



Stanford-SFUSD Partnership

The Stanford-SFUSD Partnership is where research, practice, and policy works together to help each and every child in San Francisco thrive.

Stanford and SFUSD work collaboratively on research with the community to advance equity and learning for all students in San Francisco.

The partnership values collaboration on actionable, real-time, deep research, co-developing research agendas, use of research in policy and practice decisions.

Our Objectives and Progress in 2025

1

Research advances SFUSD leaders' work to reach its goals & guardrails.

The partnership had 14 active projects in the 2024-2025 school year.

- Projects topics include evaluating SFUSD's AVID programs, a study of SFUSD's work with lesson study, Stanford on-going engagement in SFUTR.
- Two projects used in goals & guardrails decision-making:
 - Goal 2 - math: study about Algebra I pilot courses in 8th grade
 - Goal 3 - use of Early Warning Indicators in 8th to 9th grade transition
 - Guardrails 3.2, 3.3 - curriculum & instruction: use of the QTEA survey

2

Ensure "research engaged decision-making" by increasing use of past, present, and future research.

The partnership published six new briefs including:

- A brief about fifteen years of research on SFUSD's student assignment policy used to inform student assignment policy discussions.
- A brief about an analysis of SFUSD's principles guiding its language program models using findings from a report by the National Academy of Sciences. This research was considered during SFUSD's District English Learner Advisory Committee recommendations to the school board.

Briefs summarizing ethnic studies research are visited on the website often.

3

Strengthen the impact of our partnership by learning from and sharing with other effective partnerships.

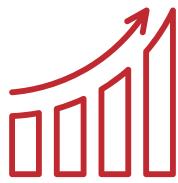
- A Stanford-SFUSD study about SFUSD's mathematics course sequence policy was featured in a state-specific synthesis of partnership research, along side partnerships involving UCLA & Los Angeles Unified School District, Stanford's John Gardner Center and Garden Grove Unified School District, and Stanford and Sequoia Union High School District.

Examples of the Work in 2025



Impact of SFUSD's Mastering Cultural Identity Course

One brief recently published discussed findings from a study investigating the impact of culturally relevant pedagogy (CRP), specifically the Mastering Cultural Identity (MCI) program, on student retention in the San Francisco Unified School District (SFUSD). The MCI program, part of SFUSD's African American Achievement and Leadership Initiative (AAALI), offers culturally sustaining coursework for African American students in middle school. The study results indicated that enrollment in MCI coursework increased the probability of remaining in SFUSD compared to non-enrolled students.



Analysis of SFUSD's referral rates of Black students to Special Education

In Year 2 of the project focusing on reducing the disproportionality of Black / African American students being referred to be considered for Special Education services, the study found Black students at elementary and K-8 schools were 5 times more likely to be referred compared to all other students. The research and practice team is working in 25-26 school year with four schools to examine the root causes of over referral, and improve general education supports for Black students.

Events in 2025

October 2024

- Using Cycles of Observation and Feedback with the CORE Rubric to Support Instruction

January 2025

- Revisioning How to Address Disproportionality
- Centering Equity in SFUSD's Process of Closing, Merging, and Consolidating Schools

February 2025

- Strengthening a Network through Peer Coaching

May 2025

- The Effects of SFUSD's Ethnic Studies Course Expansion in High Schools

Example Publications in 2025

Research Briefs:

- September 2024 CORE Rubric Feedback Survey Results
- October 2024 Instructional Reform Facilitator Knowledge Sharing in SFUSD

Peer Reviewed Journal Articles:

- Griffiths, Pearman et al. (2024) Attending to Race in Teacher Well-Being Interventions. RER
- Keane, Silverman et al. (2024) Technology, time and families: Teacher experiences teaching literacy during remote instruction, Teaching and Teacher Education
- Habtamu, S. For Us, By Us: The Role of Black Feminist Pedagogy in the Education of Black Girls, JAAWGE
- Brummet, Penner et al. After School: An Examination of the Career Paths and Earnings of Former Teachers. EEPA

School Board Presentation:

- June 2025 Goal 2 Progress Monitoring Algebra I in 8th Grade

