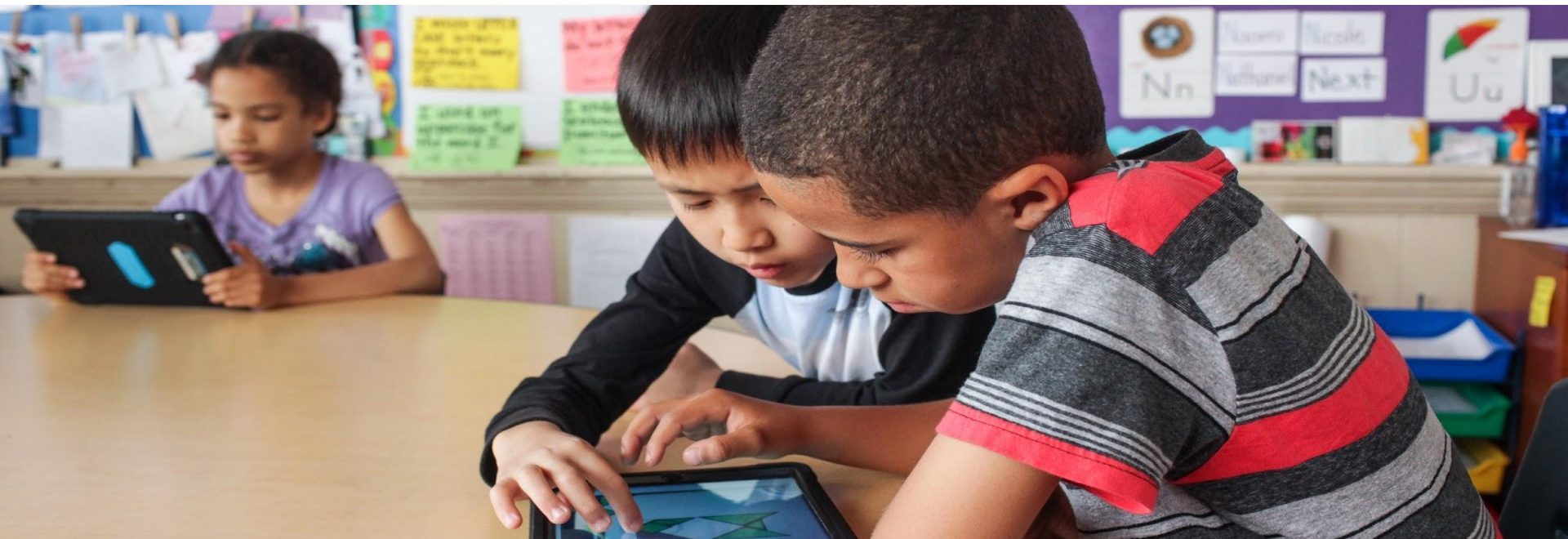




SFUSD SAN FRANCISCO
PUBLIC SCHOOLS

Vision, Values, Goals and Guardrails



October 25, 2022

Goals

1. **Share** the updated vision, values, goals, and guardrails (VVGG)
2. **Explain** main tensions / decisions the board grappled with
3. **Show** how the updated VVGG reflects community input
4. **Discuss** any proposed changes

At the end of this discussion, the board will vote to approve the updated VVGG

Our approach to improving governance is premised on two beliefs

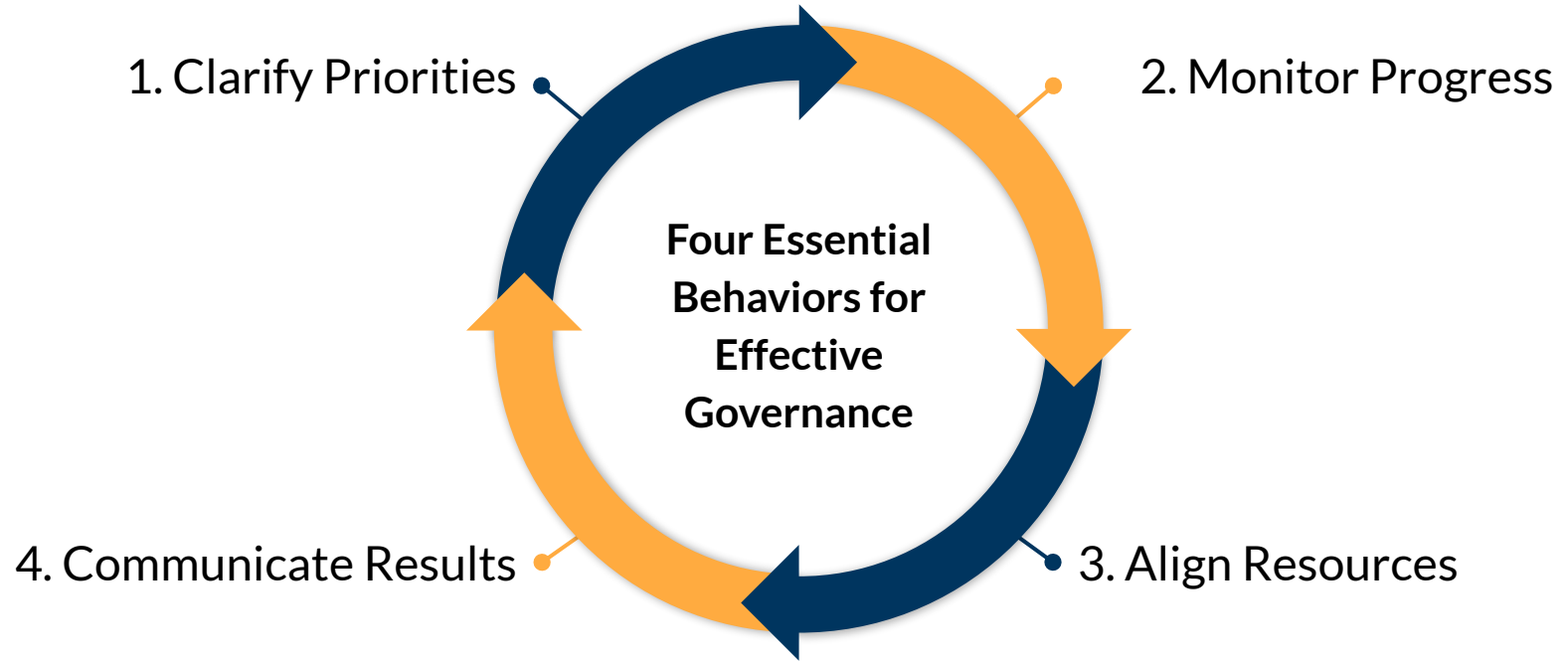
1 School systems exist to improve student outcomes

2 Student outcomes don't change until adult behaviors change

The commissioners of the San Francisco Board of Education are **committed** to improving our behaviors and practices to **improve student outcomes.**



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

Effective boards define the vision, values, goals, and guardrails

Vision

The community's long-term (10+ year) expectations for what SFUSD students will know and be able to do.

Values

The community's global non-negotiables that must be honored while in pursuit of the vision.

Goals

The community's mid-term (5-year) expectations for what SFUSD students will know and be able to do.

Guardrails

The community's specific non-negotiables that must be honored while implementing the goals.

The Superintendent defines interim goals and interim guardrails

Created by the Board

Vision

The community's **long-term** (10+ year) expectations for what SFUSD students will know and be able to do.

Values

The community's **global non-negotiables** that must be honored while in pursuit of the vision.

Goals

The community's **mid-term** (5-year) expectations for what SFUSD students will know and be able to do.

Guardrails

The community's **specific non-negotiables** that must be honored while implementing the goals.

Created by the superintendent

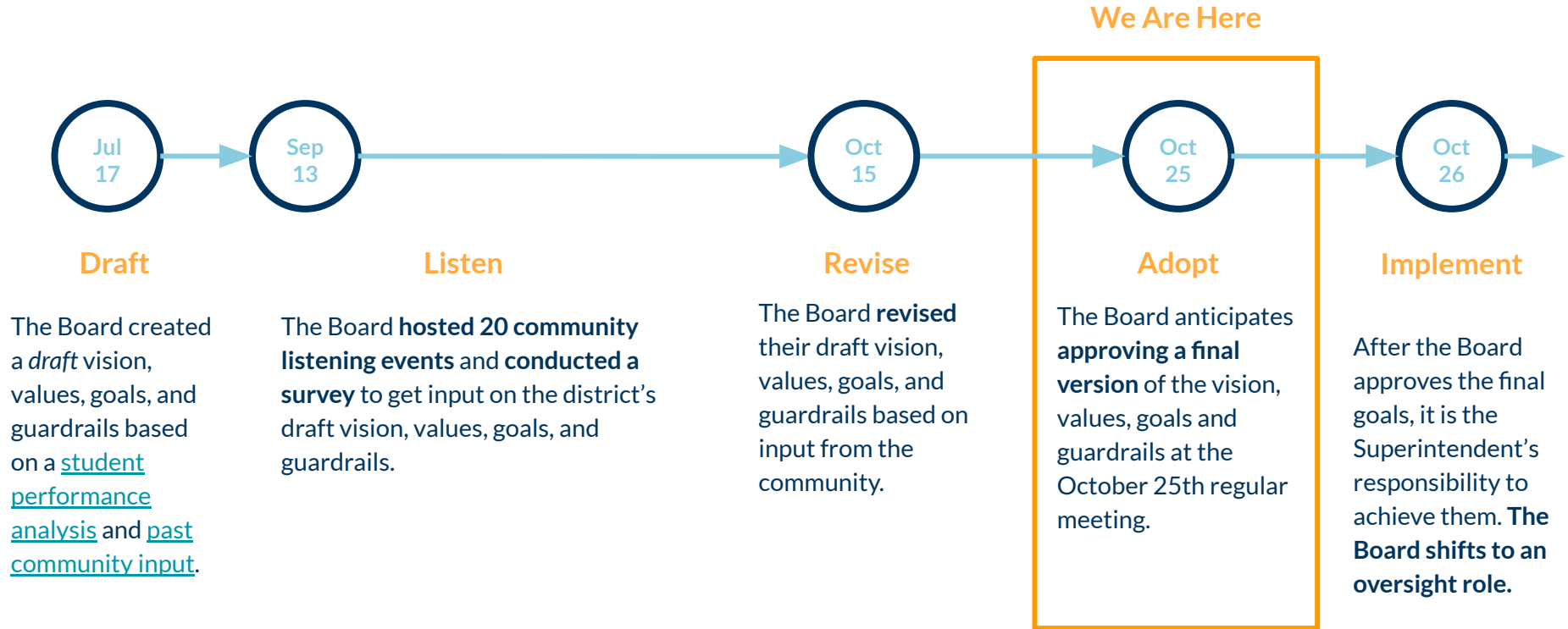
Interim Goals

- Measures of progress toward a goal
- Measured multiple times per year
- Predictive of the goals
- Factors that the superintendent can influence

Interim guardrails

- Demonstrates adherence to guardrails
- Measured multiple times per year
- Factors that the superintendent can influence

Our board's process to create vision, values, goals, guardrails



Community listening campaign inputs

In Person Sessions

- 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

Virtual Sessions

- 7 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

Community Survey

- 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

Prior Reports

- 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

Note: The Board also received a [Community Voice Summary](#) in June.

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

Twenty-nine publicly available advisory reports and other documents were reviewed for information relevant to 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)

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](#)

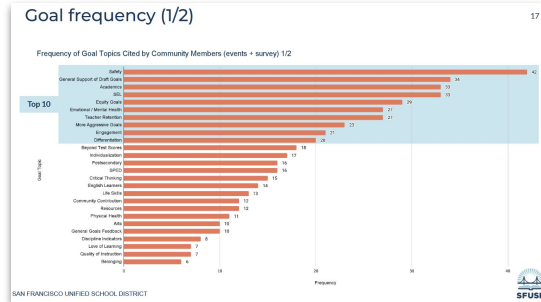
[Links to all reports available here](#)

Community listening analyses

Council of the Great City Schools conducted an independent analysis of the community feedback. All are publicly available:

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 June 2022 to 62% proficiency by 2027

- 2027 targets should be more ambitious**
- 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 aiming 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.



SFUSD Board Listening Campaign Community Outreach & Engagement Raw Data

Raw Data Overview

The goal of this document is to provide a single location for community and staff members to find the sources of community voice that the school board is relying on for its decision making. For more information about the process by which this data was collected, you can visit:

- the board's page about the [community listening campaign](#)
- the [community listening analysis summary](#)
- the [full analysis report](#)

Community Listening & Survey Data

The first document is just the data collected via survey. The second document is a mashup of survey data and data from the listening events.

- [Community listening survey data](#)
- [Community listening event data and survey data](#)

[Summary analysis](#)

[Full analysis](#)

[Raw data](#)

Thank you!

The listening campaign 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
- SFUSD volunteers
- SFUSD Advisory Council and Committee members
- 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

And especially the listening session attendees and survey respondents!



Updated Vision, Values, Goals, Guardrails

The board made three main changes



Increased Focus

Reduced # of goals
from four to three.



Increased Clarity

Clarified ambiguous
ideas and words.



Increased Ambition

Set more aggressive
goals.

We discussed tradeoffs and tensions such as...

3 Goals

- Higher likelihood of success
- Easier to measure
- Decreases attention to other goals

VS.

4-5 Goals

- Less likelihood of success
- Harder to measure
- More holistic

Modest targets

- More realistic given historical performance

VS.

Ambitious targets

- Requires tough decisions given finite resources

UPDATED Vision

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

UPDATED Values



Student-Centered

We put students' needs first with a focus on the whole child.

18

Fearless

We persist through challenges with humility, transparency, and a growth mindset.

United

We celebrate and build on each other's strengths and differences to collectively achieve excellence as a district.

Social Justice

We stand with those who are most impacted by systems of oppression and actively change those systems within our district.

Diversity-Driven

We respect and seek to understand each person to be an inclusive and anti-racist district.



Guidance for Identifying Goals

- No more than five goals
- Goals last for five years
- Goals describe what students know and are able to do
- Goals need to be SMART:
 - Specific
 - Measurable
 - Attainable
 - Results-focused
 - Timely



UPDATED 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 October 2022 to 70% proficiency by October 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 October 2022 to 65% proficiency by October 2027.

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

Key decision: Graduate Profile (1 of 4)

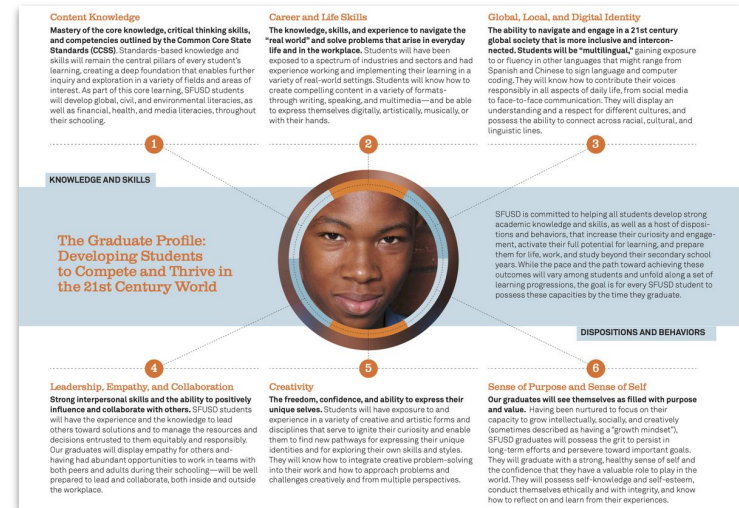
At the Oct. 15 workshop, the board removed this goal:

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.

Key decision: Graduate Profile (2 of 4)

SFUSD's Graduate Profile defines the knowledge, skills, dispositions, and behaviors that SFUSD students need "to compete and thrive in the 21st century world." These traits include:

- Content knowledge
- Career and life skills
- Global, local, and digital identity
- Leadership, empathy, and collaboration
- Creativity
- Sense of purpose and sense of self



Key decision: Graduate Profile (3 of 4)

Community members had different perspectives on the Graduate Profile goal

General support for graduate profile's main ideas

Leadership, empathy, collaboration

Curiosity and a spirit of inquiry

Building good habits and learning life skills / social habits, ethics

Academic and social confidence feel safe to ask for peer support

Concerns using a district-created, non-standardized metric

All proficiency goals should be assessed using a standardized measurement

Goal around grad profile is well intended but meaningless... Wouldn't trust an internally developed assessment

Lack of clarity

Too many unknowns. This goal feels doomed from the start

I may support a Graduate [Profile] goal if the Board develops a specific proposal and means of assessing

Key decision: Graduate Profile (4 of 4)

We had a healthy and respectful debate about the Graduate Profile goal

Reasons to Keep

- Embodies many community members' desires for what students know and are able to do
- Reflects an inspiring vision for our students beyond academic fundamentals

Reasons to Remove

- Significant staff time needed to create measures, train all SFUSD staff; not measurable until 2024
- May limit attention given to other goals
- Possible to reflect in the "Serving the Whole Child" guardrail

Guardrails Overview

What are guardrails?

School boards identify guardrails to ensure the the community values are protected while in pursuit of the district's goals.

Guardrails are written the way they are to allow the board to protect the values of the community while allowing maximum freedom for educators to serve the unique needs of students.



[See here for a detailed explanation of guardrails](#)

UPDATED Guardrails

Effective Decision-Making: The superintendent will not make major decisions without utilizing a process – that includes meaningful consultation with the parents/guardians, students, and staff who will be impacted by those decisions – at the inception, adoption, and review.

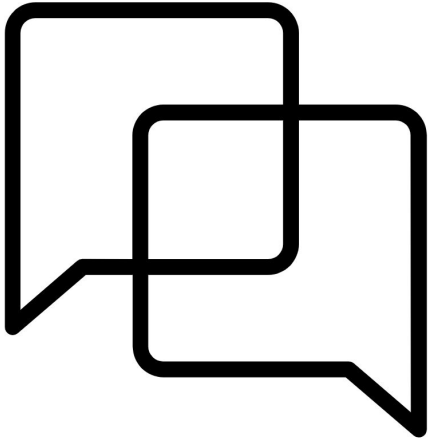
Serving The Whole Child: The Superintendent will not take approaches which neglect the cognitive and academic development, social and emotional development, identity development, physical and mental well-being, or ethical and moral development of students.

Curriculum and Instruction: The Superintendent will not allow curriculum and instruction ~~that is~~ not rooted in excellence, ~~not~~ challenging and engaging, ~~not~~ student-centered, ~~and not~~ culturally-responsive, ~~and is or not~~ differentiated to meet the academic needs of all students.

Resource Allocation: The Superintendent will not allow resources to be allocated without transparently communicating how the allocations are baseline sufficient to operate all schools while addressing inequitable inputs and creating more equity and excellence in student outcomes.

Strategic Partnerships: The Superintendent will not impede collaboration with the City of San Francisco, state, ~~and~~ federal ~~agencies~~, community based organizations, philanthropic ~~organizations~~, and ~~the~~ business community to advance the District's goals and values.

Round robin reflections (2 min. each)

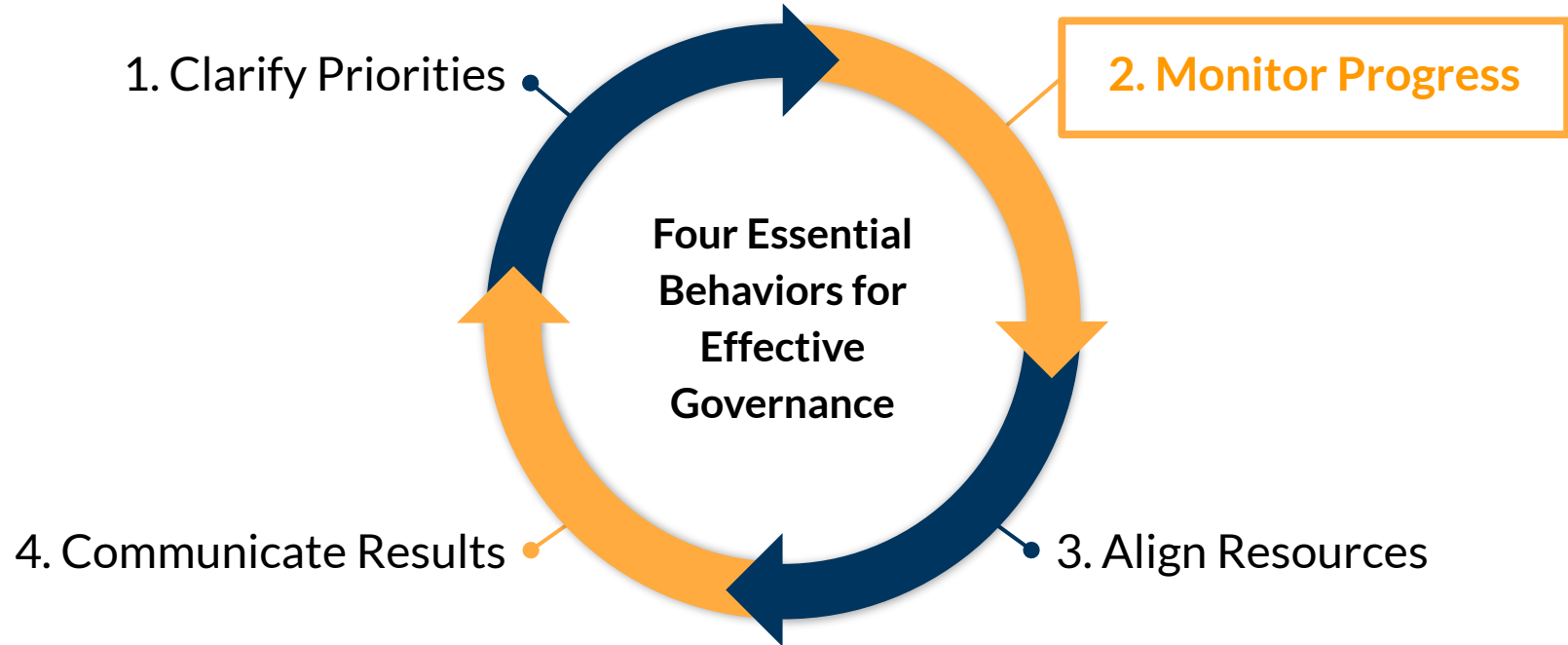


- One lesson about the process
- One important thing about the VVGG product
- One hope going forward



What's Next?

The board will shift to a monitoring role...



... while the Superintendent leads execution



Finalize interim goals and guardrails



Determine HOW to best implement the goals and guardrails



Align budget and operations to achieve goals



Measure and report on progress



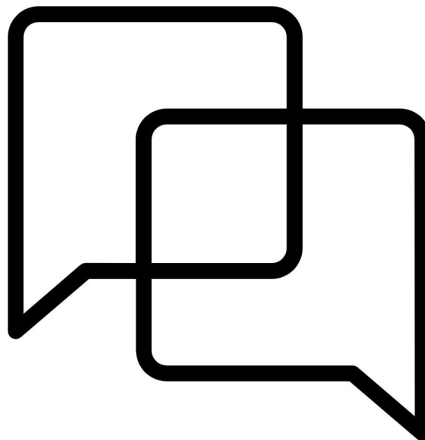
Learn and make adjustments

The board's hardest work is yet to come

Upcoming efforts include:

- Increasing time spent discussing student outcomes
- Redesigning budgeting process
- Redesigning superintendent review process
- Comprehensive board policy review

Discussion and vote



Additional Information

You can find additional details on our governance redesign approach on the SFUSD board [continuous improvement website](#), including:

1. A short explainer
2. A long explainer
3. A Frequently Asked Questions document



Appendix: VVGG Drafts from July

DRAFT Vision (July Version)

Proposed 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.

Current Mission:

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

DRAFT Values (July Version)



Student-Centered

We put students' needs first **with a focus on the whole child.**

36

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 antiracist district.**



DRAFT Goals (July Version)

1. 3rd grade literacy

37

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).

2. 8th 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.

3. 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.

4. 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.

* SBAC data is preliminary and currently embargoed; complete results will be available September, 2022

DRAFT Guardrails (July Version)

1. 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.

2. Treatment of Students

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

3. Instruction

The Superintendent will not allow inconsistent implementation of district-wide initiatives to achieve our goals.

4. Resource Allocation

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