



New Day for Learning in San Francisco

Re-imagining how, when and where young people learn

In February 2009, the Charles Stewart Mott Foundation named San Francisco as one of 10 *New Day for Learning* communities across the country. San Francisco will receive funding and technical assistance over the next three years to build on efforts already underway to fully prepare young people with the skills they need to succeed in school, work and life in the 21st century.

The San Francisco School Alliance will be managing the grant and working in collaboration with the Office of the Mayor, the San Francisco Unified School District (SFUSD), San Francisco Department of Children, Youth and Their Families (DCYF), and San Francisco Communities of Opportunity (COO) to realize the city-wide mission of ensuring that every student graduates ready for college and/or a career with the skills, capacities and disposition necessary for future success.

The Start of a New Day for Learning in San Francisco

A *New Day for Learning* in San Francisco starts with intensive work with two cadres of schools and their communities. The first cadre will be selected for the 2009-2010 school year, with a focus on the city's Communities of Opportunity neighborhoods which consists of families and children in the four areas of the city with the highest poverty and greatest need.

Policies and Programs Underway:

- Visionary School District strategic plan (“Beyond the Talk: Taking Action to Educate Every Child Now”) and new assessment tools;
- Local funding streams to support children and education — Children’s Fund, Education Enrichment Fund, Quality Teacher and Education Act;
- Multi-level formal partnership agreements — Partnership for Achievement between Mayor and SFUSD, Afterschool for All Initiative, Arts Master Plan, CBO Partnership Committee, New Day for Learning Implementation Committee, Stay in School Coalition;
- Model Systems for comprehensive children’s services — Child care; Youth workforce; Family Support, Health, Youth empowerment;
- Model school-based services — Wellness Centers, Beacon Centers, Environmental Service Learning, Violence Prevention;
- Commitment to 21st century curriculum and professional development; and
- Civic culture supporting the schools — supportive electorate, doorway for community volunteers, collaborative public information campaign.

San Francisco at a Glance

Mayor Gavin Newsom

Community Demographics (2006) *

Population: 801,377

Median household income: \$65,497

Average education attainment:

15.1% without HS diploma or GED

50.4% with bachelor’s degree or more

San Francisco Unified School District **

Superintendent Carlos Garcia

Number of K-12 Students: 55,091

Number of Schools: 111

Demographics:

African-American: 12%

American Indian: 1%

Asian: 33%

Filipino: 6%

Latino: 23%

White: 10%

Other Non-White: 10%

Decline to State: 5%

Free & Reduced Lunch: 53%

English Language Learner: 26.5%

Graduation

- Rate (2007): 86%
- Standards: Students are required to pass the California High School Exit Examination (CAHSEE) English-Language Arts and Mathematics exams in order to graduate.
- Two Competing Truths: San Francisco has the highest average student performance of the large urban districts in California and the widest gap between the district average and the lowest performing students.

Business ***

San Francisco Chamber of Commerce: 2,000 businesses

Learn More

Margaret Brodtkin

New Day for Learning

Initiative Director

mbrodtkin@sfschoolalliance.org

415-955-5790, ext. #308

Cynthia Guyer

Executive Director

San Francisco School Alliance

cguyer@sfschoolalliance.org

415-955-5790, ext. #302

The San Francisco School Alliance will be facilitating the work of this grant. For more information, please visit www.sfschoolalliance.org

* Source: 2006 American Community Survey, U.S. Census Bureau

** Source: San Francisco Unified School District, 2007 (figures include charter schools)

*** Source: San Francisco Chamber of Commerce

What Will Student Success Look Like in a New Day for Learning?

All young people will graduate college- and career-path-ready and be prepared with the skills and capacities required for success in school, work and life.

Specifically, desired outcomes for young people include the following:

- Academic competence;
- Technological fluency;
- Creative, critical and innovative thinking, reasoning and problem-solving;
- High-level communication skills;
- Environmental, civic and social responsibility;
- Strength of character;
- High-level multilingual and multicultural skills;
- Aesthetic sensibility;
- Collaborative and team orientation; and
- High levels of engagement in one's own learning and direction.

A Vision for the Future of American Education

The opportunity to dramatically improve educational outcomes for all young people is here. With resolute political will from the statehouse to the White House, and new funding streams, such as the American Recovery and Reinvestment Act, it is possible for us to dramatically rethink the whole day for students so that learning experiences are seamless and unrestricted by walls, clocks or calendars.

New Day for Learning is not a curriculum or one-size fits all program; it's a 21st century vision for learning that seeks to re-imagine how, when and where young people learn. We must all do our part to ensure that all students excel academically, explore careers and develop the rigorous knowledge and skills necessary to thrive in today's global society.

Whether in an urban, suburban or rural area, *New Day for Learning*:

Expands the definition of student success

Reading, math and science are critical to a solid educational foundation, but must be bolstered by applied skills such as critical thinking, problem-solving and teamwork. Beyond merely teaching students these skills, we must thoughtfully assess them to ensure that today's young people are fully prepared to succeed in school, work and life.

Uses research-based knowledge about how students learn best

Students can't learn if they are not engaged. Educators and community stakeholders must utilize research-based knowledge about how students learn best to effectively frame their programs and instruction.

Fosters collaboration across all sectors

To focus all resources on supporting academic and developmental goals for students, new collaborative structures must be built across sectors in communities and up and down government hierarchies. The vital involvement of community, business, civic

and municipal leaders, parents and social service providers is critical to student success and pays economic, civic and social dividends to all stakeholders.

Integrates various learning approaches and places

Engaging strategies that incorporate the arts, technology, service learning and apprenticeships can amplify core academic learning and provide students with opportunities for enriching their education and connecting it with the adult world that they will enter. Schools are just one of the many places in the community where learning and student success can happen.

Provides new opportunities for leadership and professional development

Although most current leadership development and certification programs are school-based, the importance of community building skills is growing. Teachers and youth development staff can forge partnerships that result in heightened professionalism for both — and in better outcomes for students.

Learn More: NewDayforLearning.org



Funded by the Charles Stewart Mott Foundation, the *New Day for Learning* Advisory Board released a report by the same name in 2007 and is working to bring awareness and inspire action at the local, state and national level to re-imagine how, when and where students learn.

Funded by the C.S. Mott Foundation

