



Information for Applicants for the Position of SUPERINTENDENT

San Francisco Unified School District A Dynamic Professional Opportunity

THE POSITION

The Board of Education of the San Francisco Unified School District invites outstanding educational leaders who are committed to the principles of equity and social justice and share the District's core values and beliefs to apply for the position of District and County Superintendent. Our next superintendent must have a proven track record demonstrating success in raising the achievement level of all students and closing the opportunity gap. The successful candidate will be able to build on the good work that has been done to further improve the quality of teaching and learning in the District. Our new superintendent must be able to strengthen and further the good relations that have been established between the District and the City and County of San Francisco. A positive history of developing and implementing collaborative relationships with staff and their representatives, parents, and community members is also essential. The next superintendent will also help us hire and retain a high quality staff and be prepared to make a long term commitment to leading the District forward - balancing the need for high level leadership with support for innovation and creativity at the site level.

PROFESSIONAL PROFILE

The San Francisco Unified School District seeks a superintendent who:

- Will be absolutely committed to achieving Vision 2025 and the Graduate Student profile
- Has strong instructional leadership skills that will ensure all schools become high performing schools
- Values and respects diversity and has experience in working with diverse communities, including LGBT
- Has a strong background in supporting the education of English Language Learners; this includes improving achievement, supporting English Language Learner teachers, implementing strong bilingual and multilingual programs, and providing professional development for English Language Learner teachers and support staff
- Has successful experience improving low performing schools
- Has a proven track record of success in improving achievement for all student groups
- Has had successful high level leadership experiences in a larger urban district
- Establishes realistic goals and knows the effective strategies for achieving those goals at the classroom, school, and district office levels
- Is able to motivate our staff and students to work harder and smarter
- Will always keep students first and keep a focus on equity
- Will keep a good balance between leadership from the top while encouraging creativity and innovation at sites

- Respects and acknowledges the unique roles of the Board. The superintendent will strengthen the work of the governance team
- Has a strong background in teaching and site level leadership
- Commits/stands behind our initiatives to improve achievement for African American students
- Will be able to connect with all parts of our very diverse community (political and business leaders, immigrants, different economic strata)
- Will work well with union leaders and gain the trust and respect of teachers, leaders, site and central administrators, and classified staff
- Will build good relations with different teacher groups, including meeting regularly with these groups
- Understands our local issues including the support we provide to our immigrant students and our work with Black Lives Matter
- Is committed to the importance of professional development for all teachers, which includes direct participation in professional development at their sites
- Is a good fiscal steward and will be proficient in working with budget realities in California school districts
- Has experience in facilities management
- Has successful experience in managing and leading initiatives to improve school facilities
- Will name racism for what it is and the challenges it presents – and bring our community together
- Has a good background in Special Education and will work collaboratively with our Special Education community
- Will be able to develop and implement best practices in hiring and retaining a high quality staff
- Will work closely with the city, business community, and non-profits to secure the resources needed to support district programs and services
- Will demonstrate the ability to think strategically
- Knows best practices in a variety of areas and will take an innovative approach to dealing with issues and challenges
- Will help us make our own work more efficient (technology important here)
- Will solicit and listen to student voices
- Is committed to transparency and accountability
- Is able to manage relations with our staff and community well
- Understands what it takes to achieve success for all students in diverse classroom settings
- Will help us avoid tensions of reform that other districts have experienced (union, charters, etc.)
- Will make sure we have good systems and structures in place to ensure our schools are running properly (facilities, response to inquiries, etc.)
- Has a strong belief in the importance of customer service
- Will provide the Board with recommendations for attracting more families to our public schools. These would include a review of our student assignment practices
- Will support the further strengthening of the District's arts programs
- Will be mindful of the stressors and interests of the families who are working diligently to be able to stay in SF and want their children in public schools
- Is committed to protecting the rights of our undocumented students

PERSONAL PROFILE

The San Francisco Unified School District seeks a superintendent who:

- Has a strong personal commitment to equity and social justice, which includes:
 - Addressing the achievement gap
 - Understanding and using disaggregated data (race, gender, ethnicity)
 - Building a diverse leadership team
- Will be a strong advocate for the lives and education of our students especially those who are most vulnerable
- Has been an active participant in the work of social justice organizations and is open to working with our local social justice organizations
- Has a high degree of honesty and integrity
- Exhibits the core values of the District in their daily work
- Embraces the importance of personal involvement in the life of the community
- Will be visible at school sites and be available on a regular basis
- Has the desire to reach out to and be in the community
- Is approachable and has an outgoing and friendly personality
- Believes in collaborative decision-making
- Will actively gather and listen to diverse perspectives as part of the decision making process
- Is real in interactions with others and exhibits a high degree of finesse in human relations
- Values parent input and participation
- Will have a long-term commitment to serving our district (5-7 years)
- Is motivated by the success of others, not self-aggrandizement
- Leads from the middle – neither top down or bottom up

THE DISTRICT

WHO WE ARE

The San Francisco Unified School District (SFUSD) is the seventh largest school district in California, serving more than 55,320 students who speak more than 44 documented languages across 132 schools in the city of San Francisco. San Francisco Unified School District's Racial and ethnic makeup includes 27% Latino, 13% White, 36% Asian, 8% African American, 4% Filipino, less than 1% American Indian, 1% Pacific Islander and 4% Multi-Racial. Our student population also includes 24% English Language Learners, 11% Special Education, 27% Gifted and Talented and 54% Free and Reduced Lunch. We aim for every student who attends SFUSD schools to discover his or her spark, along with a strong sense of self and purpose, and that all students graduate from high school ready for college and career, and equipped with the skills, capacities and dispositions outlined in SFUSD's Graduate Profile. Every day in our quest to achieve this mission we provide each and every student the quality instruction and equitable support required to thrive in the 21st century. As a result of our core values and commitment to social justice, we are a sanctuary district.

WHAT IT MEANS TO WORK HERE

When you join our team at SFUSD you can expect to be part of an inclusive, innovative and equity-focused organization that approaches public education as a social justice movement, requiring broad collaboration across an array of strategic partners. In 2014 SFUSD created an inspiring statement, Vision 2025, which captures our aspirations and vision for the future of public education in San Francisco, alongside the District's strategic plan, Transform Learning. Transform Lives. SFUSD is reimagining how

public education will change over the next decade to meet the dynamic future of San Francisco. As a CORE district, SFUSD is also a leader in critical systems change for more comprehensive school accountability and innovations that help strengthen the instructional core, which is the foundation of our strategic plan and Vision 2025.

CORE VALUES

S - Student-centered - We put students' needs first.

F - Fearless - We persist through challenges.

U - United - We celebrate and build on each other's strengths.

S - Social justice - We stand with those most vulnerable in our community.

D - Diversity-driven - We respect and seek to understand each person.

VISION 2025

STUDENTS FIND THEIR "SPARKS"—AND THEIR VOICES

In 2025, SFUSD students graduate from high school with a sense of purpose and self-efficacy. They possess the skills and confidence to achieve their dreams and goals for their future. Graduates understand that they are part of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world. They are equipped to succeed in either context and have a clear sense of the next steps toward accomplishing their career goals.

TEACHERS AT THE CORE OF THE VISION

These major shifts in how San Francisco's students learn mean major shifts in how educators create, facilitate and deliver instruction—and how they are selected, trained and supported to advance in their careers. Teachers not only teach but also nimbly facilitate student learning along different paths and through multiple pedagogies—and they are trusted not just as experts in instruction but as the creators of educational experiences. Their practice is always changing and evolving, as they develop new ways to build the scaffolding that enables their students to connect to what they are learning across diverse environments and opportunities.

THE RE-IMAGINED CLASSROOM

SFUSD's student-centered approach to learning has led to a near total transformation of the teaching and learning experience. Classrooms have become dynamic 21st-century learning environments supported by an array of pedagogies and pathways. They are, in effect, inquiry-based learning hubs or hands-on "labs" that expose students to new kinds of content and more deeply engaging ways to acquire knowledge.

THE CITY AS CLASSROOM

In 2025, learning isn't confined to classrooms but extends seamlessly into the dynamic city—and the wider world—that surrounds them. San Francisco has become a fully networked ecosystem of learning where education happens everywhere, in both formal and informal learning environments.

PARENTS AS PARTNERS AND ADVOCATES

In 2025, a high percentage of SFUSD parents, caregivers and families are deeply engaged in their students' learning. Indeed, supporting parents in advocating for their children and ensuring that all parents consistently feel valued and respected in the SFUSD community have become strong district priorities. Teachers, administrators, family liaisons, and other district representatives regularly partner with parents in more proactive ways, giving them full access to the information they need to be successful in navigating the school system, understanding their choices and knowing how to access the variety of learning experiences that can help their children achieve their potential.

SCHOOLS AS CENTERS OF COMMUNITY LIFE

In their "off" hours, SFUSD schools serve as vibrant community hubs that promote learning, health, well-being, collaboration, and resilience within San Francisco's neighborhoods. Recognizing the need to help students and families gain access to a fuller array of services and supports that together contribute to

whole-family success, the city's public schools have become community schools in the truest sense, bringing together community resources and partners to offer a range of supports and opportunities for students, parents and other community members before and after school, on weekends and holidays and during the summer.

A TRULY EQUITABLE SCHOOL DISTRICT

In 2025, the San Francisco Unified School District is unified in exciting new ways. The district's strong commitment to equity and social justice across all of its communities and all of its schools enables not just some students but all students to realize their potential. Every school and every student is part of a district-wide system of supports designed to ensure that all students and families—of every race, language and ethnicity, learning level and ability—have the support and the resources they need to thrive. The district's commitment to the success of every student means that all are ensured the opportunities to learn, grow and express themselves—and that each school is capable of helping its students achieve their goals.

DESCRIPTION OF THE CITY AND COUNTY OF SAN FRANCISCO

The **City and County of San Francisco** are the cultural, commercial, and financial center of Northern California and the only consolidated city-county in California. San Francisco is the fourth-most populous city in California, after Los Angeles, San Diego, and San Jose, and the 13th-most populous city in the United States—with a Census-estimated 2015 population of 864,816. San Francisco's climate is characteristic of the warm-summer Mediterranean climate of California's coast, with moist mild winters and dry summers. San Francisco has a minority-majority population. As of the 2010 census, the ethnic makeup and population of San Francisco included: 390,387 Whites (48%), 267,915 Asians (33%), 48,870 African Americans (6%), and others. There were 121,744 Hispanics or Latinos of any race (15%). Of all major cities in the United States, San Francisco has the second-highest percentage of residents with a college degree, behind only Seattle. Over 44% of adults have a bachelor's or higher degree. San Francisco had the highest rate at 7,031 per square mile, or over 344,000 total graduates in the city's 46.7 square miles (121 km²). San Francisco has a diversified service economy, with employment spread across a wide range of professional services, including financial services, tourism, and (increasingly) high technology. In 2012, approximately 25% of workers were employed in professional business services; 16% in government services; 15% in leisure and hospitality; 11% in education and health care; and 9% in financial activities. In 2013, GDP in the five-county San Francisco metropolitan area was US\$388.3 billion. The City is the home to the University of California at San Francisco, California State University at San Francisco, the University of San Francisco and other prestigious institutions of higher education. It also offers multiple cultural and recreational opportunities.

DESIRED EDUCATION/EXPERIENCE (PREFERRED)

- Successful experience as a teacher, site administrator and/or district office leadership (Board reserves the right to consider alternatives)
- A credential authorizing service as a superintendent or the equivalent
- A Master's degree plus evidence of continuous learning
- Bilingual desired
- Demonstrated success as a leader in addressing the principles and values of equity and social justice that have been adopted by the District

SELECTION PROCESS

The Board of Trustees has retained Don Iglesias, Sally Frazier, Jim Brown, Phil Quon, Sandy Sanchez Thorstenson, Kent Bechler, and David Verdugo of *Leadership Associates* to recruit qualified candidates. The consultants will screen applications and recommend candidates to the Board for

interviews and further consideration. Any contact with board members, in an attempt to influence the selection process, will be considered a breach of professional ethics. Finalists will have an opportunity to familiarize themselves with the community and schools. Board members reserve the right to visit the district and communities of a candidate prior to a final decision.

SALARY AND CONTRACT

The salary will be competitive and based upon qualifications and experience. A multi-year contract will be offered to the successful candidate. Finalists will be asked to submit requested contract parameters prior to an interview.

THE BOARD OF EDUCATION

Mr. Shamann Walton, President
Ms. Hydra Mendoza-McDonnell, Vice-President
Mr. Stevon Cook, Commissioner
Mr. Matt Haney, Commissioner
Dr. Emily M. Murase, Commissioner
Ms. Rachel Norton, Commissioner
Mr. Mark Sanchez, Commissioner

APPLICATION REQUIREMENTS

To be considered, the candidate must provide:

- A fully completed application form including a written response to five questions in addition to those on the application form
- A letter of application
- A resume
- Five (5) current letters of recommendation
- Verification of degrees and credentials (for finalists only)

All materials will be acknowledged and treated confidentially.

APPLICATION

**To request application materials for the San Francisco Unified School District
Superintendent Position:**

Send an e-mail to Becky Banning, Executive Assistant

bbanning@leadershipassociates.org

Phone: (805) 364-2775

Leadership Associates

Don Iglesias, Sally Frazier, Lead Consultants

3905 State Street, #7-407

Santa Barbara, CA 93105

www.leadershipassociates.org

Applications must be completed and returned via email by 5:00 p.m. February 21, 2017