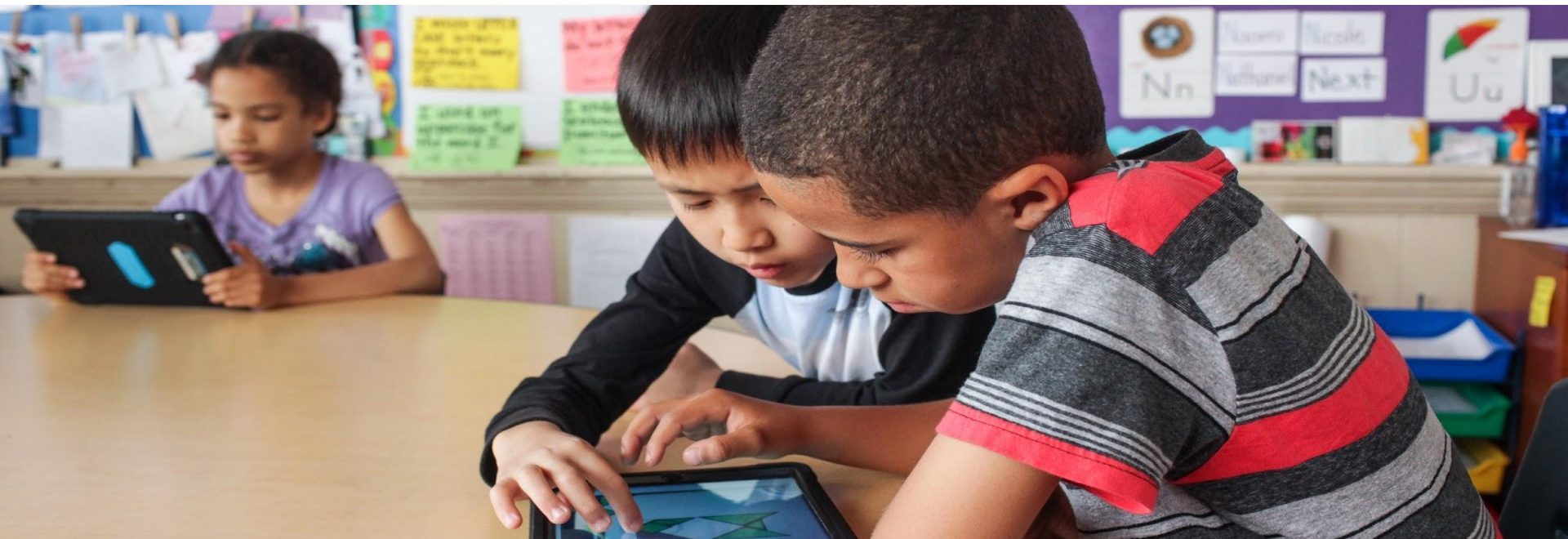




SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

Board of Education Community Listening Campaign



October, 2022

Contents

1. Context and Process
2. Analysis Methodology
3. Goals
4. Values
5. Guardrails

Click on the section title to jump to that section

Context and Process



About this analysis

- The SFUSD Board President Jenny Lam and Vice President Kevine Boggess requested this analysis be conducted independently by the Council of the Great City Schools (CGCS), under the direction of [A.J. Crabill](#), Director of Governance at CGCS.
- The goal of this analysis is to translate input from the listening events, survey, and reports into feedback that the Board can use to revise its draft vision, values, goals, and guardrails. The full set of excerpts from the events and survey are [here](#) and the raw survey data is [here](#).
- Community feedback that wasn't directly related to the vision, values, goals, and guardrails was documented and will be shared with the Board and the Superintendent.

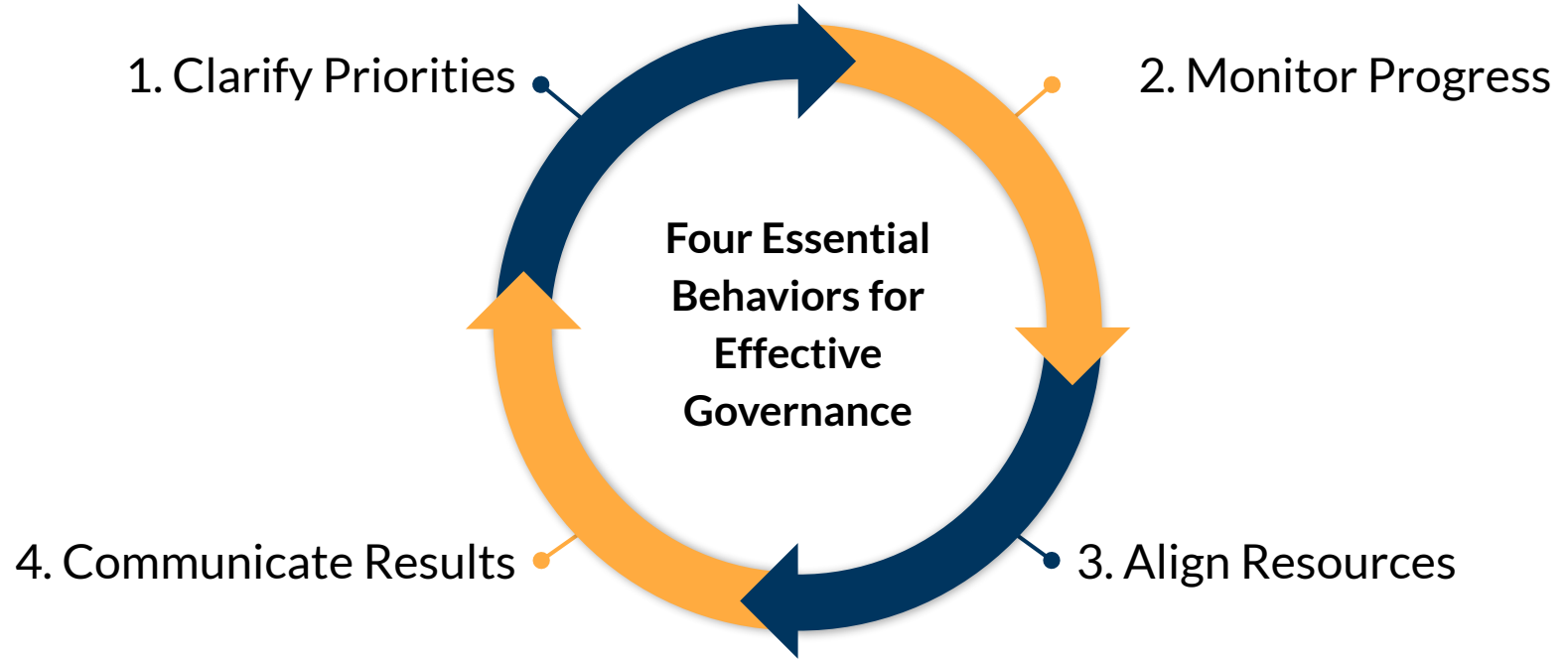
What this analysis is ...

- A point-in-time analysis of input from recent advisory reports, in-person listening events, virtual listening events, and survey
- An analysis done for the specific purpose of helping the Board revise it's draft vision, values, goals, an guardrails

...and what it's not

- A scientific research effort
- A representation of the entire San Francisco community's perspectives

Effective governance teams demonstrate four behaviors for continuous improvement



In May, the Board began training to improve its effectiveness

Working with the Council of the Great City Schools, the Board has...



Attended a conference to learn about student outcomes-focused governance



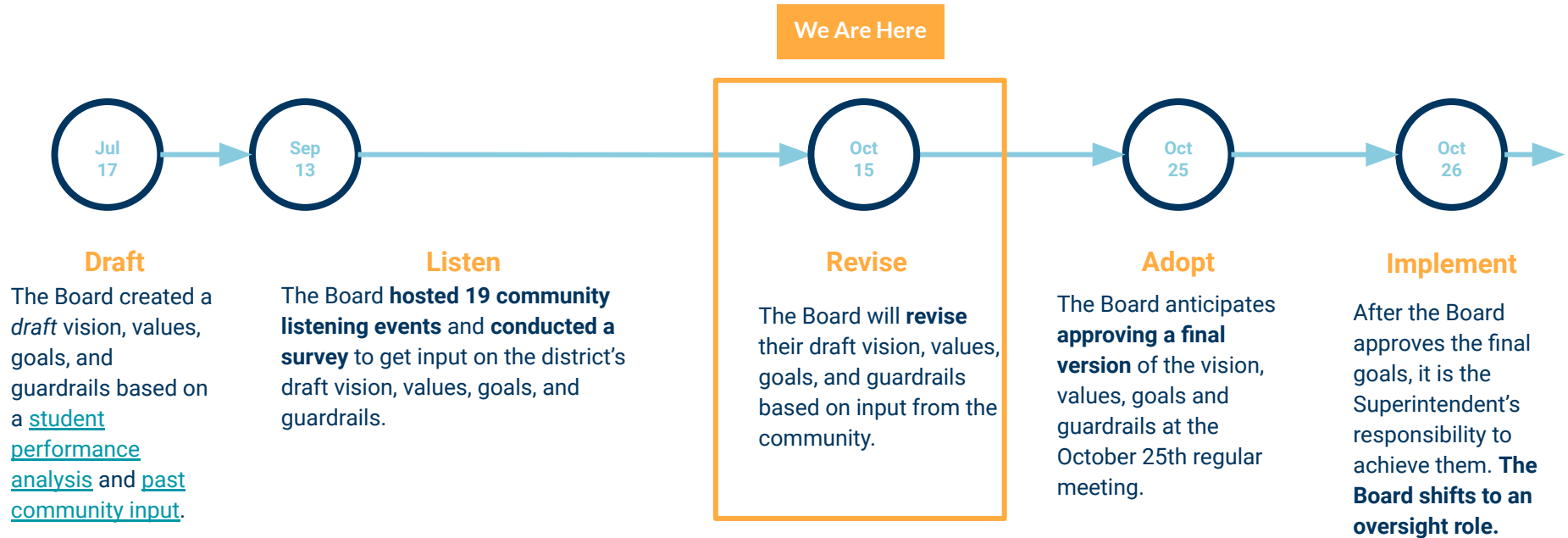
Revised its rules and operating procedures to increase transparency and efficiency



Drafted a vision, values, goals, and guardrails for the district

[Click here](#) for additional information on the board's continuous improvement efforts

Process to revise the vision, values, goals, and guardrails



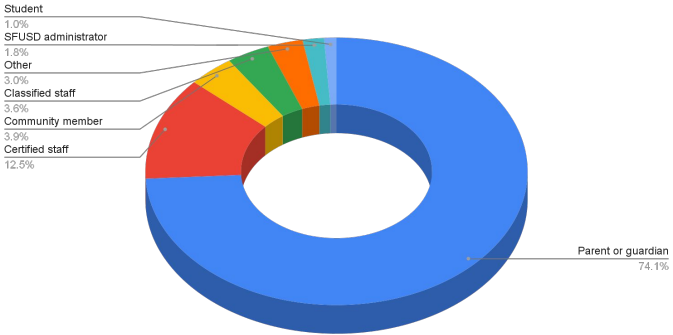
The community listening campaign inputs

In Person Sessions	Virtual Sessions	Community Survey	Prior Reports
<ul style="list-style-type: none">• 13 in-person listening sessions in all 11 San Francisco supervisorial districts (one session held in Spanish and one in Chinese)• Sessions were open to the entire community, with weekday and weekend opportunities• Attendees signed up via SFUSD website or walk-in on the day of the event• 1-3 commissioners facilitated each meeting• Translation services, food, and childcare were provided	<ul style="list-style-type: none">• 6 virtual listening sessions• 1-2 commissioners facilitated each meeting• 47 community groups were invited to attend; registration was not limited to these groups• Translation services were provided	<ul style="list-style-type: none">• Anonymous online survey in English, Spanish, and Chinese• Advertised via the SFUSD homepage, SFUSD employee homepage, ParentVUE, social media, text message to all staff and families, Family Announcement Bulletin, and OASIS	<ul style="list-style-type: none">• 29 publicly available reports were reviewed by CGCS• Reports stated or implied perspectives on the district’s vision, values, goals, and guardrails• Many included recommendations that fall under the superintendent’s responsibility. From these recommendations, CGCS inferred desired vision, values, goals, and guardrails <p>Note: The Board also received a Community Voice Summary in June.</p>

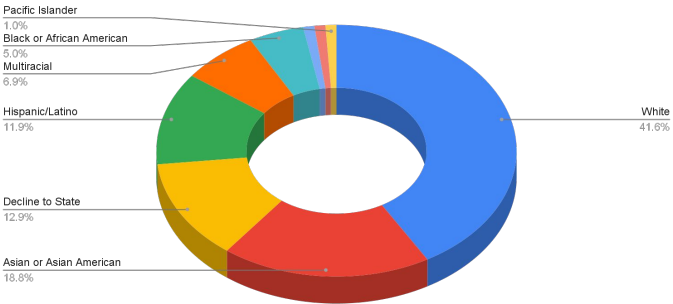
Total across entire process: 988 attendees/respondents; 3,968 pieces of input collected

Online community survey respondent demographics

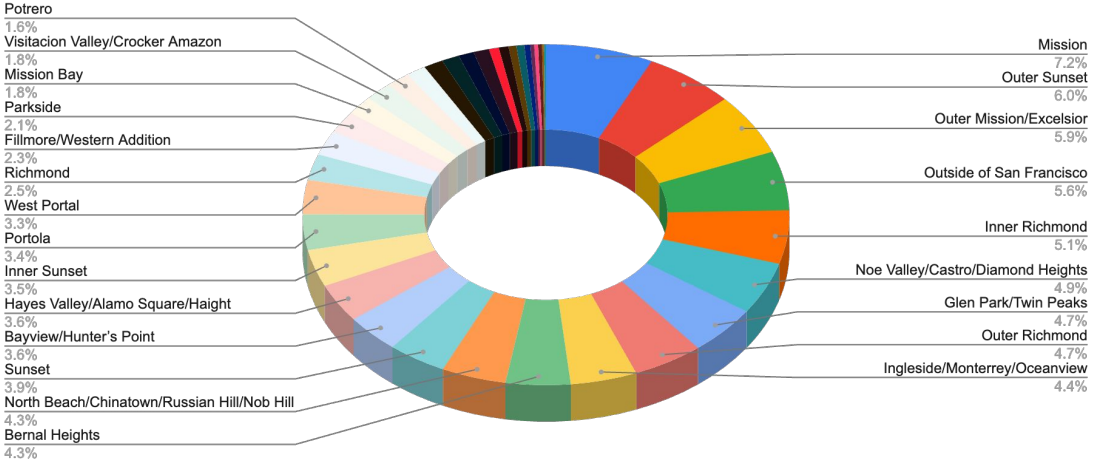
Community Survey Respondent Role



Community Survey Respondent Race/Ethnicity



Community Survey Respondent Residency



Twenty-nine publicly available advisory reports and other documents were reviewed for information relevant for the establishment of the district's visions, values, goals, and guardrails.

[Superintendent search](#) conducted by HYA (2022)

- [Leadership profile summary](#)
- [Survey summary](#)
- [Desired characteristics](#)
- [Raw data: comments from stakeholders](#)
- [Raw data: survey open-ended comments](#)

[Vision 2025](#) (2014)

- [Plan](#)
- [Vision essentials](#)
- [Graduate profile](#) (and [draft measures](#))
- [Ten big shifts](#)
- [Universal goals](#)

Public Education Enrichment Fund Community Advisory Committee

- [2022-23 PEEF Expenditure Plan Proposal](#)
- [2021-22 PEEF CAC Recommendations](#)
- [2020-21 PEEF CAC Recommendations](#)

[African American Achievement & Leadership Initiative](#)

- [2020 report has values](#)

Joint Advisory Committee

- [Joint Advisories Report and Recommendations](#) (June 14, 2022)
- [Joint Advisories Report and Recommendations](#) (May 25, 2021)

Parent Advisory Council

- [PAC Year End Report for SY 2021-22](#) (June 28, 2022)

SAN FRANCISCO UNIFIED SCHOOL DISTRICT

African American Parent Advisory Council (AAPAC)

- [Board recommendations](#)
- [AAPAC Annual BOE Reports](#)
- [BOE Recommendation Tracker](#)

District English Learners Advisory Committee (DELAC)

- [Report and recommendations](#) (April 20, 2022)
- [Report and recommendations](#) (April 12, 2022)

Community Advisory Committee for Special Education

- [Board presentation](#) (June 28, 2022)

Citizen's Bond Oversight Committee

- [Independent CBOC Recommendations to SFUSD](#) (February 28, 2022)

Native Hawaiian & Pacific Islander Mātua Advisory Council (MAC)

- [Board presentation](#) (February 22, 2022)

SFUSD Migrant Education Program

- [Board presentation 2021-22](#)

SFUSD Indian Education Program

- [2020-21 Annual Report](#)

[Arts Equity Committee](#)

Thank you!

The listening campaign and this analysis would not have been possible without the following groups.

- SFUSD Board Office staff (Judson Steele, Alecia Barillas, Marykate Rossi, Debra Lenhof)
- SFUSD Central Office staff and SFUSD volunteers
- SFUSD's Advisory Council and Committee members
- Listening session attendees and survey respondents
- Listening session hosts and their staff at Alvarado Elementary, Bret Harte Middle, Everett Middle, Francisco Middle , Gordon J. Lau Elementary, James Denman Middle, Jefferson Elementary, John Muir Elementary, Rosa Parks Elementary, Sherman Elementary, Tenderloin Community Elementary, West Portal Elementary

Analysis Methodology



The following three sections on goals, values, and guardrails are each divided into three subsections:

1. A frequency analysis that gauges how often various ideas were mentioned during the community listening campaign
2. An analysis of key findings from the listening campaign and review of prior reports
3. Illustrative quotes from the listening campaign

The illustrative quotes were chosen because they are representative of others like it or are unique but valuable. Some were truncated for conciseness and clarity. Not all responses are represented. To access all quotes [click here](#).

Taken independently, each subsection paints an incomplete picture. Together, these materials provides the Board with ample information to finalize SFUSD's vision, values, goals, and guardrails. To our knowledge, no other district that has implemented the student outcomes-focused approach has been supplied with such a thorough analysis. Nonetheless, SFUSD Board members will need to make decisions based on imperfect and incomplete information.

To aid the Board’s understanding of community input, we have rated each finding for degree of agreement among respondents and frequency in the “analysis of key findings” subsections (see screenshot right).

The agreement and frequency ratings were determined independently by the Council of the Great City Schools based on our review of the community listening campaign and prior reports. However, the Board should add its own nuance to these ratings.

Agreement is the degree to which respondents agree with the finding in the far-left column. “High” agreement means a significant percentage of respondents (but not all) share a similar perspective. “Low” agreement means there are multiple, differing perspectives on the matter. “Medium” is somewhere in between.

Frequency is the degree to which respondents mentioned the finding, regardless of whether it was a positive, negative, or neutral comment. “High” frequency means the topic was mentioned by a meaningful number of respondents. “Low” frequency means it was mentioned by a small number of respondents. “Medium” is somewhere in between.

Community Input	Agreement	Frequency	Analysis
2027 targets for literacy and math should be more ambitious	High	High	<ul style="list-style-type: none"> A plurality of community members believe the 2027 proficiency targets for third grade literacy and eighth grade math should be more ambitious Community members pointed out that literacy and math proficiency are prerequisites for other goals (e.g., college and career readiness) and therefore the targets must be higher Community members believe the draft targets are not true “stretch” goals A smaller number of community members believe the targets were appropriate
Set a goal for college and career readiness, but clarify the measure used	High	High	<ul style="list-style-type: none"> Many respondents expressed confusion about the CDE’s definition of “college and career readiness” Many respondents emphasized that not every student wants to attend a 2 or 4-year college; SFUSD should be clear that entering a profession immediately after graduation is an appropriate career path for many Some believe that students should be prepared to navigate the college/career transition by having a plan, being able to navigate the workforce and higher education systems
Include goals for specific student groups, especially where outcome gaps exist	High	Medium	<ul style="list-style-type: none"> Community members want SFUSD to set goals for specific student groups to identify and eliminate gaps.
Set goals for proficiency for key grade levels	High	Low	<ul style="list-style-type: none"> Grade-level proficiency, especially when entering new gradespans, is important to many community members.

Goals



Question posed to the community: goals

The following question was posed via the survey and listening sessions:

The SFUSD Board of Education will approve 3-5 goals that will help prioritize the district's work. Goals are specifically about what students should know or be able to do. Below are the board's DRAFT vision and goals.

DRAFT VISION

All SFUSD students will graduate as independent thinkers with a sense of agency who have mastered academic and creative skills to lead productive lives and contribute to our community.

DRAFT GOALS

Third-grade literacy: The percentage of ALL third-grade students reading at grade level as measured by state tests (SBAC ELA) will increase from 52% proficiency rate in 2022* to 62% proficiency by 2027).

8th-grade math: The percentage of ALL eighth-grade students performing math at grade level as measured by the state tests (SBAC Math) will increase from 42% proficiency rate in 2022* to 52% proficiency by 2027.

College and career readiness: The percentage of all high school 12th graders who are “college and career ready” as defined by the California Department of Education will increase from 57.5% in 2020 to 70% by June 30, 2027.

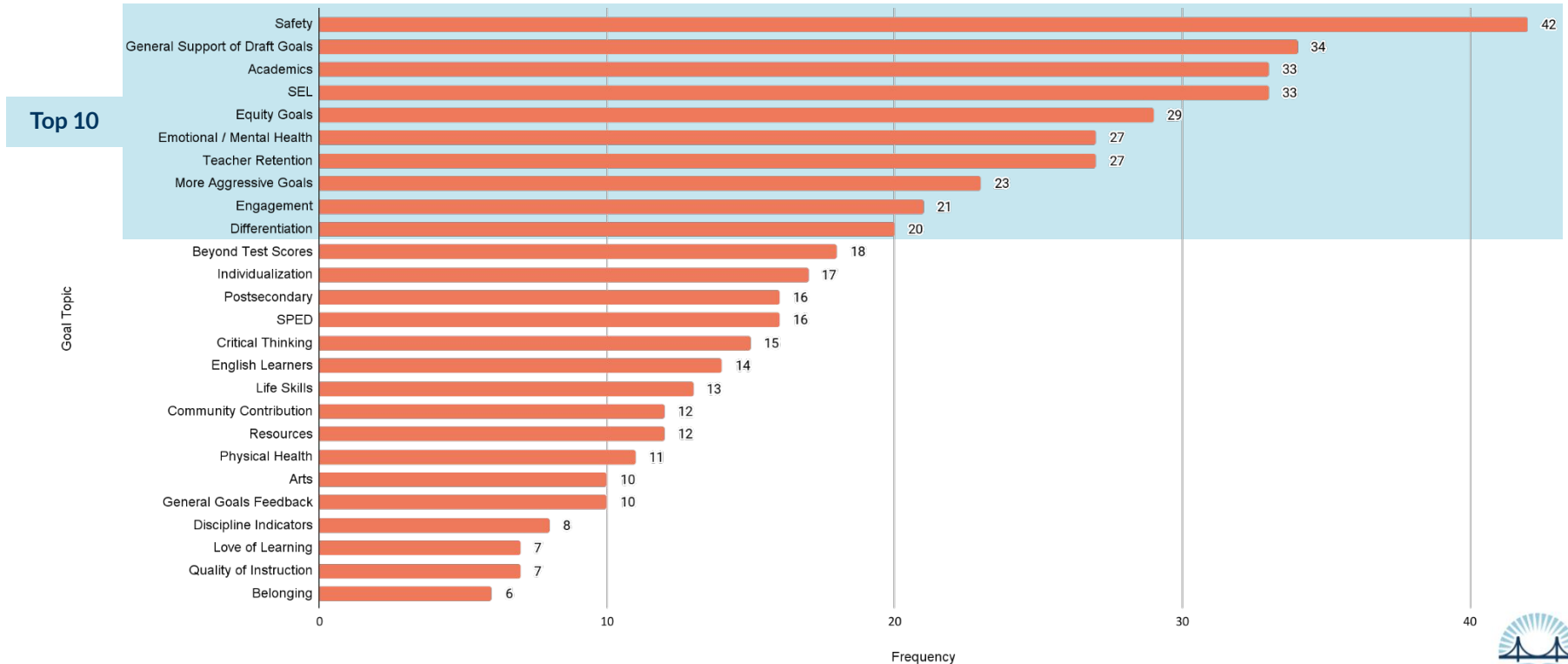
Graduate profile: The percentage of students demonstrating mastery of competencies across the knowledge, skills, and dispositions in the Graduate Profile will increase from an unknown percentage to 75% as measured by an assessment to be developed by the district.

What are the most important GOALS that SFUSD should focus on achieving, and how should we measure them? (Goals are specifically about what students should know or be able to do.)

You may provide feedback on the DRAFT goals above OR submit your own goals.

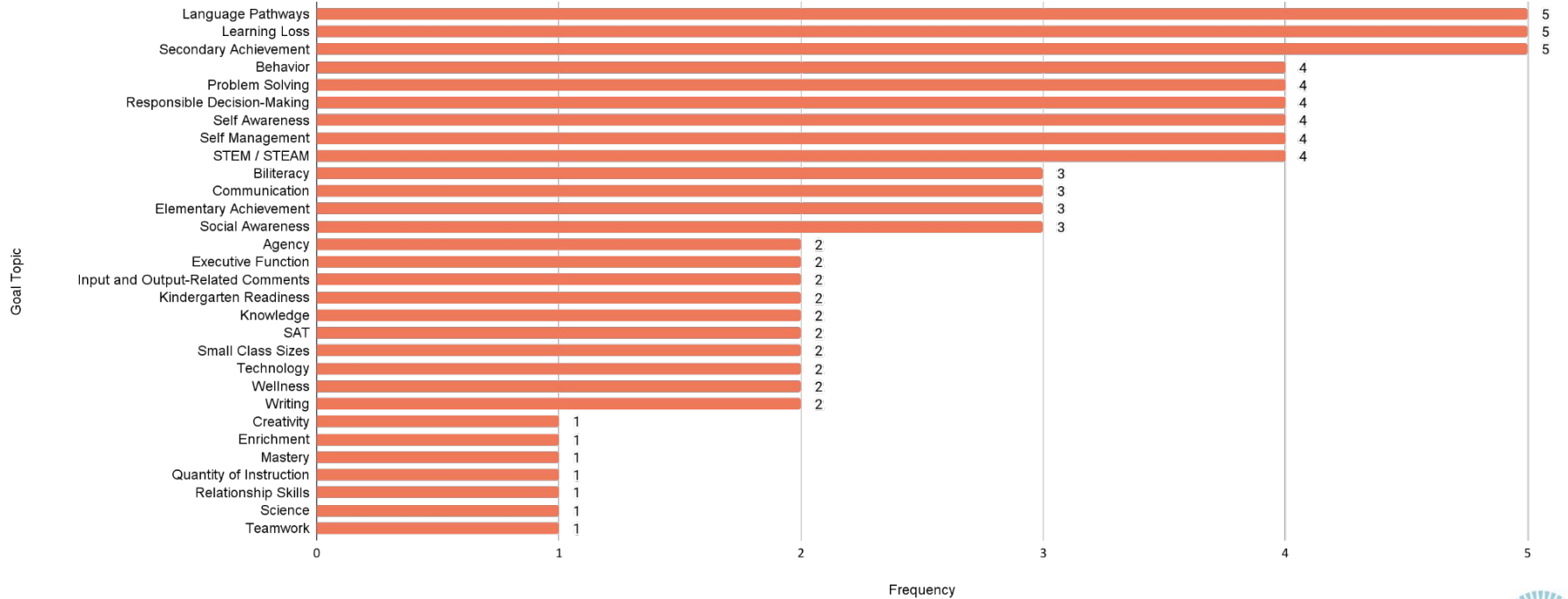
Goal frequency (1/2)

Frequency of Goal Topics Cited by Community Members (events + survey) 1/2



Goal frequency (2/2)

Frequency of Goal Topics Cited by Community Members (events + survey) 2/2



Goals analysis (1/3)

Community input	Agreement	Frequency	Analysis
2027 targets for literacy and math should be more ambitious	High	High	<ul style="list-style-type: none"> A plurality of community members believe the 2027 proficiency targets for third grade literacy and eighth grade math should be more ambitious Community members pointed out that literacy and math proficiency are prerequisites for other goals (e.g., college and career readiness) and therefore the targets must be higher Community members believe the draft targets are not true “stretch” goals A smaller number of community members believe the targets were appropriate
Set a goal for college and career readiness, but clarify the measure used	High	High	<ul style="list-style-type: none"> Many respondents expressed confusion about the CDE’s definition of “college and career readiness” Many respondents emphasized that not every student wants to attend a 2 or 4-year college; SFUSD should be clear that entering a profession immediately after graduation is an appropriate career path for many Some believe that students should be prepared to navigate the college/career transition by having a plan, being able to navigate the workforce and higher education systems
Include goals for specific student groups, especially where outcome gaps exist	High	Medium	<ul style="list-style-type: none"> Community members want SFUSD to set goals for specific student groups to identify and eliminate gaps
Set goals for proficiency for key grade levels	High	Low	<ul style="list-style-type: none"> Grade-level proficiency, especially when entering new gradespans, is important to many community members

Goals analysis (2/3)

Community input	Agreement	Frequency	Analysis
Clarify the Graduate Profile measure and goal	High	High	<ul style="list-style-type: none"> • There is skepticism that SFUSD will propose objective ways to measure the Graduate Profile (vs. using subjective measures that can be manipulated) and will set stretch goals (vs. setting easily-attainable goals) • There are concerns about using measures that aren't comparable with other districts • The draft goal of 75% seems arbitrary without a baseline
The spirit of the Graduate Profile is supported by the community	High	Medium	<ul style="list-style-type: none"> • Many respondents suggested student outcomes that are already part of the Graduate Profile (e.g., Career and Life Skills, Creativity, Sense of Self). This indicates there is a low level of awareness of the Graduate Profile's contents. We suspect that if there was better awareness, then community members would be more supportive of having a Graduate Profile goal. • Respondents had many ideas for additions to the graduate profile. Based solely on data collected from the board's listening campaign, no recommendations were frequent enough to merit significant changes to the Graduate Profile. However, SFUSD staff should review the listening campaign data to determine if changes are needed.
Consider goals for subjects other than literacy and math	Medium	Low	<ul style="list-style-type: none"> • Other areas mentioned include science, technology literacy, and social studies

Goals analysis (3/3)

Community input	Agreement	Frequency	Analysis
There is significant disagreement about whether SFUSD should prioritize academic or non-academic goals	Low	High	<ul style="list-style-type: none">• Some respondents shared that SFUSD should prioritize academic outcomes such as literacy and math• Others shared that SFUSD should focus equally on academic outcomes and social-emotional outcomes
There is significant disagreement about using standardized tests vs. other measures	Low	High	<ul style="list-style-type: none">• Some respondents shared that standardized tests are the best measure of student outcomes• Others shared that standardized tests do not accurately capture what students know and are able to do, and are biased against disadvantaged students• Most respondents framed this input in either/or (not “both/and”) terms

Illustrative quotes: third grade literacy

Draft goal for third grade literacy: The percentage of ALL third grade students reading at grade level as measured by the SBAC ELA will increase from 52% proficiency rate in 2022 to 62% proficiency by 2027).

<p>2027 targets should be more ambitious</p>	<ul style="list-style-type: none"> • I agree with these priorities but I think the target particularly for reading needs to be higher. • Reading goal should be more ambitious – there aren't actually that many kids in SF? Surely we can focus and teach all to read over the next 5 years? • I think we can do better than these low goals for literacy and math. We should have minimum goals of 70% for each goal • Literacy. I think the goals are too low for third grade. • Higher percentage for 3rd grade literacy (70%). Without the ability to read at grade level, it affects a student for their entire academic career and life. • I would challenge the district to get at least 75% of third-graders reading at grade level by 2027. • Third Grade literacy goal should be 75%. • Our goals for Math and Reading literacy in your DRAFT GOALS should be at a minimum of 75%. Aiming so low ensures we reach an even lower level than that goal. We need to be aggressive • All third-grade students reading at grade level as measured by state tests should be at 80% • I think third-grade literacy is the key goal, and we can aim higher than a 10% increase over five years. If third-grade literacy is the norm in our schools, 8th grade success and college readiness will follow. • Third-grade literacy. The goal should be 100%. Setting the target to 62% is not a stretch goal. It does not set students up for success. It makes it harder to achieve the other draft goals. I don't think it's acceptable to say 38% of SFUSD students won't meet third-grade literacy. • 62% proficiency in reading for third graders in five years is awful. Those students have yet to enter an SFUSD building and we're framing failing 38% of them as a success?! The district should have a goal of 100% literacy and reading proficiency. Anything less is a failure. If we can focus on early literacy, it seems all other metrics are achievable. We MUST teach ALL children to read. • Why only 10% increase in 3rd grade literacy over 5 years? Our school's SPSA goals are 10% in the next year, which might be ambitious but over 5 years seems too modest. Especially only to 52%! Similarly with 8th grade math. • 62% of 3rd graders being at grade level is not world-class. The fact that in 5 years (students currently in preschool) we are accepting that 4 in 10 students can't read at 3rd grade level? This is shameful.
<p>Include goals for specific student groups, especially where outcome gaps exist</p>	<ul style="list-style-type: none"> • The goals for third grade literacy does that include those students who have an IEP? • What about bilingualism? If it is measured in English...what happens then? Will students not be allowed to study and grow academically in their native language? • Early literacy -strengthen Tier 1 as a priority. However you also need to strengthen Tier 2 and Tier 3 .

Illustrative quotes: eighth grade math

Draft goal for eighth grade math: The percentage of ALL eighth grade students performing math at grade level as measured by the SBAC Math will increase from 42% proficiency rate in 2022 to 52% proficiency by 2027.

<p>2027 targets should be more ambitious</p>	<ul style="list-style-type: none">• This proficiency goal should be higher than 52%. That's barely half of the kids. Math is extremely important for STEM related jobs, today's jobs. This goal should be much higher (60%+).• Third grade math and 6th grade math – percent performing at grade level improve to 60%? 70%? By 2027• 8th grade math proficiency rate at 75% proficient• Goal: Increase the percentage of students that passed Common Core Algebra 1 by the end of eighth grade from 0% to 94% by 2027 (for reference see Long Beach USD board meeting September 7th 2020 to where they announce 94% of 6th graders are on accelerated math.• Your draft goals are not nearly ambitious enough. 52% proficiency in 8th grade math should be an embarrassment, not a goal.• Your math results are abysmal and a goal of 52% is terrible. 52% is an F. Aim higher.• The 8th-grade math goal is depressing and dooms us to continue to fail - this goal essentially says we WANT half of our students to fail.
<p>Set goals for proficiency for key grade levels</p>	<ul style="list-style-type: none">• Math literacy goals are vital. We are failing our students when they can't multiply in 8th grade.• Students should be confident in their basic math skills before they move over to middle school.• All students should enter middle school knowing their math facts• Each child should be able to complete Math at the college and career level

Illustrative quotes: college & career readiness (1/2)

Draft goal for college and career readiness: The percentage of all high school 12th graders who are “college and career ready” as defined by the California State CDE will increase from 57.5% in 2020 to 70% by June 30, 2027.

<p>Set a goal for college and career readiness...</p>	<ul style="list-style-type: none">• These are great esp the College and career readiness• The college and career goal is a particularly good one.• Your goals are good. But let's aim for higher percentages for the literacy and math and college readiness.• I also support the college/career readiness goal.• College and career ready should be a priority and getting students ready to be adults in the world.• ...I agree also with goal for college and career ready for high school• Agree with the College & Career readiness.
<p>...but clarify the measure to be used</p>	<ul style="list-style-type: none">• I would certainly recommend paring down Goal #3 to only addresses students' UC/CSU A-G eligibility. The College and Career readiness equation is complicated and takes an entire page on the CDE website to explain. The additional indicators in the formula are worthwhile, but setting a district wide goal to that formula is not the best.....• College readiness, meeting UC/CSU• For ethnic studies as related to College & Career Readiness, I would want students to emerge with a baseline knowledge of the histories of communities of color and be able to build relationships across different groups.• The college readiness criteria needs to be reevaluated. Seriously interrogated.• Can we expand college and career readiness beyond the CDE definition and actually teach 21st century readiness in the schools, including financial literacy, media literacy, and options for non college careers that are in high demand?• College readiness should be defined as being eligible to attend the University of California.• Please make the targets or a qualifications for College and Career Readiness more transparent when communicating this as a goal.

Illustrative quotes: college & career readiness (2/2)

Draft goal for college and career readiness: The percentage of all high school 12th graders who are “college and career ready” as defined by the California State CDE will increase from 57.5% in 2020 to 70% by June 30, 2027.

<p>Ensuring students are prepared to enter the workforce after graduation was a strong sentiment.</p>	<ul style="list-style-type: none">• 80% college OR career ready- students not moving on to college should have a trade or skilled professional training option by senior year.• Make this goal college OR career ready. More opportunity for various positive outcomes for student differences.• A diploma and courses other than A-G that addresses students who will not go to college• College and career readiness should include non-academic path such as vocational skills and training.• I recommend amending the "College and career readiness" goal to include that students will be ready for college or a professional vocation. We should also strive to provide vocational training at our HS.• College and career readiness to include technical school (mechanics, plumbing, electrical etc)
<p>Some believe that students should be prepared to navigate the college/career transition.</p>	<ul style="list-style-type: none">• Graduating seniors should be able to identify their post secondary plan and should exit high school prepared to act on that plan.• Being about to navigate primary and secondary education, career systems- measure by graduation rate in college, trade school and employment retention.

Illustrative quotes: Graduate Profile (1/3)

Draft goal for graduate profile: The percentage of students demonstrating mastery of competencies across the knowledge, skills and dispositions in the Graduate Profile will increase from an unknown percentage to 75% as measured by an assessment to be developed by the district.

Most of the feedback on this goal was about the lack of clarity

- The graduate profile goal as drafted is very unclear (how was the target set at 75% without knowing how the assessment will be developed?)
- Not clear on the graduate profile goal and how that will be measured.
- I request clarity on the graduate profile goal. I'm not sure why this a good thing to measure.
- I'd want to know more about Graduate Profile, since the information provided here is vague and not enough to convey an understanding of what this is meant to measure.
- Need to understand more what graduate profile is. Does it include trade apprenticeship or Students heading directly to the workforce?
- Graduate profile: the profile shown on district website is way too complex. I cannot visualize who this person is that graduates. If it's going to be a goal, the profile must be specific, focused and measurable.
- The graduate profile goal is unclear both around the baseline and the measurement tool...will there be community/student/parent input around what the assessment will be? Can we track college completion rate/career pathway success over time in order to assess whether or not we are on track to fulfill our (draft) vision?
- The graduate profile is the least specific goal and seems the most least meaningful As it relies on a board created assessment metric.
- Fourth goal around grad profile is well intended but meaningless. Need to see the grad profile. Wouldn't trust an internally developed assessment – too much incentive to cheat or lower the bar. Plus not comparable.
- As worded, the graduate profile goal will be easy to manipulate by setting goal low.
- Graduate profile goal: unknown percentage to 75% based on unknown assessment....too many unknowns. This goal feels doomed from the start
- Eliminate the graduate profile goal, as it is not easily measurable and will at best be extremely subjective.
- I may support a Graduate [Profile] goal if the Board develops a specific proposal and means of assessing. It's too conceptual at this point to provide a meaningful response.

Illustrative quotes: Graduate Profile (2/3)

Draft goal for graduate profile: The percentage of students demonstrating mastery of competencies across the knowledge, skills and dispositions in the Graduate Profile will increase from an unknown percentage to 75% as measured by an assessment to be developed by the district.

Many raised concerns about using a district-created, non-standardized metric with multiple dimensions

- Goal 4 says that a new assessment will be created. What is the guardrail which prevents the assessment test to be designed easy to achieve this goal?
- The goal regarding the survey development profile seems like an additional layer of assessment where the assessments we have for content and college readiness are already available. Content knowledge = UBAC + CAST. Career + Life Skills = College + Career Readiness CA CDE.
- The graduate profile goal doesn't seem helpful - if there are already numerous standardized assessments why try to create a new one?
- For The Graduate profile what's the deadline and why is the district developing the assessment?
- I do not recommend this goal given the assessment is created by the district. All proficiency goals should be assessed using a standardized measurement from the state, federal government, or generally accepted testing body.
- Graduate profile - measured by authentic summarize assessment like portfolios.
- The graduate profile goal is awful. Pick ONE aspect of the profile to amplify so that schools and the system have a chance to actually make that improve, and your research and assessment team has a reasonable shot of creating a meaningful set of competencies to learn from.

Illustrative quotes: Graduate Profile (3/3)

Draft goal for graduate profile: The percentage of students demonstrating mastery of competencies across the knowledge, skills and dispositions in the Graduate Profile will increase from an unknown percentage to 75% as measured by an assessment to be developed by the district.

There were multiple proposals for additional measures for the Graduate Profile; many of these proposals are already part of the Graduate Profile

- Building good habits and learning life skills/ social habits, ethics. (communication skills, leadership skills, how to interact with other people, public speaking)
- Students will demonstrate both cognitive and non-cognitive skills and be able to develop human, social, emotional and cultural capital.
- Students will be able to defend learning across all content areas to a diverse network of stakeholders. (rubrics, formative assessments, portfolio defenses, interviews, completed work-based learning, etc.)
- Curiosity and a spirit of inquiry
- Keep goals 1-3, frame them under the Six Graduate Profile topics: Goal 1 and 2 put under content knowledge. Add Science. Goal 3 - would be sufficient for Career + Life Skills. Add Goal 4 - student sense of self + Global, Local Identity. Students demonstrate a strong sense of purpose over K-12 increasing. Create 3 assessment points and add these measures to the Panorama Survey. Goal 5 - Creativity, Leadership, Empathy and Collaboration - % of students that participate in end of the year capstone projects in 5th, 8th and 12th grade increases to 50% from unknown over 5 years.
- Leadership, empathy, collaboration -> add these.
- Global, Local, Digital Identity - seems like a challenge to define this with research based examples.
- Participation: and this may not be the right word, but a value that promotes and encourages being proactive in two ways. Youth who have academic and social confidence work to lift up their peers. Youth who have developing academic and social confidence feel safe to ask for peer support. In my experience strong peer communities do protect students and encourage/nurture them to thrive.

Additional illustrative quotes: goals (1/3)

<p>Having goals aimed at increasing equity in student outcomes was a top priority for participants</p>	<ul style="list-style-type: none">● Provide opportunities for all students to grow and learn by giving opportunities, not only to those who may need additional academic support; but also to those who thrive academically and need more challenges.● As students transition from grade level to grade level that all students especially Black students are evaluated to make sure that they can and have the abilities read and write at or above grade level (GOAL)● Ensure Black, Brown, Pacific Islander and other students that normally do not perform as high as peers are brought up to the same level via additional and intentional community support.● The district should close the gap of academic achievement. There are big gaps in academic achievement among the schools; there are big gaps even within the same school, same class but among different students.
<p>One of the largest areas of consistent feedback was focused on ensuring goals related to ELA and math grade-level proficiency per SBAC. Some believe other core subjects should be included</p>	<ul style="list-style-type: none">● Reading and math comprehension according to grade level. Focus on all students esp those with disabilities so that they can have equal access to academic resources.● Students should be able to read, write, and do math on grade level according to standardized assessments● All students need to attain the content and performance standards in ALL the core subjects (state and national standards) according to grade level: ELA/Literacy, Math, Science, Social Studies and building the Engineering and Technology practices

Additional illustrative quotes: goals (2/3)

An overwhelming number of community members see the 2027 targets as too low, especially in literacy and math...

...yet they are attainable and measurable

- Your goals are good. But let's aim for higher percentages for the literacy and math and college readiness.
- These draft goals demonstrate a profound lack of confidence in the ability of this district to make significant improvements in student performance beyond a proficient/passing grade. An example of a goal I'd like to see: 8th grade math goal: all students will have the OPPORTUNITY to excel BEYOND baseline PROFICIENT performance.
- Answer: 62% of 3rd graders reading at grade level is completely unacceptable. We have FIVE YEARS. These students haven't even started school yet. The goal should be for 100% of them to read at grade level. If a child cannot read, they cannot succeed. This is a schools MOST BASIC purpose. Also, 52% of 8th graders proficient in math is incredibly depressing. Why are you setting such low goals?
- The draft target proficiency numbers are still dismally low - you need to aim higher. There is no excuse for having only 40% of third graders proficient in reading, and only HALF the eighth graders proficient in math.
- The 3rd grade literacy goal should be higher. If you can't read well by 3rd grade you are going to have a very hard time in every other subject too.
- Literacy and math % increase goals should be higher - they should be stretch goals.
- 8th grade math and third grade literacy seem at least within reach.
- 3rd grade literacy and 8th grade math skills seem like the most measurable of these goals and they're certainly very important

Additional illustrative quotes: goals (3/3)

<p>Other proposed areas for goals include STEM, writing, humanities, languages, and SEL</p>	<ul style="list-style-type: none">• STEM proficiency by Grade 12• Writing! There is no focus on developing writing skills. The Language Arts curriculum needs a major overhaul and a refocus on the very important basics.• Reading is very important. However, our district over-focuses on reading and under-focuses on writing. As we see in this draft, goal 1 is called 3rd grade literacy, but only measures reading.• I would like to see goals about prosocial behavior.• I support the first three goals on (measure for third 3rd and 8th grade preparedness, though I would add a humanities/language aspect to the 8th• A goal around SEL would be good. Measured by reported levels of stress, feeling supported, etc.?• The vision names independence of thought and sense of agency; none of the goals speak to the young person's sense of self and wellness, as much as instruction (the graduate profile one might, but that one is so vague as to be meaningless). Add a goal that youth form a sense of identity wherein they can solve problems for themselves and navigate to well-being. This could be tracked at different stages of growth--3rd, 7th, and 10th grade, via the School Health survey instruments or DCYF wellness rubrics (i.e. use what you already have in your toolbox, SFUSD, via yourself or your partner's grade goal.
<p>Participants highlighted the importance of critical thinking, which is included in the Graduate Profile</p>	<ul style="list-style-type: none">• Grow their innate skills of being critically conscious of the systems and forces that surround and have power over them.• How do we include outcomes focused on: social media literacy and critical thinking and Analysis, and responsible use and consumption of media and social media.• Demonstrate critical thinking: not what to think, rather how to think

Values



Question posed to the community: values

The following question was posed via the survey and listening sessions:

We want to know which values you expect to be honored as the district pursues its goals. The board has drafted five values based on SFUSD's current core values.

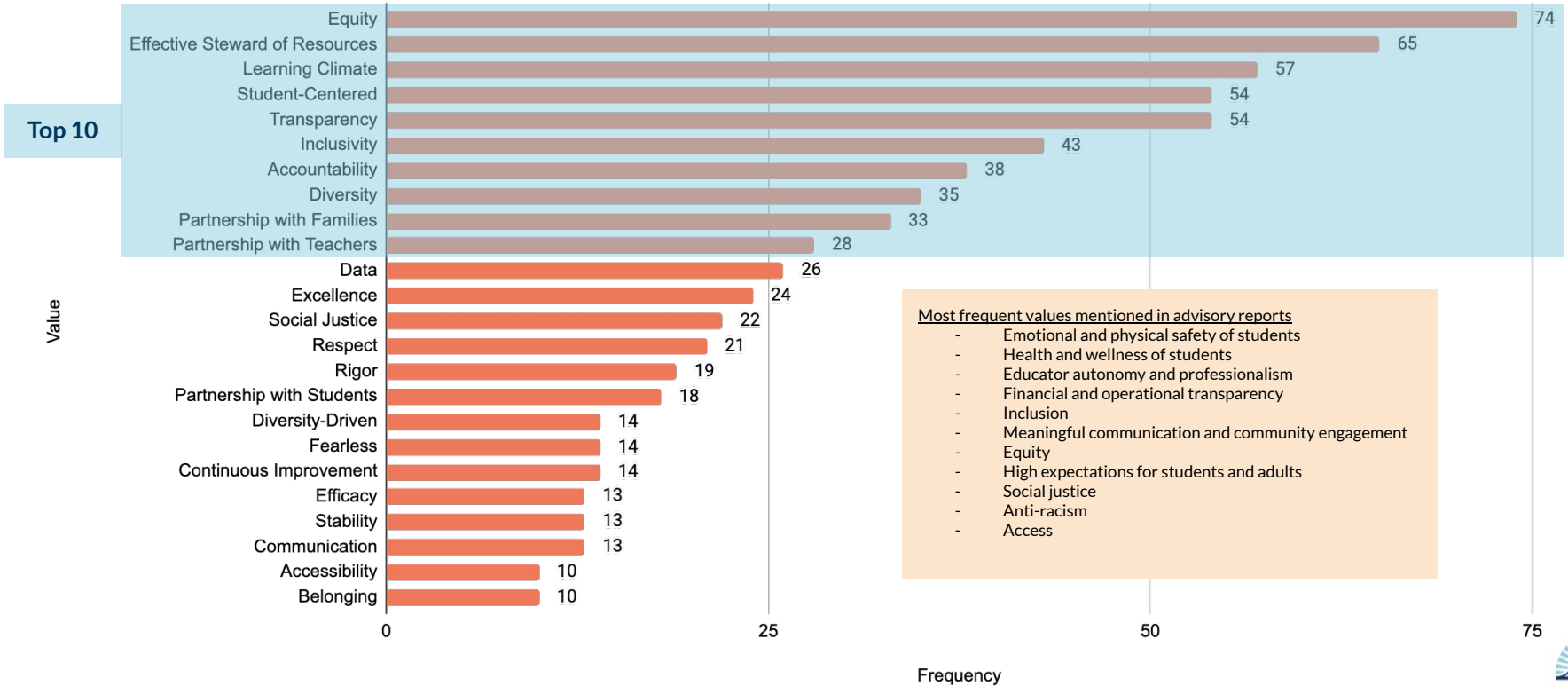
Values

- **Student-centered:** We put students' needs first with a focus on the whole child.
- **Fearless:** We persist through challenges with integrity, transparency, and in community.
- **United:** We celebrate and build on each other's strengths to collectively achieve excellence as a district.
- **Social justice:** We stand with those most vulnerable in our community with an equity lens when making decisions.
- **Diversity-driven:** We respect and seek to understand each person to be an inclusive and anti-racist district.

What VALUES must the superintendent keep in mind as he manages the district to achieve its goals? (Examples include: transparency, inclusion, diversity, rigor, and equitable distribution of resources.)

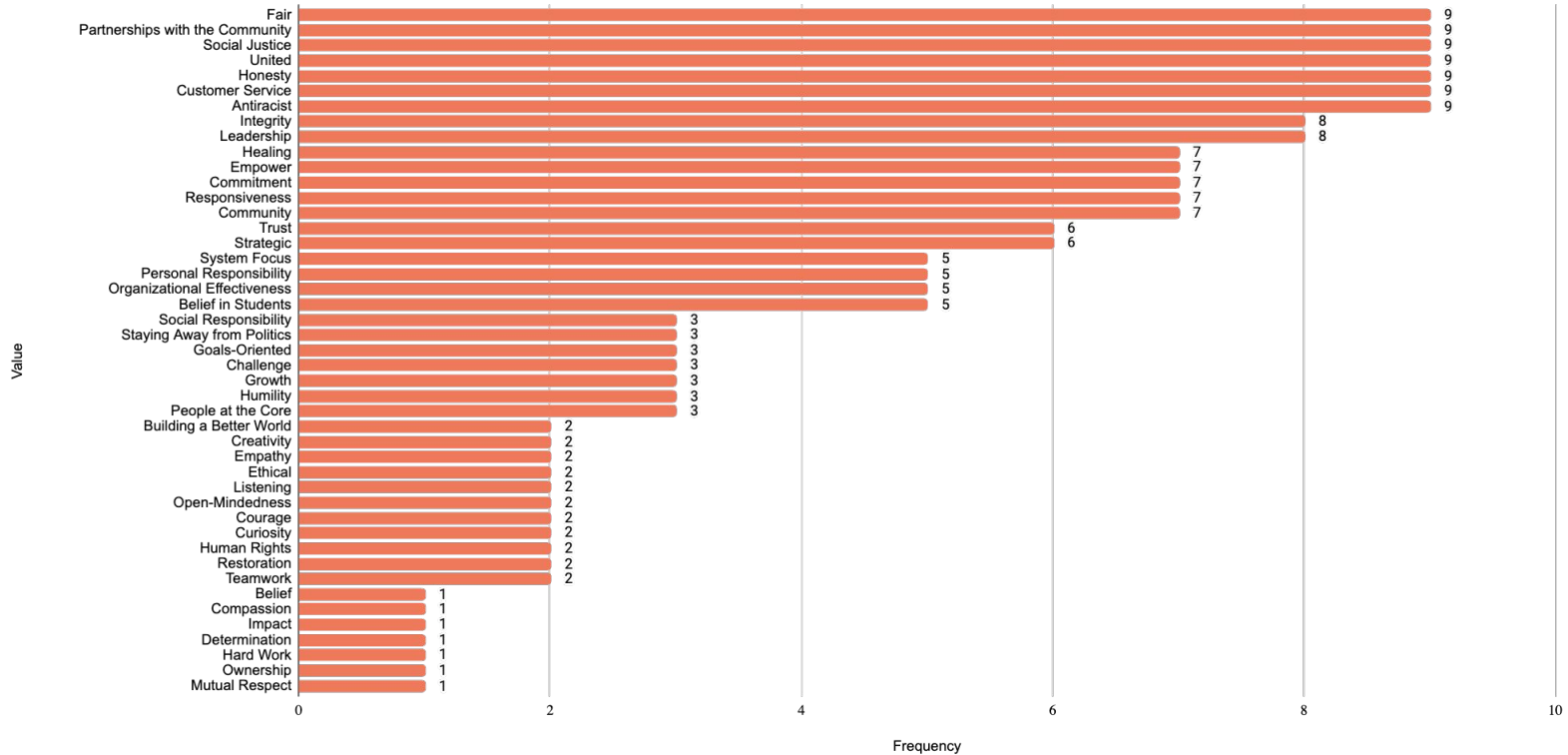
Values frequency (1/2)

Frequency of Values Cited by Community Members (events + survey) 1/2



Values frequency (2/2)

Frequency of Values Cited by Community Members (events + survey) 2/2



Values analysis (1/1)

Community input	Agreement	Frequency	Analysis
There is significant support for transparency as a value and guardrail	High	High	<ul style="list-style-type: none"> • Respondents have a strong desire for transparency in how the district makes decisions, progress against goals, and resource allocation at the district and site levels.
Many community members expressed frustration that the draft values include buzzwords that few people understand	Medium	High	<ul style="list-style-type: none"> • Many respondents said there is not a broad understanding of terms like “antiracist”
While “equity” was the most frequently-cited value; community members have very different definitions of equity	Low	High	<ul style="list-style-type: none"> • Some community members define equity in terms of outcomes (e.g., “equity is where outcomes are not predicted by demographics”) • Some community members define equity in terms of inputs (e.g., “each student has what they need to thrive”) • For reference: SFUSD’s strategic plan from 2016-19 says “Equity is the work of eliminating oppression, ending biases and ensuring equally high outcomes for all participants through the creation of multicultural, multilingual, multiethnic, and multiracial practices and conditions; as well as removing the predictability of success or failure that currently correlates with any social or cultural factor.”

Illustrative quotes: values (1/5)

Equity	<ul style="list-style-type: none">• Too often "diversity" ends at race, ethnicity, socioeconomic status or culture/language and doesn't include children with disabilities. Please ensure you are specific about equity and include PwD as part of this values set and as part of decisions.• Black and Latino families need to be prioritized• The district should close the gap of academic achievement. There are big gaps in academic achievement among the schools; there are big gaps even within the same school, same class but among different students. Why won't we address this problem? Improve student literacy and instruction quality.• The Superintendent needs to be more visible in supporting AAPI issues. Allow for equitable resources to support AAPI issues.• Administrators will be trained in equity practices for all students - including the disabled and different learners. SFUSD will not just "pay lip service" like with publishing these words but will actually INVEST in TRAININGS for administrators to treat all students and families with respect and equality• The superintendent must be transparent, colorblind, and apply resources equitably balanced to benefit all students with some consideration of social economic factors devoid of race, color, gender, or gender preference.
Effective Stewardship of Resources	<ul style="list-style-type: none">• There needs to be enough teachers and money for classroom essentials.• The equitable distribution of resources is important. There shouldn't be just a handful of "good" schools, all should have access to funds to succeed.• I love the resource allocation objective. Let's focus the money on the kids. I would also like to see equitable spending across age groups. High schoolers are currently being short changed by spending allocations.• Fiscal transparency, accountability, communication is vital to all SF residents and SFUSD community, especially student educators eg. track report, show where all SFUSD income streams are showing up to serve and improve students and staff at school sites.• Inconsistent implementation is occurring right now because of not having enough teachers, not paying teachers correctly for the hard work they have done, and not paying them a competitive salary compared to other districts and other professions. The most important key to our students success is a quality teacher. Without this we are nothing. Instead of spending millions of dollars on a payroll system that isn't working we need to invest in the educators that will then be able to support our children in achieving their full potential.

Illustrative quotes: values (2/5)

Learning Climate	<ul style="list-style-type: none">• Classroom Centered. Supporting students means supporting teachers• Let's aim to facilitate every student reaching their full academic potential - and provide the appropriate resources EARLY when first signs of struggle surface. We have been operating under a "waiting for sustained failure" model and have stigmatized any special education assessment/intervention within our own ranks. Assessing students to better understand what WE need to do differently to ensure they learn should not be a last resort.• Student needs include math and reading instruction appropriate to each student's individual competency level. We value the educational needs of all students and will not leave any student behind, whether that student's competency is above, at, or below grade level• I appreciate students' needs coming first but I want that to be true for our SPED students as well. Right now this is not the case. So many of their needs are not being met, in fact ignored, and at times it's like the people dictating their education path has no clue about SPED students nor do they appear to care about them.• Please focus on the academic growth and physical & mental development of the students. Also securing a safe and stable learning environment is essential. There are too many interruptions happening in the classrooms.z
Student-centered	<ul style="list-style-type: none">• The district should stop serving the adults like it's been doing previously, it should focus on serving the students.• Appreciate seeing student-centered in the values. This is so important and has been severely lacking with the BOE up until now.• All initiatives and decisions must always return to the students. If students and student outcomes are not at the center of any decision/initiative/goal then no matter how small the item it must be revised. We all must be here for all of the students all of the time.• Student centered MUST mean all students. Not just the underserved. Not just the special needs students, or traumatized students.

Illustrative quotes: values (3/5)

Transparency	<ul style="list-style-type: none">• Transparency. Without it [the superintendent] won't have the trust of the community.• Transparency -> honesty about decision-making and thorough explanation of why.• Provide transparency on how SFUSD spends money.• Transparency in decision making and priorities, Consistent communication and follow-ups, Continuity• When students and families have a clear understanding of the what, why and how - everything just runs better. You eliminate the stress and the unknowns. Helps everyone feel better and more comfortable in their role and space.• Dashboard - Show the baseline metric for each goal, initiatives aimed to improve goals, and progress. If we're data-driven, we should show the initiative we're using to improve outcomes. If the initiative isn't working, it should be discontinued (strategic abandonment).• Resource allocation should be made more easily available. People can't dig through budgets. If there were some simple flyers or even clearly written pages on the website, it would be helpful when trying to convince others that the school budget should be increased. Otherwise, it's just a big number and they can't get their brain around the fact that it's just barely making it
Inclusivity	<ul style="list-style-type: none">• We should be a district for all students.• I think there should be some way to recognize that a child exists within a family structure and that the district seeks to support children's success within a healthy family ecosystem. In short, the family (meant inclusively) needs to be recognized and supported by the school.• Treatment of students: please keep the needs of ALL our students in mind. Too often the needs of one child with deep issues impacts the learning of 30+ other children• Show families that students at all levels are welcome and can be successful students at SFUSD.• Inclusion for all. Translation services provided for families to communicate district and school affairs to promote participation.

Illustrative quotes: values (4/5)

Accountability	<ul style="list-style-type: none">• There needs to be some remediation for not abiding by these values, or they're not really "guardrails", they're suggestions.• SFUSD leadership needs to be held to these standards- not just the staff working under them. Asking staff to uphold these values is nearly impossible when it is not modeled at the top Leadership level.• Where is the oversight for the superintendent's work? How can we measure and follow so that the superintendent does this?• Everyone in the SFUSD, the Superintendent and the BOE members should be held accountable to school district parents and students. There needs to be audits and clear documentation of expenditures of taxpayers monies given to the school district and BOE.
Diversity	<ul style="list-style-type: none">• Meet each child where they are, honoring different skills but also challenging and inspiring them to have curiosity in learning. Critical thinking skills important . Less time on "teaching" diversity and inclusion and gender issues. Instead lead by example through kindness. We need time to be spent learning traditional school subjects.• The social justice and diversity-driven values are incredibly important to creating an environment where students have their needs met and are able to have an environment where they are able to learn. I would echo the need for student leadership to prioritize what values-aligned action from the district looks like.• Racial tolerance should be incorporated into the values. It's a big world with many members• Being diversity-driven and being united are not a part of the culture in all of our schools. Racism, both overt and in micro aggressions, occur.• Hire more teachers of color to reflect the diversity percentage of the students.• Replace diversity-driven with anti-racist and focus on anti-racist

Illustrative quotes: values (5/5)

Partnership with Families	<ul style="list-style-type: none">• Please respect parents and treat them as your partners.• Being family oriented and responding primarily to the needs of families in the district• I think there should be some way to recognize that a child exists within a family structure and that the district seeks to support children's success within a healthy family ecosystem. In short, the family (meant inclusively) needs to be recognized and supported by the school.• Invest in authentic engagement of diverse neighborhoods and communities and set standards for what different “levels” of engagement should look like (e.g. communications protocols)
Partnership with Teachers	<ul style="list-style-type: none">• Support teachers to doing their job effectively. Address teacher pay. Support for teachers and teacher recruitment and retention. Without teachers you have nothing.• We need to also value the adults who are teaching and caring for our children, because they can not meet student needs without having their own needs met• Students should be at the center, but if teachers and support staff are not respected, adequately compensated and supported, and involved, students cannot receive what they need to be successful.• Connect and include teacher input more. Visit more school sites and talk to the teachers at each site to gain a better understanding of their needs and School site needs• Remember to treat the teachers with respect and give them the training, support and resources they need to deal with pandemic losses, misbehavior and management. We solve so many problems on our own, it would be lovely to have someone be my support as a classroom teacher.

Guardrails



Question posed to the community: guardrails

The following question was posed via the survey and listening sessions:

The board has also drafted four guardrails which are limitations on the superintendent to protect the community's values as they are pursuing SFUSD's goals.

Guardrails

- **Effective Decision-Making:** The superintendent will not make major decisions without meaningful consultation with the parents/guardians, students, and staff who will be impacted by those decisions.
- **Treatment of Students:** The superintendent will not allow the treatment of students or the unaddressed needs of students to interrupt student learning.
- **Instruction:** The superintendent will not allow inconsistent implementation of district-wide initiatives to achieve our goals.
- **Resource Allocation:** The superintendent will not allow resource allocation to be non-transparent, inequitable, disconnected from learning, or limited by existing labor contracts

What guardrails do you suggest for the values you shared above? ("Guardrails" are concrete examples of means that the superintendent shouldn't use to accomplish the district's goals—see above for examples.)

Guardrails analysis (1/1)

Community Input	Agreement	Frequency	Analysis
There is significant confusion about what a guardrail is	High	High	<ul style="list-style-type: none"> Respondents are confused about what a guardrail is, why guardrails are framed in the negative (e.g., “the superintendent shall not...”); and why the superintendent should have limitations.
There is a high degree of concern and skepticism around the “Instruction” guardrail	High	High	<ul style="list-style-type: none"> Some community members questioned whether “consistent” implementation is best for students. These respondents suggest holding firm on outcomes while encouraging innovation to achieve those outcomes. Others noted that in the past, support for implementation has itself been inconsistent which has caused friction.
There is significant support for transparency as a value and guardrail	High	High	<ul style="list-style-type: none"> Respondents have a strong desire for transparency in how the district makes decisions, progress against goals, and resource allocation at the district and site levels.
The “Treatment of Students” guardrail is unclear to many	High	Medium	<ul style="list-style-type: none"> Respondents raised numerous questions such as “[does the guardrail] refer to proper care outside school?”, “additional behavior support in school?”, to “forge ahead as if problematic treatment of students or unaddressed student needs don’t exist, or does it mean look for ways to address these issues so they do not interrupt student learning?” Respondents recommend using straightforward language and logic (e.g., eliminating double negatives)
There is general support for the “Effective Decision Making” guardrail, with caveats	Medium	Medium	<ul style="list-style-type: none"> Respondents support the idea of meaningful consultation, especially with those who have historically been excluded from power But, some respondents believe such consultation as unnecessarily slowing decision-making, absolving district leadership of making unpopular but wise decisions, and serving as a false proxy for “notification”
There is general support for the “Resource Allocation” guardrail, with caveats	Medium	Medium	<ul style="list-style-type: none"> The idea of transparent and equitable school funding is widely supported. Many respondents noted the inequity of some schools’ raising significant money (while others cannot). The clause “limited by existing labor contracts” raised concerns.

Illustrative quotes: guardrails (1/4)

Draft guardrail on Effective decision-making: The Superintendent will not make major decisions without meaningful consultation with the parents/guardians, students, and staff who will be impacted by those decisions.

<p>There was agreement that affected students, staff, and parents/ guardians should be consulted in advance of major decisions...</p>	<ul style="list-style-type: none">• Non-equitable and lacking transparency. Shouldn't just take administrations input, but should directly speak to parents when addressing exclusion and bullying.• The superintendent will not make major decisions without meaningful consultation with the parents/guardians, students, and staff who will be impacted by those decisions ..., and checking their personal biases at the door.• Any decisions made with regard to student schedules, curriculum, and requirements, should not be made unilaterally. A panel of educators and special education experts from each school should be able to be consulted.• Common sense, follow the data, listen to teachers and school administrators who understand the situation on the ground in their schools• The superintendent will should consult students and teachers and school staff to ensure they're making the most equitable decision that benefits all parties.• Effective decision making (that prioritizes communities MOST impacted by inequity)• People closest to the pain should be closest to the power – uplift insights from the community doing work in the schools and classrooms for governance, operating decisions• Doing WITH not TO or FOR• Don't take a decision for a group without 25% of the representation at each group (GUARDRAIL)
<p>...while some community members see this guardrail as unrealistic</p>	<ul style="list-style-type: none">• How would all impacted parties be consulted? Is this unrealistic? This asks for a slower community-driven process. How will there be accountability for decision-makers when it impacted parties are not consulted?• Consultation feels like a proxy for notification and communication. Consultation implies more agency than likely reality.• Consider removing the “effective decision making” guardrail. You can't set values and expectations and then also micromanage how to get there. It's either/or. That first guardrail neuters the superintendent and says you don't trust their decision making. The other 3 guardrails are different and set reasonable expectations for the superintendent to me meet• We need to be willing to make unpopular decisions that will be better for everyone involved in the long run.

Illustrative quotes: guardrails (2/4)

Draft guardrail on treatment of students: The Superintendent will not allow the treatment of students or the unaddressed needs of students to interrupt student learning.

The Treatment of Students guardrail is unclear to many people

- I'm confused by the guardrail: "Treatment of Students: The superintendent will not allow the treatment of students or the unaddressed needs of students to interrupt student learning". I'm not sure what this means or how it would look in action. Of course students unmet needs will impact their own learning and the learning of those around them....Is this requiring that the superintendent ensure that students' needs are met? What would this look like in action?
- I don't fully understand the treatment of students guardrail. What does it mean that the superintendent will not allow the treatment of students to interrupt student learning?
- The "Treatment of Students" guardrail is unclear, and difficult to understand the purpose of the guardrail. I recommend re-more straightforward simpler language.
- I don't quite understand the "treatment of students" portion.
- The "treatment of students" guardrail does not really make sense to me. I don't understand the connection between "instruction" and the text that follows. Eliminate the double negatives in "resource allocation."
- I think the guard rails are good but I'm unclear on the 'treatment of students' guardrail. I don't understand exactly what is meant... does it refer to proper care outside of school? additional behavioral support in school? Bussing for students who have poor attendance? 'Treatment of students that affects learning' is very broad. Maybe that's intentional?
- The guardrail regarding treatment of students seems vague. Does this mean forge ahead as if problematic treatment of students or unaddressed student needs don't exist, or does it mean look for ways to address these issues so they do not interrupt student learning
- Number 2 feels too broad to be a guardrail? Is this hunger or housing? Is the violence in class or on campus?

Illustrative quotes: guardrails (3/4)

Draft guardrail on instruction: The Superintendent will not allow inconsistent implementation of district-wide initiatives to achieve our goals.

<p>Some community members questioned the idea of “consistent” implementation...</p>	<ul style="list-style-type: none">• The guardrail regarding instruction may lend itself to rigidly ineffective implementation unless part of the process of developing district wide initiatives is examining and accounting for the varying needs of schools and student populations across the district.• I am VERY concerned about the "Instruction" guardrail. The district should look for, celebrate and uplift examples of best practice happening throughout different schools in our district, not JUST go in as an enforcer of district-wide mandates. That could produce bland, generic, disengaged teaching practice.• Every school may need something different in terms of implementation so “inequitable” may be better than “inconsistent”. We don’t want inconsistent OUTCOMES. My kid goes to a project-based learning school and I fear that consistent implementation would mean that would go away.• Often the support for the implementation of programs is inconsistent and causes a lot of friction.
<p>...others found the guardrail vague and confusing</p>	<ul style="list-style-type: none">• Feedback on guardrail #3. I think the wording is confusing the superintendent will not allow inconsistent implementation... To achieve our goals. this needs clarification• This is vague. Does it mean different schools cannot do things differently? If so, that would be oppressive.• For guardrail 3, to what end? What are ramifications for allowance of inconsistent implementation? How does this match reality when each year basic issues like “fully staffed” are not met?

Illustrative quotes: guardrails (4/4)

Draft guardrail on resource allocation: The Superintendent will not allow resource allocation to be non-transparent, inequitable, disconnected from learning, or limited by existing labor contracts.

<p>The idea of transparent and equitable school funding is widely supported...</p>	<ul style="list-style-type: none"> • I am really glad that the resource allocation goal is there. I think that being transparent and clear about the purpose of approving different funding is key. • Equality is to give to those communities that need it the most. More resources and not give equally to everybody. • Schools/students who need most support should be prioritized • Equitable resource distribution - hard to staff schools - high ratio of young and experienced staff high turnover. • We need a located earmarked funds for all local populations in order to ensure that marginalized populations are all appropriately served. This impacts all learning measures. • Equitable distribution of resources for AA students means to have access to AA classes and credit recovery at schools within SFUSD and not just schools on the westside of SF schools in the Southeast matter and need to have resources and class centered on student achievement
<p>...but many question the role of private fundraising</p>	<ul style="list-style-type: none"> • District needs to fully fund the schools equitably. Private fundraising donations aren't equitable. • Allocation Needs to meet the needs of all schools. The district is too reliant on PTA funding it is not fair or appropriate to expect parents to pay salaries of needed staff such as social workers and reading specialist • I am tired of parent fundraising being a band aid solution to the various financial problems. District should fund. • How does this consider outside resources within a school?
<p>The clause "limited by existing labor contracts" raised concerns</p>	<ul style="list-style-type: none"> • The guardrail regarding resource allocation refers to "existing labor contracts." If existing labor contracts are inconsistent with this guardrail, then this sets up potential legal problems. Also, consider removing the term "existing" as negotiations for future labor contracts should avoid setting up obstacles to this guardrail. • Existing labor contracts have been bargained, won, and must be honored • Does the last one mean that SFUSD will not be heeding union-district contracts? Because that is how it reads. Very concerning. • If the superintendent is not going to be limited by existing labor contracts - does that not risk even more people exiting from the district?

Additional input on guardrails

- The superintendent will not allow practices that oppress teachers, students and families in communities of color to continue.
- Guardrail: Don't let the curriculum being used fall below par.
- The superintendent will not allow students to go to schools without highly qualified and prepared teachers.
- Financial sustainability. SFUSD needs to be financially responsible stable and committed to transparency and accountability. District also needs to better allocate resources so our large budget serves students not adults
- The superintendent will directly violate the values if he fails to reduce the number of six-figure Administrators at central office by 30% by 2026.
- The superintendent will directly violate the values if he allows the district to give teachers a salary increase in the next contract anything less than 25%
- Not honoring: disrupting programs for AA students, dismantling AA departments that support AA students
- Underfunding programs for PI families
- Annual audit of school site expenditures (GUARDRAIL)
- Violations - giving kids passing grades so they move to next grade/graduate when they are not proficient. Will fall further and farther behind and never catch back up.
- None of these goals we come up with will make any sense if the district is not transparent in the way things are done
- Effective decision making and resource (especially Human Resources including subs, wellness staff, and teachers) distribution, which would theoretically solve the treatment of students problem.
- Do what is right for the students and not be swayed by political agendas.
- Keep politics and emotionally driven issues out of the district. Focus on education and teaching.
- Treatment of staff and unaddressed needs of staff also should be considered. Many of our educators, especially our BIPOC educators are being overworked by administrators, physically harmed, by students, often inundated with microaggressions from families and students ,and sometimes colleagues.
- [Guardrails 1, 3, and 4] are quite frankly convoluted with potentially dubious intent.