collectively and they are all critical and necessary to achieve our vision for student success. They are:

- **Transition to 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 assessment are understood and utilized.
- **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 individualized learning needs and **build a robust data system** that facilitates data-based decision making to guide and monitor our work.
- **Differentiate how central office supports schools** by providing tiered interventions based on qualitative and quantitative data about the needs of the student population and the school’s academic growth indicators.
- **Provide a Multi-Tiered System of Support (MTSS) and intervention** to support all students.
- **Ensure all students have access to quality teaching and learning by providing schools with diverse, highly qualified teachers and build professional learning systems** to expand the capacity of all staff to increase student achievement.
- **Provide students with disabilities specially designed instruction in the least restrictive environments**.
- **Create a coherent and cohesive continuum of instruction between preschool and elementary school, with a specific focus on preschool through third grade framework and continue that level of work to ensure students graduate high school college and career ready.**

**TIERED LEVELS OF SUPPORT AND INTERVENTION FOR TARGET POPULATIONS**

**English Language Learners**
Twenty-nine percent of SFUSD students are identified as English Learners (ELs). SFUSD/COE is committed to ensuring that its students who are not fluent in English have access to the District’s curriculum, programs and services.

In furtherance of that commitment, the District's Board adopted the Lau Action Plan in 2008. SFUSD has implemented and monitors the following priority actions to support English language learners:
• Enhance Services for ELs with Special Education Needs
• Increase Consistency and Quality of English Language Development (ELD) at All Elementary Sites
• Increase English Learner access to core curriculum
• Improve Communication with EL Families
• Enhance Dual Language Immersion, Biliteracy, and Secondary Dual Language Pathways (SDLP)
• Prevent and Support Long Term English Learners
• Enhance and Expand Newcomer Services
• Implement California English Language Development Test (CELDT) Administration Timeline and Enhancements
• Strategically Expand the Scope of Professional Development

Students’ With Disabilities
SFUSD is in the midst a redesign process focused on examining its service delivery model and our sites’ progress toward inclusive practices.

Six strategic goals have been identified for this redesign effort:
1. District-wide implementation of inclusive practices
2. Effective specialized academic instruction to ensure access to the core curriculum
3. Proactive and preventative multi-tiered intervention processes for behavior
4. District-wide compliance with all federal, state, and local regulations
5. Innovative structures for professional development and capacity building
6. Redesigned organizational structures to facilitate systems-level change for SWD

African-American Students
In addition, SFUSD will develop and implement a Plan for African American Student Achievement. The goals of which may include:
1. Support students in achieving mastery of the CCSS in ELA and mathematics.
2. Early identification of students of promise for continued academic rigor to prepare for advanced placement studies.
3. Support for students in need of academic and social emotional support to increase their acceleration in reaching achievement milestones and improved academic performance on all achievement indicators
4. Demonstrated positive social and health outcomes, leading to decreases in suspension and truancy rates and increase in health and wellness options.
5. Increase levels of engagement of youth, parents and community through targeted outreach and programming.
6. Increased engagement and cooperation between SFUSD and key stakeholders, which include community based organizations and the City of San Francisco
7. Create professional pipeline of African American teachers and educators to diversify school and central office leadership
8. Expansion and alignment of funding opportunities to support efforts
DEVELOP PREK-12 CONTINUUM AND PREPARE STUDENTS FOR COLLEGE AND CAREER READINESS

SFUSD recognizes that it is critical that every action is taken to reduce barriers that might prevent students from access and completing college. This work begins with preschool. SFUSD will implement a PreK-3rd grade framework and build our capacity to promote college and career readiness specifically in the areas of Science, Technology, Engineering and Mathematics.

SFUSD will implement a PreK-3 system that includes:
- Aligned educational strategies and resources within and across grades
- Aligned standards, sequenced curriculum, instruction and assessments
- Joint planning and shared professional development
- Administrative leadership
- Support services that align to the District’s mission of education.

THE LEA PLAN STRUCTURE

The LEA Plan is organized into four general sections:
- Background, Overview and District/County Narrative – pages 1-33
- Needs Assessment Data Summary – pages 34-51
- SFUSD/COE High Leverage Actions Aligned to Performance Indicators – pages 52-68
- Priority Work for County Programs – pages 69-71
- CDE Performance Goal Information – pages 72-129

The LEA Plan Flow-Chart is a graphic organizer that represents the relationship of each of the components of the Plan. The high leverage actions template is organized around the district’s three strategic goals: Access & Equity, Student Achievement, and Accountability. The three goals are aligned to the CDE 5 performance goals: ELA & Math Proficiency, ELD Proficiency, Highly Qualified Teachers, Safe Learning Environments, and Graduation Rates. In turn these are aligned to the SFUSD strategic priorities for multi-tiered levels of equitable school support. High leverage actions in each goal are directed to identified intensive and strategic schools and district-wide targeted high priority student populations (African American, English Language Learners, and Students With Disabilities).
SFUSD STRATEGIC GOALS:
- ACCESS & EQUITY
- STUDENT ACHIEVEMENT
- ACCOUNTABILITY

CDE PERFORMANCE GOALS:
1: ELA & MATH PROFICIENCY
2: ELD PROFICIENCY
3: HIGHLY QUALIFIED TEACHERS
4: SAFE LEARNING ENVIRONMENTS
5: GRADUATION RATES

SFUSD STRATEGIC PRIORITIES
- Implement the core and use student data to make informed decisions and monitor our work
- Differentiate central office supports to schools by providing tiered interventions based on student needs and school’s academic indicators
- Provide schools with highly qualified teachers and design and implement professional learning systems to increase the capacity of all staff to increase student achievement
- Provide multi-tiered levels of support and interventions to support all students; provide students with disabilities specially designed instruction in the least restrictive environment
- Develop PreK-12 continuum and ensure students graduate high school college and career ready

SFUSD PERFORMANCE INDICATORS AND TARGETS

HIGH LEVERAGE ACTIONS FOR INTENSIVE & STRATEGIC SCHOOLS

MONITORING AND ACCOUNTABILITY

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Federal Program Monitoring is conducted for each district on a three-year cycle by state staff and local administrators trained to review one or more of these programs. These reviews take place either online or by on-site visit. The purpose of the review is to verify compliance with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

For SFUSD/COE, an outside monitor working through the State and Federal Programs office under the division of Curriculum and Instruction, conducts regular reviews of the LEA Plan work and reports on progress to the Board of Education’s Curriculum Committee during the school year and those reports will continue through the duration of the 2013-2018 LEA Plan.
Changes in the federal government’s Elementary and Secondary Education Act and the possible approval of a CORE NCLB Waiver may warrant updates or revisions to the LEA Plan.