



Walking **the** Talk

PROGRESS REPORT 2010



SAN FRANCISCO
PUBLIC SCHOOLS

Our Progress

Our aim is to make sure all of our students are on a path to success in college, careers, and life.

Public schools are the heart of our democracy. This report shares with you more about your San Francisco public schools.

San Francisco has a strategic plan for our schools, *Beyond the Talk*, that places equity, student achievement, and accountability at the forefront. Our aim is to make sure all of our students are on a path to success in college, career, and life.

We help students every step of the way, from preschool through graduation and enrollment in college or postsecondary training. The charts below show how our students and schools are meeting several key milestones. While not everything that is important can be measured, the charts below

depict a few of the non-negotiable measures that we are closely monitoring to ensure that we are moving in the right direction. (Additional performance information is available at www.sfusd.edu/data).

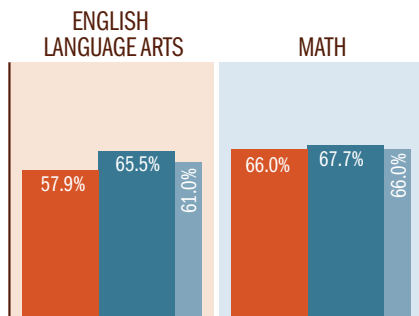
Our commitment to equity and social justice means that we will work tirelessly to make sure all students have everything they need to succeed, especially those who have historically not been given the opportunity to reach their goals.

To keep our promises to students and families, we are aiming to see double-digit growth in these percentages for the district as a whole and all subgroups over the next three years. And we will continue to report on our progress.

Every step of the way ...

from elementary school ...

Percentage of 4th Graders Meeting/Exceeding Standards

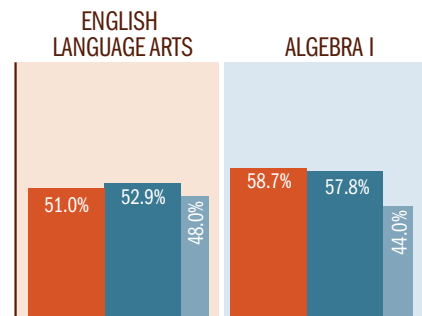


SUBGROUPS	ENGLISH LANGUAGE ARTS		MATH	
	2007-08	2008-09	2007-08	2008-09
African American	29.3%	39.0%	32.9%	35.8%
Latino	37.6%	45.8%	42.2%	41.9%
English Language Learner	39.6%	51.6%	58.9%	61.1%

4TH GRADE: The California Standards Tests (CST) track students' ability to read, write, and do math. If your child can pass the 4th grade tests, we know she is on the road to success in middle school. If she has fallen behind, we will do everything in our power to make sure she catches up.

to middle school ...

Percentage of 8th Graders Meeting/Exceeding Standards



SUBGROUPS	ENGLISH LANGUAGE ARTS		ALGEBRA I	
	2007-08	2008-09	2007-08	2008-09
African American	22.4%	25.3%	18.5%	19.6%
Latino	29.1%	28.1%	20.8%	21.1%
English Language Learner	8.6%	10.3%	20.3%	33.5%

8TH GRADE: In addition to passing the state's English Language Arts test, our high standards and commitment to equity mean that we also want students to be prepared to succeed in Algebra by 8th grade, which signals that they're ready for high school coursework.

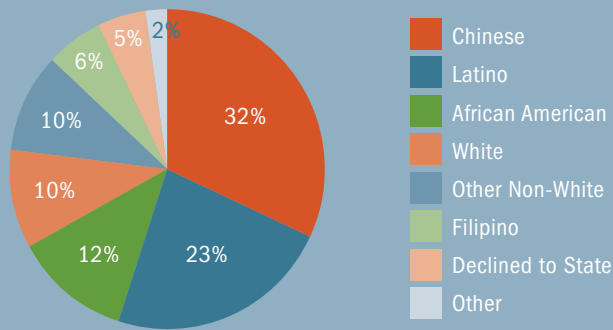
■ District Average, 2007-08
 ■ District Average, 2008-09
 ■ State Average, 2008-09



Our Vision for Student Success

Every student who enrolls in our schools will graduate from high school ready for college and careers and equipped with the skills, capacities, and dispositions necessary for 21st-century success.

Who We Are



Race/Ethnicity

Students Enrolled: 55,272

English Language Learners: 28%

Special Education: 10%

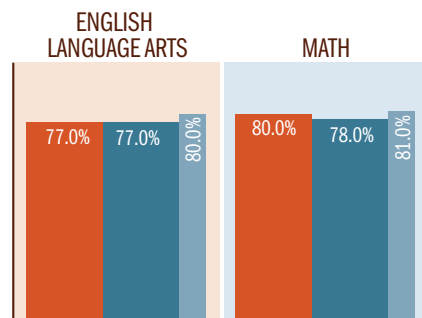
Free and Reduced-Price Lunch (Low-Income): 54%

K-12 Schools and Pre-K Child Development Centers: 155

Average Years of Teacher Experience: 13

to high school ...

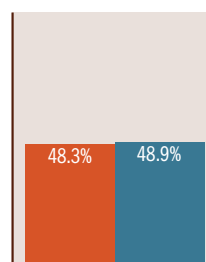
Percentage of 10th Graders Passing CAHSEE



SUBGROUPS	2007-08	2008-09	2007-08	2008-09
African American	58.0%	53.0%	47.0%	45.0%
Latino	60.0%	64.0%	59.0%	59.0%
English Language Learner	34.0%	40.0%	58.0%	59.0%

graduation ...

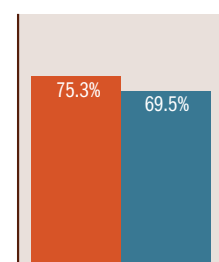
Percentage of Graduating Seniors with A-G



SUBGROUPS	2007-08	2008-09
African American	15.6%	16.2%
Latino	22.6%	24.6%
English Language Learner	16.9%	14.7%

and college

Percentage in Postsecondary Institutions



SUBGROUPS	2007-08	2008-09
African American	61.2%	54.6%
Latino	57.3%	52.0%
English Language Learner	59.7%	48.4%

HIGH SCHOOL: Students who pass the California High School Exit Exam (CAHSEE) in 10th grade, a graduation requirement, are more likely to graduate. Moreover, to ensure every graduate is eligible to attend a state college or university, this year's incoming class of 9th graders will be the first group required to complete the rigorous sequence of University of California-approved courses known as "A-G."

COLLEGE/CAREER: Our goal is for all students to have the chance to enroll in college or a quality career training program.

The Work Ahead

To continue “walking the talk” of our strategic plan’s commitments, here is our focus for the year ahead.

Ensuring Access and Equity

We are implementing a rigorous core curriculum in all schools and all grades for all students. That means that every student, no matter which school he or she attends, can count on learning content that meets not only California standards but national and international standards.

Building Strong Foundations in Reading and Writing

We want every one of our students to become curious, engaged readers who love language and explore the world through words. Therefore, we are training all of our prekindergarten and early elementary teachers in a “balanced literacy” approach to instruction so that by 3rd grade all students will be reading at grade level and will be strong readers and writers in formats from multimedia to printed text.

Graduating Students College- and Career-Ready

By strengthening and aligning high school course offerings and graduation requirements with college entrance requirements, we are ensuring that every student has the academic preparation to enroll in a California state college or university. To prepare students for careers, we offer more than 30 career preparation academies and pathways in our 17 high schools.

Providing Ongoing Assessment of Student Learning

Our teachers now have access to common performance assessments to better understand how students are learning on a regular basis throughout the year; they can use the results to tailor their instruction to better meet each student’s needs.



“Our schools are not good enough for any of our children unless our schools are good enough for all of our children.”

– CARLOS GARCIA

Expanding Opportunities and Support

We want every school, no matter where it is located, to be excellent. Sixteen schools that need the most intensive support have been designated as the “Superintendent’s Zone” and will receive additional assistance, including teacher mentors and skilled data analysts who can help teachers pinpoint where their students need more help.

Partnering for Success

Our children rely on thousands of talented and caring adults to make our schools work. We are fortunate in San Francisco to have a great network of resources, including the city government, businesses, not-for-profits, universities, parents, and community volunteers.

OUR MISSION

The mission of the San Francisco Unified School District is to 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 each student can achieve his or her maximum potential.

Our 2008–12 Strategic Plan Goals

ACCESS AND EQUITY: Make social justice a reality

STUDENT ACHIEVEMENT: Engage high-achieving and joyful learners

ACCOUNTABILITY: Keep our promises to students and families

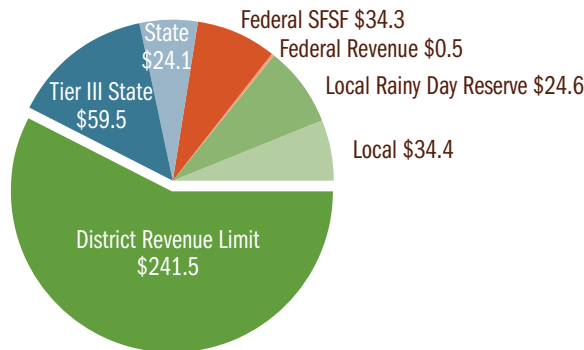


Strategic Use of Resources

With limited funding from the state (see box), making strategic use of our resources is more important than ever. As we implement our strategic plan, we will continue to re-evaluate spending priorities to ensure that they're helping us move toward our 2012 goals.

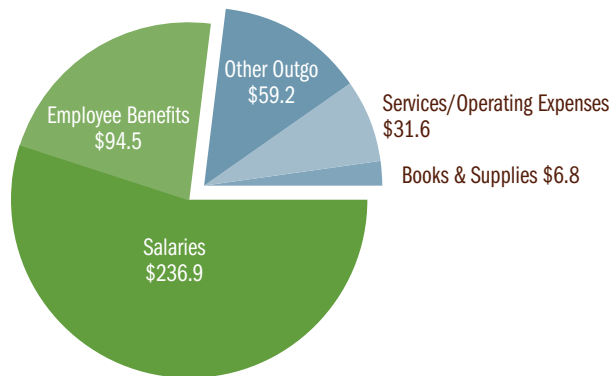
2009–10 Unrestricted Revenue Sources (in Millions of Dollars)

The majority of our \$418.9 million annual unrestricted revenue for school operations comes from baseline discretionary funding guaranteed by the state of California (“district revenue limit”). An additional \$83.6 million comes from state funding streams, \$34.4 million from local funds, and \$34.8 million from the federal government (primarily through the State Fiscal Stabilization Fund [SFSF] in the federal stimulus act). This past year, our city’s rainy day reserve provided \$24.6 million to help save teachers’ jobs.



2009–10 Unrestricted Expenses (in Millions of Dollars)

Salaries and benefits for our 7,304 teachers, principals, and other employees account for more than three-quarters of the total annual budget. Services and operational expenses, for everything from paper to utilities, account for an additional \$31.6 million a year. Books and supplies cost \$6.8 million. “Other Outgo,” which mostly represents contributions to specific programs such as Special Education, makes up \$59.2 million.



For detailed budget information, go to www.sfusd.edu/budget.

California Contributes Less Per Pupil

New Jersey and New York are among the top five states in per-pupil spending. California ranks 47th in spending, meaning our district has to prepare students for the same global economy with about half the amount of money.

New Jersey: \$14,308
 New York: \$13,896
 California: \$8,164

Source: *Education Week*, January 14, 2010



Thank You

San Franciscans know the value of education, and everyone plays an important role in educating our city's children. Because of your support, more of our students are flourishing.

Attracting and Retaining the Best Teachers

The Quality Teacher and Education Act, approved by San Francisco voters in 2008, makes San Francisco teacher salaries competitive with those in surrounding school districts, provides financial incentives for teachers to work at schools with historically high turnover and teach in hard-to-fill subject areas such as high school math, increases teacher support while raising teacher accountability, improves academic innovation through research and development, and upgrades school technologies.

Safe, Modern Spaces for Learning

The 2003 and 2006 Bond Programs authorized the district to issue \$740 million in bonds to support facility upgrades at 90 schools, including replacing aging portables with new

classroom buildings, making seismic-earthquake upgrades, improving accessibility for disabled students, modernizing classroom interiors and restrooms, upgrading fire and life safety supports, and implementing schoolyard greening programs at 64 preschools and elementary schools.

Sports, Libraries, Arts, Music, and Student Support

The Public Education Enrichment Fund (Proposition H) is a City Charter amendment passed by voters in March 2004 that guarantees city funding for public schools and preschools through 2015. The Fund includes support for arts, music, sports, and library programs; provides universal access to preschool; and supports other essential educational programs. Funding is shared by SFUSD and San Francisco First Five.



The McClaren Child Development Center, a preschool in the Visitacion Valley neighborhood, is one of 87 schools to benefit from the Bond Program for school facility modernization. The independent citizen's oversight committee reports the Bond Program is on time and on budget.

Celebrating Our Progress



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Funding for this progress report is provided by the Permanent Campaign for Public Education, a coalition of organizations whose mission is to promote a world-class public education system for all of San Francisco's children.

**We want to hear from you.
Join the conversation at yourspublicschools.org.**

