



Our Children
Our Families
Council
San Francisco

Goal D

Children, Youth, and Families - especially those most in need - thrive in a 21st century learning environment.

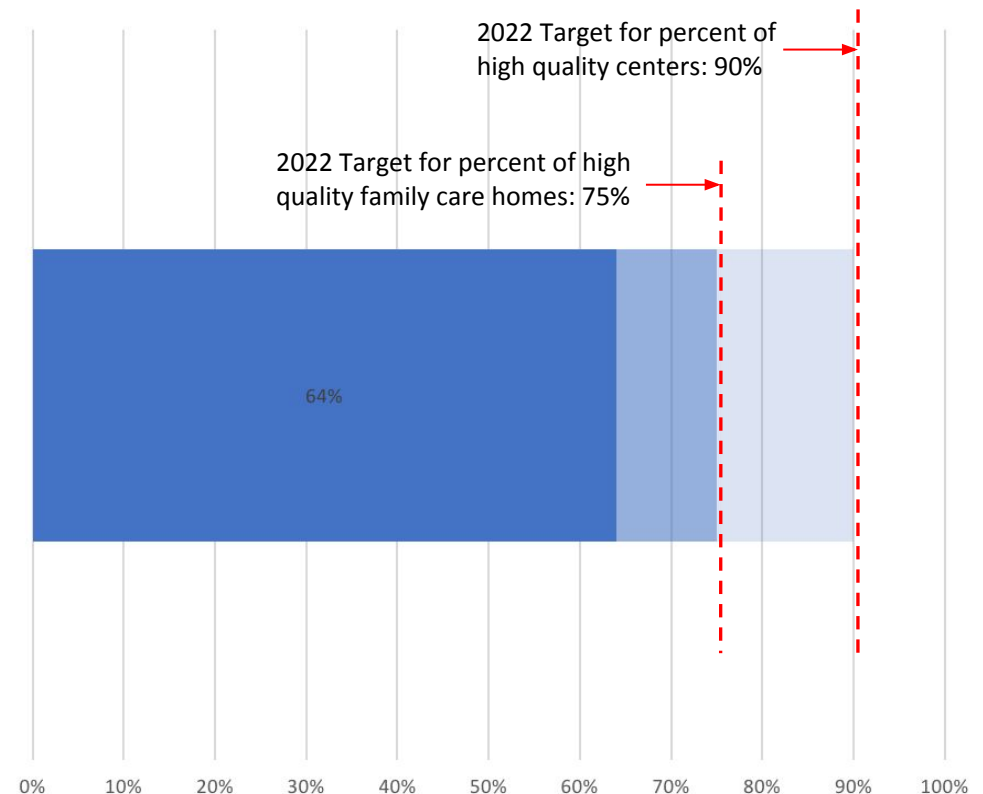


Enrollment in high quality early care and education settings (D1) Proposed Draft Target

- Goal D Children, youth and families -especially those most in need - thrive in a 21st century learning environment
- Measure 1 Enrollment in high quality and education settings

Target

By 2022, 90 percent of all City-funded centers and 75 percent of all City-funded family child care homes achieve a quality rating of 4 or higher on the 5-point quality rating and improvement system scale.



Source: First 5 San Francisco analysis

Enrollment in high quality early care and education settings (D1)

Next Steps

Goal D Children, youth and families -especially those most in need, thrive in a 21st century learning environment

Measure 1 Enrollment in high quality early care and education settings

Next Steps

- Leaning towards setting targets in the following areas: African American, Latino, Welfare recipient, Homeless, Special Education
- Baseline must be reset to account for OECE policy change

Departments Represented

- OECE, First 5, SFUSD (Early Education Department and Research, Planning, and Assessment)
- Council Member Dr. E'Leva Gibson
- Council Member Meeno Yashar
- Council Member September Jarrett

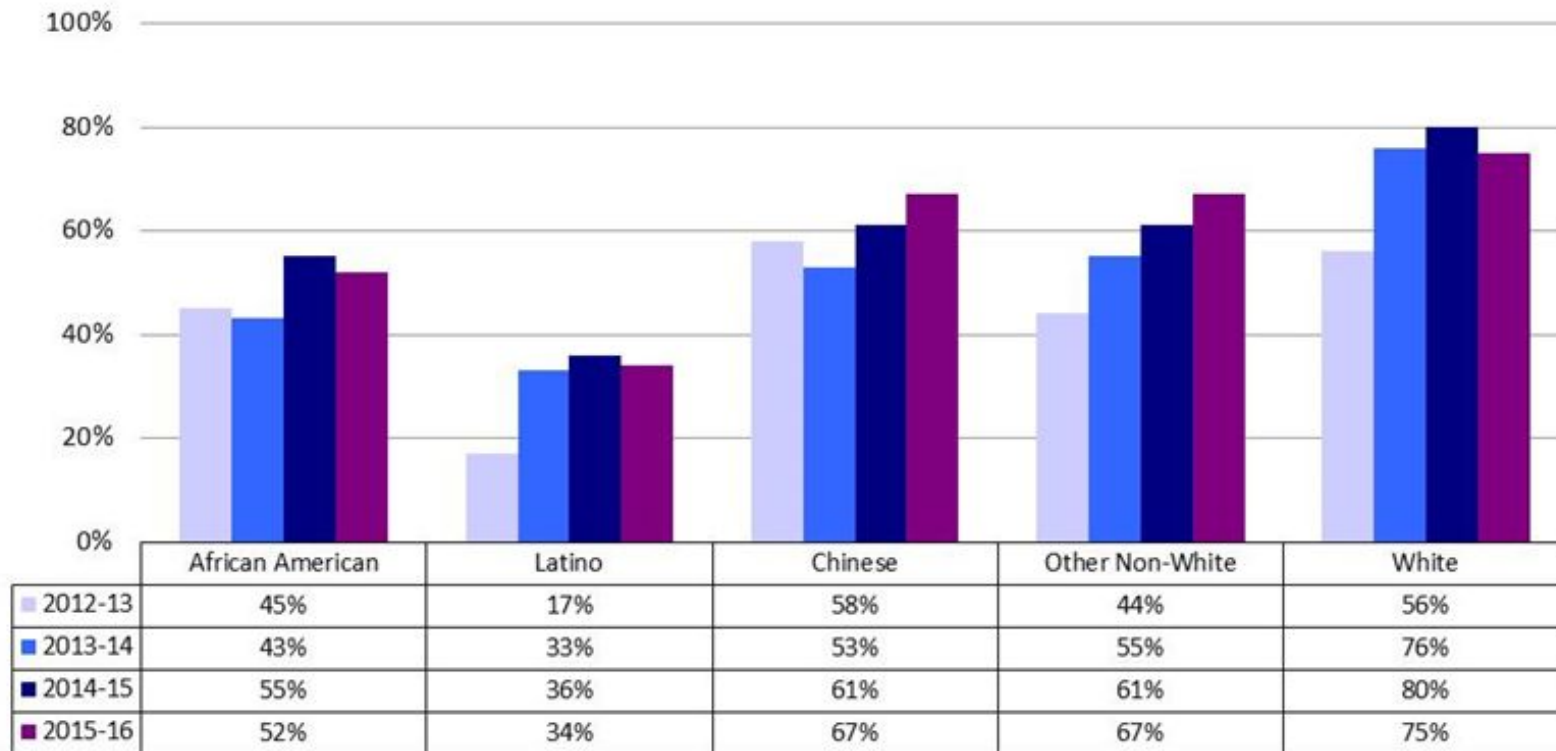
Kindergarten School Readiness (D2) Equity Benchmarks

Goal D Children, youth and families -especially those most in need, thrive in a 21st century learning environment

Measure 2 Kindergarten, middle, and high school readiness

Race/ethnicity Benchmark: Black and Latino pre-k children are generally less ready for kindergarten compared to White and Chinese students. In school year 2015-16, Black and Latino pre-k children were at least 15 percentage points below their White and Chinese counterparts in kindergarten readiness.

K-Readiness Status (PALS scores), 2012-13 to 2015-16 by Race



Kindergarten School Readiness (D2) Next Steps

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Measure 2 Kindergarten, middle and high school readines

Next Steps

- Kindergarten Readiness Inventory (KRI) will be administered district-wide in September, 2017
- The KRI includes the Fountas & Pinnell foundational skills and a set of items related to SEL, wellness and numeracy
- Base targets on the KRI rather than PALS which measures only literacy of pre-k students

Departments Represented

- OECE, First 5, SFUSD (Early Education Department and Research, Planning, and Assessment)
- Council Member Dr. E'Leva Gibson
- Council Member Meeno Yashar
- Council Member September Jarrett

High School Readiness (D2) Proposed Draft Targets

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Measure 2 Kindergarten, middle, and high school readiness

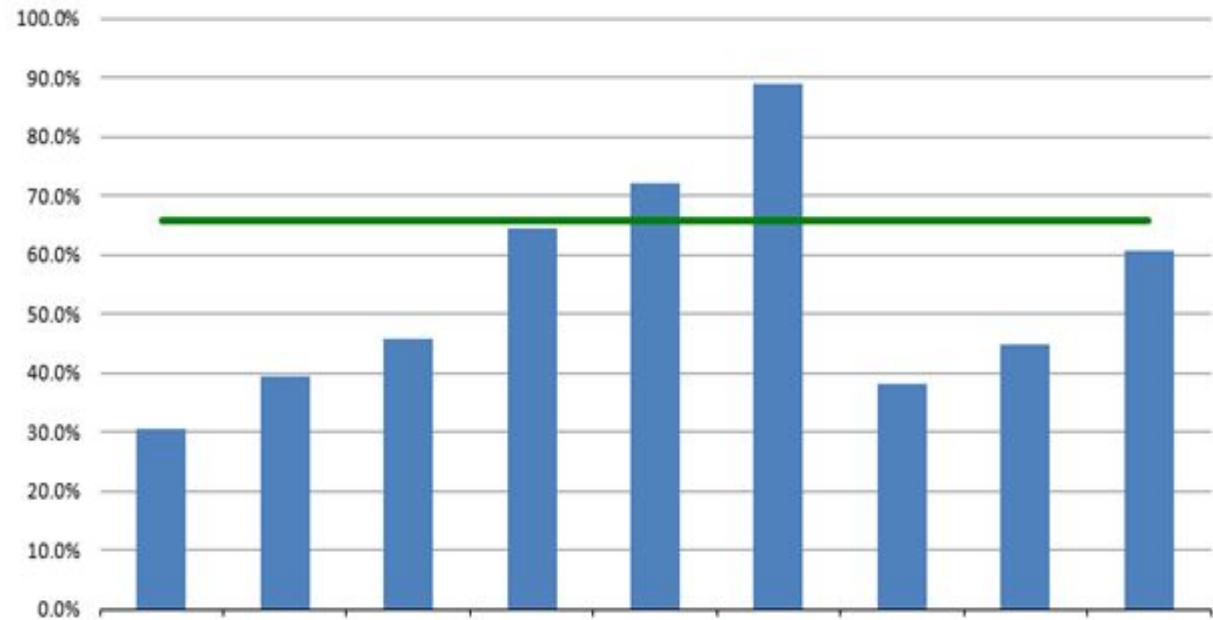
Race/ethnicity Benchmark:

The rate of high school readiness for African American and Latino high school students was more than 18 percent below rates for White, Asian, and Filipino students and 35 percentage points below the overall high school readiness rate in the 2015-16 school year.

Program Benchmark:

The rate of high school readiness for students enrolled in special education was 28 percentage points below the overall high school readiness rate in the 2015-16 school year.

Percent of students ready for HS, 2016-17



	African American	Pacific Islander	Latino	White	Filipino	Asian	SPED	ELL	SES
HS Ready %	30.5%	39.4%	45.6%	64.4%	72.2%	89.0%	38.2%	44.7%	60.7%
District Avg	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%	65.8%
Target	+5%/yr	+5%/yr	+5%/yr	+5%/yr	Maintain / Increase	Maintain / Increase	+5%/yr	+5%/yr	+5%/yr

Note: High school readiness examines student performance on four measures in grade 8: GPA of 2.5 or better, attendance 96% or better, no D's or F's in ELA or Math in 8th grade, and never suspended in 8th grade.

Source: SFUSD High School Readiness 2014-15 and 2015-16.

High School Readiness (D2) Next Steps

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Measure 2 Kindergarten, middle and high school readiness

Next Steps

- All groups below the district average readiness rate will increase by 5% points AND groups above the district average will maintain or increase performance
- Analyze access to electives, peer relationships and other proxies of “readiness”
- Will add middle school readiness data as the measure stabilizes

Departments Represented

- SFUSD (MBSK, Academic Department. Research, Planning and Assessment; Instruction, Innovation, and Social Justice; Technology)
- Council Member Myong Leigh
- Council Member Landon Dickey
- Council Member Guadalupe Guerrero
- Council Member Dr. Brent Stephens
- Council Member Jill Hoogendyk
- Council Member Melissa Dodd

Regular School Attendance (D3) Targets

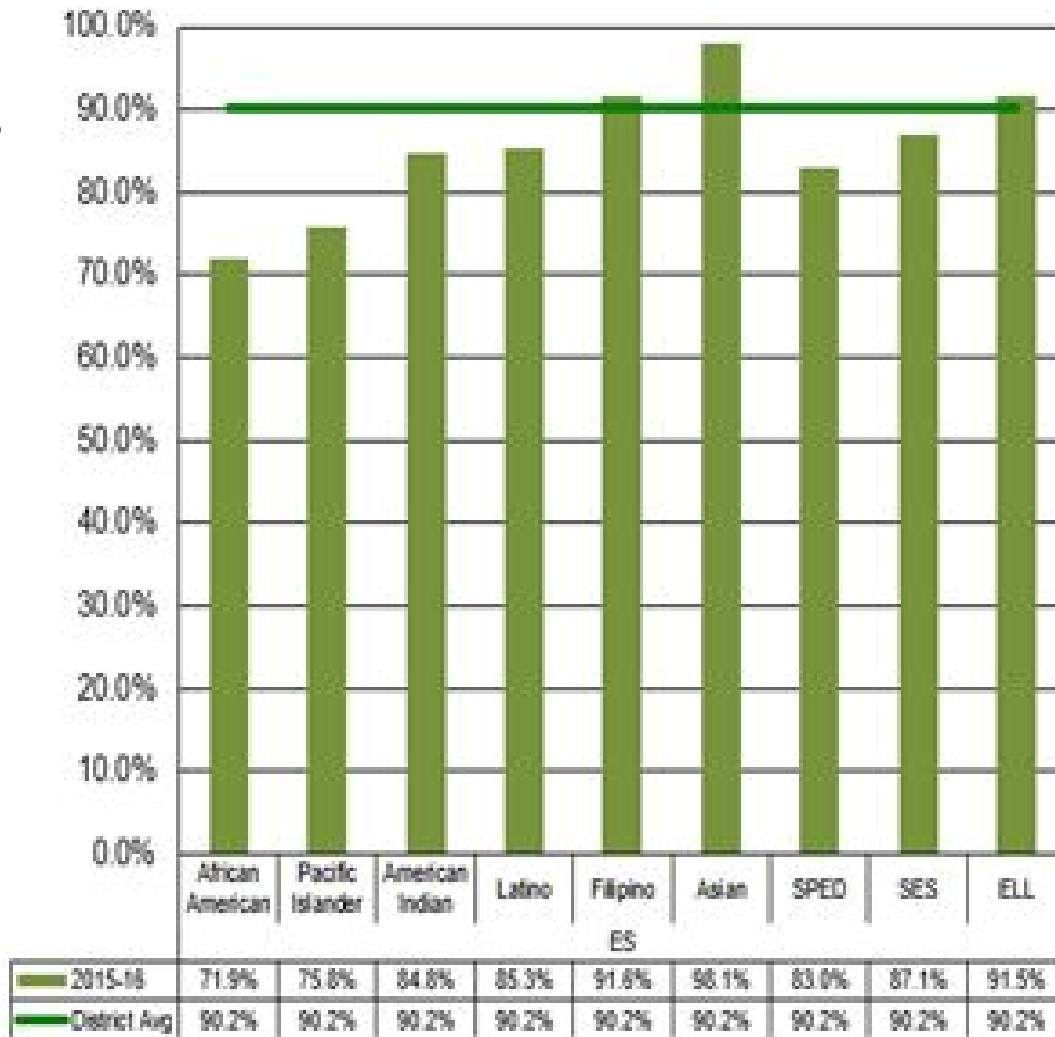
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Measure 3 Regular school attendance

Percent of Elementary School Students (Grades K-5) who attend school regularly by ethnicity/ program and school level School Year 2015-16

TARGET: All groups have > 93% of the students attending school regularly

Race/ethnicity Benchmark: African American, Pacific Islander, American Indian and Latino students had lower attendance rates compared to other race/ethnicity groups.



Notes: Chronic Absenteeism logic - Daily attendance is summed for the entire school year and aggregated by student, even if the student attended more than one school. The school last attended is the school of record. Students must have been enrolled a minimum of 45 days. Students with an attendance rate of 90% or less are considered chronically absent. Both excused and unexcused absences are included to calculate the rate. Subgroups of 20 or more students are considered significant. Source: 2015-16 data is Chronic Absenteeism School Level Totals (Approximation of CORE's SQII Calculation). Targets based on CORE Index Levels for above average.

Regular School Attendance (D3) Targets

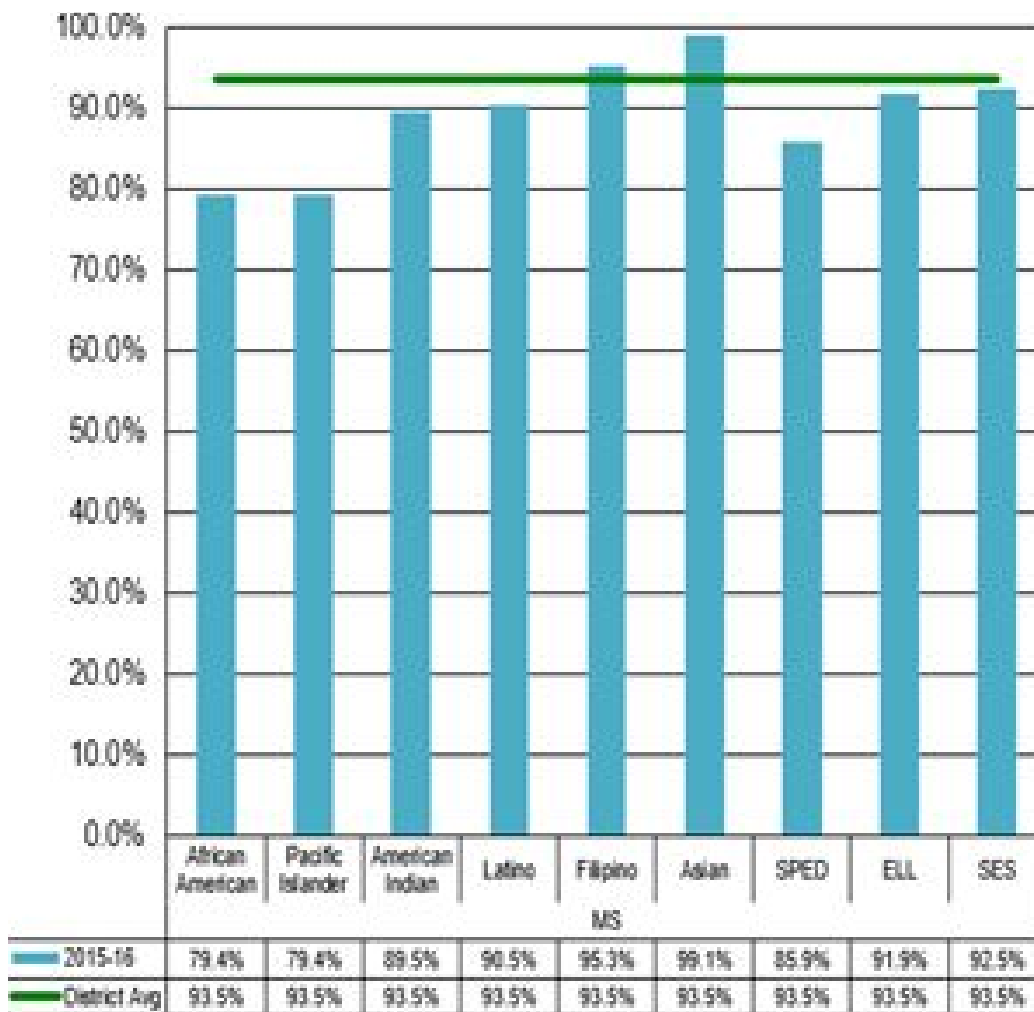
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Measure 3 Regular school attendance

Percent of Middle School Students (Grades 6-8) who attend school regularly by ethnicity/ program and school level School Year 2015-16

TARGET: All groups have > 94% of the students attending school regularly

Race/ethnicity Benchmark: African American, Pacific Islander, American Indian and Latino students had lower attendance rates compared to other race/ethnicity groups.



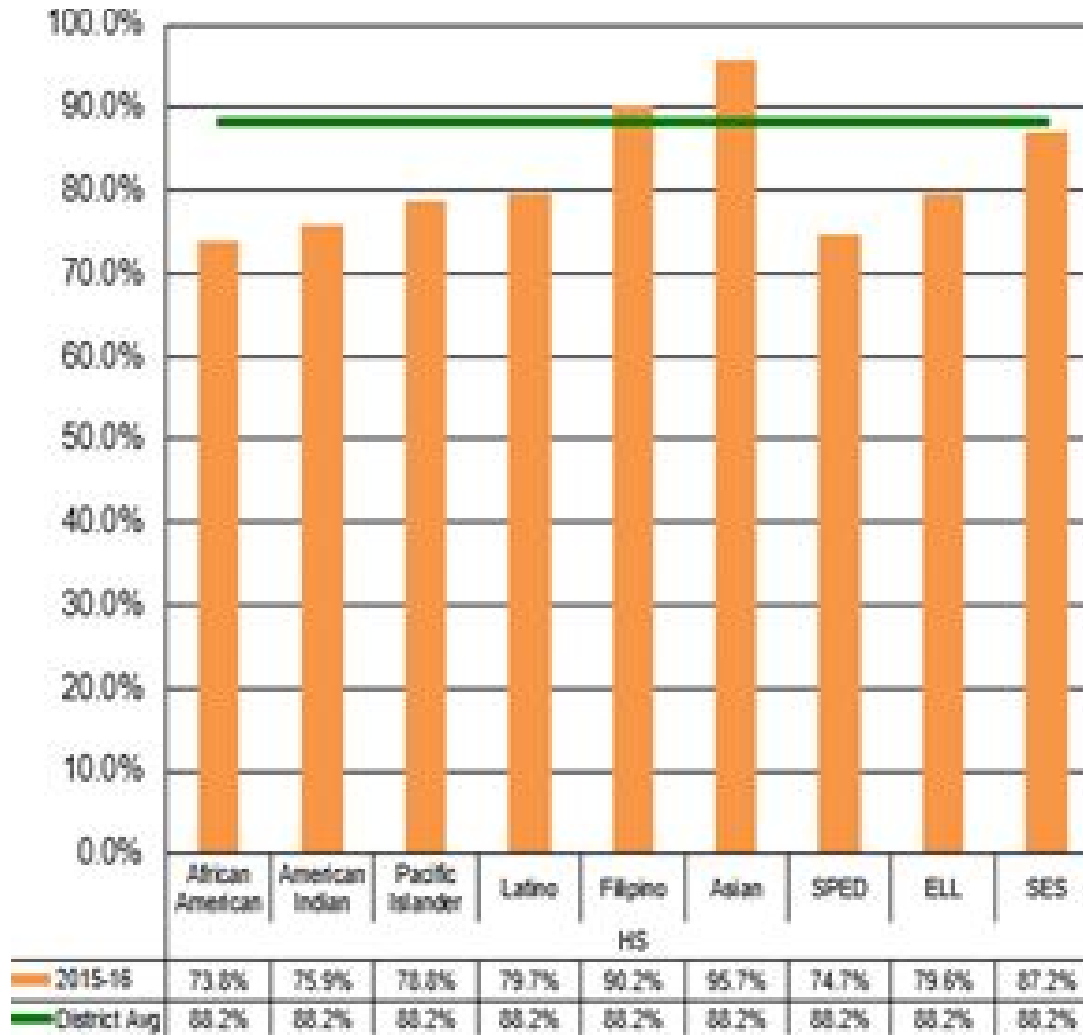
Notes: Chronic Absenteeism logic - Daily attendance is summed for the entire school year and aggregated by student, even if the student attended more than one school. The school last attended is the school of record. Students must have been enrolled a minimum of 45 days. Students with an attendance rate of 90% or less are considered chronically absent. Both excused and unexcused absences are included to calculate the rate. Subgroups of 20 or more students are considered significant. Source: 2015-16 data is Chronic Absenteeism School Level Totals (Approximation of CORE's SQII Calculation). Targets based on CORE Index Levels for above average.

Regular School Attendance (D3) Targets

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Measure 3 Regular school attendance

Percent of High School Students (Grades 9-12) who attend school regularly by ethnicity/ program and school level School Year 2015-16



TARGET: All groups have > 88% of the students attending school regularly

Race/ethnicity Benchmark: African American, Pacific Islander, American Indian and Latino students had lower attendance rates compared to other race/ethnicity groups.

Notes: Chronic Absenteeism logic - Daily attendance is summed for the entire school year and aggregated by student, even if the student attended more than one school. The school last attended is the school of record. Students must have been enrolled a minimum of 45 days. Students with an attendance rate of 90% or less are considered chronically absent. Both excused and unexcused absences are included to calculate the rate. Subgroups of 20 or more students are considered significant. Source: 2015-16 data is Chronic Absenteeism School Level Totals (Approximation of CORE's SQII Calculation). Targets based on CORE Index Levels for above average.

School Attendance (D3) Next Steps

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Measure 3 Regular School attendance

Next Steps

- All groups will be rated above average (by school level) based on the CORE index levels
- Agreed analyze both daily and period attendance as practices evolve
- Analyze outliers (e.g. deeply chronically absent)

Departments Represented

- SFUSD (MBSK, Student Family and Community Support Department,, Student, Family, Community Support Services)
- Council Member Landon Dickey
- Council Member Kevin Truitt

Language Arts Performance & Growth (D4) Targets

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Measure 4 Reading, Language Arts, and Math Performance & Growth

ENGLISH LANGUAGE ARTS			PERFORMANCE		GROWTH	
Student Group	Number of Students	Color	Level	Status: Distance from "Meeting Standard"	Level	Change: Current Status minus Prior Status
All Students	22,472	Yellow	Medium	-1.8	Maintained	1.2
African American	1,797	Red	Very Low	-86.6	Declined	-6.5
Latino	6,025	Orange	Low	-59.2	Declined	-2.6
Pacific Islander	258	Yellow	Low	-62.2	Maintained	6.7
American Indian	82	Yellow	Low	-15.3	Maintained	0.4
Filipino	965	Yellow	Medium	2.7	Maintained	0.5
Two or More Races	868	Green	High	24.5	Maintained	0.3
Asian	8,505	Green	High	31.7	Maintained	6.3
White	3,337	Blue	Very High	55.3	Maintained	1.1
Students with Disabilities	2,844	Red	Very Low	-95.3	Maintained	-0.3
Socioeconomically Disadvantaged	13,635	Orange	Low	-31.8	Declined	-4.7
English Learners	10,862	Yellow	Low	-27.1	Maintained	4.8

Language Arts

TARGET: All groups will achieve or maintain the blue or green color rating in English Language Arts.

Note: ELA are for are for students tested in grades 3-8
Source: Fountas & Pinnell and California Data Dashboard, Spring, 2017

Math Performance & Growth (D4) Targets

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Measure 4 Reading, Language Arts, and Math Performance & Growth

MATHEMATICS			PERFORMANCE		GROWTH	
Student Group	Number of Students	Color	Level	Status: Distance from "Meeting Standard"	Level	Change: Current Status minus Prior Status
All Students	22,377	Yellow	Medium	-9.6	Maintained	1.7
African American	1,778	Red	Very Low	-105.7	Maintained	-0.2
Latino	5,983	Yellow	Low	-73.5	Maintained	1.4
Pacific Islander	258	Yellow	Low	-76.1	Increased Significantly	17.8
American Indian	83	Orange	Low	-45.6	Declined	-3.4
Filipino	965	Yellow	Medium	-18.6	Maintained	3.1
Two or More Races	866	Yellow	High	3.4	Declined	-5.5
Asian	8,500	Blue	Very High	38.5	Maintained	3.7
White	3,310	Blue	Very High	35.4	Maintained	0.3
Students with Disabilities	2,802	Red	Very Low	-105.5	Maintained	2.9
Socioeconomically Disadvantaged	13,563	Orange	Low	-36.9	Declined	-2.9
English Learners	10,830	Yellow	Low	-27.5	Maintained	-0.1

Math

TARGET: All groups will achieve or maintain the blue or green color rating in Math.

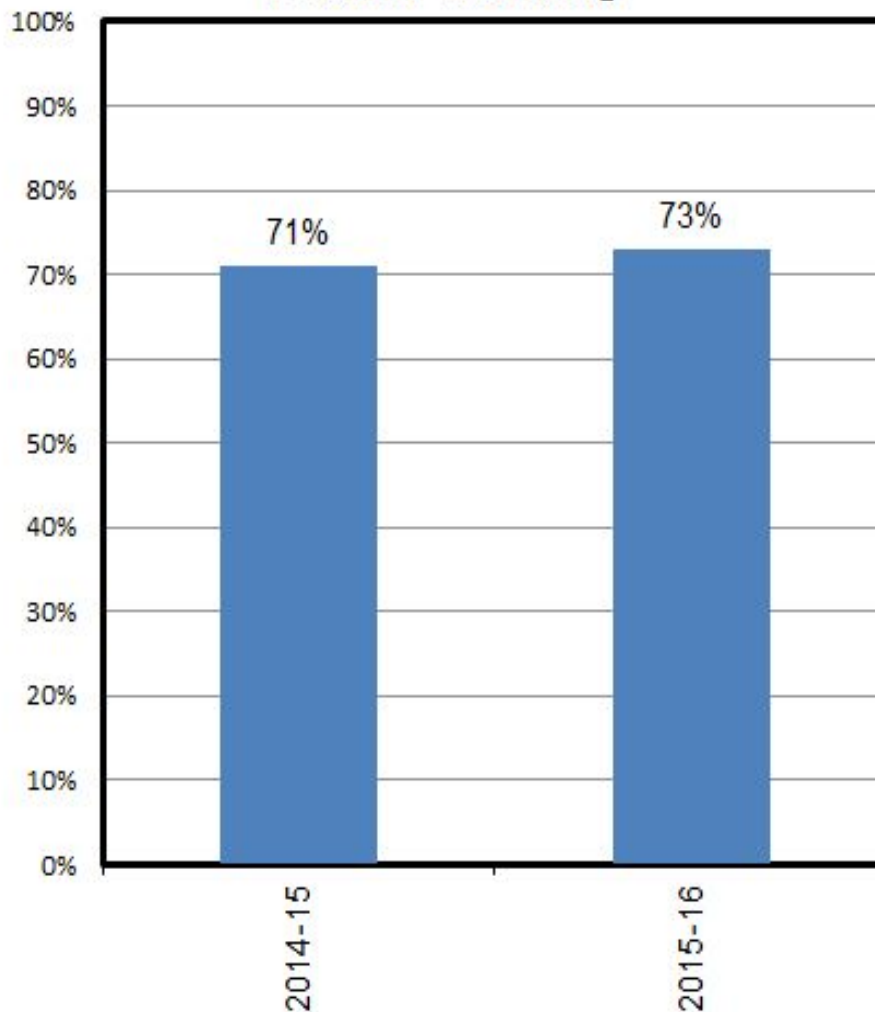
Note: Math are for gare for students tested in grades 3-8
Source: Fountas & Pinnell and California Data Dashboard, Spring, 2017

Reading Performance & Growth (D4) Targets

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Measure 4 Reading, Language Arts, and Math Performance & Growth

District Summary Performance Report
% Meeting End of Year Benchmark
Grades K - 2 Reading



Reading

TARGET: 85% of students in each grade/group will meet end of year benchmark.

Note: Math are for gare for students tested in grades 3-8
Source: Fountas & Pinnell and California Data Dashboard, Spring, 2017

Proficiency in Reading, Math, Language Arts & Science (D4) Next Steps

Goal D Children, youth and families -especially those most in need, thrive in a 21st century learning environment

Measure 4 Proficiency in Reading, Math, Language Arts and Science

Next Steps

- SFUSD has set targets based on CA data dashboard targets
- Will add science results as the data becomes available

Departments Represented

- SFUSD (MBSK, Academic Department. Research, Planning and Assessment; Instruction, Innovation, and Social Justice; Technology)
- Council Member Myong Leigh
- Council Member Landon Dickey
- Council Member Guadalupe Guerrero
- Council Member Dr. Brent Stephens
- Council Member Jill Hoogendyk
- Council Member Melissa Dodd