

## **UASF Position:**

### **Because we have stayed on through years of turmoil and upheaval:**

- COVID and return to school
- Botched school closures process (still waiting for that stipend)
- Central Office leader exodus
- Breakdown in our technical systems, including our payroll
- Several years of HR chaos and instability have resulted in leaders working through the summer to try to staff schools

### **Because strong school leaders are the most significant predictor of student success, AND school leader turnover results in the following adverse effects:**

- SFUSD loses approximately 30% of school leaders each year, compared to the national average of 18%.
- Leader turnover exacerbates teacher turnover, and San Francisco is already experiencing the effects of a teacher shortage in several areas, a shortage that gets worse each year with particularly harmful effects in our hard-to-staff schools
- *Research notes that principal turnover can be disruptive to school progress, often resulting in higher teacher turnover and, ultimately, lower gains in student achievement. Further, the relationship between principal turnover and declines in student outcomes is stronger in high-poverty, low-achieving schools—the schools in which students most rely on education for their future success.* -Learning Policy Institute, 2019
- *Principals play a vital role in the educational environment and have profound effects on it. Thus, the departure of a principal can have severe consequences for a school. Studies have shown that principal turnover has several adverse effects, including but not limited to decreased student achievement (Branch et al., 2009; Burkhauser et al., 2012; Kearney et al., 2012; Mascall & Leithwood, 2010), poor school climate and culture (Hanselman et al., 2016; Noonan & Goldman, 1995), lower graduation rates (Weinstein et al., 2009), the financial costs of principal replacement (Tran et al., 2018), and teacher turnover (Bétille et al., 2012; Miller, 2013; Ronfeldt et al., 2013). The principal retention research has also linked principal stability to student achievement (see: Akiba & Reichardt, 2004; Branch et al., 2009; Fuller & Young, 2009; Miller, 2009; Vanderhaar et al., 2006) - The Influence of Principal Retention and Principal Turnover on Teacher Turnover by David G. Buckman, Journal of Educational Leadership and Policy Studies, 2021*

### **Because last year, UESF received 3% and 2% raises in fall and spring, and we did not:**

- Members cite compensation as their #1 issue
- Leaders can earn \$30-\$40k more in surrounding districts, where former SFUSD staff actively recruit us

**Because this year, unbelievably, we are asked to do MORE:**

- Dr. Su said at All Admin Institute, “We need you all to do more.”
- Site leaders this year are being tasked with several additional responsibilities – nurse training and medical duties, increased role in Title IX investigations, complicated contract requirements, multiple new and complicated technical systems to learn, less support from LEAD, less support from C+I, and less support staff on site.

**Because Commissioner Fisher said at Admin Institute, “We need you now more than ever.”**

**Because strong leaders mean strong schools and brighter futures.**

**We require, at minimum, the same level of respect that this district gives to teachers, and ideally, we should be compensated with salaries like those of our surrounding districts.**

**SFUSD must prioritize UASF member compensation in its budget planning process as a vital driver of student support and outcomes.**