Welcome to the 2016 School Planning Retreat #readySFUSD

Please sit where you can see this slide in your language of choice. See the Interpretation Desk for headphones.
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Please sit where you can see this slide in your language of choice. See the Interpretation Desk for headphones.

#readySFUSD

SFUSD All City Jazz Combo
Balboa High School Choir

Enjoy the performance!

Jazz Combo directed by John Frank and John Calloway
Choir directed by Aaron Wong
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#readySFUSD

Tamitrice Rice Mitchell

Director

Office of Professional Learning and Leadership
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Matt Haney
SFUSD Board of Education President
Greetings from
Board of Education President
Matt Haney

SFUSD
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#readySFUSD

Richard Carranza

Superintendent of Schools
Guided by Vision 2025

SFUSD Vision 2025
Reimagining Public Education in San Francisco for a New Generation

June 2014
SFUSD Graduates Will Be Ready

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.

The Graduate Profile: Developing Students to Compete and Thrive in the 21st Century World

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.

SFUSD is committed to helping all students develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years. While the pace and the path toward achieving these outcomes will vary among students and unfold along a set of learning progressions, the goal is for every SFUSD student to possess these capacities by the time they graduate.
SFUSD Graduates:
JaMarc Henderson
Daring to Interrupt

Hoover MS
African American Achievement

Grattan ES
Inclusive Practices

Thurgood Marshall Academic HS
Micro Assessment
We Still Have Work To Do

BLACK MINDS MATTER
We Know How to Get There

These are our guiding principles, plans and actions…

…and this is how we measure our progress toward achieving our plans.

<table>
<thead>
<tr>
<th>Vision 2025</th>
<th>Strategic Plan</th>
<th>School Quality Improvement Index (the “Index” / SQII)</th>
<th>Local Control &amp; Accountability Plan (LCAP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCAL</td>
<td>SFUSD</td>
<td>FEDERAL</td>
<td>STATE</td>
</tr>
<tr>
<td>ROADMAP</td>
<td></td>
<td>MEASURES</td>
<td></td>
</tr>
</tbody>
</table>
Guadalupe Guerrero
Jill Hoogendyk
Deputy Superintendent, Instruction, Innovation & Social Justice
Chief of Strategic Initiatives
Cycle of Continuous Improvement → Interruption

GOALS
Plan

ACTION
Do, Implement Strategy

ASSESS
Act, Reflect, Reset

MEASURE
Study, Measure of implementation and impact
Strategies to Interrupt and Improve

2008-2012

2013-2015

2016-2019

Vision 2025

Future Strategic Plans

Moving Toward Vision 2025
# Strategies in Action

<table>
<thead>
<tr>
<th>Classrooms</th>
<th>The Instructional Core</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The Dimensions of Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>Implementing the SFUSD Core Curriculum</td>
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<td>Family-School Partnerships</td>
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<table>
<thead>
<tr>
<th>Schools</th>
<th>Instructional Guidance</th>
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<tbody>
<tr>
<td></td>
<td>Student Centered Learning Climate</td>
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<tr>
<td></td>
<td>Leadership</td>
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<td></td>
<td>Professional Capacity</td>
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<td></td>
<td>Parent, Community, School Ties</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Central Office</th>
<th>Teaching &amp; Learning</th>
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<tbody>
<tr>
<td></td>
<td>Safe &amp; Supportive Schools</td>
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<tr>
<td></td>
<td>Resource Management &amp; Impact</td>
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<tr>
<td></td>
<td>Talent Development</td>
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<td></td>
<td>Family Empowerment &amp; Community Partnerships</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Board Room &amp; The City</th>
<th>Policy and Governance</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Priority Policy Areas</td>
</tr>
<tr>
<td></td>
<td>Collaboration with City Agencies and External Partners</td>
</tr>
</tbody>
</table>
Ready to Interrupt

- Cycles of Continuous Improvement / Return on Investment
- Digital District
- Our Children, Our Families
- Special Student Populations
- Core Curriculum
- School Portfolio Redesign
Schools Ready to Interrupt
College & Career Ready Graduates

Academic Domain

Achievement and Growth
- Graduation Rate
- On Track to Graduate (Grade 8)*

Social-Emotional & Culture-Climate Domain

Elimination of Disparity and Disproportionality

All Students Group & Subgroups

Chronic Absenteeism
Student/ Staff/ Parent Culture-Climate Surveys
Suspension/Expulsion Rate
Social Emotional Skills
ELL Re-Designation Rate
Special Education Disproportionality (information only)*
SFUSD Graduates: Wendy Truong
Actions at Every Level are Critical for Success

Goals

Actions

Measures

Focus on targeted student populations to provide equitable supports

CLASSROOM
Formative & Summative Assessments

SCHOOL
Balanced Score Card

CENTRAL OFFICES
Department Implementation Plans

BOARD ROOM & THE CITY
Policy LCAP

Monitoring how we implement actions and deliver resources and services to our students
Myong Leigh
Reeta Madhavan
Deputy Superintendent, Policy & Operations
Chief Financial Officer
Local Control & Accountability Plan (LCAP)

IN THE PAST

TODAY

WHERE STRATEGIC PLANNING MEETS BUDGET DEVELOPMENT

STRATEGIC PLANNING

BUDGET DEVELOPMENT

LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

STRATEGIC PLAN DOCUMENT

DISTRICT BUDGET

BUDGET DEVELOPMENT
Budget Highlights

Governor’s proposed budget for next year includes slightly more funding for K-12 schools

- Progress toward LCFF funding targets is continuing
- State is repaying some old mandate reimbursements (and recommends spending these funds on Common Core)

We are continuing to implement last year’s priorities, including:

- Negotiated pay raises and benefits contributions for employees
- Schools will experience modest increases in per-pupil allocations
How LCFF Funds Districts

PER STUDENT BASE AMOUNT

Adjusted for COLA

ADJUSTMENTS

Grade Level

Demographics
(Low income, English Learner, and/or Foster Youth)

= $$
LCFF Adjustments

Grade Level

We receive two Grade Span Adjustments (GSA) as part of the LCFF funding:

- Grades K-3 for smaller average class enrollment
- Grades 9-12 for costs of Career Technical Education (CTE) coursework

Demographics
(Low income, English Learner, and/or Foster Youth)

We receive SUPPLEMENTAL and CONCENTRATION grants for our percentage of enrolled students who are English Learners (EL), free and reduced-price meal (FRPM) program eligible, or foster youth
In 16-17, we will receive $9,638 per pupil through LCFF. However, the growth in LCFF dollars will begin to slow in the future.

Source: 2016 School Services of California, Inc.
# Unrestricted General Fund Projections

<table>
<thead>
<tr>
<th>Category ($ millions)</th>
<th>FY 2015-16</th>
<th>FY 2016-17</th>
<th>FY 2017-18</th>
<th>Variance FY 15-16 &amp; FY 16-17</th>
<th>Variance FY 16-17 &amp; FY 17-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues (mostly LCFF)</td>
<td>$555.0</td>
<td>$559.2</td>
<td>$564.8</td>
<td>$4.2</td>
<td>$5.6</td>
</tr>
<tr>
<td>Ongoing Expenditures</td>
<td>$536.8</td>
<td>$556.8</td>
<td>$566.6</td>
<td>$20.0</td>
<td>$9.8</td>
</tr>
<tr>
<td>Net Increase/(Decrease) in Fund Balance</td>
<td>$18.2</td>
<td>$2.4</td>
<td>$(1.8)</td>
<td>$(15.8)</td>
<td>$(4.2)</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>$36.4</td>
<td>$52.1</td>
<td>$42.2</td>
<td>$15.7</td>
<td>$(9.9)</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>$54.6</td>
<td>$54.5</td>
<td>$40.4</td>
<td>$(0.1)</td>
<td>$(14.1)</td>
</tr>
<tr>
<td>New Expenditures</td>
<td>$2.5</td>
<td>$12.3</td>
<td>$15.5</td>
<td>$9.8</td>
<td>$3.2</td>
</tr>
<tr>
<td>Adjusted Ending Fund Balance</td>
<td>$52.1</td>
<td>$42.2</td>
<td>$24.9</td>
<td>$(9.9)</td>
<td>$(17.3)</td>
</tr>
<tr>
<td>Designated Fund Balance</td>
<td>$20.9</td>
<td>$16.7</td>
<td>$23.3</td>
<td>$(4.2)</td>
<td>$6.6</td>
</tr>
<tr>
<td>Undesignated Fund Balance</td>
<td>$31.2</td>
<td>$25.5</td>
<td>$1.6</td>
<td>$(5.7)</td>
<td>$(23.9)</td>
</tr>
</tbody>
</table>
# Unrestricted General Fund Budget Priorities

<table>
<thead>
<tr>
<th>Increased Expenditures For Commitments Made to Date</th>
<th>Amount ($ millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and Benefits (includes employee raises)</td>
<td>$11.7</td>
</tr>
<tr>
<td>Cal-STRS</td>
<td>$4.1</td>
</tr>
<tr>
<td>Services &amp; Other Expenses, net of offsets</td>
<td>$0.7</td>
</tr>
<tr>
<td>Contribution to Special Education and Special Education Transportation</td>
<td>$2.5</td>
</tr>
<tr>
<td>Contributions to Early Education, Student Nutrition and Other</td>
<td>$0.5</td>
</tr>
<tr>
<td>Ongoing facilities maintenance and Other</td>
<td>$0.6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$20.0</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>New Priorities</th>
<th>Amount ($ millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site-Based Allocations</td>
<td>$4.5</td>
</tr>
<tr>
<td>Centrally Managed Support to School Sites (Multi-Tiered System of Supports)</td>
<td>$0.5</td>
</tr>
<tr>
<td>New Priorities TBD</td>
<td>$3.0</td>
</tr>
<tr>
<td>HR/Budget/IT Software Updates</td>
<td>$1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9.8</strong></td>
</tr>
</tbody>
</table>
Other Strategic Priorities

<table>
<thead>
<tr>
<th>PRIORITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted strategies to address needs of underserved students</td>
</tr>
<tr>
<td>Investments to recruit, retain and develop teachers, principals and other staff, including collective bargaining agreements</td>
</tr>
<tr>
<td>Continued gradual restoration of school site budgets</td>
</tr>
<tr>
<td>Technology investments (including Digital District and infrastructure)</td>
</tr>
<tr>
<td>African American Achievement and Leadership Initiative (AAALI)</td>
</tr>
<tr>
<td>Multilingual pathways and world language expansion</td>
</tr>
<tr>
<td>High School Redesign (including RASOTA)</td>
</tr>
<tr>
<td>Professional development for teachers (including CCSS, math, differentiation)</td>
</tr>
<tr>
<td>Class size reduction in middle schools</td>
</tr>
<tr>
<td>College course enrollment and options for attaining higher level math</td>
</tr>
<tr>
<td>Reimagining space and time, including seven-period day</td>
</tr>
</tbody>
</table>

*In addition to the UGF, other resources (such as Public Education Enrichment Fund, Quality Teacher Education Act, Dept. of Children, Youth & their Families) will also help fund some priorities.*
School Budget Factors

SALARIES AND BENEFITS
Higher WSF allocation reflects pay raises and benefits increases

ENROLLMENT
Per student allocation

STUDENT CHARACTERISTICS
Low-Income students
English Learner students
Foster Youth

SCHOOL TREND DATA
Inputs (Free/Reduced Lunch, Public Housing, Foster Youth...)
Outputs (Achievement Data, Attendance, SEL Indicators...)
# Budget Development Calendar

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>February 18</strong></td>
<td>Preliminary Site Allocations and Central Supports (MTSS) Distributed</td>
</tr>
<tr>
<td><strong>February 20</strong></td>
<td>School Planning Retreat</td>
</tr>
<tr>
<td><strong>February 22</strong></td>
<td>FileMaker Pro Templates and Guidance Distributed</td>
</tr>
<tr>
<td><strong>March 9, 16, 23</strong></td>
<td>Budget Training Labs</td>
</tr>
<tr>
<td><strong>March 25</strong></td>
<td>School Site Budgets and BSCs Due</td>
</tr>
<tr>
<td><strong>Mid-May</strong></td>
<td>Governor’s May Revise</td>
</tr>
<tr>
<td><strong>May-June</strong></td>
<td>Superintendent’s Recommended Budget and Local Control Accountability Plan developed based on updated projections</td>
</tr>
<tr>
<td><strong>June 28</strong></td>
<td>Board of Education adopts FY 2016-17 Budget</td>
</tr>
</tbody>
</table>
What You are Doing Today
Items to Consider

Current Student Successes

Areas That Need Attention

Collective Areas of Improvement
Balanced Score Card
2016-2018

Strategies in Action: Classrooms

School Plan

Instructional Core / Engaging and Challenging Curriculum

As a school community, please review “Strategies in Action: Classrooms” prior to completing this section. School teams will also find great value by visiting the websites for each subject area described in the section. Data needed to complete this section of the BSC is included in Section II above.

*Focal Group: Site leaders identify a focal group who are not yet meeting high expectations on outcome measures (such as academic achievement, social-emotional learning, etc.). Site leadership teams set specific goals for a focal group and measure their progress toward these desired outcomes on a daily, weekly and monthly basis.

Language Arts Core Curriculum in English and Other Targeted Languages (including Language Pathways)

Academic Tier One—Access to the core curriculum for all students: What will you do to ensure that all students have access to and success in the core academic program?

<table>
<thead>
<tr>
<th>Analysis of Results Language Arts—All Students</th>
<th>Based on the analysis of the results, what are your targets/performance goals?</th>
<th>What instructional shifts will be required to achieve these goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a narrative, describe what your analysis of the data says about your school. Consider data points that are internally developed and/or qualitative.</td>
<td>WASC Ch.2</td>
<td>WASC Ch.5</td>
</tr>
</tbody>
</table>
Your Task Today and Going Forward

Reflect on school outcomes & student data
Understand school budget & resources
Prioritize strategies & resources for school & classrooms
Identify specific action steps for your BSC
Plan for the success of EVERY student
SFUSD Graduates:
Rio Anderson
Thank you

Make the most of your retreat time!

#readySFUSD

Transition to your School Planning location. School teams start at 10:30.

Remember to leave the room as you found it!