

Policy Brief: SFUSD New Graduation Requirement Task Force at Stanford LEADS

Background on SFUSD New Graduation Requirement Task Force:

In fall 2008, the San Francisco Unified School District's (SFUSD) school board passed a policy that gave the district a new graduation requirement to complete the University of California/California State University "a-g" course sequence. Students entering San Francisco's public school in the Fall 2010 will be the first graduating class to be required to complete the "a-g" coursework.

SFUSD's New Graduation Requirement Task Force will develop the practices, structures, and policies necessary to operationalize the new graduation policy. The task force is made up of central office, school site, parents, students, and teachers, and community organization partners who work at the secondary level. The task force divided into five priority work areas listed in the box to the right.

SFUSD's New Graduation Requirement Task Force Work Areas

1. Administrative regulation
2. Approval of A-G/UC courses
3. Community outreach plan
4. Portfolio credit earning options
5. Develop policy on honors and AP enrollment

Graduation Requirement Task Force Work at Stanford LEADS district network and workshop: Leadership for Equity and Accountability in Districts and Schools (LEADS) is a national network of districts launched in 2006 by the School Redesign Network (SRN) at Stanford University and SRN's

LEADS "Cornerstones"

1. DISTRICTS: Systems change and central office transformation
2. SCHOOLS: Redesign, innovation, & effectiveness
3. LEADERS: Leadership development & capacity building
4. STUDENTS: Opportunity, equity and achievement

parent program, the Stanford Center for Opportunity Policy in Education (SCOPE). SFUSD's Graduation Requirement Task Force attended the Fall Institute with districts from across the nation including Knox County (TN), Mapleton (CO), Albuquerque, Dallas, and Alexandria (VA). The first LEADS institute focused on guiding districts through an action planning process focused on district reform. LEADS teaches district to use the "Cornerstones" listed in the textbox to the right as their lens for their cycle of inquiry.

Action Plan developed at LEADS: The SFUSD New Graduation Task Force Team used the LEADS Cornerstones as their lens for developing their action plan. Below is a rough sketch of the plan the Task Force Team developed during their 3-days at the LEADS Fall Institute on the Stanford campus.

<u>Emerging Priority Questions/Areas</u>	<u>Central Questions for District</u>	<u>Linked District Goals</u>	<u>SMARTER Objectives</u>
Administrative Regulation: Timeline? PD? Connection to the Core Curriculum?	How do we implement the New Graduation Requirements Policy so it is: 1. Championed by key stakeholders 2. Aligned with curriculum and instruction 3. Grounded in creating students that are College and Career Ready	District BSC 2.2 • Graduate all students college and career path ready and prepared with the skills/capacities required for successful 21 st Century citizenship	Develop engagement plan for: 1) New graduation task force: • Talking points • Anticipated problems and solutions 2) Principals & stakeholders: • Talking points for school site councils • Solutions and examples of positive change • Developing and nurturing agents of change at the sites
Approval of UC Coursework: Course descriptions aligned? Build capacity vs. compliance?			
Community Outreach Plan: Systems of support?			
Honors and AP courses: Student access to requirement? Integration of CTE? Who is excluded?			