Welcome to the 2015 School Planning Retreat!

Please sit where you can see this slide in your language of choice.
Please sit where you can see this slide in your language of choice.

Nur Jehan Khalique
Executive Director
Office of Access & Equity
Please sit where you can see this slide in your language of choice.

ISA Student Chorus

Enjoy the performance!
Please sit where you can see this slide in your language of choice.

Nur Jehan Khalique

Executive Director
Office of Access & Equity
Richard Carranza

Superintendent of Schools
Myong Leigh
Deputy Superintendent
Policy & Operations
Budget Highlights

Governor’s proposed budget for next year includes 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)
How LCFF Funds Districts

\[
\text{PER STUDENT BASE AMOUNT} + \text{ADJUSTMENTS} = \text{\$\$}
\]

- Demographics (Low income, English Learner, and/or Foster Youth)
- Grade Level
LCFF History and Projections

- 2015-16 Trend Line
- Full LCFF Implementation 2020-21
## Unrestricted General Fund Projections

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Total Revenues (mostly LCFF)</td>
<td>$489.9</td>
<td>$522.5</td>
<td>$534.8</td>
<td>$32.6</td>
<td>$12.3</td>
</tr>
<tr>
<td>Total Expenditures</td>
<td>$481.8</td>
<td>$512.2</td>
<td>$547.9</td>
<td>$30.4</td>
<td>$35.7</td>
</tr>
<tr>
<td>Net Increase/(Decrease) in Fund Balance</td>
<td>$8.1</td>
<td>$10.3</td>
<td>$(13.1)</td>
<td>$2.2</td>
<td>$(23.4)</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>$24.4</td>
<td>$32.5</td>
<td>$35.8</td>
<td>$8.1</td>
<td>$3.3</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>$32.5</td>
<td>$42.8</td>
<td>$22.7</td>
<td>$10.3</td>
<td>$(20.1)</td>
</tr>
<tr>
<td>New Expenditures</td>
<td>N/A</td>
<td>$7.0</td>
<td>$7.3</td>
<td>$7.0</td>
<td>$(0.2)</td>
</tr>
<tr>
<td>Adjusted Ending Fund Balance</td>
<td>$32.5</td>
<td>$35.8</td>
<td>$15.5</td>
<td>$3.3</td>
<td>$(20.3)</td>
</tr>
<tr>
<td>Designated Fund Balance</td>
<td>$20.5</td>
<td>$20.6</td>
<td>$14.3</td>
<td>$0.2</td>
<td>$(6.5)</td>
</tr>
<tr>
<td>Undesignated Fund Balance</td>
<td>$12.0</td>
<td>$15.3</td>
<td>$1.3</td>
<td>$3.1</td>
<td>$(13.9)</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>16.1</td>
</tr>
<tr>
<td>Cal-STRS</td>
<td>4.6</td>
</tr>
<tr>
<td>Continuation of Common Core Implementation (previously funded by expiring state grant)</td>
<td>4.6</td>
</tr>
<tr>
<td>Contribution to Special Education</td>
<td>2.3</td>
</tr>
<tr>
<td>Contribution to Early Education</td>
<td>0.4</td>
</tr>
<tr>
<td>Pass-Through to County Office</td>
<td>1.0</td>
</tr>
<tr>
<td>Ongoing facilities maintenance and Other</td>
<td>1.4</td>
</tr>
<tr>
<td>Total</td>
<td>30.4</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>4.0</td>
</tr>
<tr>
<td>Centrally Managed Support to School Sites (Multi-Tiered System of Supports)</td>
<td>1.0</td>
</tr>
<tr>
<td>Other / TBD</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>7.0</td>
</tr>
</tbody>
</table>
### Other Strategic Priorities

<table>
<thead>
<tr>
<th>Six Strategies for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core Implementation (including Curriculum, PD, Smarter Balanced Assessments, STEM)</td>
</tr>
<tr>
<td>Response to Instruction and Intervention (Academic and Behavioral / Safe and Supportive Schools)</td>
</tr>
<tr>
<td>College and Career Readiness</td>
</tr>
<tr>
<td>Multi-Tiered System of Supports</td>
</tr>
<tr>
<td>Family Engagement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vision 2025</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Qualified Teachers, Leaders, and Staff</td>
</tr>
<tr>
<td>Technology (including Teacher and Student Devices, Wireless, Educational Technology)</td>
</tr>
<tr>
<td>African-American Achievement and Leadership</td>
</tr>
<tr>
<td>Ethnic Studies</td>
</tr>
<tr>
<td>Out of School Time</td>
</tr>
</tbody>
</table>

Additional Priorities include: Special Education, Transportation, EL/Multilingual services, World Languages, Seven-Period Day, Student Nutrition, Fund Development, Early Education, Facilities, Business Services, Other

_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 reflect pay raises and benefits increases

Enrollment:
Per student allocation

Student Characteristics:
Low-Income students
English Learner students
Foster Youth

School Characteristics:
Multi-Tiered System of Supports
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 23</td>
<td>Preliminary Site Allocations Distributed</td>
</tr>
<tr>
<td>March 7</td>
<td>School Planning Summit</td>
</tr>
<tr>
<td>March 27</td>
<td>School Site Budgets and BSCs Due</td>
</tr>
<tr>
<td>Mid-May</td>
<td>Governor’s May Revise</td>
</tr>
<tr>
<td>May-June</td>
<td>Superintendent’s Recommended Budget and Local Control Accountability Plan developed based on updated projections</td>
</tr>
<tr>
<td>June 23</td>
<td>Board of Education adopts FY 2015-16 Budget</td>
</tr>
</tbody>
</table>
Richard Carranza
Superintendent of Schools
SFUSD Vision 2025

Reimagining Public Education in San Francisco for a New Generation
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.

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.
Vision, Strategy and Accountability

SFUSD's 2013-15 Strategic Plan: Impact Learning

LCFF Funding Guideline

This chart is to serve as a guide on how to use the three LCFF sources, SCG-EL, SCG-LI and Concentration, and can be a reference in determining program goals and expenditures in the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPSA) that are appropriate for these funds. In SFUSD, schools receive at least one of these three funding sources.

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Funding Description</th>
<th>Students to be served</th>
<th>Expenditure Requirements</th>
</tr>
</thead>
</table>
|                | Under the new LCFF formula, Concentration GE (SCG-EL) replace for Limited English Learners to support well “Non-Proficient” Learners (All 97) | English Learners Proficient Students | The school must increase on English Learners in prop English Learners additional funds. These expenditures described in the Balanced Scorecard/Single Plan for Student Achievement (BSC/SPSA) that are appropriate for these funds.

School Quality Improvement System

CORE NCLB Waiver LEA Implementation Plan

San Francisco Unified School District
9/8/2013
Rules of the Road
Results-Oriented Cycle of Inquiry
Equity: Differentiated Supports

Key Drivers
Challenging curriculum and engaging instruction
Student-centered learning climate
College and career readiness
Parent-School-Community Ties

Accelerators
Talent
Technology
Innovation
Guadalupe Guerrero

Deputy Superintendent
Instruction, Innovation & Social Justice
Strategies in Action
Classrooms
Teachers create challenging curriculum, engaging lessons, and balanced assessments that engage students in meaningful and rigorous tasks and produce high-levels of learning.

Strategies in Action
Schools
Principals and leadership teams create the conditions for teacher effectiveness and student success. This effort can be described in five categories: leadership, instructional guidance, professional development, student-centered learning environment, and parent-school-community ties.

Strategies in Action
Central Offices
The Superintendent, Board, and Central Office staff are responsible for aligning the culture, systems, structures, resources, and stakeholders to ensure access to a strong instructional core for all students.
Strategies in Action: Classrooms

Challenging Curriculum

Engaging Instruction
Elementary-level ELA instruction is organized in keeping with a Comprehensive Approach to Literacy

Balanced Assessment
Strategies in Action: Schools

Leadership

Instructional Guidance

Professional Capacity Systems
  Support teacher collaboration so that teachers create SFUSD Core Curriculum-aligned curriculum maps, plan lessons, and reflect on evidence of student learning.

Student-Centered Learning Climate

Parent-School-Community Ties
Strategies in Action: Central Offices

Culture

Systems and Structures

Resources

- Invest in a Multi-Tiered System of Supports (MTSS) to differentiate central office supports to schools based on qualitative and quantitative data about the needs of the student population, the school’s academic growth indicators, and measurement of school capacity.

Stakeholders and Partnerships

Increasing level of direct guidance and supervision of school improvement efforts.
- Additional supports and resources are centrally-deployed and directed to support high-leverage action steps aimed at narrowing achievement gaps and accelerating student outcomes.
School Quality Improvement System

CORE NCLB Waiver LEA Implementation Plan

San Francisco Unified School District
9/8/2013
Accountability Score 100%

Academic Domain 60%
- Performance 20%
- Growth 20%
- Graduation Rate 20%

Social-Emotional & Culture-Climate Factors 40%
- Chronic Absenteeism 8%*
- Student/Staff/Parent Culture-Climate Surveys 8%*
- Suspension/Expulsion Rate 8%*
- Social Emotional Skills 8%*
- ELL Re-designation Rate 8%*
- Special Ed Identification (*information only)* 0%*

All School Levels
High
- Performance 20%
- Growth 20%
- Graduation Rate 20%

Middle
- Performance 20%
- Growth 20%
- Readiness Rate* (of 8th grade students)

Elem.
- Performance 30%
- Growth 30%
School Quality Improvement System

CORE NCLB Waiver LEA Implementation Plan

**Principle 1**
College- & Career-Ready Standards

**Principle 2**
Differentiated Accountability, Recognition, & Support

**Principle 3**
Supporting Effective Teaching & Leadership
College & Career Ready Graduates

Academic Domain

Social-Emotional & Culture-Climate Domain

Elimination of Disparity and Disproportionality

Achievement and Growth

Graduation Rate

On Track to Graduate (Gr. 8)*

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)*
Continuous Improvement

SET GOALS
Establish goals in BSCs, many that align to the District Score Card.

PLAN
Develop a set of high-leverage actions and strategies to meet goals and determine how you can resource them.

ACT
Determine what strategies site will fund and how it will use the additional resources allocated centrally.

ASSESS
At the annual planning cycle, use data to examine impact of previous years’ work on student outcomes. Throughout the year, assess benchmark data.

REFLECT/ ADJUST
Adjust Balanced Score Card/ School Plan in response to the data. This happens ongoing throughout the year.

Results-Oriented Cycle of Inquiry
### 2014-2016 Balanced Score Card Mid-Plan Review & Addendum

<table>
<thead>
<tr>
<th>1. Challenging Curriculum and Engaging Instruction (Includes Tier 1 and Differentiated Access)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan Component</strong></td>
</tr>
<tr>
<td>Language Arts</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Additional Supports for English Learners</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Student-Centered Learning Climate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan Component</strong></td>
</tr>
<tr>
<td>Student-Centered Learning Climate</td>
</tr>
<tr>
<td>Reducing Significant Disproportionality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. College &amp; Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan Component</strong></td>
</tr>
<tr>
<td>College and Career Readiness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Parent - School - Community Ties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan Component</strong></td>
</tr>
<tr>
<td>Implementation of the Family Engagement Standards</td>
</tr>
<tr>
<td>Deepening a Community Schools Approach</td>
</tr>
</tbody>
</table>
Your Task Today

- Reflect on school outcomes & student data
- Understand school budget & resources
- Review & prioritize strategies for school and classroom
- Identify specific action steps for your BSC
- Refresh your plan for student success
Thank you

Make the most of your retreat time!

20 minute transition to your School Planning location

Remember to leave the room as you found it!