Thank You to Our Student Performers

INSTRUMENTAL ENSEMBLE
Philip & Sala Burton High School
&
CHOIR
Bessie Carmichael K-8

Welcome

SANDRA LEE FEWER
SFUSD Board of Education President
Opening Remarks

RICHARD CARRANZA
Superintendent of Schools
Why We’re Here Today & Changed the Format

• We have a shared understanding of the key changes in our context as a district.
• Given the clear direction in our *Six Strategies for Success* and an increasingly stable budget climate, our Balanced Score Cards and budgets reflect a focus on continuous improvement in identified high-leverage priority areas.
• Each of our school sites and teams deeply analyzes and reflects on the impact of its instructional strategies, professional learning activities, student & family engagement efforts, and resource investments towards increasing student achievement.
• This process maximizes the authentic participation, input, and feedback of our diverse school communities.

This is an Exciting Time in SFUSD

• New funding opportunities through LCFF
• Transition to the School Quality Improvement System due to the NCLB Waiver
• Implementation of our Strategic Plan *Impact Learning, Impact Lives.*
• Conclusion of Vision 2025 Process
Our Values & the Future

Enduring Goals & Values of SFUSD
• Access & Equity
• Achievement
• Accountability

What We See in the Future
• Innovation
• Equity
• Excellence
• Coherence
LCFF & SFUSD’s Budget Outlook

MYONG LEIGH
Deputy Superintendent, Policy & Operations

Update on Budget Topics

• Local Control Funding Formula (LCFF)
• Local Control Accountability Plan (LCAP)
• SFUSD Budget Development & Outlook
Local Control Funding Formula

• The Local Control Funding Formula (LCFF) is the California’s new K-12 finance system that creates base, supplemental, and concentration grants in place of most previously existing K–12 funding streams, including revenue limits and most state categorical programs.
• It is a funding mechanism centered on equity and provides additional resources for students growing up in poverty as well as foster youth and English Learners.
• Revenue Limits and numerous state categorical grants with many rules on spending are eliminated and replaced by a base grant with 2 grade-span adjustments and supplemental and concentration grants
• Maintains 2 existing categorical funding streams as add-ons
  – Targeted Instructional Improvement Block Grant (TIIBG)
  – Home to School Transportation

LCFF Proposal for 2014-15

• State budget proposes $4.5 billion for continued implementation of the LCFF
• New funding is estimated to close the gap between 2013-14 funding levels and LCFF full implementation targets by 28%
• Combined with elimination of 12% of the gap in 2013-14, the new formula would be over one-third of the way toward implementation in the first 2 years
• 2014-15 LCFF growth provides an average increase in per-pupil funding of 11%, or $751 per ADA
• The actual dollar amount each district receives is different and will depend on:
  • The district’s ADA in each grade span
  • Population of EL, LI and Foster Youth students as a percentage of district’s total enrollment
How LCFF Funds Districts

This slide shows images that illustrate how the Local Control Funding Formula works. LCFF provides the same amount of funding per student with two adjustments (1) grade level and (2) demographics.
Classification of Students for LCFF

**English Learners (EL)**
- Based on Home Language Survey and California English Language Development Test (CELDT)
- No time limit for funding
- Reclassified students (Fluent English Proficient) will no longer generate additional funding

**Low Income (LI)**
- Qualify based on free and reduced price meals eligibility.

**Foster Youth (FY)**
- Foster youth are students who have been placed into an institution, group home, or private home of a state-certified caregiver or under the placement and care of the county welfare department, county probation department or tribal organization.
- All foster youth qualify as Low Income students.

**LCFF: Two different districts – similar enrollment, different demographics**

<table>
<thead>
<tr>
<th>District</th>
<th>Enrollment</th>
<th>Demographics</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60% EL, LI &amp; Foster Youth</td>
<td>90% EL, LI &amp; Foster Youth</td>
</tr>
<tr>
<td>B</td>
<td>85% EL, LI &amp; Foster Youth</td>
<td>95% EL, LI &amp; Foster Youth</td>
</tr>
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</table>

- Funding $000's
  - Concentration Grant
  - Supplemental Grant
  - 9-12 CTE
  - K-3 Class Size Reduction
  - Base
LCFF: Two different districts – similar enrollment, different demographics

Local Control Accountability Plan

- The state enacted budget establishes a set of new rules for
  - how funds will be spent to provide high-quality educational programs
  - promoting transparency and accountability in the expenditure of funds
- Districts and charters are required to adopt LCAPs every three years starting in July 2014, and update these plans annually
- Districts and charters are required to use the LCAP template adopted by the State Board of Education (SBE)
- SFUSD Charter Schools are also required to produce LCAPs prior to July 1, 2014, and Annual Updates thereafter
  - SFUSD will require the charter schools to submit LCAPs along with adopted budgets prior to July 1
  - As part of the district oversight responsibility, SFUSD will review charter LCAPs for alignment with State Priorities, the charter school budget, and the charter school’s approved petition
A New Way of Thinking

OUR OLD PARADIGM FOCUSED ON INPUT...

- How much money do we have?
- What are the audit requirements and penalties?
- How do we comply with state law?

Program Decisions

...LCFF IS FOCUSED ON OUTCOMES.

- What are we allowed to use the money for?
- What are our achievement goals?
- What are our expectations for students?
- What programs/services are achieving desired results?
- What programs/services are achieving desired results?
- What are the audit requirements and penalties?
- How much money do we have?
- How do we comply with state law?

Program Decisions

Based on resources available, what actions and activities will we implement next year?

What can we accomplish in three years?
How will we measure our progress?

LCAP has Eight Priorities

1. Basic Services
2. Common Core State Standards Implementation
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Student outcomes

8 State Priority Areas
Recent History of Revenue Limit Funding in SFUSD

Unrestricted SFUSD Revenue & Expenditure Levels
Unrestricted General Fund Ending Balance

Fiscal Year

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>FY 10-11 Actual</th>
<th>FY 11-12 Actual</th>
<th>FY 12-13 Actual</th>
<th>FY 13-14 Projected</th>
<th>FY 14-15 Projected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dollar (Millions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required Reserves</td>
<td>$15.5</td>
<td>$15.7</td>
<td>$15.7</td>
<td>$16.0</td>
<td>$16.1</td>
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<tr>
<td>Undesignated Fund Balance</td>
<td>$40.3</td>
<td>$35.1</td>
<td>$20.4</td>
<td>$13.2</td>
<td></td>
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Funding Priorities

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<tr>
<th>Six Strategies for Success</th>
<th>Vision 2025</th>
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<td>Collective Bargaining</td>
<td>Student Discipline</td>
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<tr>
<td>WSF / Direct Site Allocations</td>
<td>Out of School Time</td>
</tr>
<tr>
<td>Common Core Implementation (including Curriculum, PD, Smarter Balanced Assessments)</td>
<td>African-American Achievement and Leadership</td>
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<tr>
<td>Response to Instruction and Intervention (Academic and Behavioral)</td>
<td>Technology (including Teacher and Student Devices, Wireless, etc.)</td>
</tr>
<tr>
<td>College and Career Readiness</td>
<td>Additional Priorities include: Special Education, Transportation, EL/Multilingual services, World Languages, Seven-Period Day, Student Nutrition, Fund Development, Early Education, Facilities, Business Services, Other (add others as appropriate)</td>
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<td>Central Resources Allocations to Sites</td>
<td></td>
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<tr>
<td>Family Engagement</td>
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<tr>
<td>Highly Qualified Teachers, Leaders, and Staff</td>
<td></td>
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<td>Common Planning Time</td>
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**$6M Additional Already Committed to School Sites**

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Impact Learning.
Impact Lives.

GUADALUPE GUERRERO
Deputy Superintendent, Instruction, Innovation & Social Justice

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8. Other Student outcomes

SFUSD’s Six Strategies for Success

These, our highest leverage strategies to achieve our goals, will have impact at all levels of the system and are our shared roadmap for raising student achievement.

1. Implement the SFUSD Core Curriculum and use student data to make informed decisions and monitor our progress toward goals.
2. Provide tiered levels of academic and behavior support to all students using a Response to Instruction and Intervention (RTP) model.
3. Build a clear vision, culture and conditions for college and career readiness at all school levels.
4. Differentiate central office supports to schools through a Multi-Tiered System of Supports (MTSS).
5. Recruit, develop and retain highly qualified teachers, leaders, and staff.
6. Increase awareness and build the supports necessary to fully implement SFUSD’s Family Engagement Standards.
Under Each Strategy is a Research-Based Framework

Under Each Strategy is a Research-Based Framework
Under Each Strategy is a Research-Based Framework

...and a Set of Resources and Professional Learning to Support

Resources & Professional Learning

- School Site Budgets
- Centrally Funded Coaches, Student Wellness & Support Staff
- Indicators of Effective Implementation Across the Six Strategies for Success
- SY14-15 Professional Learning Catalogue
- School Support Teams & Other Central Office Staff Direct Consultation at Before, During and After Today’s Retreat
The Work Ahead for School Teams

**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.

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Balanced Score Card/School Plan

**Five Components**

- 1. Challenging Curriculum & Engaging Instruction
- 2. Student-Centered Learning Climate
- 3. College & Career Readiness
- 4. Parent-School-Community Ties
- 5. Professional Learning Plan for Each Section
During Your Retreat Time Today

Sites will be:

- Looking at Student Data
- Understanding School Budget & Resources
- Discussing Strategies to Improve & Transform Instruction
- Deciding When & How to Solicit Stakeholder Feedback
- Making Decisions

Good luck & please make the most of your retreat time!

15 minute transition to your Retreat Planning Room – Please see the hand out with room numbers to find your location!

Remember to leave the room as you found it!