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Who We Are
About Collective Invention

Let's Make the World Better—Together

Our vision: a world that knows how to build a better future and has the tools to do it.

Collective Invention leads social innovation efforts in three interdependent arenas: education, community and economic development, and sustainability. We design and facilitate significant projects, bringing a committed team to the task of developing vision, understanding systems, prototyping solutions and aligning action around some of the world’s most important challenges.

We call this Innovation for the Common Good.

Located in San Francisco, we are a small, woman-owned business that has been operational since 2005.
Our Approach

Three frameworks combined into one integrated approach

**Systems Thinking**
Systems thinking looks at a system as a whole, and the relationships between its parts, rather than focusing on its parts in isolation. The goal is to uncover “leverage points” - elements that can effectively shift an entire system.

**Strategic Foresight**
Strategic foresight involves the identification of external forces that are both critically important and highly uncertain. Taken together, they lay out alternative ways the future could unfold, helping us craft strategy that is resilient in *all* futures.

**Empathic Design & Innovation**
The innovation process begins by uncovering the tacit and explicit needs of stakeholders, leading to targeted strategies to delight them. The data gathered from stakeholder research provides fodder for iterative concept development and disciplined prototyping.
We see strategic planning as the critical bridge between vision (informed by the values we hold and the change we want to see in the world) and action.

Our process begins with the establishment of 2 guidelines – the ‘north star’ of vision, and the values you hold as a community. Then we look at the specifics of your mission, the commitments you make to those you serve, and identify key indicators.
VALUES
Our enduring beliefs

MISSION
Why we exist

COMMITMENTS
The needs we seek to fulfill

OUTCOMES
Our desired results

STRATEGY
Our action plan

ROLES
Who will do what

INDICATORS
Our progress

Strategic Compass
Layers of meaning

SOCIAL FORCES

TECHNOLOGICAL FORCES

ECONOMIC FORCES

ENVIRONMENTAL FORCES

POLITICAL & REGULATORY FORCES
<table>
<thead>
<tr>
<th>Vision</th>
<th><strong>Vision</strong> is the organization's guiding idea. It is an aspirational description that expresses the desired future the organization wants to bring about in the world. The Vision Statement works as a horizon point for the organization to move toward collectively.</th>
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<tr>
<td>Values</td>
<td><strong>Values</strong> are the enduring beliefs of the organization and remain steadfast over time. Every organization has values, though they are often not made explicit.</td>
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By making these commonly-held values explicit through Value Statements, an organization articulates ethical principles that guides its work.
<table>
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<th>Mission</th>
<th>Commitments</th>
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<td>Mission describes what an organization does. Well-articulated Mission Statements are clear, concise and serve as a guide for decisions and activities (strategies) for an organization. Whereas a Vision paints a picture of a desired future, the Mission informs what the organization does to realize that future.</td>
<td>Commitments articulate the response to the needs of the beneficiaries of an organization. Commitments focus organizations on human-centered outcomes.</td>
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</table>
Strategy is a plan of action. If we ask “how?” of our Mission, the answers lie in Strategy.

The Strategy will include the means to accomplish the Mission in service of Commitments.

Once the strategy is established we will work with you to determine roles and responsibilities, look at implications for resources, and identify success indicators.
Org Structure and Project Team
Organizational Structure

In addition to our two Founders, we have a core staff of four women as well as an extensive network of partners who bring the expertise required to meet the customized needs of each client and engagement. We also have a dedicated Director of Finance, and a Design Consultant who support every project we undertake.

Further services such as decision-making tools and processes, and communications and branding can also be added on request.
Fiona Hovenden, Ph.D., CEO & Co-founder

As Collective Invention’s CEO, Fiona provides leadership and direction in all of CI’s work. She leads multi-disciplinary teams to provide services that range from vision, futures and scenario planning work, to strategy development, innovation training and culture change. She is an experienced qualitative researcher, with 20+ years of research experience, and primarily uses the practice of ethnography to support social innovation. In her education work Fiona has led ethnographic studies of 7 US school districts, 3 CMOs, and 1 international education system; a variety of strategic planning and innovation training services and CI’s Vision process.

Her interests are focused upon the capabilities for creating sustained change, and the role of narrative and a variety of art forms in helping to catalyze change and action. This bridges her work with individuals as a therapist, her work with groups and organizations, and her work as visiting faculty at the San Francisco Art Institute.

Fiona has a Ph.D. in Computing and Ethnography from Brunel University UK, an MA in Counseling from JFK University, USA, and MS in Artificial Intelligence from Kingston University UK, and a BA in Philosophy from London University, UK.
Jenny Hoang, Director of Strategic Initiatives

Jenny focuses on strategic initiatives, foresight and design management at Collective Invention. Over her 5 years at the firm, she has managed visioning and strategic planning with organizations, individual schools and districts in the education sector.

Jenny has a MBA in Sustainable Management from Presidio Graduate School where she focused her studies on social innovation, strategic foresight, empathic design and systems change. She also has a diverse background in legal research, marketing and branding, creative strategy and consumer insights. She has worked with for-profit businesses from start-up stage to Fortune 500 companies, non-profits and social businesses.

Growing up in the Bay Area, Jenny has been involved with volunteerism and civic engagement since childhood. Her experience in community development has allowed her to apply various methodologies to her practice, including creative mediums such as educational theater and cause marketing.

On Sunday afternoons, Jenny can be found wandering in museums, used bookstores, and at the neighborhood park with her little dog, Mushu.
Sonya Lopes, Education Strategy and Engagement Advisor

Sonya joined the Collective Invention team to aid in designing engagements for clients that are both strategic and innovative. Over the past 21 years, she has sharpened her experience in the public education transformation sector, primarily coaching education leaders to reach social justice oriented outcomes by providing leadership for human-centered execution of strategies and building talented teams to sustain improvement over time. In addition to the work referenced in this proposal, she has supported the following districts in the development of their vision and strategic plans: West Contra Costa Unified School District, Gilroy Unified School District, Franklin-McKinley School District, Alum Rock School District.

Prior to her work in public education, Sonya spent 10 years as a Captain and Special Agent in the United States Air Force in various fields including criminal and counterintelligence investigations, systems engineering, and organizational development. She feels her multi-disciplinary background enables her to empathize with multiple perspectives and to make connections among seemingly disparate parts of a system.

Sonya earned her B.S. in Electrical Engineering from the Massachusetts Institute of Technology and an MBA from Santa Clara University.
Judi Brown, Design Strategist

Judi works with Collective Invention as a design strategist, bringing her multi-sectoral, multi-disciplinary approaches to strategic planning, research, facilitation and social impact metrics to the practice. She holds a master’s degree in sustainable public administration and policy from Presidio Graduate School, where she honed her passion for transformational social change into the development of practical tools for meaningful action.

Patrick Lee, Special Advisor on 21st Century Learning & Assessment

Patrick Lee is an independent consultant assisting schools, districts, and reform support organizations with designing and implementing evidence-based systems and processes. He brings over 15 years of professional experience in program and policy evaluation; data, assessment, and accountability systems; and ethnography and strategic planning.
References and Experience
Collective Invention’s education practice has been the core part of our work since 2005, although key members of the team have worked in education for much longer. Projects have included work with:

Individual schools, including new program development, organizational assessment, principal coaching and grade/school level collaboration support

Districts, including vision development and strategic planning, innovation strategy and training, organizational assessment and equity-based implementation coaching

State Department of Education – a current project working on the redesign of professional learning across the state

Philanthropy and non-profit organizations, including research on equity, leadership, and systems, learning journeys and futures work with groups of philanthropies, and innovation training
In 2013 CI team members helped guide the creation of the Strategic Plan, *Impact Learning. Impact Lives*, and design the final document.

Following this work SFUSD went through CI’s Vision process, which involved 4 Guiding Coalition meetings at which over 200 community members and stakeholders contributed to the creation of a vision for the district over the next decade. This culminated in the creation of a 12 year vision for the district, V2025. Major components of V2025 included the Graduate Profile outlining the skills and dispositions that every student graduating from SFUSD will possess; and the Ten Shifts section which indicate the way the district system will have to change over the next decade in order to support the success of the Graduate Profile.

To support implementation of the vision a diverse team from SFUSD also went through CI’s ‘Gradual Release’ Innovation Training, which included the creation of SFUSD’s own iLab.
In 2015 CI worked with stakeholders in a vision process for high school education in Pittsburg Unified School District. This involved 3 Community Alliance Meetings at which over 100 stakeholders, including the superintendent, cabinet members, board, school site administrators, teachers, parents, community members and students, collaborated to create a vision for the district over the next decade. This culminated in the creation of a 12 year vision for high schools, Vision2027. Major components of V2027 included their Graduate Profile outlining the knowledge, skill and dispositions that every student graduating from PUSD will possess, “Reimagining Learning,” learning experience descriptors that will enable every student to meet the Graduate Profile, and Nine Design Principles, overarching guidelines for the district to work toward making their vision a reality.

Please see sample Vision 2027 brochure and PUSD Graduate Profile Poster (8.5x11 rendition)
Gail Greely, Stanford New Schools Chief Operating Officer
Currently at Alameda County Office of Education
greely@acoe.org, 510-670-7755

In 2009 CI worked with the Stanford New Schools (SNS), a Charter Management Organization for three charter schools, to help them build a strategic plan to support a charter renewal in 2010.

We worked collaboratively with the SNS faculty, Dean of Stanford’s Graduate School of Education, board members, principals and teachers to create a new Vision, Mission, Strategic Pillars, Core Values and Goals for Student Achievement, as well as identifying ongoing indicators for success. This particular strategic planning process included specific goals and actions related to the teaching practices, leadership practices, organizational practices, governance practices and community practices that would support the implementation of their strategic plan.

The SNS Charter was renewed in 2010.

Please see separate 8.5x11 rendition of Strategic Plan
What We Propose
What We Propose

1. We will establish a project infrastructure with you
2. We will listen deeply to the school district and community
3. We will engage and facilitate a Guiding Coalition
4. We will collaborate with a Core Team to design and develop your vision and strategic plan
5. We will draft a Vision for your future, a 5 year Strategic Plan and provide you with the electronic versions of the final posters and brochures for you to print on demand
What We Propose

We Will Establish a Project Infrastructure

We will work with you to:

• Develop a detailed roadmap, decision-making protocols, evaluation metrics and operating agreements for our work together
• Identify a district leader to champion the work, and a project manager who will lead the core team within the district and collaborate with the CI team
• Identify and prepare a core team who will constitute the ‘heartbeat’ of the work over the course of this project. This group will steer the work forward, analyze and synthesize inputs with us, and engage in other data-gathering before drafting the vision and strategic plan itself
• Develop a cross-sector, community-engaged Guiding Coalition—details to follow in section 3
• Determine which forms of media to use for the purposes of engaging your community and communicating your vision
What We Propose

We Will Start by Listening and Reviewing Deeply

We will begin by learning as much about your district and community context as possible. We want to learn about:

• Any previous strategic plans, any other current plans or initiatives (LCAP, English Language Learners, SPED, Family Engagement), annual reports, parent surveys, organizational charts, data and any other information deemed relevant.

• Listen to the representatives on the core team regarding:
  • The hopes of your community
  • Critical concerns and unmet needs
  • Promising signs of innovation and the conditions in the district
  • Resources—tapped and untapped—that can support or contribute to the vision
We Will Engage a Guiding Coalition

The Guiding Coalition process ensures multiple and meaningful opportunities for members of the community, including students and families, teachers, administrators, school board members, the business community, funders, employers and others to participate in and contribute to the visioning and strategic planning process.

Each Guiding Coalition session will be a hands-on working-and-learning session informed by one of the elements of Collective Invention’s integrated approach as described on the next page.
• **Session 1: Strategic Foresight**
  Experts in future studies, neuroscience, economic forecasting, for example, bring their perspectives on the future of pre K-12, higher education, career & life in both the Sacramento region and in the world. We’ll then experience the future through several alternative scenarios for education in the region and culminate with a collection of emerging “big ideas” of shifts we envision for the future of the district.

• **Session 2: Empathic Design and Innovation**
  We will begin to articulate our hopes for the kind of learning experience we would like to be true in Washington USD by creating a profile of the WUSD graduate. In addition, we will refine our emerging ideas about strategy through “empathic design” – an innovation process that brings a human centered focus to the development of strategy, and brings to life our most aspirational ideas, grounded in real needs.

• **Session 3: Systems Perspective**
  We will put elements of the vision, including a graduate profile, and emerging strategic areas in front of our community through multiple stakeholder events (Community Museum, staff meetings, student focus groups) to gather input for the final Vision and Strategic Plan.
We Will Coach the Core Team

We will work collaboratively with a small, diverse and nimble representative team of district and school staff to help us do the pre-work and planning necessary to ensure successful sessions with a larger stakeholder group in the Guiding Coalitions. The Core Team will also vet our team’s synthesis of feedback and emerging ideas about strategies before they are shared.

After the final Guiding Coalition we will work with the core team to finalize the Vision and Strategic Plan for the district, focusing on 3-4 Strategy Areas. As the voice and perspective of the district and community, we will count on their insights to continuously guide the work, and to help us to align the plan with your existing LCAP.

Finally, we will coach the core team to carry the work of the Vision and the Strategic Plan forward in the district.
We Will Craft A Vision and Strategic Plan

Once the content of the vision, and the strategic elements have been vetted by the community and feedback has been integrated we will work with you to create a set of usable documents that will communicate your vision and plan clearly and widely.

You will receive a vision document setting out the longer term aspirations of the district, and a report that contains the content of the strategic plan. We also create wall charts of the strategic plan so that it can be present and visible to staff at all times. In addition we can also create a poster of the Graduate Profile, or a 2 page ‘pullout’ with the Graduate Profile on one side and the needed systems shifts on the other. These are all included in the scope of this proposal (please see examples in the appendix).

We are also open to hearing from you what you think will best work for your community.
What We Propose | Optional Add-Ons

We Can Provide Additional Support

In addition to the core components described above, we can offer other supports to the vision process:

1. Learning Journeys: Should you choose, we will identify exemplars and comparators with the power to change the way you think about the future of the District. We will train WUSD participants in the CI approach to field work, observation and documentation in preparation for our journeys so we return with meaningful data to inform the vision process.

2. Prioritization and Decision Tools: We will develop prioritization and decision screens aligned to the vision. These practical tools will drive District-wide focus on critical vision elements, and act as decision filters.

3. Branding & Communications: even with community input early on it is important to develop a communications strategy to make the work real going forwards.
Strategic Planning Outcomes

At the end of these processes you’ll have:

- A reflective synthesis of the current state of the district (needs assessment)
- An synthesis and assessment of stakeholder input to both the Vision and Strategic Plan
- Interim report and recommendations to ensure successful completion of project
- A final report, 5-plus year Vision, and 5 year Strategic Plan
- PDFs of wall-size strategic plan posters, Vision Document, Graduate Profile Poster and a Strategic Plan brochure
- Experienced innovative practices in other districts, schools and organizations through Learning Journeys
- A prioritization filter that will be an ongoing tool for strategic discussions and decision-making
- A branding and Communications strategy
Timeline & Fees
## Proposed Timeline

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<td>Develop Decision Filters*</td>
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<td>Community Strategy</td>
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* Add-on project components
Thank you for the opportunity to propose this project. Our fees for this work as described above are:

**Vision & Strategic Planning Process:**

Option A: everything as described above: $150,000

Option B: GC 1 - virtual learning journey instead of panel, generic scenarios instead of scenarios customized to WUSD context; GC 2 – as above; GC3 – core team collaborate on ‘exhibits’ and facilitate additional community inputs, such as student focus groups. District/core team handles all transcriptions from meetings, and translation: $120,000

Option C: All generative work is done with the core team, and community input is solicited via survey and social media instead of in-person, interactive sessions: $80,000

**Add-ons:**

Learning Journeys: 3 site visit $25,000 (travel for learning journeys is an additional expense)

Prioritization & Decision Tools: $15,000

Communications & branding, tbd, typical range $15,000 - $35,000
This fee includes:

CI team travel and any accommodations to and from any meetings and Guiding Coalitions events in Washington

Design of final deliverables

This fee does not include:

• Venue and/or related meeting expenses
• Meals for our team and/or your participants at events
• Audio, video or graphic recording, and/or transcription
• Printing
• Production expenses such as media acquisition, web design and photography

We are prepared to begin this work as soon as you are ready.
Next Steps
We see this proposal as just a starting point. Our preference is to work collaboratively with you to design a solution that will meet your goals and budget.

Contact Fiona Hovenden, President & CEO, for more information:

fiona@collectiveinvention.com
415.786.4243
Contents

• Stanford New Schools – wall chart

• SFMade – wall chart

• Presidio Education Trust – wall chart


• Pittsburg Unified School District – Graduate Profile and 9 Design Principles. See separate Graduate Profile poster, *V2027* document
### Values
- Ensuring equity of access and opportunity so that all students can achieve academic success.
- Responding, challenging and engaging families that promote student success through meaningful, authentic involvement.
- Using technology effectively to promote learning, and to engage students in their learning.
- Addressing the needs of the whole child, including physical and mental health, and social and emotional development.
- Providing students with opportunities to learn beyond the classroom and developing social skills and a sense of personal and social responsibility.
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### K–12 Based on California State Standards
1. Performance Indicator: Increase proficiency on the SNS writing rubrics.
2. Performance Indicator: Reduce the achievement gap in reading and writing every year on average as measured by the CELDT.
3. Performance Indicator: Increase attendance to 90% at all school sites.

### Student Outcomes
- **Equitable Access to Standards-Aligned, Rigorous Instruction**
  - Curriculum, assessment, and instruction are aligned with state standards in all content areas for all students, with standards and curricula making explicit connections to diverse student needs.
  - Teachers deliver high-quality instruction that promotes student engagement and student learning.
  - Professional development is focused on improving teaching and instructional support for diverse student needs.

### Performance Assessment and Other Indicators
- **Equitable Access to Standards-Aligned, Rigorous Instruction**
  - Students are provided with meaningful, age-appropriate, standards-based instruction.
  - Students are provided with meaningful, age-appropriate, standards-based instruction.

### High School
- **Equitable Access to Standards-Aligned, Rigorous Instruction**
  - 90% of all students pass the CAHSEE the first time they take the test.
  - 85% of all students pass the CAHSEE in 12th grade the first year they take the test.
  - Increase graduation rates to greater than 90% for seniors and greater than 85% for all students with non-English fluency.

### Student Work That Meets Grade Level Standards
- **Critical and Creative Thinking, and Problem Solving Skills**
  - Students are encouraged to think critically and creatively and to solve problems.
  - Students are encouraged to think critically and creatively and to solve problems.

### Closing the Achievement Gap
- **Critical and Creative Thinking, and Problem Solving Skills**
  - Students are encouraged to think critically and creatively and to solve problems.
  - Students are encouraged to think critically and creatively and to solve problems.

### Graduation Rate and College Acceptance Rates
- **Critical and Creative Thinking, and Problem Solving Skills**
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  - Students are encouraged to think critically and creatively and to solve problems.

### Four Strategic Pillars
1. **Equitable Access to Standards-Aligned, Rigorous Instruction**
   - Curriculum, assessment, and instruction are aligned with state standards in all content areas for all students, with standards and curricula making explicit connections to diverse student needs.
   - Teachers deliver high-quality instruction that promotes student engagement and student learning.
   - Professional development is focused on improving teaching and instructional support for diverse student needs.

2. **Culturally Responsive, Differentiated Teaching & Learning**
   - Instructional strategies are differentiated to meet the varied learning needs of each student.
   - Instructional strategies are differentiated to meet the varied learning needs of each student.

3. **Evidence-Based Continuous Improvement**
   - School and SNS Central staff work frequent and timely formative assessments to transfer and adjust teaching, leadership and organizational practices.
   - School and SNS Central staff work frequent and timely formative assessments to transfer and adjust teaching, leadership and organizational practices.

4. **School/Organizational Climate**
   - School and organizational culture and structures support the multiple instructional needs of students, and standards for student and staff conduct are fair and consistently enforced.

### Vital Signs of Student Learning
- **Student Work That Meets Grade Level Standards**
  - Students are provided with meaningful, age-appropriate, standards-based instruction.
  - Students are provided with meaningful, age-appropriate, standards-based instruction.

### Monitor Vital Signs to Ensure Disciplined Implementation of Plan and Progress Toward Student Goals
- **Student Work That Meets Grade Level Standards**
  - Students are provided with meaningful, age-appropriate, standards-based instruction.
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### Use Strategic Pillars to Prioritize and Align Improvements in Professional Practices
- **Student Work That Meets Grade Level Standards**
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### Check Vital Signs: Are Student Goals Being Met?
- **Student Work That Meets Grade Level Standards**
  - Students are provided with meaningful, age-appropriate, standards-based instruction.
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### Monitor Vital Signs to Ensure Disciplined Implementation of Plan and Progress Toward Student Goals
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Reflections from the Board Chair: The Case for Change

When we began the charter renewal process, we knew we had many challenges. We were not satisfied with our students’ achievement gains; there was significant and disruptive turnover in leadership and teaching at the school sites; and we needed greater clarity in areas of authority, decision-making processes, and communication.

We understand these challenges, we embarked on a process of partnership which took us to all levels of our system. From governance and management structures to instructional plans. And the use of data in decision-making. The new tools we have brought to bear as the analysis of student performance data have put us in a much better position to provide the kind of differentiated and engaging instruction our students need.

Our Values
The every Stanford New Schools student will graduate with the skills and knowledge necessary for success in college and the workforce. Our students will be leaders in their local and global communities and to address the economic problems of the 21st century.

Our Mission
To provide the potential of each of our students is an effective and efficient learning environment. Through our instructional collaboration with teachers, supported by expertise in research-based pedagogy, Stanford New Schools will high standards for the educational program and management system designed to support learning environments.

Instructional Focus
Mathematical Student Outcomes A common instructional framework is designed to achieve the following goals: Students will demonstrate proficiency in all-grade level math standards. Students will be able to analyze complex mathematical situations and apply solutions to real-world problems. Students will be able to develop critical thinking and problem-solving skills. Students will be able to communicate mathematical ideas in a variety of formats. Students will be able to collaborate and work effectively in groups.

Reading Outcomes Students will demonstrate proficiency in all-grade level reading standards. Students will be able to analyze complex literary situations and apply solutions to real-world problems. Students will be able to develop critical thinking and problem-solving skills. Students will be able to communicate literary ideas in a variety of formats. Students will be able to collaborate and work effectively in groups.

Science Outcomes Students will demonstrate proficiency in all-grade level science standards. Students will be able to analyze complex scientific situations and apply solutions to real-world problems. Students will be able to develop critical thinking and problem-solving skills. Students will be able to communicate scientific ideas in a variety of formats. Students will be able to collaborate and work effectively in groups.

Social Studies Outcomes Students will demonstrate proficiency in all-grade level social studies standards. Students will be able to analyze complex social studies situations and apply solutions to real-world problems. Students will be able to develop critical thinking and problem-solving skills. Students will be able to communicate social studies ideas in a variety of formats. Students will be able to collaborate and work effectively in groups.

Culturally Responsive, Differentiated Teaching and Learning
Culturally Responsive, Differentiated Teaching and Learning

Culturally Responsive, Differentiated Teaching and Learning

Parents are important partners in the future success of the Stanford New Schools.

What do I see as the result of this work?

Our Students
Before we set measurable outcomes for the Stanford New Schools, we included measurable outcomes for our students. Our goals are that our students will demonstrate at least one level of English Learners will reduce the achievement gap in every content area greater than 80% for all students who enter as freshmen.

Our Administration
We believe that the Stanford New Schools is a critical resource for being engaged in the world of education. We see our school as a place where practices are developed and assessed. We are trading together the school’s success and不断到the goal we have collectively embraced.

Our Teachers
The lack of support they need to behave and adhere to this agreement is the key. The lack of support makes it very difficult for students to achieve their goals.

Our Students
In the education of their children, students have unique needs and have learned strategies that they can use to support their children from an early age.

Our Parents
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Our Teachers
The lack of support they need to behave and adhere to this agreement is the key. The lack of support makes it very difficult for students to achieve their goals.

Our Parents
We believe that the Stanford New Schools is a critical resource for being engaged in the world of education. We see our school as a place where practices are developed and assessed. We are trading together the school’s success and the lack of support makes it very difficult for students to achieve their goals.

What do I see as the result of this work?
Work Sample | SFMade

Organization Strategic Planning + Ongoing Board Development
New Division Strategic Planning
Content Knowledge
Mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As part of this core learning, SFUSD students will develop global, civil, and environmental literacies, as well as financial, health, and media literacies, throughout their schooling.

Career and Life Skills
The knowledge, skills, and experience to navigate the “real world” and solve problems that arise in everyday life and in the workplace. Students will have been exposed to a spectrum of industries and sectors and had experience working and implementing their learning in a variety of real-world settings. Students will know how to create compelling content in a variety of formats—through writing, speaking, and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands.

Global, Local, and Digital Identity
The ability to navigate and engage in a 21st century global society that is more inclusive and interconnected. Students will be “multilingual,” gaining exposure to or fluency in other languages that might range from Spanish and Chinese to sign language and computer coding. They will know how to contribute their voices responsibly in all aspects of daily life, from social media to face-to-face communication. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural, and linguistic lines.

Leadership, Empathy, and Collaboration
Strong interpersonal skills and the ability to positively influence and collaborate with others. SFUSD students will have the experience and the knowledge to lead others toward solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their schooling—will be well prepared to lead and collaborate, both inside and outside the workplace.

Creativity
The freedom, confidence, and ability to express their unique selves. Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem-solving into their work and how to approach problems and challenges creatively and from multiple perspectives.

Sense of Purpose and Sense of Self
Our graduates will see themselves as filled with purpose and value. Having been nurtured to focus on their capacity to grow intellectually, socially, and creatively (sometimes described as having a “growth mindset”), SFUSD graduates will possess the grit to persist in long-term efforts and persevere toward important goals. They will graduate with a strong, healthy sense of self and the confidence that they have a valuable role to play in the world. They will possess self-knowledge and self-esteem, conduct themselves ethically and with integrity, and know how to reflect on and learn from their experiences.
In 2027, every Pittsburg student will work toward building a valuable set of skills and traits that will set them up as lifelong learners, both inside and outside the classroom. Our learners aren’t just “students.” They are also:

**Scholars**
Students master core content areas, understand the interconnections between subjects, and value the learning experience. They also learn to appreciate multiple perspectives on an issue and the impacts of local and global issues on one another.

**Collaborators**
Students can work collectively with others. They contribute their strengths to group efforts and take responsibility for the work assigned to them. They know how to lead group work and how to give and receive constructive feedback.

**Critical Thinkers**
Students develop strong analytical skills. They are able to synthesize information, identify valid source material, and think creatively to solve problems. They also develop the confidence and skill to ask good questions.

**Strong Communicators**
Students can express their thoughts clearly both verbally and through writing. They can speak confidently to a variety of audiences and know how to represent themselves. They can also speak and write in more than one language.

**Good Citizens**
Students feel connected to local and global issues and do their part to make the world a better place. They are active in their communities, demonstrate respect across difference, and know how to advocate for themselves and for others.

**Growth Seekers**
Students are self-directed learners who know how to pursue ideas, find resources, and ask for help. They know how to take calculated risks and possess the resolve and perseverance to follow through on their work and their responsibilities.

**Professionals**
Students are organized, know how to manage both their time and their finances, and understand the value of managing their own health as well. They understand workplace etiquette, honor punctuality, and stay current with technology.

**Empathizers**
Students know how to listen to others, relate to what they are hearing, and check for understanding. They have a healthy sense of self, are self-reflective, and know how to manage their own emotional responses to difficult situations.

**Empathizers**
Students know how to listen to others, relate to what they are hearing, and check for understanding. They have a healthy sense of self, are self-reflective, and know how to manage their own emotional responses to difficult situations.
Gain, express and question knowledge

Understand themselves and connect to others

Navigate Life

Regardless of the path chosen will learn to

Express confidently verbally and in writing

Use all resources available as a self-directed learner

Calculate risks and follow through on commitments

Know how to manage time and all other resources

Analyze, synthesize and solve problems creatively

Understand interconnections between subjects

Feel connected to global and local issues

Work collaboratively in group efforts

Accept, respect and help other people

Knows how to manage their own emotions

The PUSD Graduate
Nine Design Principles

1. The graduate profile will guide our work as a District at all levels. The graduate profile reflects our community’s vision for our students. Mastery of the graduate profile is the universal goal for all PUSD learners – whether they choose to go on to four-year college, community college, move immediately into a career or some other post-secondary option. Helping students achieve this profile will require us to align our educational priorities at all levels.

2. Equitable and accessible technology will connect the world to every student. Today and tomorrow’s world of learning requires access and connection. We must incorporate technology into the learning process, and our community must provide all students with access to high-speed internet that is unlimited, free, fast, available everywhere, all the time. With increased access, students will have the unlimited capacity to further their learning whenever and from wherever they want.

3. Learning will be student-driven and real-world relevant. Building on our strong foundation, we will integrate new kinds of learning that are driven by student interest and designed to help each student find and explore their own “sparks”—that is, the ideas and activities that light up their drive to learn. In this way, students’ motivation will be fueled by their own interests—and they will be more engaged in their own learning and development.

4. A wide network of allies will facilitate student learning. A connected system of caring, culturally diverse adults (teachers, parents, business owners, professionals, community members, mentors, and alumni) will all play roles in supporting the learning process. Having more adults involved in facilitating learning will create new opportunities for small-group instruction and tailored lessons and programs. Effective coordination and communication among these allies will enable strong, aligned, and equitable partnerships. It will also enable every student to be known by an adult in our network of allies.

5. PUSD’s commitment to equity will grow stronger. The district and community acknowledge the link between valuing and honoring diverse perspectives—especially those of students from diverse cultural backgrounds—and the ability of students to achieve their goals. Providing each student and family access to technology, information, and personalized learning opportunities will help the district create a truly equitable school system. Integrating restorative practices into our district and school cultures will continue to increase trust and strengthen our capacity to reach our vision.
6. Performance assessments will be adaptive and part of the learning process. The skills, knowledge, dispositions, and behaviors identified in the PUSD graduate profile will be flexibly assessed through a system of authentic, adaptive, real-time performance assessments that are integrated into the learning process. Benchmarks will be rigorous and high and used as guides to design personalized instructional pathways.

7. Educators will need both support and a growth mindset. Shifts in student learning experiences and environments will require parallel shifts in teacher practice—including more collaboration across school and community, greater use of technology, and facilitating more student-driven learning. The district will need to select, train, and support teachers to instruct and guide in these new ways. A district culture that values ongoing learning for ALL people—including the adults in the system—will be critical. Just as student voice is critical for student learning, so too are teachers’ voices valued and integrated into educational design.

8. Innovations in systems and structures will enable transformation. District systems, structures, policies, and cultures will need to be adapted and innovated to support the shifts in student learning and in teaching/leadership practice that will in turn lead to students’ attaining the graduate profile. These shifts will guide decisions and plans for renovation, curriculum and instruction, professional development, programs, and staffing.

9. A growth mindset and culture of continuous improvement become the “PUSD way.” PUSD has a culture that sees “failure” as both a temporary setback and an opportunity to learn and grow. Strong continuous improvement practices are in place across the system and modeled by district leaders. For students and adults alike, a strong growth mindset is the “way of being and working” and is embraced as part of the district’s work ethic and as a required part of the learning process. PUSD’s policies and systems reflect this growth mindset, as do the culture, language, and attitude that can be seen, heard, and felt throughout the school system.