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**SAN FRANCISCO COUNTY OFFICE OF EDUCATION &  
SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**LOCAL CONTROL & ACCOUNTABILITY PLAN**

**AND**

**RECOMMENDED BUDGET**

**FOR FISCAL YEAR**

**2016 – 2017**



**JUNE 28, 2016  
(SECOND READING)**

**VOLUME I of III  
DISTRICT & COUNTY BUDGET OVERVIEW**

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## How to Navigate this Book

### How to Use Volume I

The San Francisco Unified School District (SFUSD) and San Francisco County Office of Education (SFCOE) Local Control & Accountability Plan (LCAP) and Budget are separated into three volumes:

- Volume I includes an overview of the district and county as well as the SFUSD and SFCOE LCAP;
- Volume II contains a narrative description of our revenue and expenditures as well as detailed central office budgets; and
- Volume III encompasses detailed school site budgets.

This book is Volume I and includes all of the sections described below. As readers navigate from one section to the next, it is important to note that each section builds an added layer of depth to understanding the district budget.

The Introduction provides an overview of SFUSD and SFCOE, relaying the number of students, school sites, and staff the district budget supports. Additionally, this section highlights the priorities and major focus areas of the district for the coming year – it is in support of these priorities that the district budget was developed.

Following the Introduction is the 2016-19 SFUSD LCAP including the stakeholder engagement process; goals, actions, and services for the next year; an update on the implementation of last year’s LCAP; and finally a description of the supplemental and concentration grant funding.

Volume II and III include more details of the SFUSD and SFCOE budget. Please refer to them for a better understanding of revenue and expenditures, fund structure, all Exhibits, and detailed division, department, and school site budgets.

### Overview of Sections

The recommended Local Control and Accountability Plan (LCAP) for SFUSD and SFCOE contain the goals, actions and services committed to through our budgeted investments. In addition, it includes the data used to measure our progress toward achieving our goals. The recommended LCAP is organized into the following sections:

- Introduction
  - The Introduction provides an overview of SFUSD and SFCOE, including the district’s mission, vision, goals, and priorities for the upcoming year. It also contains a narrative description of our current district wide strategies for improvement. Lastly, there will be a brief description of the LCAP and Local Control Funding Formula (LCFF) including the funding available for 2016-17.
- Section 1: Stakeholder Engagement
  - Section 1 describes the process used to consult with community stakeholders including parents, students, school personnel, local bargaining units, and other community partners regarding the development of the LCAP.

- Section 2: Goals, Actions, Services, and Progress Indicators
  - Section 2 is a three year plan describing the goal, actions, and services identified for all students as well as specific sub-groups of students. It sets targets for the progress we will make in achieving our stated goals, and includes the budgeted investments required to implement the strategies and actions associated with them.
  - It will be helpful to note that this year’s LCAP goals have been reorganized to align to the SFUSD refreshed Strategic Plan 2016-19 as follows: Goal 1: Achievement, Goal 2: Access & Equity, Goal 3: Accountability.
    - The actions and services previously under **Goal 1: Implement the Common Core State Standards & Use of Student Data** will now be organized under **Goal 1: Achievement** with the heading **Teaching and Learning**. The actions and services previously under **Goal 2: Ensure Safe & Supportive Schools** for All Students will now be organized under **Goal 2: Access & Equity** with the headings **Safe & Supportive Schools** or **Resource Management**. The actions and services previously under **Goal 3: Ensure All Students are College & Career Ready** will now be organized under **Goal 1: Achievement** with the heading **Teaching and Learning**. The actions and services previously under **Goal 4: Ensure Access to Highly Qualified Teachers, Leaders and Staff** will now be organized under **Goal 3: Accountability** with the heading **Talent & Culture**. The actions and services previously under **Goal 5: Uphold Family Engagement Standards** will now be organized under **Goal 3: Accountability** with the heading **Family Empowerment**.
- Annual Update
  - The Annual Update is a report on the status toward achieving the goals and outcomes identified in the prior year LCAP as well as on the funds that have been spent toward implementing the identified actions and services.
- Section 3: Use of Supplemental and Concentration Grant Funds and Proportionality
  - Section 3 identifies the LCFF funds generated for the LCAP year based on the number and concentration of low income, foster youth, and English learner pupils. It also describes how these supplemental and concentration funds will be spent in support of these identified student populations.

### Other LCAP Resources

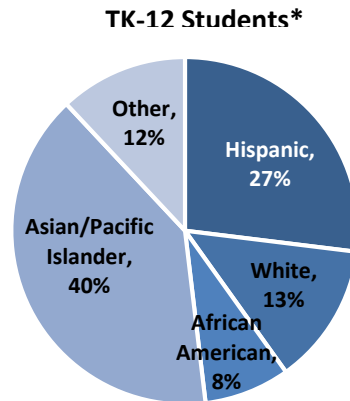
In addition to the information included in this document, the district also provides additional LCAP resources on its website: [www.sfusd.edu/lcfflcap](http://www.sfusd.edu/lcfflcap). This information will be updated to reflect the FY 2016-17 LCAP after it has been adopted.

## Overview of San Francisco Unified School District and San Francisco County Office of Education

The San Francisco Unified School District (“SFUSD” or the “district”), founded in 1851, educates more than 55,000 of San Francisco’s pre-kindergarten, transitional kindergarten, kindergarten, elementary, middle, and high school age children through a network of 143 PreK-12 schools located across the 49 square mile area of the City and County of San Francisco.

### 143 Schools

- 12 Early Education
- 72 Elementary PK-5 and PK-8
- 13 Middle (6-8)
- 19 High (9-12)
- 5 Continuation / Alternative
- 9 County and Court
- 13 Charter



San Francisco is both a city and a county; therefore, SFUSD’s 7,923 FTEs administer both the school district and the San Francisco County Office of Education which makes SFCOE a single district office of education.

SFUSD Employees*	FTE	%
School Site Administrators	208	3%
Teachers	3,295	42%
School Support Staff**	2,361	30%
Early Education Services	550	7%
Student Nutrition Services	145	2%
County Programs	58	1%
Facilities and Bond	553	7%
Central Office Support	753	10%
<b>Total</b>	<b>7923</b>	<b>100%</b>

\*2015-2016 Data, including carryover funded positions

\*\*School Support Staff include teachers on special assignment, counselors, librarians, social workers, nurses, family liaisons, Instructional Reform Facilitators, literacy coaches, psychologists, paraprofessionals, noon monitors, security guards, clerks, etc.

\*\*\*Total FTEs do not include temporary, as-needed positions

SFUSD is governed by an elected seven-member Board of Education.

- Matt Haney, President
- Shamann Walton, Vice President
- Sandra Lee Fewer, Commissioner
- Hydra B. Mendoza, Commissioner
- Emily M. Murase, Ph. D, Commissioner
- Rachel Norton, Commissioner
- Jill Wynn, Commissioner

## SFUSD's Mission, Vision, Goals and Beliefs

### Our Mission

Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21<sup>st</sup> century.

### Our Vision

Every student who attends SFUSD schools will discover their spark, along with a strong sense of self and purpose. Each and every student will graduate from high school ready for college and career and equipped with the skills, capacities, and dispositions outlined in SFUSD's Graduate Profile.

### Our Goals

SFUSD began a deliberate course of action in 2008 with its strategic plan, *Beyond the Talk: Taking Action to Educate Every Child Now*. *Beyond the Talk* represented our community's bold aspirational goals that have remained unchanged. We continue our deep and unrelenting commitment to our three district goals:

**Access and Equity** – Make social justice a reality by ensuring every student has access to high quality teaching and learning.

**Student Achievement** – Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching their potential.

**Accountability** – Keep district promises to students and families and enlist everyone in the community to join in doing so.

These goals are reflected in both the current strategic plan, *Transform Learning. Transform Lives. A Guidebook Towards Vision 2025*, as well as SFUSD's Local Control and Accountability Plan (LCAP). These respective multi-year plans are meant to scaffold our intentional work toward:

- exploring and instituting models that accelerate learning;
- closing and eliminating achievement gaps;
- ensuring that every single child is equitably supported to realize high levels of achievement and the Vision of Student Success; and,
- evolving into a world-class school system that operationalizes and embodies Vision 2025.

### Our Beliefs

- The achievement gap is the greatest civil rights issue facing SFUSD.
- It is possible to increase academic achievement of high-performing students and accelerate achievement of those currently less academically successful.
- Quality schools offer engaging and challenging programs, caring and committed staff, strong and visible leaders, and instruction differentiated to meet each child's needs.
- Authentic partnerships are essential to achieving our vision for student success.



- Equity is the work of eliminating oppression, ending biases, and ensuring equally high outcomes for all participants through the creation of multicultural, multilingual, multiethnic, and multiracial practices and conditions; as well as removing the predictability of success or failure that currently correlates with any social or cultural factor.

### Our Theory of Action

<p><i>If we....</i></p> <ul style="list-style-type: none"> <li>• Engage our students to learn via a rigorous Common Core-based curriculum in a safe and supportive classroom environment;</li> <li>• Invest in building and developing the capacity of teachers, leaders and school staff;</li> <li>• Enlist our partners and empower families in a community schools approach;</li> <li>• And coherently align supports and resources to execute our strategies in action at all levels of the organization (classroom, school and central office, along with supportive policy and governance);</li> </ul>	<p><i>Then.....</i></p> <p>Every student who enrolls in our schools will graduate ready for college, career and life.</p>
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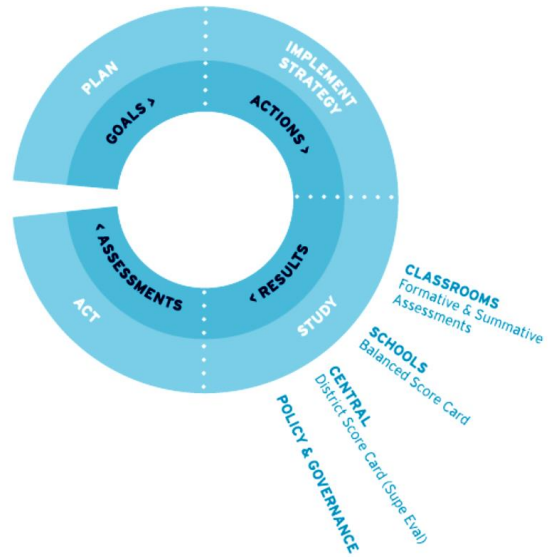
### Our Strategies in Action

SFUSD has organized around a set of strategies to achieve our goals in the classroom, at our schools, and in central office. These strategies represent an aligned approach for impact at all levels of the system and provide a shared roadmap for raising student achievement. Additionally, they are the framework for the actions and services articulated in the LCAP.

GOALS:		1. ACHIEVEMENT		2. ACCESS & EQUITY		3. ACCOUNTABILITY
Schools		Instructional Guidance	Student Centered Learning Climate	Leadership	Professional Capacity	Parent, Community, School Ties
Central Office		Teaching & Learning	Safe & Supportive Schools	Resource Management & Impact	Talent Development	Family Empowerment & Community Partnerships
LCAP Priorities 9 & 10 (SFCOE)	1) Basic	✓	✓	✓	✓	
	2) Implement Standards	✓				
	3) Parental Involvement					✓
	4) Pupil Achievement	✓				
	5) Pupil Engagement		✓			
	6) School Climate		✓			
	7) Course Access	✓				
	8) Other Outcomes	✓	✓			
Board Room & The City		Policy and Governance / Priority Policy Areas / Collaboration with City Agencies and External Partners				

## Cycles of Continuous Improvement

Reviewing measures of academic, school culture and climate, and student social-emotional learning, as well as focusing on student sub-groups, is an important lens for evaluating our implementation and impact. We have identified strategies across SFUSD, starting with our common goals of access and equity, student achievement and accountability. School Balanced Score Cards/Single Plans for Student Achievement (BSC/SPSA), and our district's Local Control Accountability Plan identify actions and measures that we will employ to help monitor and measure the implementation and impact of our work. We are committed to using cycles of continuous improvement to review progress toward our goals, implementation of our strategies, the impact of our work, and if needed, realign strategies and resources to meet our goals. In addition, SFUSD will be linking the information to strategies, practices and targets to identify challenge areas and build on success.



Through our Local Control Accountability Plan (LCAP) conversations, the public has expressed interest in how we evaluate the efficacy of interventions, action, services and supports provided to our students. These services and supports are designed to increase student outcomes along a number of indicators, as well as build capacity across the areas called out in *Transform Learning. Transform Lives*. In addition to the broader measures of student success, we will continue to assess the conditions and other capacity indicators within schools by integrating key information learned from the implementation of:

- Comprehensive Approach to Literacy Framework
- Behavioral, Academic, Social Emotional Intervention System (BASIS) Rubric
- School Capacity Rubric Focal Areas (Bryk's 5 Essential Supports):
  - Leadership
  - Instructional Guidance
  - Professional Capacity Systems
  - Student Centered Learning Climate
  - Parent-School-Community Ties

The cycle of continuous improvement is used for improving outcomes and creating a reflective mindset within the education system. It is an iterative, problem-solving method for making incremental improvements while gaining valuable learning and knowledge from the practice. Educators use the cycle to study and reflect on current practice or to address a shared problem. This cycle allows us to produce evidence and informs us on how to lead organizational transformation.

Given our Goals and our Vision, it is imperative that we use the cycle of continuous improvement to assess the alignment of resources to our promises. The Vision serves as our compass as we move toward 2025. With our refreshed Strategic Plan as our most immediate roadmap, we need to ensure that we have the appropriate resources to make progress toward our district’s Vision. Consider our funding the equivalent of “fuel”—the more efficient we are in expending it and the more data we have in knowing how effectively we are using it, the better positioned we will be in progressing through our roadmap.

### **Measuring Our Implementation and Impact**

In fall 2015, SFUSD and five other school districts in the state collaborated as part of the California Office to Reform Education to launch the nation’s first school district accountability system. The School Quality Improvement Index initiative, also known as “the Index,” includes academic achievement as well as social emotional learning and school culture climate. By using a more holistic approach, we can focus on how our work is eliminating disparity and disproportionality. These indicators let us focus on areas to improve, and allow us to see with greater accuracy where schools and their students need the most support.

While some change is on the horizon at the state and federal level with the passage of the Every Student Succeeds Act, the Index may prove to be an important model. SFUSD has a historical commitment to more holistic measures beyond potential changes in the state and federal accountability system and will continue to use the Index indicators in the 2016-17 LCAP. The table below includes the specific indicators SFUSD has identified to measure the impact of our strategies and actions for the LCAP.

LCAP	Indicator	2011-12 (Actuals)	2012-13 (Actuals)	2013-14 (Actuals)	2014-15 (Actuals)	2015-16 (Actuals)	2016-17 Targets
Priority 4:	% of SFUSD preschool students ready for kindergarten			38.0%	45.0%	54.9%	61.1%
Priority 4:	% of pupils who are proficient on SBAC (ELA)				52.0%	Embargoed	TBD
Priority 4:	% of pupils who are proficient on SBAC (Math)				48.0%	Embargoed	TBD
Priority 4:	% of pupils who demonstrate proficiency in EAP (ELA)				64.0%	Embargoed	TBD
Priority 4:	% of pupils who demonstrate proficiency in EAP (Math)				49.0%	Embargoed	TBD
Priority 4:	% of pupils that are college & career ready: high school students on-track					69.1%	70.1%
Priority 4:	% of pupils who passed an advanced placement exam with score of 3 or higher	31.2%	31.8%	32.2%	31.5%	68.2%	68.1%
Priority 4:	% of ELL students who gained at least one proficiency level (using Annual Measurable Achievement Objective 1)	56.0%	56.4%	60.1%	59.1%	58.4%	63.5%
Priority 4:	Rate of reclassification for ELL students				13.5%	13.1% (5/26/16)	17%
Priority 5:	High school readiness rate (alternate indicator for MS dropout rate)				63.4%	71.6% (mid-year)	TBD
Priority 5:	High school dropout rate	10.1%	9.0%	7.9%		Awaiting Data	TBD
Priority 5:	4-yr cohort graduation rate	82.0%	82.2%	81.7%	83.9%	84.9%	85.3%
Priority 5:	% of SFUSD 12th graders graduating UC/CSU eligible (Stated definition: A-G courses with a grade of C or better)	52.6%	55.8%	56.2%	56.9%	59.8%	60.9%
Priority 5:	Instructional time (alternate indicator for school attendance rate)	96.8%	96.7%	96.3%		Awaiting Data	TBD
Priority 5:	Chronic absenteeism (all students)	7.6%	7.4%	8.2%	8.8%	Awaiting Data	TBD
Priority 6:	Risk ratio for disproportionate identification of African American students for Emotional Disturbance	8.51	7.16	5.3	4.57	3.86	5
Priority 6:	Suspension rates (all subgroups)	2.5%	2.2%	1.5%		1.53%	1.12%
Priority 6:	Suspension rates for African American students					8.79% (N=509)	TBD
Priority 6:	Suspension rates for Latino students					1.74% (N=348)	TBD
Priority 6:	Out of Class Referrals (all subgroups)					20.68%	TBD
Priority 6:	Out of Class Referrals for African American Students					107.29%	TBD
Priority 6:	Out of Class Referrals for Latino Students					22.06%	TBD
Priority 6:	Expulsion rate	0.1%	0.0%	0.0%		0%	Maintain
Priority 6:	Social Emotional Skills					Awaiting Data	TBD
Priority 6:	Positive response rates in Student Culture and Climate Surveys (includes SEL)					Awaiting Data	TBD
Priority 3:	Positive response rates to Parent Culture & Climate Surveys					Awaiting Data	TBD
Priority 3:	Number of sites reaching 70% survey completion rate for the Culture & Climate Survey					17	Maintain
Priority 3:	% of SFUSD schools that create a family engagement plan (as embedded in the BSC)					100%	Maintain
Priority 1:	% of teachers who are highly credentialed in their subject area					91%	Maintain
Priority 1:	Participation in and usage of additional professional development hours (18 total)			46.0%	54.0%	70%+	80.0%
Priority 1:	Positive response rates for Staff Culture and Climate Surveys					Awaiting Data	TBD
Priority 1:	Teacher retention rate (staying in district)					12% (5/1/16)	10%
Priority 1:	Teacher vacancy rate for opening day (core classrooms)					0	Maintain

## Smarter School Spending Initiative / Understanding Our Return on Investment (ROI)

The Smarter Spending initiative is a Gates-funded partnership with Pivot Learning Partners and McKinsey. The engagement began in November 2015 and will extend through December 2016. It aims to provide additional capacity to SFUSD across four work streams: 1) setting priorities and understanding impact; 2) reviewing areas for cost savings and reallocations; 3) providing stakeholder engagement support; and, 4) training and transition support. Additionally, the initiative explored the following key questions:

- How do we currently plan for implementation and address fidelity of implementation?
- How do we currently determine drivers of effectiveness of an initiative?
- What potential tools and / or processes can we embed and scale consistently across SFUSD for impact assessment?
- How can we leverage new tools / processes to more consistently articulate resource needs across the organization?
- How can we further our alignment of resources to strategic priorities to inform our budget and LCAP?

We continue to improve our processes for aligning priorities with investments, and for allocating resources. We balance numerous priorities while striving to maintain coherence to our strategic goals. By doing so, we aim to thoughtfully implement the Local Control Funding Formula (LCFF) and the SFUSD and County Office of Education's Local Control and Accountability Plans (LCAP).

Funding priorities throughout the next several years include:

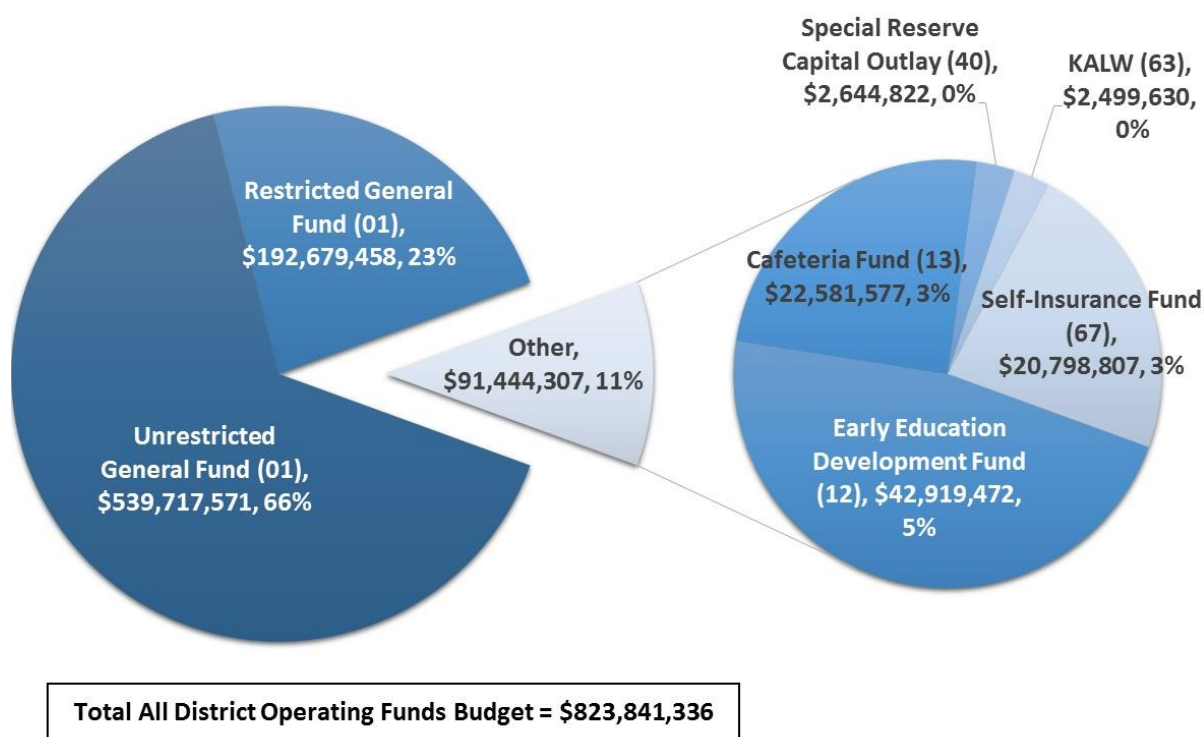
- Targeted strategies to address needs of underserved students including low-income, English Learner, foster youth, and African-American students through a multi-tiered system of academic and behavioral supports within and across schools.
- Investments to recruit, retain and develop teachers, principals and other staff, including paying competitive salaries, enhancing professional learning, and addressing housing affordability and access.
- Continued, gradual restoration of site-based budgets.
- Technology investments including: (A) redesigning the learning experience, delivering rich digital content to students through 1:1 devices supported by curriculum, pedagogy, and flexible spaces; (B) critical online tools and systems to support our educators, school leaders, and central office staff in their work; and (C) establishment of a resilient technology backbone.
- Investments in key operations functions such as facilities, business services, human resources, student nutrition, and school portfolio planning.

In order to better align and focus our resources, the Return On Investment (ROI) / Smarter Spending Initiative will continue the focus on building discipline around measuring the impact of investments to better inform resource allocation decisions. Through this work, we will embed a cycle of continuous improvement into how we allocate our funds; from understanding how well we put funding

allocations to work (fidelity of implementation), to understanding the impact of these allocations, and ultimately to deciding how best to use these funds in the future.

## Funding Overview

A combination of federal, state and local funding provides us with resources to support our strategies. California school districts manage their finances using a system called fund accounting. School districts vary in the number of funds they maintain depending on the services or programs offered and the sources of revenue. Expenditures from the various funds must be consistent with each fund’s designated purpose. Each fund maintains a fund balance, and revenues and expenditures are recorded and accounted for within each fund. Below is a graph depicting the fund structure for SFUSD and SFCOE at a high level. Further details of our funding structure can be found in Volume II.



## Current District-Wide Strategies for Improvement

### Our Multi-Tiered System of Supports

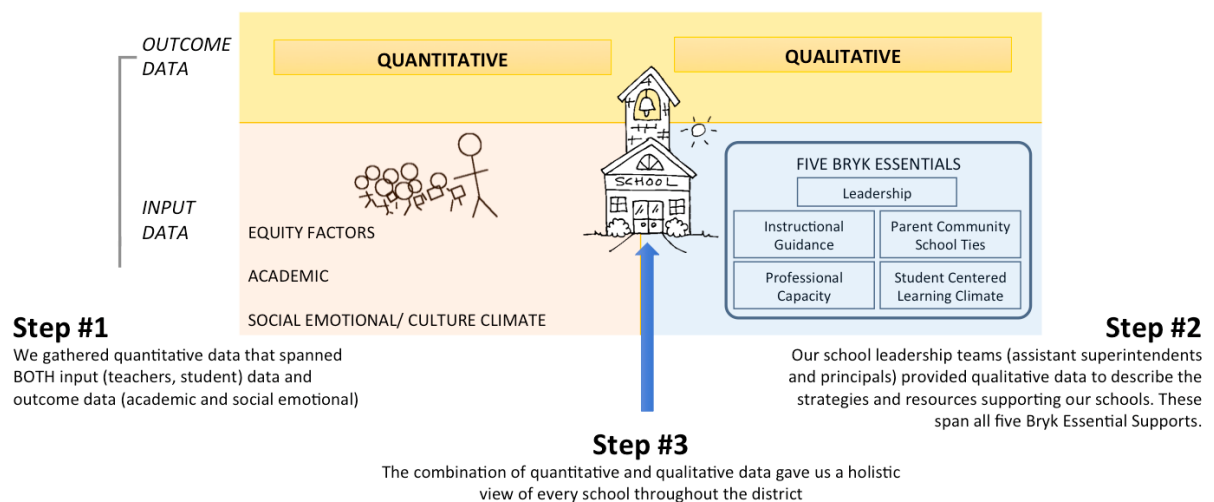
To ensure that the decisions we make are informed by both quantitative data and the qualitative context of our school communities, SFUSD has, since the 2012-13 school year, utilized a variety of data sets to make decisions on how it supports schools that will target equity and performance gaps. We refer to this research-based framework as Multi-Tiered System of Supports (MTSS). In the simplest description, MTSS is the central offices’ Response to Intervention and Instruction strategy for schools. As sites utilize this data-driven, multi-tiered approach for supporting their students, the central office uses this approach to advance equity and excellence for its schools. The framework includes:

1. The Multi-Tiered System of Data that serves as the foundation of our MTSS work
2. High-level strategies that comprise our Multi-Tiered System of Supports
3. Our annual cycle of response and improvement

### Multi-Tiered System of Data

We have access to a broad array of longitudinal data which incorporate key indicators from the School Quality Improvement Index (SQII) and capture degrees of implementation fidelity toward many of the strategies-in-action outlined in *Transform Learning. Transform Lives*. These sets of data now constitute a broader and deeper Multi-Tiered System of Data and incorporate multiple qualitative and quantitative measures. These measures include overall achievement and growth in language arts and mathematics, English Learner reclassification rates, attendance, instructional time, and data on school climate.

## MTSS uses multiple measures to build a holistic view of each of our schools

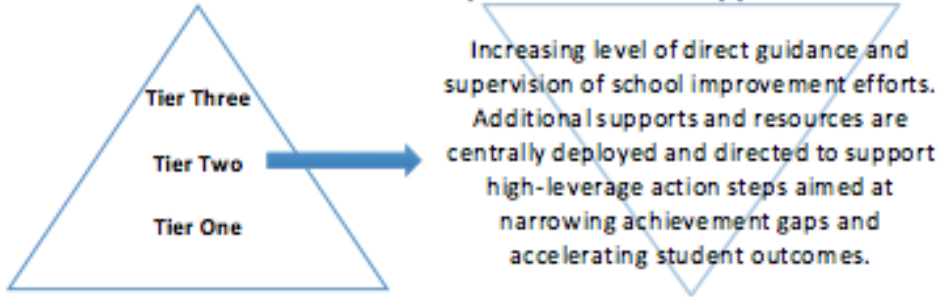


The more detailed school profiles that are generated from these data sets form the basis of a cluster analysis and define school performance and support tiers. This analysis provides the foundation of our Multi-Tiered System of Supports (MTSS) and provides evidence that enables us to:

- Affirm the many areas of strength in our system – areas we need to celebrate, maintain consistency, learn from, and scale successful practices.
- Expose areas where persistent challenges exist and help clarify where we can provide better support, remove barriers, apply resources, and work systemically to positively address trend gaps.



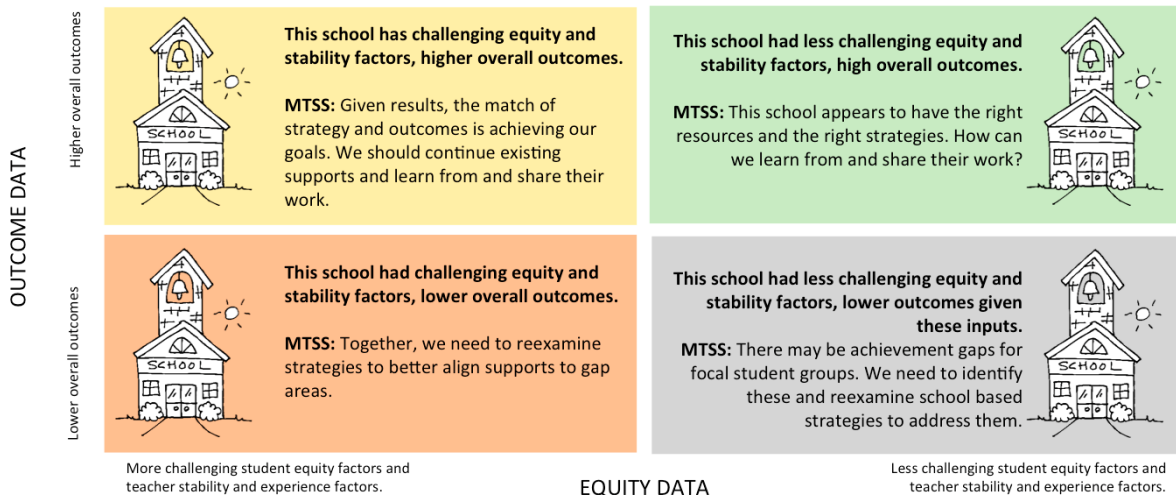
## Supporting School Improvement Multi-Tiered Levels of Equitable School Support



### *Multi-Tiered System of Supports*

The disaggregated data from across all school sites make very clear which schools urgently need additional attention and differentiated support from central office. MTSS has evolved significantly since 2012 when it was first introduced as a strategy to focus support on the schools with the most challenging inputs like student equity factors and teacher stability and experience, and consequently, the lowest performance. Initially developed as a logic model around how central office would provide direct interventions and services, MTSS now also informs other aspects of central office’s work, including two key areas: system reorganization and focused supports.

## The holistic view of each school allows us to strategically support our schools



EQUITY DATA



### 1. Site-Based Intervention Services and Supports

- Sites experience direct interventions and services – in the form of dedicated staff members who are centrally managed and funded. Key areas of focus include providing additional student supports to address issues of crisis or trauma, building the efficacy of grade-level teams through effective collaboration and use of data, and increasing access to instructional coaching for teachers as they learn and implement a comprehensive approach to literacy.
- These limited supplemental resources continue to be prioritized and concentrated in schools that our equity factors show as having the most challenging inputs.

For a detailed list of allocations of direct interventions and services, please refer to Exhibit 8A.

### 2. System Reorganization

- The qualitative measures outlined above serve as a framework for the reorganization at the site and central office levels. Bryk’s Five Essential Supports are visible at each level, and are intentionally interconnected.
- For instance, it wouldn’t be enough to hire literacy coaches to work in isolation. To systemically improve instruction, these coaches need to develop consistent models to deliver instruction and use common tools to measure success across schools. This work and its associated skills are best developed in a professional learning network.
- This network will build content knowledge, hone adult development skills, and reflect on implementation successes and dilemmas. This networked learning concept applies to each support position including Instructional Reform Facilitators, Family Liaisons, and Nurses.
- Bryk’s research also finds that resources must be aligned and coordinated for maximum impact. In support of this, LEAD teams continue to build and strengthen Instructional and Student Support Leadership Team across networks.

### 3. Focused Supports

- Both qualitative and quantitative data indicate where to focus supports. After developing the cluster analysis of our schools, we identified schools needing the most additional support and guidance as our Tier 3 Support schools. These are schools with the most challenging inputs and below targeted performance outcomes.
- The central office, in collaboration with leadership teams, is developing Tier 3 Support plans for all identified schools. This new Tier 3 Structure of support will replace the former Superintendent’s zone, allowing us to better customize services and supports and maintain our commitment to equity.
- Additionally, the Superintendent is committed to hosting opportunities for identified schools’ leadership teams and central office support team members to come together to assess progress and identify additional action steps. These teams will meet quarterly to ensure heightened levels of responsiveness, tightly aligned support, and facilitated reflection cycles.

The science behind MTSS—the way central office deploys interventions and services, networks instructional support staff, reorganizes to optimize school support, and designs focused supports—is important. Even more critical is how these levers increase the efficacy and capacity of site leaders and teachers who serve students each day.

## **Our African American Achievement and Leadership Initiative (AAALI)**

The African American Achievement and Leadership Initiative (AAALI) was established in 2013 by Superintendent Richard Carranza to provide recommendations to interrupt the inequitable pattern of outcomes for African American students in SFUSD. In 2015, through the leadership of the Superintendent and advocacy of the NAACP and San Francisco Alliance of Black School Educators, a Special Assistant to the Superintendent for African American Achievement and Leadership position was established to lead implementation of the initiative.

The African American Achievement and Leadership Initiative holds SFUSD departments and City agencies accountable for providing a high quality educational experience to African American students, and provides a platform for African American student, parent, and community leadership. AAALI is committed to raising expectations for and belief in African American student achievement; engaging, affirming, and empowering African American students and families; coordinating comprehensive wraparound supports for African American students; and ensuring African American students receive culturally responsive, rigorous instruction.

The 2016-17 budget allocates \$1.47M to this initiative. The funding supports staffing for AAALI, including the Special Assistant to the Superintendent, African American Parent Advisory Council Program Coordinator, African American Postsecondary Pathway Program Coordinator, Junior Administrative Assistant, and technical assistance. Funding is also allocated to support summer programming and school site-based initiatives including the African American Village Roundtable and African American Postsecondary Pathway.

## **Our Ethnic Studies Curriculum**

In December 2014, the San Francisco Board of Education voted unanimously to provide high school students with the option to enroll in an Ethnic Studies class beginning in 2015-2016. The 2016-17 budget allocates \$798K for this.

In addition to expanding the class offering to high schools, the Board resolution encourages district middle schools to infuse ethnic studies concepts throughout units of study within the 6-8 grade history/social studies curriculum.

SFUSD's Vision 2025 identifies racial and cultural diversity and acceptance as a goal, and acknowledges the importance of social justice and equity in a student's education. SFUSD is actively engaged in implementing a vision of multiculturalism, multilingualism, and multiethnic instruction and opportunity, embedded in curriculum and instruction for PreK-12 grades.

A 1.0 FTE staff position will be funded to support the expansion of the Ethnic Studies course to all high schools as well as the development of the middle school units of study. There will also be funding for Ethnic Studies professional development throughout the year including instructional coaching for Ethnic Studies teachers. The current funding model shares the cost of the teacher FTEs between site-based budgets of participating schools and centralized budgets.

## **Our Wellness Policy**

In April 2015, the Board of Education unanimously approved an updated Wellness Policy. In keeping with the Board's longstanding commitment to comprehensive student wellness, the updated Wellness Policy is ambitious on account of the powerful connections between health and academic achievement, as well as our commitment to helping students establish lifelong healthy behavior patterns. The 2016-17 budget allocates \$302K and includes 2.0 FTE of program staff, a Wellness Policy Manager and a Child Nutrition Programs Manager, who will coordinate efforts to support full implementation of the policy.

The Wellness Policy aims to provide all school administrators with a framework to actively promote the health and wellness of all students, and it includes guidelines related to nutrition, nutrition education, food and beverage marketing, physical education, physical activity, and staff wellness.

The Wellness Policy is meant to inspire and empower a shift in culture that will increase healthy eating and physical activity among our students by creating environments that encourage and support healthy choices. It will take time to bring all elements of the policy to fruition, and our collaborative approach to implementing the policy will be respectful of all communities.

## **Students with Incarcerated Parents**

In March 2016, the San Francisco Board of Education unanimously approved a resolution to provide more staff training, curriculum, and services to meet the needs of students with incarcerated parents. The 2016-17 budget allocates \$60K to this effort.

A community needs assessment conducted in 2011 by the City's Department of Children, Youth and Families, found that in 2010, nearly 18,000 young people in San Francisco had a parent who had spent time in either county jail or state prison. The Center for Youth Wellness' Kaiser Research study on childhood adverse experiences states that having a parent in jail or prison is one of the ten main traumas that can have a lasting effect on a child's developing brain and body. According to other studies mentioned in the resolution, children with incarcerated parents may suffer from anxiety, shame, or guilt. These feelings can lead to withdrawal from others, low self-esteem, a decline in school performance, or drug and alcohol abuse.

All SFUSD middle and high school counselors were trained last year by Project WHAT! (We're Here and Talking) to increase their understanding of how children are impacted by parental incarceration and the challenges they face in school. The resolution calls for continuation of this type of training for school staff on an annual basis, and deeper support for schools with high concentrations of children with incarcerated parents.

To continue to better inform staff about the issues these students face, questions related to the experiences and needs of children with incarcerated parents will be added to SFUSD's Youth Behavior Risk Survey. All survey data will remain confidential and anonymous. SFUSD will also continue to

research and provide support in best practices for counselors, teachers, and school staff to maintain communication with the parents of incarcerated children.

### **Human Trafficking and Exploitation**

In October 2015, the San Francisco Board of Education unanimously approved a resolution in support of teaching school district staff and students to identify the signs of human trafficking. The fiscal impact analysis for this resolution projected this program costing \$182K.

All commercial sex involving a minor is defined as human trafficking. The Federal Bureau of Investigation has identified San Francisco as one of 13 “high-intensity child exploitation areas.” The average age of commercially exploited children is between 11 and 14, according to the National Center for Missing and Exploited Children.

As directed by the resolution, SFUSD staff will add language to its existing Child Abuse Reporting Policy to address human trafficking and commercial sexual exploitation of children, and enforce a mandatory reporting protocol.

The district will also develop a comprehensive training for school administrators, teachers, and support staff regarding the identification and mandatory reporting of human trafficking. All school staff will receive online child abuse mandated reporter training, inclusive of human trafficking. Additionally, school wellness staff, including social workers, nurses and counselors, will receive additional training that will provide tools for prevention, screening, and intervention.

Students will receive age-appropriate information about the signs of human trafficking for inclusion in existing health curriculum. These lessons will be written in collaboration with expert community-based organizations and SFUSD Health Education Specialists. Student leaders will be engaged to do peer outreach on the subject.

Additionally, the resolution calls for the history of World War II “comfort women” under the Japanese military to be taught during history or social studies classes in secondary schools.

### **Student Voting Process and Rights**

In April 2016, the Board of Education adopted a resolution specifying the ways the school system will better prepare youth to vote. The resolution cited a 2009 study conducted by George Mason University, which examined voter pre-registration programs in Hawaii and Florida and found that pre-registration, when combined with civic education, had positive long-term effects on young people's voting behavior.

Currently, 16-year-old San Francisco residents are allowed to pre-register to vote. The Board resolution urges every high school American Democracy class to teach the voting process as well as the significant political parties in San Francisco. It also requires schools to provide students the forms necessary to pre-register.

Voter registration activities at schools will be structured so that students who do not meet the voter eligibility criteria in California may still participate in class work and activities without disclosing their eligibility status. The resolution further stipulated that school staff promote diversity by appointing student leaders for each grade level who would facilitate civic engagement at their school site leadership meetings.

Earlier this year, the San Francisco Board of Education endorsed a proposed a City charter amendment that would allow 16 and 17 year olds the right to vote in San Francisco elections.

### **Our Children, Our Families (OCOF) Council**

San Francisco has a deep and long-standing commitment to ensuring that children and families thrive. In November 2014, San Francisco voters renewed their commitment to children, youth, and families by passing Proposition C, the Children and Families First Initiative, with 74% of the vote. This measure means a sustained investment in our children and guarantees funding for the Public Education Enrichment Fund (PEEF) and the Children and Youth Fund (formerly known as the Children's Fund) through 2041. Together, these city funds account for more than \$135 million annually in funding for programs for children, youth, and families in San Francisco.

Under the Children and Families First Initiative, SFUSD receives funding for PEEF in the amount of \$59 million annually (see detailed PEEF plan in Volume II Overview) as well as a baseline allocation from the Department of Children, Youth and their Families (DCYF) in the amount of \$10.1 million.

The measure also created a new citywide Our Children, Our Families (OCOF) Council, which has just completed its first year. The Council is led by the Mayor and the district Superintendent and includes heads of City and district departments. Members of the public include parents/guardians, youth, service providers, and other community members. The Council has created a citywide outcomes framework and a 5-year plan for city departments and the district to work together to support the children, youth, and families of San Francisco.

OCOF is charged with four major deliverables:

- 1) An Outcomes Framework that articulates the milestones we want all children, youth, and families to reach;
- 2) A 5-Year Plan with recommendations on how to reach the outcomes outlined in the framework;
- 3) Systematic data sharing between the City and SFUSD to inform decision-making; and
- 4) A citywide inventory of publicly-funded services for children, youth, and their families.

In 2015-16, the first two deliverables were achieved. In 2016-17, it is expected that significant progress will be made toward the second two deliverables.

The OCOF Council will continue to meet three times a year in 2016-17, and will establish additional working groups to begin implementation of the 5-Year Plan which focuses on addressing areas such as education, health, safety, and housing. Potential issues to address include closing the achievement

gap; increasing economic mobility; improving transit and street safety; and increasing housing stability. In annual progress reports of the 5-Year Plan, the OCOF Council will consider elements such as an equity analysis of services and resources available for children, youth, and families. The OCOF Council will also use relevant success indicators based on data such as: the number of children in San Francisco who are thriving; the number of SFUSD graduates who continue on to higher education or the workforce; changes in housing stability for families in San Francisco; and the number of families that transition out of poverty in San Francisco.

### **Spark\*SF Public Schools**

Spark\*SF Public Schools is a nonprofit organization founded in August 2015 and is composed of dedicated and dynamic professionals who are raising funds and advocating on behalf of SFUSD. Their commitment is to make Vision 2025 a reality. Spark\*SF Public Schools was created to serve as a central structure for investing directly in the big changes needed to prepare students to compete and thrive in today's world. Over the past several years, Spark\*SF and the Fund Development office raised \$19.0M. Currently there is \$8.4M committed in 2015-16 and an additional \$1.4M for 2016-17. These dollars are going to schools and students in the form of new technological devices, new programs, and student and teacher support.

Spark\*SF Public Schools is supervised by a board of seasoned and emerging public education advocates who are partnering with the SFUSD Board of Education to attract new funders. This board will also monitor how well the private and philanthropic investments are being used.

The structure for Spark\*SF Public Schools will mesh with how SFUSD is already working with long-standing community organizations that support volunteers and grants for SFUSD. With this system for communicating, reporting, and advancing investments and public support, funders will see a high degree of transparency and accountability for the investments they make.

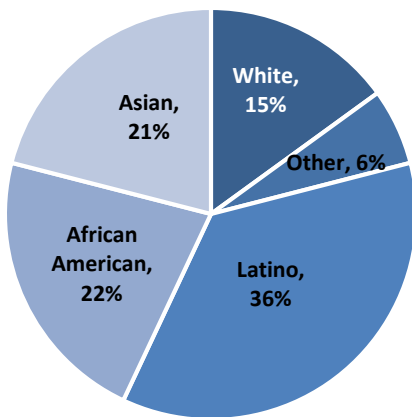
Spark\*SF Public Schools has expanded and aligned private dollars to rapidly improve important initiatives such as Early Literacy; Science, Technology, Engineering and Math education (STEM); College and Career Readiness; Leadership; and cross-sector partnerships like My Brother and Sister's Keeper.

## The Local Control and Accountability Plan (LCAP)

In addition to the new set of rules established in the FY 2013-14 state enacted budget for how local educational agencies (LEAs) receive revenue under the Local Control Funding Formula (LCFF), a new accountability framework was created to promote transparency and accountability in the expenditure of these funds.

Commencing with the 2014-15 fiscal year, county offices of education, school districts and charter schools were required to adopt an LCAP every three years and to update their LCAPs on an annual basis thereafter. In developing their LCAPs, district and charter schools are required to use the state-prescribed LCAP template, and address eight state-identified priority areas centered on student engagement and parental involvement, pupil outcomes and conditions of learning, and incorporate the three major LCAP elements.

To ensure the SFUSD LCAP extended beyond a written plan, the LCAP task force was launched following the 2014-15 LCAP adoption. The task force is comprised of representatives from across several organizations, including the student advisory groups, PAC, DELAC, AAPAC, as well as SFUSD staff, labor partners and community organizations.



Many of these groups, as well as district staff, were instrumental in engaging a diverse and broad-based platform of stakeholders to develop findings and considerations for this year's LCAP. Overall, outreach efforts helped convene more than 360 participants in 26 conversations. Participants represented the diversity of SFUSD's students and families across differences in language, ethnicity, neighborhood and socioeconomic background. Representation of SFUSD schools spanned 59 sites, including 32 Early Education and K-5, six K-8, nine middle schools, ten high schools and transitional programs, and 2 charter schools. The recommendations and findings gathered from this stakeholder engagement

process provided tangible feedback for the development of this year's LCAP.

To ensure that we are monitoring our progress toward meeting district goals, and effectively implementing identified strategies and priority work, we developed a set of performance indicators that reflect our collective commitment to our students and families. For the 2015-16 LCAP (last year's LCAP), we included indicators aligned directly to the School Quality Improvement Index. As described previously, these indicators include both academic and social / emotional and culture / climate targets to reflect the whole-child focus of our programs and services. The 2016-17 LCAP will continue to use these indicators.

The latest version of our LCAP, details on its development process, including the stakeholder engagement process, goals, actions and expenditures and information on the supplemental and concentration grants, is available at: [www.sfusd.edu/lcap](http://www.sfusd.edu/lcap)

### Local Control Funding Formula (LCFF)

The Governor’s 2013-2014 education budget implemented a new methodology for the allocation of state funding for K-12 education, the Local Control Funding Formula (LCFF). The LCFF provides a more equitable way of distributing education revenues to school districts, charter schools and county offices of education.

LCFF replaced the then existing revenue limit funding system, as well as more than 40 state categorical programs, with a per pupil base grant plus supplemental and concentration funding for specific populations of students including students who are not English Language proficient, who are from low-income households or who are in foster care.

LCFF was projected to be phased in over an eight year period, with full implementation occurring by FY 2020-2021. The state education budget provides funding each year to close the gap between current levels of funding and the target funding levels to be reached at the end of the eight year phase in period.

The majority of state categorical programs have been rolled into the LCFF, with the exception of programs that are federally-mandated (e.g. child nutrition and special education); programs that are the result of a voter ballot initiative (e.g. after school programs); or are the outcome of a legal settlement (e.g. QEIA).

Pupil Transportation and Targeted Instructional Improvement Grant (TIIG) funding continue as add-on to the formula for those school districts that historically received funding through these programs. Economic Impact Aid (EIA) funding, previously a restricted program with specific compliance and reporting requirements, is now rolled into the LCFF. Both Pupil Transportation and Economic Impact Aid are now unrestricted revenue sources.

Under the LCFF, base grants are adjusted for grade spans, with different factors or weights applied for pupils in transitional kindergarten and kindergarten to Grade 3, primary (grades 4-6), middle schools (grades 7-8) and high school (grades 9-12). The TK-3 grade span receives additional funding to implement lower class sizes, and the high school grade span (grade 9-12) receives additional funding for career-technical education. A COLA of 0.00% is included in the 2016-17 base grant funding levels.

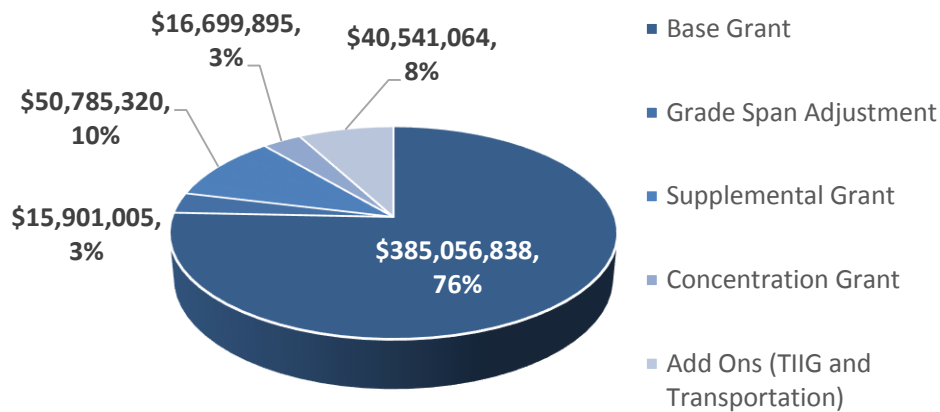
Grade Level	2015-16 Base Grant	COLA at 0.00%	2016-17 Base Grant	Base Grant Augmentation
<b>Grades TK-3</b>	\$7,083	-	\$7,083	\$737
<b>Grades 4-6</b>	\$7,189	-	\$7,189	-
<b>Grades 7-8</b>	\$7,403	-	\$7,403	-
<b>Grades 9-12</b>	\$8,578	-	\$8,578	\$223



The LCFF increases the base grant by a **supplemental grant** and a **concentration grant**. These grants are determined by the number of pupils who are either eligible for free and reduced priced meals, who are identified as English Learners or who are Foster Youth. Grants are determined on an unduplicated count of pupils, that is, a student can only be counted once, regardless of how many categories the student may fall under. The funding provided under these grants may be used for any locally determined educational purpose as long as it substantially benefits the pupils that generate the funds. The Superintendent of Public Instruction annually computes the percentage of unduplicated pupil count utilizing data reported through the California Longitudinal Pupil Achievement Data System (CALPADS).

The **supplemental** grant is equal to the grade span base grant for each applicable grade level multiplied by 20% times the unduplicated pupil count of free and reduced price meal eligible students, English Learners, or Foster Youth. The **concentration** grant is equal to the grade span base grant for each applicable grade level multiplied by 50% times the percentage of unduplicated pupil count of free and reduced price meal eligible students, English Learners or Foster Youth that exceeds 55%.

**LCFF Target Entitlement (2016-17)**



In 2016-2017, SFUSD is projecting to receive an average growth of \$466 per ADA or 54.8% over the prior year to close the gap toward full funding. The chart above displays the projected target entitlement that SFUSD will receive in 2016-17. These amounts are based on current projections for growth in State revenues and 0.0% COLA.

**Introduction:****LEA:** San Francisco Unified**Contact:** Thu Cung, Executive Director of Budget Services, cungt@sfusd.edu, (415)241-6187**LCAP Year:** 2016-17***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education*

*Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

## Section 1: Stakeholder Engagement

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Over the past two school years SFUSD has convened district staff and representatives of advisory groups, labor partners and community organizations to work collaboratively and support transparency related to the district's Local Control and Accountability Plan, as the **LCAP Task Force**. Members of the Task Force helped design and conduct a series of community conversations to hear participants' questions, suggestions and priorities. *(Please see [www.sfusd.edu/lcflcap](http://www.sfusd.edu/lcflcap) for more information about the LCAP Task Force, as well as reports of Findings and Recommendations for the LCAP.)*

Our approach intentionally linked LCAP community engagement with school-site Balanced Score Cards and the district's overall budget planning process. The goals with the conversations were to engage our district's students, families, educators and community members to:

- Understand the state's Local Control Funding Formula (LCFF) and SFUSD's tiered approach to allocating resources, services and supports to schools;
- Share ideas about programs and services that are working, and identify priorities for supporting SFUSD students to be successful; and
- Help shape the district's updated Local Control and Accountability Plan and inform the district's overall budget process.

On April 14, 2016 the **Findings and Considerations** from the engagement process were presented at a public forum attended by district staff, members of SFUSD advisory bodies, families and community organizations. The report identified considerations for incorporating additional measures, goals, actions and services into SFUSD's revised Local Control and Accountability Plan.

On May 18, SFUSD staff presented the draft LCAP Measures, Actions/Services, and initial Supplement and Concentration Grant priorities at a public forum attended by the Parent Advisory Council (PAC), District English Learner Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC) and Community Advisory Committee for Special Education (CAC), as well as other families and community members.

During a regular Board of Education meeting on May 24, the Parent Advisory Council and District English Learner Advisory Committee presented their recommendations, based on the draft LCAP shared the previous week.

Based on the community engagement process and after reviewing the draft LCAP on May 18, the PAC and DELAC presented recommendations for measures, goals, and actions to be strengthened or incorporated into SFUSD's revised LCAP for 2016-2017.

Most of the PAC and DELAC's recommendations were incorporated into, or addressed within, the LCAP.

*(Information about recommendations that were or were not included in the LCAP are detailed in SFUSD's written response to the PAC and DELAC. Please see [www.sfusd.edu/lcflcap](http://www.sfusd.edu/lcflcap)).*

### Recommendations for Measures and Goals

#### Addressed in the LCAP:

1. Include **measures and set goals for student achievement in Science and Art**, in addition to goals for *Smarter Balanced Assessment* (SBAC) proficiency in English Language Arts and Mathematics.
2. Include specific goals/targets for **SBAC proficiency for students in foster care** and **students with Individual Education Plans** who receive Special Education services.
3. Include specific goals/targets for **improving graduation rates** for African American, Latino, English Learner, Foster Youth and students receiving Special Education services.
4. Strengthen the existing LCAP goal by **including specific targets to reduce suspensions** for African American and Latino students.
5. Include **goals for reducing out-of-class referrals**, while increasing the number of sites providing data about out-of-class referrals.
6. Include **goals to establish school-site African American family affinity groups**.
7. Include a goal related to **measuring and building the dual capacity of staff and families to support family engagement**.

### Recommendations for Actions and Services

On June 14, SFUSD presented a revised draft LCAP for 2016-19, including proposed expenditures, as the “First Reading” to the Board of Education.

### **Our Approach to Community Engagement**

Community members and district staff from the LCAP Task Force organized a public forum in January 2016 to review SFUSD student data. Over 60 people participated in this data forum.

From February-April **we heard from over 380 people through a series of 28 community conversations** to share information about SFUSD’s existing LCAP, and hear participants’ questions, suggestions and priorities, through:

- **Community conversations** in schools, connected with their site planning process;
- **Focus groups** with SFUSD students, advisory committees, community organizations working with families and serving students (including students involved in the criminal justice system) and United Educators of San Francisco;
- Three **forums open to the general public**, co-hosted by SFUSD with Parents for Public Schools, the Second District PTA, and Support for Families of Children with Disabilities.
- SFUSD’s website also provided **an online survey** and the information presented through the forums and conversations, for people who couldn’t attend in person.
- In a parallel process, the district’s Student Advisory Council conducted **online surveys** to identify priority needs and services from student perspectives, including students in alternative and county schools.

Our approach is to actively reach out to hold conversations at schools and in trusted community settings. We intentionally **prioritized outreach to communities intended to be served by the state and SFUSD’s approach to resource equity**: English Learners, low-income students, youth in foster care, African American students and students who receive Special Education services, as well as students being served through San Francisco’s Court and county schools.

### **Our Approach to Student Engagement**

The Student Advisory Council is driven by elected and appointed high

### **Addressed in the LCAP:**

1. Articulate specific strategies and include resources to **accelerate learning for students below grade level** – including Foster Youth, African American, English Learner and Newcomer students, as well as students with interrupted formal education.
2. **Expand opportunities for credit recovery**, including specific opportunities for English Learners, Newcomer students and Foster Youth.
3. **Expand Ethnic Studies courses** in all high schools and middle schools, and incorporate these concepts throughout SFUSD’s general curriculum beginning in elementary grades.
4. Provide sufficient **English Language Arts/English Language Development instructional materials** for every classroom, aligned with state standards and our Core Curriculum.
5. Expand **teacher training, ongoing coaching and supports** in key areas:
  - Cultural competence
  - Behavior supports and classroom management
  - Trauma-informed practices
  - English Language Development and a focus on literacy for English Learners.
6. Monitor the percentage of African American Students who pass AP exams with a score of 3 or higher. Develop strategies to **increase enrollment of African American Students in AP classes and provide support to ensure their success**.
7. Invest resources to **develop a rubric to support, guide and measure the implementation** of the Family Engagement Standards.
8. **Provide central office support for Family Empowerment** at each school, including with content, presentations, a menu of PDs, and technical assistance.

Another impact of this process is that community engagement is helping strengthen SFUSD’s work overall. While participants in every conversation had **questions about how funds and services are being monitored and evaluated**, and about the district’s

school student representatives (between 2 to 4 students from each site) from all of SFUSD's high schools.

The Student Advisory Council, facilitates student engagement and student input for SFUSD on issues including:

- General education offerings at school sites
- Quality of classes
- Quality of opportunities to learn
- Quality of support
- Enrichment programs available to students

### **The Creation of a Student LCAP Committee and Summary of the “Student Voice” Campaign**

As part of SFUSD's stakeholder engagement process for the LCAP, the Student Advisory Council created a special Student Committee on the LCAP consisting of a group of student leaders tasked with collecting student input from across all SFUSD high schools. The student leaders launched a “Student Voice” campaign to gather their peers' input in the form of a survey available in both physical scan form and online. This survey was available to all high school students, including students at County and Court schools.

The Student LCAP Committee's goal was to capture honest student input that incorporates and captures the diversity, culture and socio-economic factors of students living in San Francisco and attending a public school in SFUSD. The survey questions were tailored specifically to elicit a students' perspective; promote student engagement and promote focus group deliberations regarding public education and student experiences at SFUSD.

The survey consisted of 34 questions divided into two sections: **General Questions Regarding Education and Experience** and **Specific Questions**. Within the **Specific Questions** section, there were three sub-sections: **Classes and Opportunities, Support and Enrichment Programs**, and **Other Programs**. Students were asked to respond according to a scale of “strongly agree,” “agree,” “disagree,” or “strongly disagree” to prompts such as:

- All students are getting a good education at this school
- Teachers and staff have high expectations for all students
- During the school year, there are high quality classes &

**mechanisms for accountability**, the overall tone of most discussions was **focused on services and solutions**.

### **Major Themes through Community Engagement Process**

Throughout conversations linked directly to school-site planning and Balanced Score Card development, and echoed across the community-based events, strong themes emerged about **resources that are working**, and that participants want to see **expanded**, as well as **what needs to be improved**:

- Participants in the conversations want to create **more inclusive school communities**, where families and teachers learn together and there are structures to welcome, orient and support new students and families.
- Schools need concrete tools and **support to improve communication, bridge the gaps and build relationships** among students and families in different program strands, **across diversity** of culture, ethnicity, language and socio-economic background.
- Students and families need **support for important transitions**: rising to middle school and high school, and for Newcomers and Foster Youth placed in new schools.
- SFUSD needs to increase opportunities to **strengthen cultural competence** of teachers and school staff across the district, by expanding training and ongoing coaching.
- Transportation issues emerged in many conversations. Participants urged SFUSD to work with the City to **address transportation needs**, especially for students who are struggling – including Foster Youth placed outside the city, students who are chronically late or absent, and families with students in multiple schools traveling on public transportation.
- Based on the “Student Voice” findings, students felt the need to be included more in their school site council and participate in its decision-making.

Specific themes emerged related to students served through San Francisco's Court and county schools:

- More quickly identify school placements for students detained at the Juvenile Justice Center who are eligible to leave; advocate that the City change the policy of holding students in detention until they have a school placement.



- opportunities for students to learn
- At my school, there are high quality support and enrichment programs available to all students
- In order for all students to be successful at my school, these programs do and/or could make a difference
  - Language supports – translation/interpretation
  - Guidance counselors or college counselors

Based on the specific questions and their ability to take the survey at school, students were able to provide their personal feedback on their experience about the LCAP services and actions that impact them directly. In addition, they were able to provide their input on the quality of services that they felt needed to be continued and/or increased and made available to more students.

Approximately 5,700 students participated in the “Student Voice” Campaign and provided their input for the LCAP Taskforce to consider. In addition to completing the survey, focus group discussions on the survey data helped to inform the Student LCAP Committee’s recommendations on the LCAP services and actions. The students that participated in the survey represented a diverse group of unduplicated students from both small schools by design and large comprehensive high schools, as well as several County schools.

Once the data was collected, the Student LCAP Committee held a panel of focus group reviews where the “Student Voice” findings were presented to all Student Advisory Council Representatives to further deliberate and share with their school site peers to gather further input and/or recommendations to the Student Advisory Council Representatives to consider and finalize.

Finally, the “Student Voice” Campaign process was synthesized and shared as part of SFUSD’s student engagement process to the larger LCAP Taskforce Committee. The “Student Voice” survey data is meant to inform the development of SFUSD’s LCAP, as well as provide a genuine reflection of the student climate.

In summary the Student LCAP Committee discovered in general, that “Student Voice” felt heard, was considered, and felt truly confident that their input was being used to inform the larger LCAP process.

#### **Information We Shared Through Community Conversations**

- Expedite the assessment process for eligibility for Special Education services while students are detained, so that it is less than 60 days.
- Ensure better tracking of partial credits.
- Ensure there are transition plans for students re-entering school after being expelled or detained, with coordination among staff at both the former and new placement.
- Review expulsion cases of students coming from other districts, as these students are often expelled for actions for which SFUSD would not require an expulsion.
- School sites need to know who holds Educational Rights for students, and include them in decisions – especially school placement – as well as general communication.
- Based on the “Student Voice” findings, students felt that County schools were unaware of support programs that are available to them. The students’ recommendation is to provide more exposure on campuses.

Another impact of this process is that community engagement is helping strengthen SFUSD’s work overall. While participants in every conversation had **questions about how funds and services are being monitored and evaluated**, and about the district’s **mechanisms for accountability**, the overall tone of most discussions was **focused on services and solutions**.

#### **Additional Findings Related to LCAP Themes**

##### **Student Achievement**

- Accelerate development of curriculum that’s more hands-on, innovative and relevant to students, including project-based and service learning opportunities.
- Create pipelines to recruit, train and support teachers of color and bilingual teachers.
- Provide more individualized supports to students who are struggling, such as attendance plans, mentoring and tutoring (during the school day and after school).
- Provide more support for African American and English Learner students at schools with a small population of these student groups (where enrollment doesn’t automatically trigger centralized resource allocations).
- Establish a point person at each school, and provide guidance and resources to focus on the needs of Newcomer students

In each conversation we presented information about the Local Control Funding Formula and the focus of Supplemental and Concentration Grant funding, framing the LCAP's goals of equity, transparency and accountability. We organized the LCAP information through three themes, similar to school-site Balanced Score Cards: ***Student Access & Achievement, Student Engagement & School Climate, and Family Engagement/School-Family-Community Ties.***

Through small group activities we shared examples of goals described in SFUSD's current LCAP, and information about the tiered levels of support the district provides schools. Then we asked participants to share ideas about the services, interventions and approaches that are effective, and the resources they think are the most important to support students to succeed, including specific supports for student populations with additional needs.

A new element this year was sharing examples about the **impact of previous community feedback** on the current LCAP, including specific goals, services and resources to support better student outcomes. Providing this framework of collective impact up front helped build a more positive, solution-oriented dynamic across the conversations than we heard in conversations over the previous two years.

We also took this opportunity to ask participants to share their ideas for workshops and classes for both families and district staff, to be provided through a new ***Family Partnerships Academy*** program.

#### **Who We Heard from: Participants in Community Conversations**

From mid-February to April **we heard from over 380 participants in 28 different conversations**, surpassing our goals for the number of conversations and participants. By actively reaching out to hold conversations at schools and in trusted community settings, we succeeded in hearing from participants reflecting the diversity of SFUSD's students and families across differences in language, ethnicity, types of schools, neighborhoods and socioeconomic backgrounds.

This approach also succeeded in ensuring **we heard from communities intended to be served by the state and SFUSD's approach to resource equity**: English Learners, low-income students, youth in foster care, African American students and students who receive Special Education services, as well as students being served through San Francisco's Court and county schools.

and Foster Youth.

- Provide more supports for teachers with large classrooms, including paraprofessionals.
- Work with community partner organizations and City agencies to expand the capacity of site-based afterschool programs to serve more students.
- Based on the "Student Voice" findings, students felt the need to be more rigorously challenged and were interested in using technologically to advance offerings including the possibility of undertaking online classes.

#### **Access and Equity / School Climate**

- Expand teacher training, coaching and ongoing supports for behavior and classroom management.
- Create structures at each school – including staff and peer leaders - to welcome, orient and support new students and families.
- Strengthen collaboration with community-based organizations and agencies to help provide direct services, bring cultural expertise that can support student behavior, and reinforce trauma-informed practices.
- Ensure general education teachers understand specific needs and experiences of students receiving Special Education services, Foster Youth, and Newcomer students.
- Create opportunities for school staff to better understand the experiences of students and families who are homeless, living in transitional housing, public housing and residential hotels.
- Based on the "Student Voice" findings, students felt the need to be encouraged and supported more at their school site(s). Specifically, by providing more student development opportunities and having the ability to undertake surveys without cumbersome campaigning and permission from school staff.

#### **Accountability / Family Empowerment**

As in previous community engagement initiatives, **improving two-way communication with families** was a common thread throughout the conversations. Specific ideas included:

- Start by building relationships, so communication is not only about problems.

Based on event sign-in forms and participant surveys:

Participants in community conversations were:

- 71% Parents/Guardians
- 22% Educators
- 6% Community Members
- 2% Students

*(The Student Advisory Council conducted a parallel series of student surveys and focus groups, which will be reported to the Board of Education separately.)*

Participants represented **57 different SFUSD schools**:

- Early Education and Elementary Schools: **32**
- K-8 Schools: **6**
- Middle Schools: **9**
- High Schools and Transitional Programs: **10**
- Charter schools: **2**

Participants spoke **many home languages**:

- 41% speak English at home
- 37% speak Spanish at home
- 18% speak Chinese at home
- 4% speak other languages, including Czech, French, Tagalog and Vietnamese

Participants reflected major ethnicities of SFUSD students:

- 36% Latino
- 22% African American
- 21% Asian
- 15% White
- 6% Other

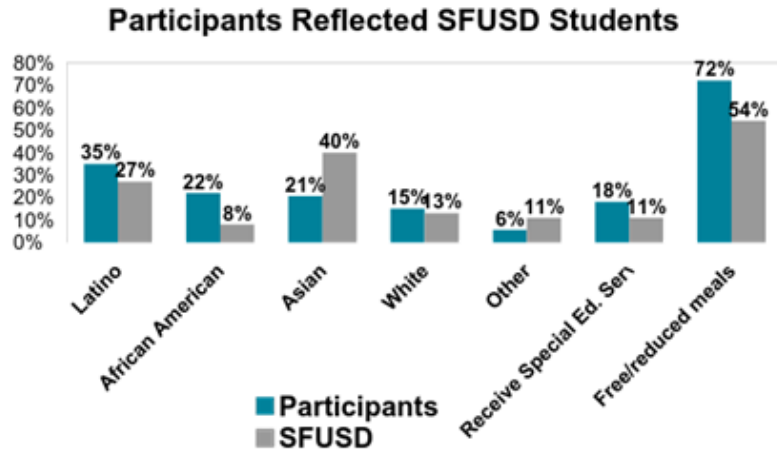
Participants have diverse family structures:

- 55% Married/Two-parent family
- 18% Single parent
- 18% Other

- Expand use of School Loop, texting and email to provide more information about school events, opportunities to participate, and resources.
- Require schools to communicate with families when students are struggling academically or socially, or are getting a grade below a C in any subject.
- Establish a family engagement point person at each school, especially where there's a large population of African American and/or English Learner students.
- Provide concrete tools and support for schools to bridge gaps and build relationships among families in different program strands, across diversity of culture, ethnicity, language and socio-economic background.
- Expand the district and school-site capacity to support language access for families, including more bilingual staff.
- Provide resources to support home visits to families, to support building relationships as well as to address issues such as chronic tardiness and absenteeism.
- Provide paid time for teachers to communicate and engage with their students' families.
- Based on the "Student Voice" findings, students felt the need to have support from a key school staff person that would advocate with student's best interest in mind. Ideally, the person would assist and coordinate student activities, and provide an outlet of support for student rights when presented with student concerns.

We also asked participants to share ideas for workshops, classes and training to be provided through a new **Family Academy**. We found that families and staff want to participate in workshops together, to strengthen relationships as well as learn new skills and strategies. They also want more systems to support peer-to-peer learning.

- 5% Guardian/Foster parent
- 4% Grandparent or other relative



**Challenges**

In developing and implementing the community engagement process to inform SFUSD’s revised LCAP, the Task Force encountered two primary challenges:

Increasing student voice in LCAP stakeholder engagement.

The LCAP Task Force includes representatives of the district’s Student Advisory Council, who were enthusiastic about conducting student-focused LCAP engagement. A significant challenge to this process is related to the timing of the budget and LCAP development process, which was not in synch with the Youth Voice Vote survey process. The LCAP Task Force will continue to strategize on ways to shift timing and work with community partners to strengthen and expand student engagement to inform and help shape the LCAP, including students served by San Francisco’s Court and County schools.

Timing of the budget and LCAP development process.

While this year the LCAP Task Force was successful in beginning the stakeholder engagement earlier, to better align with the school site planning and SFUSD budget development process, the timing of the state’s May budget revision negatively impacts stakeholder engagement. Because the first reading of the district’s budget and LCAP happens after SFUSD’s school year has ended, families and other stakeholders have less access to this information and the presentation of the incomplete LCAP impacts the level of feedback that can be provided.

**Conclusions**

Leaders of the stakeholder engagement process expressed their hopes that SFUSD would seriously consider what was shared from these conversations when revising the district’s LCAP. They pointed out that while some of the specific themes and recommendations were new, many of the concerns and suggestions have been expressed before. Members of the advisory committees highlighted the need for students, families, staff and community members to see and feel concrete changes at school sites that acknowledge the value of their voices being shared through the LCAP process.

Participants in these community conversations recognized that work is happening in SFUSD to provide supports for students, teachers and schools. At the same time, it remains very difficult (or is impossible) to find information about SFUSD’s strategies and services, as well as outcome data reflecting whether these programs are effective.

SFUSD is committed to developing communications tools to improve transparency of our budget, and to address the “Frequently Asked Questions” identified through this process.

**Annual Update:**

Over the past two school years SFUSD has convened district staff and representatives of advisory groups, labor partners and community organizations to work collaboratively and support transparency related to the district’s Local Control and Accountability Plan, as the **LCAP Task Force**. Members of the Task Force helped design and conduct a series of community conversations to hear participants’ questions, suggestions and priorities, *(Please see [www.sfusd.edu/lcfflcap](http://www.sfusd.edu/lcfflcap) for more information about the LCAP Task Force, as well as reports of Findings*

**Annual Update:**

Through the community engagement process and after reviewing the draft LCAP on May 18, the PAC and DELAC presented recommendations for measures, goals, and actions to be strengthened or incorporated into SFUSD’s revised LCAP for 2016-2017.  
  
Most of the PAC and DELAC’s recommendations described above were incorporated into, or addressed within, the LCAP.

*and Recommendations for the LCAP.)*

Our approach intentionally linked LCAP community engagement with school-site Balanced Score Cards and the district's overall budget planning process. The goals with the conversations were to engage our district's students, families, educators and community members to:

- Understand the state's Local Control Funding Formula (LCFF) and SFUSD's tiered approach to allocating resources, services and supports to schools;
- Share ideas about programs and services that are working, and identify priorities for supporting SFUSD students to be successful; and
- Help shape the district's updated Local Control and Accountability Plan and inform the district's overall budget process.

There were some new elements this year, which improved the overall LCAP and budget development process:

- SFUSD is more clearly aligning the language of the LCAP with other initiatives and strategies for supporting major district goals.
- LCAP community engagement and overall development was more clearly linked to school site Balanced Score Cards and the district's budget process
- Linking the targeted use of SCG funds for specific student populations, this year the community engagement process highlighted the involvement and leadership of two additional district advisory committees: the African American Parent Advisory Council (AAPAC) and the Community Advisory Committee for Special Education.
- Also as part of the engagement process, we reached out to hear directly from students from San Francisco's Court & County schools, city agencies, juvenile justice staff, and community-based service providers working to support these students' success.
- SFUSD incorporated community feedback into the central budget review process (known as the SMART process: Strategic Management and Allocation of Resources Team).
- For the first time, at the public forum sharing the first draft of the LCAP, SFUSD provided "big bucket" priorities and allocations for SCG funds, including some year-to-year changes.

On April 14, 2016 the **Findings and Considerations** from the

*(Information about recommendations that were or were not included in the LCAP are detailed in SFUSD's written response to the PAC and DELAC. Please see [www.sfusd.edu/lcflicap](http://www.sfusd.edu/lcflicap)).*

Another impact of this process is that community engagement is helping strengthen SFUSD's work overall. While participants in every conversation had **questions about how funds and services are being monitored and evaluated**, and about the district's **mechanisms for accountability**, the overall tone of most discussions was **focused on services and solutions**.

engagement process were presented at a public forum attended by district staff, members of SFUSD advisory bodies, families and community organizations. The report identified considerations for incorporating additional measures, goals, actions and services into SFUSD's revised Local Control and Accountability Plan.

On May 18, SFUSD staff presented the draft LCAP Measures, Actions/Services, and initial Supplement and Concentration Grant priorities at a public forum attended by the Parent Advisory Council (PAC), District English Learner Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC) and Community Advisory Committee for Special Education (CAC), as well as other families and community members.

On May 24, the Parent Advisory Council and District English Learner Advisory Committee presented their recommendations to the Board of Education based on the draft LCAP shared the previous week.

### **Challenges**

In developing and implementing the community engagement process to inform SFUSD's revised LCAP, the Task Force encountered two primary challenges:

#### Increasing student voice in LCAP stakeholder engagement.

The LCAP Task Force includes representatives of the district's Student Advisory Council, who were enthusiastic about conducting student-focused LCAP engagement. A significant challenge to this process is related to the timing of the budget and LCAP development process, which was not in synch with the Youth Voice Vote survey process. The LCAP Task Force will continue to strategize on ways to shift timing and work with community partners to strengthen and expand student engagement to inform and help shape the LCAP, including students served by San Francisco's Court and County schools.

#### Timing of the budget and LCAP development process.

While this year the LCAP Task Force was successful in beginning the stakeholder engagement earlier, to better align with the school site planning and SFUSD budget development process, the timing of the state's May budget revision negatively impacts stakeholder engagement. Because the first reading of the district's budget and LCAP happens after SFUSD's school year has ended, families and other

stakeholders have less access to this information and the presentation of the incomplete LCAP impacts the level of feedback that can be provided.

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and



subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of

service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	Student Achievement: Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local: N/A
<b>Identified Need:</b>	Based on Pupil Achievement data (including standardized test scores, college and career readiness, English proficiency and reclassification rates, AP exam scores), we have significant achievement gaps across our targeted pupil subgroups. In effort to close this gap, we are adopting a tiered Academic Response to Intervention (RtI) model, investing and bolstering our Tier I supports and also Tier II and III.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b>SFUSD:</b></p> <p><b>Teaching &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• % of SFUSD preschool students ready for kindergarten (as measured by PALS): <u>61.10%</u></li> <li>• SBAC Performance &amp; Growth* (All Grades) ELA: <u>embargoed - Target TBD</u></li> <li>• SBAC Performance &amp; Growth* (All Grades) MATH: <u>embargoed - Target TBD</u></li> <li>• Share of pupils that are college &amp; career ready (high school students on track): <u>70.10%</u></li> <li>• Share of ELs who become English proficient (AMAO1): <u>63.50%</u></li> <li>• % of pupils who have passed an advanced placement examination with score of 3 or higher: <u>68.07%</u></li> <li>• % of pupils who demonstrate proficiency in EAP (ELA): <u>embargoed</u></li> <li>• High school readiness: <u>TBD</u></li> <li>• High school dropout rate: <u>TBD</u></li> <li>• Graduation rate: <u>maintain 85.27%</u></li> <li>• % of SFUSD 12th graders graduating UC/ CSU eligible: <u>60.91%</u></li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p><b>1. Teaching &amp; Learning:</b> Create a coherent continuum of instruction between PK-3, including development of robust Tier 1 supports and intensive supports to accelerate the academic growth of children who enter school in Tier 2 and Tier 3 to ensure all PK children can become Kindergarten ready.</p>	<p>Pre-K sites, TK sites, K-3  Grades: TK, K, 1st, 2nd, 3rd, Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE:\$5.6M (contribution to EED)  LCFF SCG: Cert Sal: \$1.5M Benefits: \$0.5M</p>
<p><b>3. Teaching &amp; Learning:</b> Support effective site-based coaching in the Core Curriculum, including investing in time and resources to support teacher participation in coaching cycles that support their professional growth and contribute to increased student learning</p>	<p>All  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$1.8M  LCFF SCG: Cert Sal: \$0.2M Benefits: \$0.1M Books/Sup &amp; Other Svc: \$0.5M</p>
<p><b>4. Teaching &amp; Learning:</b> Provide instructional materials and resources that support the PK-12 Core Curriculum</p>	<p>All  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE:  Books/Sup: \$1.6M</p>

<p><b>5. Teaching &amp; Learning:</b> Ensure access to SBAC and formative assessment results, build capacity for staff to synthesize data, incorporate learning from data to ensure effective delivery of rigorous and engaging content to students</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$0.8M  LCFF SCG: Cert Sal: \$0.1M Clas Sal: \$0.5M Benefits: \$0.3M Books/Sup &amp; Other Svc: \$0.1M</p>
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<p><b>6. Teaching &amp; Learning (CCR):</b> Ensure baseline college preparation and access for all students by offering multiple credit recovery options, 9th grade bridge/transition program, professional development for counselors and targeted site support.</p> <ul style="list-style-type: none"> <li>• Provide additional services and supports to ensure college and career preparation access for special student populations, including but not limited to Career Technical Education, AVID in high schools and middle schools, AVID ExCEL in middle schools for ELs, integrated course offerings, Dual Enrollment, Extended Learning and Support (ExLS).</li> <li>• Provide tiered level of supports for college and career readiness, specifically allocation of counselors and other support staff.</li> <li>• Provide targeted credit recovery interventions to underserved populations</li> <li>• Improve course instruction and delivery by providing tailored culturally-sensitive and intervention-specific curriculum and professional development to credit recovery teachers around this curriculum</li> <li>• Improve EL Village summer program that provides credit recovery and credit earning opportunities to EL newcomers.</li> <li>• Increase outreach to the Transitional Studies program at City College of San Francisco, which offers high school diploma courses for students who need to recover credits.</li> </ul>	<p>All Grades: 9th, 10th, 11th, 12th, Adult</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$2.8M  LCFF SCG: Cert Sal: \$0.5M Benefits: \$0.2M Books/Sup &amp; Other Svc: \$0.1M</p>
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<p><b>7. Talent &amp; Culture:</b> Continue to build professional learning systems to expand the capacity of all staff to increase student achievement (e.g. new teacher support, coaching networks, master teachers, Peer Assistance and Review, coordinating QTEA professional development), with an emphasis on supporting team-based learning for teachers and paraprofessionals. Invest in programs like San Francisco Teacher Residency (SFTR), SF Pathway to Leadership in Urban Schools (PLUS), and SF Pathway to Teaching, so that we maximize existing talent grounded in SFUSD vision and culture.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.7M</p>
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<p><b>9. Teaching &amp; Learning (SCG) AA:</b> In addition to the supports aforementioned, ensure African American students receive rigorous, relevant instruction, and academic supports.</p> <ul style="list-style-type: none"> <li>Review existing curriculum for cultural responsiveness and develop curricula that highlights and affirms African and African American history and culture.</li> <li>Launch an elective course at the middle and high school level to develop positive cultural identity for African American males</li> <li>Develop a Professional Learning Community for educators focused on culturally responsive and relationship - based pedagogy for African American students</li> <li>Work in partnership with the African American Achievement Initiative and Special Assistant to the Superintendent of African American Achievement and Leadership to develop and implement an AVID-based program (a college preparatory program that incorporates study skills and motivational strategies for students to be successful in high school and encourage college) for rising 9th grade African American students.</li> <li>The African American Achievement &amp; Leadership Initiative utilizes a Progress Monitor tool for each high school to track African American student success indicators. AAALI will add an indicator for AP pass rates and will begin work at the 9th grade level to ensure students have awareness of and access to AP courses.</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Books/Sup &amp; Other Svc: \$0.9M</p>
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<p><b>10. Teaching &amp; Learning (SCG) SpEd:</b> In addition to the supports aforementioned, continue professional development and technical assistance on providing students with disabilities specially designed instruction in the least restrictive environments (e.g., Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for ELs with IEPs, etc.). Increase general education teacher and para training in inclusive practices and increase both the Rethink and SOAR programs.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF BASE: \$74M (contribution to SpEd)  Local Funds/ Grants: \$6.5M  LCFF SCG: Cert Sal: \$3.0M Benefits: \$0.8M</p>
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<p><b>11. Teaching &amp; Learning (SCG) EL/Newcomers:</b> In addition to the supports aforementioned, Properly identify and place English Learners. Ensure access to effective language pathways and specialized programs and services. Provide teachers and site administrators professional development to consistently and effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction:</p> <ul style="list-style-type: none"> <li>Invest in resources and professional development to provide focused support for Spanish-speaking ELs to build their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification</li> <li>Employ designated English Language Development (ELD) instruction leveled by proficiency and English Lanaguage Development Standards integrated during content instruction for English Learners</li> <li>Provide English Learners differentiated instruction and appropriate support based on their EL typology (e.g. smaller class size, Systemic ELD and integrated ELD, foundational literacy skills for Students with Interrupted Formal Education (SIFE), specialized ELD and AVID Excel elective courses for Long-Term ELs)</li> <li>Invest in resources to provide high quality and engaging summer programs for ELs</li> <li>Evaluate and enhance current pathways for ELs including effective use of instructional resources, curriculum maps, technology and other supports</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Newcomer students)</p>	<p>LCFF BASE: \$0.8M</p> <p>LCFF SCG: Cert Sal: \$0.5M Clas Sal: \$0.2M Benefits: \$0.2M Books/Sup &amp; Other Svc: \$0.2M</p>
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<p><b>2. Teaching &amp; Learning:</b> Deepen implementation of the SFUSD Core Curriculum and design classroom activity, structures, scaffolding and opportunities for extension that provide equitable access for all students.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$2.3M  LCFF SCG: Cert Sal: \$0.8M Clas Sal: \$0.5M Benefits: \$0.5M Books/Sup &amp; Other Svc: \$0.2M</p>
<p><b>12. Teaching &amp; Learning (SCG) Foster Youth:</b> In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth:</p> <ul style="list-style-type: none"> <li>• Ensure priority access for Foster Youth to tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities</li> <li>• Connect every Foster Youth with a supportive adult at school</li> </ul>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG:  Cert Sal: \$0.1M Benefits: \$0.1M</p>
<p><b>8. Teaching &amp; Learning (SCG):</b> Provide additional targeted supports to increase services to improve academic achievement for focal student subgroups, including targeted instructional learning materials, supplemental CCSS Math and ELA curricular development, academic intervention support staff (literacy coaches, bilingual teachers, additional class-size reduction staff, instruction reform facilitators), increased professional development, and literacy software.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$25.0M Clas Sal: \$3.5M Benefits: \$15.2M Books/Sup &amp; Other Svc: \$3.8M</p>
<p><b>LCAP Year 2</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>SFUSD:</b></p> <p><b>Teaching &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• % of SFUSD preschool students ready for kindergarten (as measured by PALS): <u>65.91%</u></li> <li>• SBAC Performance &amp; Growth* (All Grades) ELA: <u>embargoed - Target TBD</u></li> <li>• SBAC Performance &amp; Growth* (All Grades) MATH: <u>embargoed - Target TBD</u></li> <li>• Share of pupils that are college &amp; career ready (high school students on track): at or above 70.1%</li> <li>• Share of ELs who become English proficient (AMAO1): TBD by the State</li> <li>• % of pupils who have passed an advanced placement examination with score of 3 or higher: <u>68.16%</u></li> <li>• % of pupils who demonstrate proficiency in EAP (ELA): <u>embargoed</u></li> <li>• High school readiness: <u>TBD</u></li> <li>• High school dropout rate: <u>TBD</u></li> <li>• Graduation rate: <u>maintain 85.27%</u></li> <li>• % of SFUSD 12th graders graduating UC/ CSU eligible: <u>62.46%</u></li> </ul> <p><i>Note: All Budgeted Expenditures for 2017-18 and 2018-19 are pending further review of budgetary and programmatic needs.</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1. Teaching &amp; Learning:</b> Continue to create a coherent continuum of instruction between PK-3, including development of robust Tier 1 supports and intensive supports to accelerate the academic growth of children who enter school in Tier 2 and Tier 3 to ensure all PK children can become Kindergarten ready.</p>	<p>Pre-K sites, TK sites, K-3</p> <p>Grades: TK, K, 1st, 2nd, 3rd, Preschool</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF BASE: \$5.6M (contribution to EED)</p> <p>LCFF SCG: Cert Sal: \$1.5M Benefits: \$0.5M</p>

<p><b>2. Teaching &amp; Learning:</b> Continue to deepen implementation of the SFUSD Core Curriculum and design classroom activity, structures, scaffolding and opportunities for extension that provide equitable access for all students.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$2.3M  LCFF SCG: Cert Sal: \$0.8M Clas Sal: \$0.5M Benefits: \$0.5M Books/Sup &amp; Other Svc: \$0.2M</p>
<p><b>3. Teaching &amp; Learning:</b> Continue to support effective site-based coaching in the Core Curriculum, including investing in time and resources to support teacher participation in coaching cycles that support their professional growth and contribute to increased student learning</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$1.8M  LCFF SCG: Cert Sal: \$0.2M Benefits: \$0.1M Books/Sup &amp; Other Svc: \$0.5M</p>
<p><b>4. Teaching &amp; Learning:</b> Provide instructional materials and resources that support the PK-12 Core Curriculum</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: Books/Sup: \$1.6M</p>

<p><b>5. Teaching &amp; Learning:</b> Continue to ensure access to SBAC and formative assessment results, build capacity for staff to synthesize data, incorporate learning from data to ensure effective delivery of rigorous and engaging content to students</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$0.8M  LCFF SCG: Cert Sal: \$0.1M Clas Sal: \$0.5M Benefits: \$0.3M Books/Sup &amp; Other Svc: \$0.1M</p>
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<p><b>6. Teaching &amp; Learning (CCR):</b> Continue to ensure baseline college preparation and access for all students by offering multiple credit recovery options, 9th grade bridge/transition program, professional development for counselors and targeted site support.</p> <ul style="list-style-type: none"> <li>• Provide additional services and supports to ensure college and career preparation access for special student populations, including but not limited to Career Technical Education, AVID in high schools and middle schools, AVID ExCEL in middle schools for ELs, integrated course offerings, Dual Enrollment, Extended Learning and Support (ExLS).</li> <li>• Provide tiered level of supports for college and career readiness, specifically allocation of counselors and other support staff.</li> <li>• Provide targeted credit recovery interventions to underserved populations</li> <li>• Improve course instruction and delivery by providing tailored culturally-sensitive and intervention-specific curriculum and professional development to credit recovery teachers around this curriculum</li> <li>• Improve EL Village summer program that provides credit recovery and credit earning opportunities to EL newcomers.</li> <li>• Increase outreach to the Transitional Studies program at City College of San Francisco, which offers high school diploma courses for students who need to recover credits.</li> </ul>	<p>All Grades: 9th, 10th, 11th, 12th, Adult</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$2.8M  LCFF SCG: Cert Sal: \$0.5M Benefits: \$0.2M Books/Sup &amp; Other Svc: \$0.1M</p>
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<p><b>7. Talent &amp; Culture:</b> Continue to build professional learning systems to expand the capacity of all staff to increase student achievement (e.g. new teacher support, coaching networks, master teachers, Peer Assistance and Review, coordinating QTEA professional development), with an emphasis on supporting team-based learning for teachers and paraprofessionals. Invest in programs like San Francisco Teacher Residency (SFTR), SF Pathway to Leadership in Urban Schools (PLUS), and SF Pathway to Teaching, so that we maximize existing talent grounded in SFUSD vision and culture.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.7M</p>
<p><b>8. Teaching &amp; Learning (SCG):</b> Continue to provide additional targeted supports to increase services to improve academic achievement for focal student subgroups, including targeted instructional learning materials, supplemental CCSS Math and ELA curricular development, academic intervention support staff (literacy coaches, bilingual teachers, additional class-size reduction staff, instruction reform facilitators), increased professional development, and literacy software.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$25.0M Clas Sal: \$3.5M Benefits: \$15.2M Books/Sup &amp; Other Svc: \$3.8M</p>



<p><b>9. Teaching &amp; Learning (SCG) AA:</b> In addition to the supports aforementioned, continue to ensure African American students receive rigorous, relevant instruction, and academic supports.</p> <ul style="list-style-type: none"> <li>Review existing curriculum for cultural responsiveness and develop curricula that highlights and affirms African and African American history and culture.</li> <li>Launch an elective course at the middle and high school level to develop positive cultural identity for African American males</li> <li>Develop a Professional Learning Community for educators focused on culturally responsive and relationship - based pedagogy for African American students</li> <li>Work in partnership with the African American Achievement Initiative and Special Assistant to the Superintendent of African American Achievement and Leadership to develop and implement an AVID-based program (a college preparatory program that incorporates study skills and motivational strategies for students to be successful in high school and encourage college) for rising 9th grade African American students.</li> <li>The African American Achievement &amp; Leadership Initiative utilizes a Progress Monitor tool for each high school to track African American student success indicators. AAALI will add an indicator for AP pass rates and will begin work at the 9th grade level to ensure students have awareness of and access to AP courses.</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Books/Sup &amp; Other Svc: \$0.9M</p>
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<p><b>10. Teaching &amp; Learning (SCG) SpEd:</b> In addition to the supports aforementioned, continue professional development and technical assistance on providing students with disabilities specially designed instruction in the least restrictive environments (e.g., Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for ELs with IEPs, etc.). Increase general education teacher and para training in inclusive practices and increase both the Rethink and SOAR programs.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF BASE: \$74M (contribution to SpEd)  Local Funds/Grants: \$6.5M  LCFF SCG: Cert Sal: \$3.0M Benefits: \$0.8M</p>
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<p><b>11. Teaching &amp; Learning (SCG) EL/Newcomers:</b> In addition to the supports aforementioned, continue to properly identify and place English Learners. Ensure access to effective language pathways and specialized programs and services. Provide teachers and site administrators professional development to consistently and effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction:</p> <ul style="list-style-type: none"> <li>Invest in resources and professional development to provide focused support for Spanish-speaking ELs to build their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification</li> <li>Employ designated English Language Development (ELD) instruction leveled by proficiency and English Language Development Standards integrated during content instruction for English Learners</li> <li>Provide English Learners differentiated instruction and appropriate support based on their EL typology (e.g. smaller class size, Systemic ELD and integrated ELD, foundational literacy skills for Students with Interrupted Formal Education (SIFE), specialized ELD and AVID Excel elective courses for Long-Term ELs)</li> <li>Invest in resources to provide high quality and engaging summer programs for ELs</li> <li>Evaluate and enhance current pathways for ELs including effective use of instructional resources, curriculum maps, technology and other supports</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Newcomer students)</p>	<p>LCFF BASE: \$0.8M</p> <p>LCFF SCG: Cert Sal: \$0.5M Clas Sal: \$0.2M Benefits: \$0.2M Books/Sup &amp; Other Svc: \$0.2M</p>
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<p><b>12. Teaching &amp; Learning (SCG) Foster Youth:</b> In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth:</p> <ul style="list-style-type: none"> <li>• Ensure priority access for Foster Youth to tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities</li> <li>• Connect every Foster Youth with a supportive adult at school</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF SCG: Cert Sal: \$0.1M Benefits: \$0.1M</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>SFUSD:</b> <b>Teaching &amp; Learning</b></p> <ul style="list-style-type: none"> <li>• % of SFUSD preschool students ready for kindergarten (as measured by PALS): <u>70.72%</u></li> <li>• SBAC Performance &amp; Growth* (All Grades) ELA: <u>embargoed - Target TBD</u></li> <li>• SBAC Performance &amp; Growth* (All Grades) MATH: <u>embargoed - Target TBD</u></li> <li>• Share of pupils that are college &amp; career ready (high school students on track): <u>at or above 70.10%</u></li> <li>• Share of ELs who become English proficient (AMAO1): <u>TBD by State</u></li> <li>• % of pupils who have passed an advanced placement examination with score of 3 or higher: <u>68.25%</u></li> <li>• % of pupils who demonstrate proficiency in EAP (ELA): <u>embargoed</u></li> <li>• High school readiness: <u>TBD</u></li> <li>• High school dropout rate: <u>TBD</u></li> <li>• Graduation rate: <u>maintain 85.27%</u></li> <li>• % of SFUSD 12th graders graduating UC/ CSU eligible: <u>64.01%</u></li> </ul> <p><i>Note: All Budgeted Expenditures for 2017-18 and 2018-19 are pending further review of budgetary and programmatic needs.</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><b>1. Teaching &amp; Learning:</b> Continue to create a coherent continuum of instruction between PK-3, including development of robust Tier 1 supports and intensive supports to accelerate the academic growth of children who enter school in Tier 2 and Tier 3 to ensure all PK children can become Kindergarten ready.</p>	<p>Pre-K sites, TK sites, K-3  Grades: TK, K, 1st, 2nd, 3rd, Preschool</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$5.6M (contribution to EED)  LCFF SCG: Cert Sal: \$1.5M Benefits: \$0.5M</p>
<p><b>2. Teaching &amp; Learning:</b> Continue to deepen implementation of the SFUSD Core Curriculum and design classroom activity, structures, scaffolding and opportunities for extension that provide equitable access for all students.</p>	<p>All  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$2.3M  LCFF SCG: Cert Sal: \$0.8M Clas Sal: \$0.5M Benefits: \$0.5M Books/Sup &amp; Other Svc: \$0.2M</p>
<p><b>3. Teaching &amp; Learning:</b> Continue to support effective site-based coaching in the Core Curriculum, including investing in time and resources to support teacher participation in coaching cycles that support their professional growth and contribute to increased student learning</p>	<p>All  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$1.8M  LCFF SCG: Cert Sal: \$0.2M Benefits: \$0.1M Books/Sup &amp; Other Svc: \$0.5M</p>

<p><b>4. Teaching &amp; Learning:</b> Provide instructional materials and resources that support the PK-12 Core Curriculum</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: Books/Sup: \$1.6M</p>
<p><b>5. Teaching &amp; Learning:</b> Continue to ensure access to SBAC and formative assessment results, build capacity for staff to synthesize data, incorporate learning from data to ensure effective delivery of rigorous and engaging content to students</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$0.8M  LCFF SCG: Cert Sal: \$0.1M Clas Sal: \$0.5M Benefits: \$0.3M Books/Sup &amp; Other Svc: \$0.1M</p>

<p><b>6. Teaching &amp; Learning (CCR):</b> Continue to ensure baseline college preparation and access for all students by offering multiple credit recovery options, 9th grade bridge/transition program, professional development for counselors and targeted site support.</p> <ul style="list-style-type: none"> <li>• Provide additional services and supports to ensure college and career preparation access for special student populations, including but not limited to Career Technical Education, AVID in high schools and middle schools, AVID ExCEL in middle schools for ELs, integrated course offerings, Dual Enrollment, Extended Learning and Support (ExLS).</li> <li>• Provide tiered level of supports for college and career readiness, specifically allocation of counselors and other support staff.</li> <li>• Provide targeted credit recovery interventions to underserved populations</li> <li>• Improve course instruction and delivery by providing tailored culturally-sensitive and intervention-specific curriculum and professional development to credit recovery teachers around this curriculum</li> <li>• Improve EL Village summer program that provides credit recovery and credit earning opportunities to EL newcomers.</li> <li>• Increase outreach to the Transitional Studies program at City College of San Francisco, which offers high school diploma courses for students who need to recover credits.</li> </ul>	<p>All Grades: 9th, 10th, 11th, 12th, Adult</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$2.8M  LCFF SCG: Cert Sal: \$0.5M Benefits: \$0.2M Books/Sup &amp; Other Svc: \$0.1M</p>
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<p><b>7. Talent &amp; Culture:</b> Continue to build professional learning systems to expand the capacity of all staff to increase student achievement (e.g. new teacher support, coaching networks, master teachers, Peer Assistance and Review, coordinating QTEA professional development), with an emphasis on supporting team-based learning for teachers and paraprofessionals. Invest in programs like San Francisco Teacher Residency (SFTR), SF Pathway to Leadership in Urban Schools (PLUS), and SF Pathway to Teaching, so that we maximize existing talent grounded in SFUSD vision and culture.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.7M</p>
<p><b>8. Teaching &amp; Learning (SCG):</b> Continue to provide additional targeted supports to increase services to improve academic achievement for focal student subgroups, including targeted instructional learning materials, supplemental CCSS Math and ELA curricular development, academic intervention support staff (literacy coaches, bilingual teachers, additional class-size reduction staff, instruction reform facilitators), increased professional development, and literacy software.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$25.0M Clas Sal: \$3.5M Benefits: \$15.2M Books/Sup &amp; Other Svc: \$3.8M</p>



<p><b>9. Teaching &amp; Learning (SCG) AA:</b> In addition to the supports aforementioned, continue to ensure African American students receive rigorous, relevant instruction, and academic supports.</p> <ul style="list-style-type: none"> <li>Review existing curriculum for cultural responsiveness and develop curricula that highlights and affirms African and African American history and culture.</li> <li>Launch an elective course at the middle and high school level to develop positive cultural identity for African American males</li> <li>Develop a Professional Learning Community for educators focused on culturally responsive and relationship - based pedagogy for African American students</li> <li>Work in partnership with the African American Achievement Initiative and Special Assistant to the Superintendent of African American Achievement and Leadership to develop and implement an AVID-based program (a college preparatory program that incorporates study skills and motivational strategies for students to be successful in high school and encourage college) for rising 9th grade African American students.</li> <li>The African American Achievement &amp; Leadership Initiative utilizes a Progress Monitor tool for each high school to track African American student success indicators. AAALI will add an indicator for AP pass rates and will begin work at the 9th grade level to ensure students have awareness of and access to AP courses.</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Books/Sup &amp; Other Svc: \$0.9M</p>
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<p><b>10. Teaching &amp; Learning (SCG) SpEd:</b> In addition to the supports aforementioned, continue professional development and technical assistance on providing students with disabilities specially designed instruction in the least restrictive environments (e.g., Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for ELs with IEPs, etc.). Increase general education teacher and para training in inclusive practices and increase both the Rethink and SOAR programs.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF BASE: \$74M (contribution to SpEd)  Local Funds/Grants: \$6.5M  LCFF SCG: Cert Sal: \$3.0M Benefits: \$0.8M</p>
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<p><b>11. Teaching &amp; Learning (SCG) EL/Newcomers:</b> In addition to the supports aforementioned, continue to properly identify and place English Learners. Ensure access to effective language pathways and specialized programs and services. Provide teachers and site administrators professional development to consistently and effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction:</p> <ul style="list-style-type: none"> <li>Invest in resources and professional development to provide focused support for Spanish-speaking ELs to build their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification</li> <li>Employ designated English Language Development (ELD) instruction leveled by proficiency and English Language Development Standards integrated during content instruction for English Learners</li> <li>Provide English Learners differentiated instruction and appropriate support based on their EL typology (e.g. smaller class size, Systemic ELD and integrated ELD, foundational literacy skills for Students with Interrupted Formal Education (SIFE), specialized ELD and AVID Excel elective courses for Long-Term ELs)</li> <li>Invest in resources to provide high quality and engaging summer programs for ELs</li> <li>Evaluate and enhance current pathways for ELs including effective use of instructional resources, curriculum maps, technology and other supports</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Newcomer students)</p>	<p>LCFF BASE: \$0.8M</p> <p>LCFF SCG: Cert Sal: \$0.5M Clas Sal: \$0.2M Benefits: \$0.2M Books/Sup &amp; Other Svc: \$0.2M</p>
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<p><b>12. Teaching &amp; Learning (SCG) Foster Youth:</b> In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth:</p> <ul style="list-style-type: none"> <li>• Ensure priority access for Foster Youth to tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities</li> <li>• Connect every Foster Youth with a supportive adult at school</li> </ul>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF SCG: Cert Sal: \$0.1M Benefits: \$0.1M</p>
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<b>GOAL:</b>	Access & Equity: Make social justice a reality by ensuring every student has access to high-quality teaching and learning.		Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 X 8 Local: N/A
<b>Identified Need:</b>	Based on our attendance, chronic absenteeism rates, middle school and high school readiness indicators, social emotional indicators, suspension rates and culture climate survey measures, there continue to be gaps in the social emotional well being of our students. In effort to better support our students' social emotional health, we recognize the importance of investing in Behavioral Response to Intervention (Rtl) supports, across all tiers.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b>SFUSD:</b></p> <p><b>Safe &amp; Supportive Schools</b></p> <ul style="list-style-type: none"> <li>• SEL-Growth Mindset: <u>% positive response rates TBD</u></li> <li>• SEL-Self Efficacy: <u>% positive response rates TBD</u></li> <li>• SEL-Self Management: <u>% positive response rates TBD</u></li> <li>• SEL-Social Awareness: <u>% positive response rates TBD</u></li> <li>• ELL Reclassification Rate: <u>at or above 17%</u></li> <li>• Instructional Time: <u>TBD</u></li> <li>• Chronic Absenteeism: <u>TBD</u></li> <li>• Suspension Rate: <u>1.12%</u></li> <li>• # of Suspensions for AA/Latino: <u>TBD</u></li> <li>• Expulsion Rates: <u>maintain current rate of 0.00%</u> (*note: 4 total suspensions for 15-16)</li> <li>• Culture/Climate Surveys (Students) - <u>% positive response rates TBD</u></li> <li>• Reduce disproportionate SpEd identification of Emotional Disturbance for AA Students: <u>5.0 (state target)</u></li> </ul>		
	<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>
	<b>Budgeted Expenditures</b>		

<p><b>1. Safe &amp; Supportive Schools:</b> Monitor student absences, suspensions, discipline, out of class time and interventions to take quick action to increase student engagement</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$1.2M  LCFF SCG: Cert Sal: \$0.6M Clas Sal: \$0.7M Benefits: \$0.5M Books/Sup &amp; Other Svc: \$0.2M</p>
<p><b>2. Safe &amp; Supportive Schools:</b> Continue implementation of behavioral Rtl to replicate elements of effective social-emotional supports to all students in all settings</p> <ul style="list-style-type: none"> <li>• Use Positive Behavior Interventions and Supports (PBIS), Restorative Practices (RP) and Trauma-informed practices to build relationships and support safe and supportive schools</li> <li>• Provide additional professional development to further implementation of behavioral Rtl through differentiated supports (Tier 2 and Tier 3). This includes leveraging the Behavioral Action Teams to focus on Extreme Behavior Triage (Behavior Specialists), Trauma Informed Practices, Crisis Prevention and Intervention, Enhanced 504 Program</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$1.0M  LCFF SCG: Cert Sal: \$2.0M Benefits: \$0.8M</p>

<p><b>3. Safe &amp; Supportive Schools:</b> Target strategies to address needs of underserved students, including low-income students, English learners, foster youth, and African American students, through a multi-tiered system of academic and behavioral supports across and within schools.</p> <ul style="list-style-type: none"> <li>• Employ a community schools approach, assessing each school's needs and aligning services and supports offered by community partners to meet the academic and social/emotional needs of students and their families</li> <li>• Provide tiered level of supports to ensure safe and supportive schools, specifically allocation of nurses, psychologists, behavior specialists</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.0M  LCFF SCG: Cert Sal: \$2.0M Benefits: \$0.5M</p>
<p><b>4. Resource Management:</b> Ensure access to clean facilities.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$28.9M</p>
<p><b>5. Resource Management:</b> Ensure access to transportation as required.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$30.6M</p>

<p><b>6. Resource Management:</b> Ensure access to healthy food and nutrition.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.2M (contribution to SNS)</p>
<p><b>7. Safe &amp; Supportive Schools:</b> Target strategies to address needs of underserved students, including low-income students, English learners, foster youth, and African American students, through additional interventions and supports. This includes additional professional development, targeted Tier 2 supports, supplemental materials, translation services, equipment and software, and additional site-based support staff, including paraprofessionals, librarians, support facilitators.</p>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$4.5M Clas Sal: \$0.7M Benefits: \$1.4M Books/Sup: \$0.4M Other Svc: \$0.4M</p>



<p><b>8. Safe &amp; Supportive Schools (SCG) AA:</b> In addition to the supports aforementioned, provide targeted supports to help all students and educators build a growth mindset and provide comprehensive wraparound supports to guarantee African American student readiness to learn:</p> <ul style="list-style-type: none"> <li>• Develop Learning Academies for SFUSD All Admin Institutes that focus on cultivation of growth mindset among educators and students</li> <li>• Implement Year 3 of African American Postsecondary Pathway 12th Grade Workshops and Implement Year 1 of 9th Grade Workshops focused on UC - CSU eligibility</li> <li>• Support and resource Black Student Unions to implement student-led community building activities throughout the year</li> <li>• Provide dedicated financial aid advising to African American students in high school</li> <li>• Implement Year 2 of the African American Village Roundtable to develop individual action plans and a group-mentoring model for African American students and families</li> </ul>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$0.5M Benefits: \$0.2M see Goal 1, Action 9</p>
<p><b>9. Safe &amp; Supportive Schools (SCG) SpEd:</b> In addition to the supports aforementioned, students with additional needs receive targeted, effective supplemental support using the RtI2 framework and Universal Design for Learning.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$74M (contribution to SpEd)  LCFF SCG: Cert Sal: \$1.5M Benefits: \$0.5M</p>

<p><b>10. Safe &amp; Supportive Schools (SCG) EL/Newcomer:</b>                  In addition to the supports aforementioned, provide professional development focused on social emotional and cultural awareness for staff working with ELs and help Newcomer ELs transition into our school system by providing services and/or referrals for support and counseling through site based Wellness Centers</p>	<p>All                  Grades: All</p>	<p><input type="checkbox"/> All                  -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input checked="" type="checkbox"/> Other (Newcomer students)</p>	<p>LCFF                  BASE:                  \$542,962                  LCFF SCG: see                  Goal 1, Action                  11</p>
<p><b>11. Safe &amp; Supportive Schools (SCG) Foster Youth:</b> In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth:</p> <ul style="list-style-type: none"> <li>• Work with CDE, county child welfare, and probation agencies, and SFUSD Foster Youth Services (FYS) program to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics.</li> <li>• Develop truancy policies that take account of the unique needs of and legal requirements for Foster Youth.</li> <li>• Ensure Foster Youth liaison and district level oversight staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of Foster Youth.</li> <li>• Collaborate with schools, child welfare and probation agencies, school site and FYS district staff to reduce school transfers and absenteeism.</li> </ul>	<p>All                  Grades: All</p>	<p><input type="checkbox"/> All                  -----  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>LCFF SCG:                  see Goal                  1, Action 12</p>
<p><b>LCAP Year 2</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p><b>SFUSD:</b></p> <p><b>Safe &amp; Supportive Schools</b></p> <ul style="list-style-type: none"> <li>• SEL-Growth Mindset: <u>% positive response rates TBD</u></li> <li>• SEL-Self Efficacy: <u>% positive response rates TBD</u></li> <li>• SEL-Self Management: <u>% positive response rates TBD</u></li> <li>• SEL-Social Awareness: <u>% positive response rates TBD</u></li> <li>• ELL Reclassification Rate: <u>at or above 17%</u></li> <li>• Instructional Time: <u>TBD</u></li> <li>• Chronic Absenteeism: <u>TBD</u></li> <li>• Suspension Rate: <u>0.87%</u></li> <li>• # of Suspensions for AA/Latino: <u>TBD</u></li> <li>• Expulsion Rates: <u>maintain current rate of 0.00%</u> (*note: 4 total suspensions for 15-16)</li> <li>• Culture/Climate Surveys (Students) - <u>% positive response rates TBD</u></li> <li>• Reduce disproportionate SpEd identification of Emotional Disturbance for AA Students: <u>5.0 (state target)</u></li> </ul> <p><i>Note: All Budgeted Expenditures for 2017-18 and 2018-19 are pending further review of budgetary and programmatic needs.</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1. Safe &amp; Supportive Schools:</b> Monitor student absences, suspensions, discipline, out of class time and interventions to take quick action to increase student engagement</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF BASE: \$1.2M</p> <p>LCFF SCG: Cert Sal: \$0.6M Clas Sal: \$0.7M Benefits: \$0.5M Books/Sup &amp; Other Svc: \$0.2M</p>

<p><b>2. Safe &amp; Supportive Schools:</b> Continue implementation of behavioral RtI to replicate elements of effective social-emotional supports to all students in all settings</p> <ul style="list-style-type: none"> <li>• Use Positive Behavior Interventions and Supports (PBIS), Restorative Practices (RP) and Trauma-informed practices to build relationships and support safe and supportive schools</li> <li>• Provide additional professional development to further implementation of behavioral RtI through differentiated supports (Tier 2 and Tier 3). This includes leveraging the Behavioral Action Teams to focus on Extreme Behavior Triage (Behavior Specialists), Trauma Informed Practices, Crisis Prevention and Intervention, Enhanced 504 Program</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$1.0M  LCFF SCG: Cert Sal: \$2.0M Benefits: \$0.8M</p>
<p><b>3. Safe &amp; Supportive Schools:</b> Continue to target strategies to address needs of underserved students, including low-income students, English learners, foster youth, and African American students, through a multi-tiered system of academic and behavioral supports across and within schools.</p> <ul style="list-style-type: none"> <li>• Employ a community schools approach, assessing each school's needs and aligning services and supports offered by community partners to meet the academic and social/emotional needs of students and their families</li> <li>• Provide tiered level of supports to ensure safe and supportive schools, specifically allocation of nurses, psychologists, behavior specialists</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.0M  LCFF SCG: Cert Sal: \$2.0M Benefits: \$0.5M</p>

<p><b>4. Resource Management:</b> Ensure access to clean facilities.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$28.9M</p>
<p><b>5. Resource Management:</b> Ensure access to transportation as required.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$30.6M</p>
<p><b>6. Resource Management:</b> Ensure access to healthy food and nutrition.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.2M (contribution to SNS)</p>
<p><b>7. Safe &amp; Supportive Schools:</b> Continue to target strategies to address needs of underserved students, including low-income students, English learners, foster youth, and African American students, through additional interventions and supports. This includes additional professional development, targeted Tier 2 supports, supplemental materials, translation services, equipment and software, and additional site-based support staff, including paraprofessionals, librarians, support facilitators.</p>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$4.5M Clas Sal: \$0.7M Benefits: \$1.4M Books/Sup: \$0.4M Other Svc: \$0.4M</p>

<p><b>8. Safe &amp; Supportive Schools (SCG) AA:</b> In addition to the supports aforementioned, continue to provide targeted supports to help all students and educators build a growth mindset and provide comprehensive wraparound supports to guarantee African American student readiness to learn:</p> <ul style="list-style-type: none"> <li>• Develop Learning Academies for SFUSD All Admin Institutes that focus on cultivation of growth mindset among educators and students</li> <li>• Implement Year 3 of African American Postsecondary Pathway 12th Grade Workshops and Implement Year 1 of 9th Grade Workshops focused on UC - CSU eligibility</li> <li>• Support and resource Black Student Unions to implement student-led community building activities throughout the year</li> <li>• Provide dedicated financial aid advising to African American students in high school</li> <li>• Implement Year 2 of the African American Village Roundtable to develop individual action plans and a group-mentoring model for African American students and families</li> </ul>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$0.5M Benefits: \$0.2M see Goal 1, Action 9</p>
<p><b>9. Safe &amp; Supportive Schools (SCG) SpEd:</b> In addition to the supports aforementioned, students with additional needs continue to receive targeted, effective supplemental support using the RtI2 framework and Universal Design for Learning.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$74M (contribution to SpEd)  LCFF SCG: Cert Sal: \$1.5M Benefits: \$0.5M</p>

<p><b>10. Safe &amp; Supportive Schools (SCG) EL/Newcomer:</b>                  In addition to the supports aforementioned, continue to provide professional development focused on social emotional and cultural awareness for staff working with ELs and help Newcomer ELs transition into our school system by providing services and/or referrals for support and counseling through site based Wellness Centers</p>	<p>All                  Grades: All</p>	<p><input type="checkbox"/> All                  -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input checked="" type="checkbox"/> Other (Newcomer students)</p>	<p>LCFF                  BASE: \$542,962                  LCFF SCG:                  see Goal 1, Action 11</p>
<p><b>11. Safe &amp; Supportive Schools (SCG) Foster Youth:</b> In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth:</p> <ul style="list-style-type: none"> <li>• Work with CDE, county child welfare, and probation agencies, and SFUSD Foster Youth Services (FYS) program to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics.</li> <li>• Develop truancy policies that take account of the unique needs of and legal requirements for Foster Youth.</li> <li>• Ensure Foster Youth liaison and district level oversight staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of Foster Youth.</li> <li>• Collaborate with schools, child welfare and probation agencies, school site and FYS district staff to reduce school transfers and absenteeism.</li> </ul>	<p>All                  Grades: All</p>	<p><input type="checkbox"/> All                  -----  <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>LCFF SCG:                  see Goal 1, Action 12</p>
<p><b>LCAP Year 3</b></p>			

<b>Expected Annual Measurable Outcomes:</b>	<p><b>SFUSD:</b></p> <p><b>Safe &amp; Supportive Schools</b></p> <ul style="list-style-type: none"> <li>• SEL-Growth Mindset: <u>% positive response rates TBD</u></li> <li>• SEL-Self Efficacy: <u>% positive response rates TBD</u></li> <li>• SEL-Self Management: <u>% positive response rates TBD</u></li> <li>• SEL-Social Awareness: <u>% positive response rates TBD</u></li> <li>• ELL Reclassification Rate: <u>at or above 17%</u></li> <li>• Instructional Time: <u>TBD</u></li> <li>• Chronic Absenteeism: <u>TBD</u></li> <li>• Suspension Rate: <u>0.62%</u></li> <li>• # of Suspensions for AA/Latino: <u>TBD</u></li> <li>• Expulsion Rates: <u>maintain current rate of 0.00%</u> (*note: 4 total suspensions for 15-16)</li> <li>• Culture/Climate Surveys (Students) - <u>% positive response rates TBD</u></li> <li>• Reduce disproportionate SpEd identification of Emotional Disturbance for AA Students: <u>5.0 (state target)</u></li> </ul> <p><i>Note: All Budgeted Expenditures for 2017-18 and 2018-19 are pending further review of budgetary and programmatic needs.</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1. Safe &amp; Supportive Schools:</b> Continue to monitor student absences, suspensions, discipline, out of class time and interventions to take quick action to increase student engagement</p>	<p>All</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>LCFF BASE: \$1.2M</p> <p>LCFF SCG: Cert Sal: \$0.6M Clas Sal: \$0.7M Benefits: \$0.5M Books/Sup &amp; Other Svc: \$0.2M</p>



<p><b>2. Safe &amp; Supportive Schools:</b> Continue implementation of behavioral RtI to replicate elements of effective social-emotional supports to all students in all settings</p> <ul style="list-style-type: none"> <li>• Use Positive Behavior Interventions and Supports (PBIS), Restorative Practices (RP) and Trauma-informed practices to build relationships and support safe and supportive schools</li> <li>• Provide additional professional development to further implementation of behavioral RtI through differentiated supports (Tier 2 and Tier 3). This includes leveraging the Behavioral Action Teams to focus on Extreme Behavior Triage (Behavior Specialists), Trauma Informed Practices, Crisis Prevention and Intervention, Enhanced 504 Program</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$1.0M  LCFF SCG: Cert Sal: \$2.0M Benefits: \$0.8M</p>
<p><b>3. Safe &amp; Supportive Schools:</b> Continue to target strategies to address needs of underserved students, including low-income students, English learners, foster youth, and African American students, through a multi-tiered system of academic and behavioral supports across and within schools.</p> <ul style="list-style-type: none"> <li>• Employ a community schools approach, assessing each school's needs and aligning services and supports offered by community partners to meet the academic and social/emotional needs of students and their families</li> <li>• Provide tiered level of supports to ensure safe and supportive schools, specifically allocation of nurses, psychologists, behavior specialists</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.0M  LCFF SCG: Cert Sal: \$2.0M Benefits: \$0.5M</p>

<p><b>4. Resource Management:</b> Ensure access to clean facilities.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$28.9M</p>
<p><b>5. Resource Management:</b> Ensure access to transportation as required.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$30.6M</p>
<p><b>6. Resource Management:</b> Ensure access to healthy food and nutrition.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$3.2M (contribution to SNS)</p>
<p><b>7. Safe &amp; Supportive Schools:</b> Continue to target strategies to address needs of underserved students, including low-income students, English learners, foster youth, and African American students, through additional interventions and supports. This includes additional professional development, targeted Tier 2 supports, supplemental materials, translation services, equipment and software, and additional site-based support staff, including paraprofessionals, librarians, support facilitators.</p>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth _ American Indian or Alaska Native X Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners X Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$4.5M Clas Sal: \$0.7M Benefits: \$1.4M Books/Sup: \$0.4M Other Svc: \$0.4M</p>

<p><b>8. Safe &amp; Supportive Schools (SCG) AA:</b> In addition to the supports aforementioned, continue to provide targeted supports to help all students and educators build a growth mindset and provide comprehensive wraparound supports to guarantee African American student readiness to learn:</p> <ul style="list-style-type: none"> <li>• Develop Learning Academies for SFUSD All Admin Institutes that focus on cultivation of growth mindset among educators and students</li> <li>• Implement Year 3 of African American Postsecondary Pathway 12th Grade Workshops and Implement Year 1 of 9th Grade Workshops focused on UC - CSU eligibility</li> <li>• Support and resource Black Student Unions to implement student-led community building activities throughout the year</li> <li>• Provide dedicated financial aid advising to African American students in high school</li> <li>• Implement Year 2 of the African American Village Roundtable to develop individual action plans and a group-mentoring model for African American students and families</li> </ul>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Cert Sal: \$0.5M Benefits: \$0.2M see Goal 1, Action 9</p>
<p><b>9. Safe &amp; Supportive Schools (SCG) SpEd:</b> In addition to the supports aforementioned, students with additional needs continue to receive targeted, effective supplemental support using the RtI2 framework and Universal Design for Learning.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>LCFF BASE: \$74M (contribution to SpEd)  LCFF SCG: Cert Sal: \$1.5M Benefits: \$0.5M</p>

<p><b>10. Safe &amp; Supportive Schools (SCG) EL/Newcomer:</b>                  In addition to the supports aforementioned, continue to provide professional development focused on social emotional and cultural awareness for staff working with ELs and help Newcomer ELs transition into our school system by providing services and/or referrals for support and counseling through site based Wellness Centers</p>	<p>All                  Grades: All</p>	<p>_ All                  -----                  _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  X Other (Newcomer students)</p>	<p>LCFF                  BASE:                  \$542,962                  LCFF SCG:                  see Goal                  1, Action 11</p>
<p><b>11. Safe &amp; Supportive Schools (SCG) Foster Youth:</b> In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth:</p> <ul style="list-style-type: none"> <li>• Work with CDE, county child welfare, and probation agencies, and SFUSD Foster Youth Services (FYS) program to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics.</li> <li>• Develop truancy policies that take account of the unique needs of and legal requirements for Foster Youth.</li> <li>• Ensure Foster Youth liaison and district level oversight staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of Foster Youth.</li> <li>• Collaborate with schools, child welfare and probation agencies, school site and FYS district staff to reduce school transfers and absenteeism.</li> </ul>	<p>All                  Grades: All</p>	<p>_ All                  -----                  X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless                  _ Other</p>	<p>LCFF SCG:                  see Goal                  1, Action 12</p>

<b>GOAL:</b>	Accountability: Keep district promises to students and families and enlist everyone in the community to join in doing so.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 _6 _7 _8 Local: N/A
<b>Identified Need:</b>	<p>We recognize that families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community supports the academic achievement of all students.</p> <p>Students need access to quality teachers, leaders, and staff in order to graduate high school ready for college and career.</p>		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b>SFUSD:</b></p> <p><b>Talent &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• % of teachers who are highly credentialed in their subject area: <u>90-95%</u></li> <li>• Teacher retention rate (staying in district): <u>10%</u></li> <li>• Participation in and usage of additional professional development hours (18 total): <u>80% or higher</u></li> <li>• Maintain teacher vacancy rate of 0 for opening day</li> <li>• Culture/Climate Surveys (Staff) : <u>% positive response rates TBD</u></li> </ul> <p><b>Family Empowerment</b></p> <ul style="list-style-type: none"> <li>• % of schools that create a family engagement plan (as included in each site's Balanced Scorecard): <u>100%</u></li> <li>• Culture/Climate Surveys (Families): <u>% positive response rates TBD</u></li> <li>• Culture/Climate Surveys (Families): <u>Maintain or increase survey completion rate of 70%</u></li> </ul>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p><b>1. Family Empowerment:</b> Schools actively reach out to hear from families. Communication processes are clear to families and encourage a mutual exchange of information. Essential information is provided in multiple languages and interpretation is provided at school meetings and events. Provide interpretation for school site and district events in Spanish, Cantonese, Mandarin, Arabic, Tagalog, Vietnamese and other languages as needed, and prioritize the timely translation of SFUSD essential documents and documents from schools that meet the 15% threshold language requirement.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.4M Benefits: \$0.2M Other Svc: \$0.5M</p>
<p><b>2. Family Empowerment:</b> Build the capacity of district staff and families to engage in effective partnerships that link family engagement to student learning and support positive school cultures.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Other Svc: \$0.1M</p>

<p><b>3. Family Empowerment:</b> Strengthen the structures for shared responsibility across different departments in the district to lead practices that inform, engage, and empower SFUSD families, including:</p> <ul style="list-style-type: none"> <li>• Provide professional learning resources and technical assistance for district staff and families in order to make informed decisions, including support to school governance bodies (SSC, ELAC, AAPAC)</li> <li>• Provide the Family Friendly Walk Through assessment and other informational materials order to support school efforts to implement the Family Engagement Standards and support the development of the school strategies in the Balanced Scorecard to support parent-school-community ties.</li> <li>• Provide professional development and training on the Best Practices Tool Kits for district wide school events, including Back to School, Parent Teacher Conferences, and the School Site Planning process.</li> <li>• Provide resources, materials and support to families through the enrollment process to ensure families have equitable access to participate in the school choice process.</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Other Svc: \$0.1M</p>
<p><b>4. Family Empowerment:</b> Develop the systems to communicate clear expectations, measures, and district-wide accountability for engaging families, including building capacity to communicate with families through email and/or text message and improve collection of family contact information in the Student Information System (SIS).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>

<p><b>5. Talent &amp; Culture:</b> Recruit and retain diverse talent reflective of our school community and support staff in building their capacity to deliver on our promise to provide a quality education for each and every student. Key actions include:</p> <ul style="list-style-type: none"> <li>• Exploring, identifying and scaling effective strategies to improve retention rates through Stanford human capital partnership and work as a system to support professional learning and leadership.</li> <li>• Implementing specific strategies to improve recruitment and retention of teachers and leaders at hard-to-staff schools.</li> <li>• Creating systems to capture information on why and how prospective employees find SFUSD so we can target the right channels to build a workforce that reflects our diverse communities and understands the changing landscape of our city.</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>
<p><b>7. Family Empowerment (SCG) AA:</b> Enlist parents, educators and community partners in monitoring and improving systems and strategies to support African American students and focus on how to effectively engage, affirm, and empower African American students and families.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: \$499,873</p>
<p><b>8. Family Empowerment (SCG) SpEd:</b> Fulfill all requests for interpretation or translation of materials for IEP-related communications in a timely manner.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>



<p><b>9. Family Empowerment (SCG) EL / Newcomers:</b> Provide meaningful parent/guardian communication, outreach and engagement to monitor English learners and assign appropriate staffing and provide professional development for personnel working with English learners.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Newcomer students)</p>	<p>LCFF SCG: Clas Sal: \$0.1M Benefits: \$0.03M Books/Sup: &amp; Other Svc: \$0.1M</p>
<p><b>6. Family Empowerment (SCG):</b> Provide additional targeted supports for focal student subgroups by investing in additional staff supports (such as Family Liaisons), additional professional development for staff, increased materials and food for family events focused on serving families of students in underserved communities, additional translation supports and software.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> American Indian or Alaska Native <input checked="" type="checkbox"/> Hispanic or Latino <input checked="" type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Asian <input checked="" type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Black or African American <input checked="" type="checkbox"/> Filipino <input checked="" type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF SCG: Clas Sal: \$1.8M Benefits: \$0.6M Books/Sup: \$0.2M Other Svc: \$0.2M</p>

**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>SFUSD:</b></p> <p><b>Talent &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• % of teachers who are highly credentialed in their subject area: <u>90-95%</u></li> <li>• Teacher retention rate (staying in district): <u>8-12%</u></li> <li>• Participation in and usage of additional professional development hours (18 total): <u>80% or higher</u></li> <li>• Maintain teacher vacancy rate of 0 for opening day</li> <li>• Culture/Climate Surveys (Staff) : <u>% positive response rates TBD</u></li> </ul> <p><b>Family Empowerment</b></p> <ul style="list-style-type: none"> <li>• % of schools that create a family engagement plan (as included in each site's Balanced Scorecard): <u>100%</u></li> <li>• Culture/Climate Surveys (Families): <u>% positive response rates TBD</u></li> <li>• Culture/Climate Surveys (Families): <u>Maintain or increase survey completion rate of 70%</u></li> </ul> <p><i>Note: All Budgeted Expenditures for 2017-18 and 2018-19 are pending further review of budgetary and programmatic needs.</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1. Family Empowerment:</b> Schools actively reach out to hear from families. Communication processes are clear to families and encourage a mutual exchange of information. Essential information is provided in multiple languages and interpretation is provided at school meetings and events. Provide interpretation for school site and district events in Spanish, Cantonese, Mandarin, Arabic, Tagalog, Vietnamese and other languages as needed, and prioritize the timely translation of SFUSD essential documents and documents from schools that meet the 15% threshold language requirement.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.4M Benefits: \$0.2M Other Svc: \$0.5M</p>
<p><b>2. Family Empowerment:</b> Continue to build the capacity of district staff and families to engage in effective partnerships that link family engagement to student learning and support positive school cultures.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Other Svc: \$0.1M</p>

<p><b>3. Family Empowerment:</b> Continue to strengthen the structures for shared responsibility across different departments in the district to lead practices that inform, engage, and empower SFUSD families, including:</p> <ul style="list-style-type: none"> <li>• Provide professional learning resources and technical assistance for district staff and families in order to make informed decisions, including support to school governance bodies (SSC, ELAC, AAPAC)</li> <li>• Provide the Family Friendly Walk Through assessment and other informational materials order to support school efforts to implement the Family Engagement Standards and support the development of the school strategies in the Balanced Scorecard to support parent-school-community ties.</li> <li>• Provide professional development and training on the Best Practices Tool Kits for district wide school events, including Back to School, Parent Teacher Conferences, and the School Site Planning process.</li> <li>• Provide resources, materials and support to families through the enrollment process to ensure families have equitable access to participate in the school choice process.</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Other Svc: \$0.1M</p>
<p><b>4. Family Empowerment:</b> Continue to develop the systems to communicate clear expectations, measures, and district-wide accountability for engaging families, including building capacity to communicate with families through email and/or text message and improve collection of family contact information in the Student Information System (SIS).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>

<p><b>5. Talent &amp; Culture:</b> Continue to recruit and retain diverse talent reflective of our school community and support staff in building their capacity to deliver on our promise to provide a quality education for each and every student. Key actions include:</p> <ul style="list-style-type: none"> <li>• Exploring, identifying and scaling effective strategies to improve retention rates through Stanford human capital partnership and work as a system to support professional learning and leadership.</li> <li>• Implementing specific strategies to improve recruitment and retention of teachers and leaders at hard-to-staff schools.</li> <li>• Creating systems to capture information on why and how prospective employees find SFUSD so we can target the right channels to build a workforce that reflects our diverse communities and understands the changing landscape of our city.</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>
<p><b>6. Family Empowerment (SCG):</b> Continue to provide additional targeted supports for focal student subgroups by investing in additional staff supports (such as Family Liaisons), additional professional development for staff, increased materials and food for family events focused on serving families of students in underserved communities, additional translation supports and software.</p>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian X Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$1.8M Benefits: \$0.6M Books/Sup: \$0.2M Other Svc: \$0.2M</p>
<p><b>7. Family Empowerment (SCG) AA:</b> Continue to enlist parents, educators and community partners in monitoring and improving systems and strategies to support African American students and focus on how to effectively engage, affirm, and empower African American students and families.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: \$499,873</p>

<p><b>8. Family Empowerment (SCG) SpEd:</b> Fulfill all requests for interpretation or translation of materials for IEP-related communications in a timely manner.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>
<p><b>9. Family Empowerment (SCG) EL / Newcomers:</b> Provide meaningful parent/guardian communication, outreach and engagement to monitor English learners and assign appropriate staffing and provide professional development for personnel working with English learners.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Newcomer students)</p>	<p>LCFF SCG: Clas Sal: \$0.1M Benefits: \$0.03M Books/Sup: &amp; Other Svc: \$0.1M</p>

**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>SFUSD:</b></p> <p><b>Talent &amp; Culture</b></p> <ul style="list-style-type: none"> <li>• % of teachers who are highly credentialed in their subject area: <u>90-95%</u></li> <li>• Teacher retention rate (staying in district): <u>8-12%</u></li> <li>• Participation in and usage of additional professional development hours (18 total): <u>80% or higher</u></li> <li>• Maintain teacher vacancy rate of 0 for opening day</li> <li>• Culture/Climate Surveys (Staff) : <u>% positive response rates TBD</u></li> </ul> <p><b>Family Empowerment</b></p> <ul style="list-style-type: none"> <li>• % of schools that create a family engagement plan (as included in each site's Balanced Scorecard): <u>100%</u></li> <li>• Culture/Climate Surveys (Families): <u>% positive response rates TBD</u></li> <li>• Culture/Climate Surveys (Families): <u>Maintain or increase survey completion rate of 70%</u></li> </ul> <p><i>Note: All Budgeted Expenditures for 2017-18 and 2018-19 are pending further review of budgetary and programmatic needs.</i></p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p><b>1. Family Empowerment:</b> Schools continue to actively reach out to hear from families. Communication processes are clear to families and encourage a mutual exchange of information. Essential information is provided in multiple languages and interpretation is provided at school meetings and events. Provide interpretation for school site and district events in Spanish, Cantonese, Mandarin, Arabic, Tagalog, Vietnamese and other languages as needed, and prioritize the timely translation of SFUSD essential documents and documents from schools that meet the 15% threshold language requirement.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.4M Benefits: \$0.2M Other Svc: \$0.5M</p>
<p><b>2. Family Empowerment:</b> Continue to build the capacity of district staff and families to engage in effective partnerships that link family engagement to student learning and support positive school cultures.</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Other Svc: \$0.1M</p>

<p><b>3. Family Empowerment:</b> Continue to strengthen the structures for shared responsibility across different departments in the district to lead practices that inform, engage, and empower SFUSD families, including:</p> <ul style="list-style-type: none"> <li>• Provide professional learning resources and technical assistance for district staff and families in order to make informed decisions, including support to school governance bodies (SSC, ELAC, AAPAC)</li> <li>• Provide the Family Friendly Walk Through assessment and other informational materials order to support school efforts to implement the Family Engagement Standards and support the development of the school strategies in the Balanced Scorecard to support parent-school-community ties.</li> <li>• Provide professional development and training on the Best Practices Tool Kits for district wide school events, including Back to School, Parent Teacher Conferences, and the School Site Planning process.</li> <li>• Provide resources, materials and support to families through the enrollment process to ensure families have equitable access to participate in the school choice process.</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$0.2M Benefits: \$0.1M Other Svc: \$0.1M</p>
<p><b>4. Family Empowerment:</b> Continue to develop the systems to communicate clear expectations, measures, and district-wide accountability for engaging families, including building capacity to communicate with families through email and/or text message and improve collection of family contact information in the Student Information System (SIS).</p>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>

<p><b>5. Talent &amp; Culture:</b> Recruit and retain diverse talent reflective of our school community and support staff in building their capacity to deliver on our promise to provide a quality education for each and every student. Key actions include:</p> <ul style="list-style-type: none"> <li>• Exploring, identifying and scaling effective strategies to improve retention rates through Stanford human capital partnership and work as a system to support professional learning and leadership.</li> <li>• Implementing specific strategies to improve recruitment and retention of teachers and leaders at hard-to-staff schools.</li> <li>• Creating systems to capture information on why and how prospective employees find SFUSD so we can target the right channels to build a workforce that reflects our diverse communities and understands the changing landscape of our city.</li> </ul>	<p>All Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>
<p><b>6. Family Empowerment (SCG):</b> Continue to provide additional targeted supports for focal student subgroups by investing in additional staff supports (such as Family Liaisons), additional professional development for staff, increased materials and food for family events focused on serving families of students in underserved communities, additional translation supports and software.</p>	<p>All Grades: All</p>	<p>_ All ----- X Foster Youth X American Indian or Alaska Native X Hispanic or Latino X Two or More Races X Low Income Pupils X Redesignated fluent English proficient X Asian X Native Hawaiian or Pacific Islander X English Learners X Black or African American X Filipino X White X Students with Disabilities X Homeless _ Other</p>	<p>LCFF SCG: Clas Sal: \$1.8M Benefits: \$0.6M Books/Sup: \$0.2M Other Svc: \$0.2M</p>
<p><b>7. Family Empowerment (SCG) AA:</b> Continue to enlist parents, educators and community partners in monitoring and improving systems and strategies to support African American students and focus on how to effectively engage, affirm, and empower African American students and families.</p>	<p>All Grades: All</p>	<p>_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners X Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF SCG: \$499,873</p>



<p><b>8. Family Empowerment (SCG) SpEd:</b> Fulfill all requests for interpretation or translation of materials for IEP-related communications in a timely manner.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>LCFF SCG: Other Svc: \$0.1M</p>
<p><b>9. Family Empowerment (SCG) EL / Newcomers:</b> Provide meaningful parent/guardian communication, outreach and engagement to monitor English learners and assign appropriate staffing and provide professional development for personnel working with English learners.</p>	<p>All Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Newcomer students)</p>	<p>LCFF SCG: Clas Sal: \$0.1M Benefits: \$0.03M Books/Sup: &amp; Other Svc: \$0.1M</p>

**Annual Update**

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<b>Original Goal from prior year LCAP:</b>	1. Implement the Common Core State Standards & Use		Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 _7 _8 Local:
Goal Applies to:	Schools:	LEA-wide	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Key assumptions for all Expected Measurable Outcomes (Metrics will be disaggregated by subgroup, including AA, Latino, Foster Youth, Low Income, English Language Learners, students with disabilities).</p> <p>Priority 4:</p> <ul style="list-style-type: none"> <li>• % of SFUSD preschool students ready for kindergarten by 5%</li> <li>• SBAC ELA proficiency increase 2.0%</li> <li>• SBAC Math proficiency increase 2.0%</li> <li>• % of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements increase 0.5%</li> <li>• % of ELL students who gained at least one proficiency level (using Annual Measurable Achievement Objective 1 targets set by state): State Target 15-16 is 62%</li> <li>• Disaggregated for Spanish speakers</li> <li>• % of pupils who have passed an advanced placement examination with score of 3 or higher increase 0.5%</li> <li>• % of pupils who demonstrate proficiency in EAP (ELA) increase by 2%, (Math) increase by 2</li> </ul> <p>Priority 5:</p> <ul style="list-style-type: none"> <li>• (Alternate indicator for MS dropout rate) High school readiness increase 1.0%</li> <li>• High school dropout rate decrease 1.0%</li> <li>• 4-yr cohort graduation rate increase 1.0%</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<p><b>Priority 4:</b></p> <ul style="list-style-type: none"> <li>• % of SFUSD preschool students ready for kindergarten: <b>54.9% (PALS only)</b></li> <li>• SBAC ELA proficiency: <b>embargoed</b></li> <li>• SBAC Math proficiency: <b>embargoed</b></li> <li>• % of SFUSD 12th graders graduating UC/CSU eligible: <b>59.8% (class of 14-15)</b></li> <li>• % of ELL students who gained at least one proficiency level (using Annual Measurable Achievement Objective 1 targets set by state): <b>58.4%</b> <ul style="list-style-type: none"> <li>◦ Disaggregated for Spanish speakers: <b>not available</b></li> </ul> </li> <li>• % of pupils who have passed an advanced placement examination with score of 3 or higher: <b>68.2% (from 14-15 school year)</b></li> <li>• % of pupils who demonstrate proficiency in EAP (ELA): <b>embargoed</b></li> <li>• % of pupils who demonstrate proficiency in EAP (Math): <b>embargoed</b></li> </ul> <p><b>Priority 5:</b></p> <ul style="list-style-type: none"> <li>• High school readiness: <b>71.6% (mid-year data)</b></li> <li>• High school dropout rate: <b>awaiting data</b></li> <li>• 4-yr cohort graduation rate: <b>84.9% (class of 14-15)</b></li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

1.1 Provide teachers and site administrators access to and professional development on CCSS-aligned curriculum materials (including curriculum maps, spirals, lesson plans, other guidance/resources to support implementation of the CCSS in the pathway language, etc.) to increase equitable access to curriculum for students

1.1.1 Further increase equitable access to curriculum by providing additional supports for targeted student populations (ELs, Low Income, Foster Youth), including but not limited to additional staff to reduce class size, additional professional development focused on supporting targeted student populations, tiered academic supports, additional technology and instructional materials

1.1 -  
1.1.1: 43.7M

SFUSD has maintained a varied portfolio of CCSS-aligned professional learning opportunities for educators. These include coaching, school-based and centrally-planned professional development, and opportunities to work in meaningful ways with educator colleagues to interpret student data, plan curricula, and learn about instructional strategies.

More specifically, teachers of language arts have been led by Teacher Leaders from each school; Literacy Coaches are employed at approximately 25 elementary schools; and principals engaged throughout the year in professional development activities related to the Common Core Standards. The Humanities department continued its work to develop professional development, curricular resources, and assessments; as well as providing support to department chairs, Assistant Principals for Curriculum, and specific schools. In Math, the STEM department deployed coaches (funded through a combination of sources, including resources from Salesforce) to middle schools, supported lower class sizes in Grade 8, organized and supported site-based professional development in elementary schools, supported a new CCSS-aligned course sequence, and supported the use of newly revised curricula for all grades. These new curriculum resources were developed on the basis of feedback from teachers throughout the district, and was led by teacher Response & Development teams.

QTEA PD hours were utilized for professional development across school sites.

Expenditures are Year-to-Date and will be updated when the books close for FY15-16.

1.1 Total:  
\$28,602,416  
LCFF Base:  
\$1,636,720  
Books & Supplies: \$0  
Certificated Personnel Salaries:  
\$1,514,976  
Services & Other Operating Expenses:  
\$121,745  
LCFF SCG:  
\$18,690,449  
Books & Supplies:  
\$193,349  
Certificated Personnel Salaries:  
\$18,089,275  
Classified Personnel Salaries:  
\$389,083  
Services & Other Operating Expenses:  
\$18,742  
Title I:  
\$1,609,748  
Certificated Personnel Salaries:

				\$1,609,748 Title II: \$385,750 Certificated Personnel Salaries: \$385,750 Lottery: \$1,512,223 Books & Supplies: \$1,512,223 Local Funds / Grants: \$4,767,526 Certificated Personnel Salaries: \$4,673,679 Classified Personnel Salaries: \$93,847 Services & Other Operating Expenses: \$0	
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>1.2 Continue implementation of academic Rtl ( 1st cohort in SY14-15), to replicate elements of effective base academic instruction to all students in all settings (Tier 1); this includes the Academic Rtl facilitator role that has supported Zone schools and intensive schools (not Tier 3 schools) for struggling readers</p> <p>1.2.1 Provide additional Academic Rtl supports for Tier 2 and Tier 3 and provides professional development for staff, additional classroom resources to support targeted student populations</p>	<p>1.2 - 1.2.1: 10.0M</p>	<p>The district continues to support the use of a range of reading assessments, including the PALS reading inventory in PK and TK; the Fountas &amp; Pinnell individual reading assessment in grades K-2; and the Scholastic Reading Inventory in Grades 3-10. These assessments provide educators with important information about individual reading needs and can be used to support more effective independent and instructional book selection, targeted small-group teaching, and individual feedback to students. Additionally, SFUSD continues its work to support its Comprehensive Approach to Literacy, a set of instructional strategies designed to provide students with a balanced set of instruction related to decoding, fluency, and comprehension. With respect to Tier 2 academic support, this year the Academic RTI Facillitator (RTiF) role was supported in network-style professional learning, and SFUSD completed its purchase of Leveled Literacy Intervention (LLI) materials for all elementary schools. These materials provide reading support providers like RTiFs, Literacy Specialists, and Resource Support Program (RSP) teachers with high-quality intervention materials for readers who require in- and out-of-class support. Network-style professional development was also provided to Reading Recovery teachers, who work at approximately 25 elementary schools to provide additional Tier 2 support to struggling students. In Mathematics, the district focused on the implementation of its revised Core Curriculum, which includes many scaffolds for students at a range of skill levels. Through the use of Rich Math Tasks, which provide “low floor, high ceiling” for engagement, students at a range of levels are supported to work in collaboration with their peers, to express their mathematical reasoning, and to apply discrete skills to solving multi-dimensional problems.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>1.2 Total: \$8,039,773 LCFF Base: \$451,848 Certificated Personnel Salaries: \$451,848 LCFF SCG: \$163,089 Certificated Personnel Salaries: \$163,089 Restricted Federal Funds: \$19,246 Certificated Personnel Salaries: \$19,246 Local Funds / Grants: \$7,405,590 Certificated Personnel Salaries: \$7,405,590</p>
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<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>1.3 Ensure access to SBAC and formative assessment results, build capacity of staff to synthesize data, incorporate learning from data to ensure effective delivery of rigorous and engaging content to students</p>		<p>1.3: 18.7M</p>	<p>Provided technology support for 4,500 technology devices at schools that are used by students for SBAC and ongoing digital learning for students. Partner with RPA to ensure the successful administration of SBAC, including updating of devices, management of software and applications, and ensuring access to the Internet.</p> <p>Developed, implemented and supported an interim assessment system to monitor learning of the CCSS and mirror the SBAC. The system includes the Interim District Assessments for grades 3–HS, F&amp;P in grades TK-2, SRI in grades 3-11, and IWA. The successful transition to using Illuminate for our data and assessment management system supported teachers and sites to inform planning and instruction. The interim assessments led to a successful implementation of SBAC Summative Assessments for students in grades 3-8 and 11. Progress for ELs continued to be monitored through the interim assessments and the administration of CELDT.</p>		<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>1.3 Total: \$10,038,761 LCFF Base: \$4,131,290 Certificated Personnel Salaries: \$2,415,772 Classified Personnel Salaries: \$1,715,518 Local Funds / Grants: \$5,907,470 Certificated Personnel Salaries: \$4,139,742 Classified Personnel Salaries: \$1,767,729</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p><b>Scope of service:</b></p>	<p>LEA-wide Grades: All</p>	



<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>1.4 Create a coherent continuum of instruction between pre-school and 3rd grade</p> <p>1.4.1 Develop intensive supports to accelerate the academic growth of children who enter school in Tier 2 and Tier 3 to ensure all Pre-K children can become K-ready</p> <p>1.4.2 Develop a K-readiness metric for TK students to track readiness and inform more targeted supports</p>	<p>1.4 - 1.4.2: 40.0M</p>	<p>In 2015-2016, SFUSD continued its work to create an aligned PK-3 educational experience for students. This work includes the articulation of assessment systems between PK/TK and K-3; the support of common (but developmentally differentiated) instructional strategies; aligned professional development; and integrated administrative responsibilities.</p> <p>The Pre-k-3rd model aims to improve students' early outcomes and provide the foundation for lifelong learning. The goal is to create a continuum of quality education for children from pre-kindergarten (ages three-five) through third grade that will ultimately bring about a positive impact on third grade achievement. The school district is working to bring stronger alignment and coordination to high standards, curricula, instruction, and assessments across the early years. This requires investments in professional development, data systems, and implementation of tiered services.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>1.4 Total: \$31,182,971 LCFF Base: \$550,863 Certificated Personnel Salaries: \$550,863 LCFF SCG: \$138,838 Certificated Personnel Salaries: \$138,838 Title I: \$997,473 Books &amp; Supplies: \$583 Certificated Personnel Salaries: \$996,890 Restricted Federal Funds: \$14,206,680 Certificated</p>

				Personnel Salaries: \$13,225,896 Classified Personnel Salaries: \$980,784 Restricted State Funds: \$12,521,275 Classified Personnel Salaries: \$12,521,275 Local Funds / Grants: \$2,767,843 Certificated Personnel Salaries: \$2,767,843
<b>Scope of service:</b>	PreK-3rd Grades: TK, K, 1st, 2nd, 3rd, Preschool		<b>Scope of service:</b> LEA-wide Grades: TK, K, 1st, 2nd, 3rd, Preschool	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>1.5 Continue professional development and technical assistance on providing students with disabilities specially designed instruction in the least restrictive environments (e.g., Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for ELs with IEPs, etc.)</p>		<p>1.5: 1.9M</p>	<p>Rethink Autism is a web-based ABA program providing assessment, teaching tutorials, teaching objectives and data-tracking systems. Stetson provides essential information for an inclusive education process. They provide a conceptual framework which includes systems issues, instructional practices, models of support along with staffing and scheduling. SOAR serves students with significant mental health and behavioral challenges who have an IEP "individual education program," in the least restrictive environment. The goal of SOAR is to provide intensive intervention and support to students within San Francisco Unified School District.</p>		<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>1.5 Total: \$1,284,595 LCFF Base: \$430,418 Certificated Personnel Salaries: \$430,418 LCFF SCG: \$806,651 Certificated Personnel Salaries: \$806,651 Local Funds / Grants: \$47,526 Certificated Personnel Salaries: \$47,526 Services &amp; Other Operating Expenses: \$0</p>
<p><b>Scope of service:</b></p>	<p>All Grades: All</p>		<p><b>Scope of service:</b></p>	<p>LEA-wide Grades: All</p>	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>1.6 Provide teachers and site administrators professional development to consistently and effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction</p> <p>1.6.1 Invest in resources and professional development to provide focused support for Spanish-speaking EL students to build on their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification (e.g., if enrolled in language pathway, ongoing data discussions to inform instruction that will lead to increased achievement in English and Spanish, Spanish to English Biliteracy Transfer (SEBT) where students apply their developing knowledge of Spanish literacy to English literacy, etc.)</p>	<p>1.6 &amp; 1.7: 6.1M</p>	<p>Teachers and principals received site-based professional development (PD) and coaching on the instructional shifts of the California ELD Standards. Teachers, administrators and coaches also attended centralized PDs on the Five Essential Practices for designated ELD and strategies to increase student communication during integrated ELD through content instruction.</p> <p>Teachers in Spanish language pathways and newcomer pathways with struggling English Learners attended PD series and follow-up coaching on Spanish to English Biliteracy Transfer (SEBT). Multilingual Pathways Department (MPD) staff also hosted professional learning communities (PLCs) for teachers in Spanish Biliteracy and Dual Language Immersion pathways. Each PLC only included 2 grade levels in order to especially focus on the academic needs of English Learners at each respective grade level. MPD provided a workshop designed for new teachers in the Spanish language pathway. MPD also created a digital archive of resources and curriculum for teachers of Spanish immersion in the middle grades.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>1.6 Total: \$4,789,359 LCFF SCG: \$1,938,937 Certificated Personnel Salaries: \$1,938,937 Title III: \$1,178,726 Certificated Personnel Salaries: \$1,178,726 Local Funds / Grants: \$1,680,696 Certificated Personnel Salaries: \$1,680,696</p>

<b>Scope of service:</b>	All Grades: All		Scope of service:	LEA-wide Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
1.7 Provide English Learners differentiated instruction and appropriate support based on their EL typology (e.g., smaller class size, Systematic ELD and integrated ELD in all content classes for Newcomer ELs, foundational literacy skills for Students with Interrupted Formal Education (SIFE), specialized ELD and AVID Excel elective courses for Long-Term ELs)  1.7.1 Invest in resources to provide high quality and engaging summer programs for English Learners, e.g., summer school in the EL Village  1.7.2 Evaluate and enhance current pathways for ELs, including the effective use of instructional resources, curriculum maps, technology and other supports		Additional 1.7: 6.5M	To support teachers of Long-Term English Learners, Avid Excel PD and PLCs were hosted during the school year. MPD coaches provided follow up coaching and PD on English 3D, supplemental materials designed for Long-Term English Learners. For Newcomer teachers, workshops on Systematic ELD and foundational literacy skills helped teachers better support Newcomer Students with Interrupted Formal Education (SIFE). MPD staff and master teachers also co-facilitated Newcomer teacher PLCs by content area to develop and share effective instructional practices and strategies. MPD staff supported site-based ELD team meetings to support collaborative planning for ELD. College and Career Readiness will train middle school teachers in AVID strategies including best practices for English Learners.  During the summer, Newcomer English Learners will be participating in the "EL Village 2016: Newcomer Summer School," a project-based summer program where high school students receive designated ELD and integrated ELD through content instruction. In addition to providing summer instruction, EL Village teachers will be collaborating and developing interdisciplinary curriculum that will support their instructional practice for ELs beyond EL Village. In addition, two sites will offer EL Summer Acceleration	Expenditures are Year-to-Date and will be updated when the books close for FY15-16.  1.7 Total: \$5,135,461 LCFF SCG: \$5,135,461 Books & Supplies: \$12,251 Certificated Personnel Salaries: \$4,840,869 Classified Personnel Salaries: \$282,341	

		<p>programs for middle school English Learners in collaboration with CBO partners to offer full-day programming. Students new to AVID Excel will participate in a 2-week summer bridge program to launch their participation in the program.</p> <p>MPD staff has initiated an evaluation of language pathways with a site-based needs assessment and iLab design process. This work will continue into the 2016-17 school year. During the 2015-16 school year, the PLCs for the Chinese and Spanish pathways have helped inform the evaluation as well as enhance current pathway implementation. Secondary Dual Language Pathway teachers participated in professional development on pedagogy and planning for advanced world language courses including an extended day for teachers of Mandarin to learn how to support Cantonese speakers with transference to Mandarin.</p>		
<b>Scope of service:</b>	All Grades: All		Scope of service: LEA-wide Grades: All	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	

<p>1.8 Provide tiered level of supports to ensure access to rigorous instruction for all, including the allocation of literacy coaches, instructional reform facilitators, assistant principals, in addition to the strategic distribution of programs aforementioned</p>		<p>1.8: 13.2M</p>	<p>The use of data to inform decision making continued to be at the heart of RPAs work. Data meetings with school sites set the bar for examining current instructional practices, utilization of resources and instituting strategic changes. The Multi-Tiered System of Supports (MTSS) takes the use of data to the next level to examine both inputs and outputs to tier the work at schools and allocate specific resources and supports. Ongoing research and evaluation provides feedback to ensure success.</p> <p>In keeping with its MTSS analysis, SFUSD allocated additional resources to schools, including coaches, instructional reform facilitators, assistant principals, social workers, nurses, and other positions. Broadly, these additional supports are intended to account for the particular challenges faced at greater levels in some schools; they provide communities with additional positions and skills for the purpose of addressing gaps identified in the district's analysis of both the conditions and outcomes for all schools. In this analysis, the district refined its use of measures related to school conditions, including teacher turnover and average tenure; rates of poverty; concentrations of students based on race, language learner status, or disability. The MTSS analysis also takes into account a range of outcome measures, including academic performance, student surveys, health and social-emotional outcomes, and school capacity. Based on this analysis, schools are allocated additional supplemental resources tailored to particular needs. In the past year, the MTSS allocations were increased in the aggregate.</p>		<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>1.8 Total: \$9,352,026                  LCFF Base: \$407,063                  Certificated Personnel Salaries: \$407,063                  LCFF SCG: \$7,870,374                  Certificated Personnel Salaries: \$7,773,987                  Classified Personnel Salaries: \$96,387                  Title II: \$702,072                  Certificated Personnel Salaries: \$702,072                  Local Funds / Grants: \$372,517                  Certificated Personnel Salaries: \$372,517</p>
<p><b>Scope of service:</b></p>	<p>All  Grades: All</p>		<p><b>Scope of service:</b></p>	<p>LEA-wide  Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, services, and expenditures</b></p>	<p>LCAP goals have been reorganized to align to the SFUSD refreshed Strategic Plan 2016-19 as follows: Goal 1: Achievement, Goal 2: Access &amp; Equity, Goal 3: Accountability. The actions and services under <b>Goal 1: Implement the Common Core State Standards &amp; Use of Student Data</b> will now be organized under <b>Goal 1: Achievement</b> with the heading <b>Teaching and Learning</b>.</p> <p>Based on Community Stakeholder feedback, we have also identified specific actions for identified student sub-groups under each goal to better monitor services supporting these students.</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>2. Ensure Safe &amp; Supportive Schools for All Students</p>	<p>Related State and/or Local Priorities: X 1 X 2 _3 X 4 X 5 X 6 _7 _8 Local:</p>				
<p>Goal Applies to:</p>	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Schools:</td> <td>LEA-wide</td> </tr> <tr> <td>Grades:</td> <td>All</td> </tr> </table>	Schools:	LEA-wide	Grades:	All	
Schools:	LEA-wide					
Grades:	All					
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Applicable Pupil Subgroups:</td> <td>All</td> </tr> </table>	Applicable Pupil Subgroups:	All			
Applicable Pupil Subgroups:	All					



<p>Expected Annual Measurable Outcomes:</p>	<p>Key assumptions for all Expected Measurable Outcomes (metrics will be disaggregated by subgroup, including AA, Latino, Foster Youth, Low Income, English Language Learners, students with disabilities).</p> <p>Priority 4:</p> <ul style="list-style-type: none"> <li>Rate of reclassification for Spanish speakers by 1.5% (Expected: 14.5%)</li> </ul> <p>Priority 5:</p> <ul style="list-style-type: none"> <li>(Alternate indicator for school attendance rate) Instructional time increase 0.5%</li> <li>Chronic absenteeism (all students) decrease 0.5%</li> </ul> <p>Priority 6:</p> <ul style="list-style-type: none"> <li>Maintain suspension rates at or below 1.5%</li> <li>Reduce disproportionate suspensions of African American and Latino students</li> <li>Reduce rate of out-of-class referrals</li> <li>Maintain expulsion rates at 0.0%</li> <li>Positive response rates in Student Culture and Climate Surveys for CORE (includes SEL)</li> <li>Reduce Special Education disproportionate identification of African American Students for Emotional Disturbance (risk ratio)* State Target of 5.0</li> <li>Social Emotional Skills</li> </ul> <p>Priority 10:</p> <ul style="list-style-type: none"> <li>Provide a formal mentor to foster youth to at least 30% of foster youth</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<p><b>Priority 4:</b></p> <ul style="list-style-type: none"> <li>Rate of reclassification for Spanish speakers: <b><u>13% (as of 5/26/16), final % available in July</u></b></li> </ul> <p><b>Priority 5:</b></p> <ul style="list-style-type: none"> <li>Instructional time: <b><u>awaiting final data</u></b></li> <li>Chronic absenteeism (all students): <b><u>awaiting final data</u></b></li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>Suspension rates: <b><u>1.63%</u></b> <ul style="list-style-type: none"> <li>African American Students: <b><u>8.79% (N=509)</u></b></li> <li>Latino Students: <b><u>1.74% (N=348)</u></b></li> </ul> </li> <li>Rate of out-of-class referrals: <b><u>20.68%</u></b> <ul style="list-style-type: none"> <li>African American Students: <b><u>107.29%</u></b></li> <li>Latino Students: <b><u>22.06%</u></b></li> </ul> </li> <li>Expulsion rate: <b><u>0% (*note: 4 total expulsions for 2015-16 school year)</u></b></li> <li>Postive response rates in Student Culture and Climate Surveys (includes SEL): <b><u>awaiting public release</u></b></li> <li>Special Education disproportionate identification of African American Students for Emotional Disturbance (risk ratio): <b><u>3.86</u></b></li> <li>Social Emotional Skills: <b><u>awaiting public release</u></b></li> </ul> <p><b>Priority 10:</b></p> <ul style="list-style-type: none"> <li>% of foster youth with a formal mentor: <b><u>awaiting data</u></b></li> </ul>
<p><b>LCAP Year: 2015-16</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>2.1 Continue implementation of behavioral Rtl 3rd cohort in SY14-15), to replicate elements of effective social-emotional supports to all students in all settings (Tier 1). This includes investing in targeted resources, professional development and leveraging the Behavioral Action Teams to focus on the following: Restorative Practices, Positive Behavior Incentive System (PBIS), Culturally and Linguistically Relevant Pedagogy, Identity Safe Classrooms</p> <p>2.1.1 Continue to develop infrastructure (data, processes, policies) to both deploy Behavioral Rtl supports effectively</p> <p>2.1.1.1 For foster youth: Establish policy and data infrastructure necessary to support and monitor educational success:</p> <p>a) Work with CDE, county child welfare, and probation agencies, and SFUSD Foster Youth Services (FYS) program to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics.</p> <p>b) Develop truancy policies that take account of the unique needs of and legal requirements for foster youth.</p>	<p>2.1 - 2.1.1.1: 17.0 M</p>	<p>Continued MTSS “Multi-Tiered Support Systems”, BAT “Behavioral Action Teams”, RP “Restorative Practices” coaches and PBIS “Positive Behavior Intervention Support“ in the general education setting. Funding of new positions to support the Task Force and to address strategies for behavioral needs and services for Section 504 students.</p> <p>Entered into a data sharing agreement with SF-Human Services Agency and Superior Court of San Francisco Unified Family Court as well as Sacramento County Office of Education to identify, exchange, and analyze foster youth student level data in Foster Focus. Currently in progress of uploading SFUSD Synergy student information into Foster Focus.</p> <p>Collaborated with child welfare, superior court, and district to develop cross-agency truancy protocol; 102 students served.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>2.1 Total: \$49,277,803 LCFF Base: \$4,966,314 Certificated Personnel Salaries: \$4,966,314 LCFF SCG: \$27,384,490 Books &amp; Supplies: \$92,465 Certificated Personnel Salaries: \$27,142,239 Classified Personnel Salaries: \$142,357 Services &amp; Other Operating Expenses: \$7,428 Title I: \$125,903 Certificated Personnel Salaries: \$125,903 Restricted State Funds:</p>

				<p>\$105,699                  Certificated Personnel Salaries:                  \$105,699                  Local Funds / Grants:                  \$16,695,397                  Certificated Personnel Salaries:                  \$16,511,733                  Classified Personnel Salaries:                  \$168,664                  Services &amp; Other Operating Expenses:                  \$15,0002.3</p>
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
2.2 Provide additional professional development to staff to further implementation of Tier 2 and Tier 3 of behavioral RtI which provides differentiated supports to students. This includes investing in targeted resources, professional development and leveraging the Behavioral Action Teams to focus on the following: Extreme Behavior Triage (Behavior Specialists), Trauma Informed Practices, Crisis	2.2 - 2.2.1: 48.5M	The school psychologist serves the SFUSD in identifying, understanding and treating learning and behavior differences and recommends appropriate interventions. The psychologist assists pupils using various techniques including, but not limited to, conferencing, observation, psycho-educational assessments and counseling. The speech-language	Expenditures are Year-to-Date and will be updated when the books close for FY15-16.	

<p>Prevention and Intervention, Enhanced 504 Program</p> <p>2.2.1 For foster youth: Ensure LEA foster youth liaison (Ed Code 48853.5) and district level oversight staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of foster youth.</p>		<p>pathologist facilitates the prevention, identification, evaluation, diagnosis and treatment of children with communication disorders.</p> <p>The Foster Youth Educational Liaison and oversight staff participate in ongoing professional development opportunities throughout the state to enhance knowledge and expertise in best practices and cross county collaboration. Information obtained is discussed and integrated, as appropriate, in local practices and shared with key stakeholders. Staff have extensive experience, training and educational backgrounds that support their specific role and responsibilities in supporting foster youth students.</p>	<p>2.2 Total:                  \$41,144,595                  LCFF Base:                  \$3,183,202                  Certificated Personnel Salaries:                  \$3,183,202                  LCFF SCG:                  \$1,423,460                  Certificated Personnel Salaries:                  \$837,388                  Classified Personnel Salaries:                  \$586,072                  Restricted Federal Funds:                  \$108,325                  Certificated Personnel Salaries:                  \$108,325                  21st Century:                  \$7,564,389                  Books &amp; Supplies:                  \$49,281                  Certificated Personnel Salaries:                  \$7,515,108                  MEDI-CAL:                  \$847,019                  Certificated Personnel Salaries:                  \$847,019                  SFCSD: CDC:                  \$789,183                  Certificated</p>
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				Personnel Salaries: \$745,147 Classified Personnel Salaries: \$44,036 ASES: \$9,036,050 Certificated Personnel Salaries: \$9,036,050 Restricted State Funds: \$356,089 Certificated Personnel Salaries: \$356,089 Local Funds / Grants: \$17,836,878 Certificated Personnel Salaries: \$8,256,402 Classified Personnel Salaries: \$332,270 Services & Other Operating Expenses: \$9,248,206
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	LEA-wide Grades: All

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>2.3 Provide tiered level of supports to ensure safe and supportive schools, specifically allocation of nurses, psychologists, behavior specialists, in addition to the strategic distribution of programs aforementioned</p> <p>2.3.1 For foster youth: Hire or assign, train, and supervise sufficient school liaison staff and district level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth.</p> <ol style="list-style-type: none"> <li>1. Collaborate with schools, child welfare and probation agencies, school sites and FYS district level staff to reduce school transfers and absenteeism.</li> <li>2. Ensure priority access for foster youth to tutoring and other academic and social/emotional supports (such as Positive Behavioral Intervention and Supports (“PBIS”), Restorative Practices (“RP”), school social workers/mental health counselors, mentoring), afterschool and summer enrichment programs, and extracurricular activities.</li> <li>3. Connect every foster youth with a supportive adult at school</li> </ol> <p>2.3.2 For English Learners: Provide professional development focused on social emotional and cultural awareness for staff working with ELs and help Newcomer ELs transition into our school system by providing services and/or referrals for emotional support and psychological counseling through site based Wellness Centers.</p>	<p>2.3 - 2.3.2: 7.2M  2.3.1: 0.4M</p>	<p>The school psychologist serves the SFUSD in identifying, understanding and treating learning and behavior differences and recommends appropriate interventions using various techniques including, but not limited to, conferencing, observation, psycho-educational assessments and counseling. Board Certified Behavior Analysts (BCBA) serves as a resource to the SFUSD by identifying, analyzing, understanding and addressing behavior differences.</p> <p>Staff and Training:</p> <ul style="list-style-type: none"> <li>• FYS School-Site Liaisons/MSW Interns trained at orientation/mid-year meetings and provided ongoing support.</li> <li>• Updated website with information/resources.</li> <li>• FYS Central: Program Administrator; School Social Workers; Head Counselor; Child Welfare Attendance Liaison.</li> </ul> <p>School Transfers and Absenteeism:</p> <ul style="list-style-type: none"> <li>• Collaborated with child welfare, superior court, and district to develop truancy protocol; 102 students served.</li> <li>• Collaborated with child welfare and school staff to support school stability; 70 TDM meetings.</li> <li>• Recruitment of 18 potential foster families to support school stability.</li> </ul> <p>Priority Access:</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>2.3 Total: \$2,711,484 LCFF SCG: \$2,711,484 Certificated Personnel Salaries: \$2,711,484</p>

		<ul style="list-style-type: none"> <li>Individualized tutoring provided to 70 students.</li> <li>Mentoring for Success matched 49 students.</li> <li>In partnership with CCSF and ILSP, foster youth will participate in Guardian Scholars Summer Academy.</li> <li>FYS Census sent to sites for SAP review. 524 students.</li> <li>FYS Liaisons at each school site connect with each identified foster youth student at their school site and serve as a supportive adult.</li> </ul> <p>The district's Unaccompanied Immigrant Children's program coordinator provided PD and coaching to all Wellness Center support staff, including centers at Newcomer Pathway school sites. PD and coaching focused on the social emotional needs of Newcomers arriving from Central America and other war torn countries. The program coordinator also provided city wide resources such as referral for legal services and mental health supports. Site Newcomer English Learner Liaisons (NELLS) at the six high school newcomer pathways provided professional development workshops for faculties at their school sites on newcomer orientation and supports for newcomer students.</p>		
<b>Scope of service:</b>	All  Grades: All	<b>Scope of service:</b>	LEA-wide  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>2.4 Maintain and expand work of Access and Equity Department, including African-American Achievement and Leadership Initiative, emphasizing building community trust, reducing implicit bias and reinforcing positive assets</p> <p>2.4.1 Support the infrastructure for AAALI, including a Special Assistant, Parent &amp; Community Coordinator, Coach for African American Postsecondary Success, substitute support for sites with high staff absences, additional contracted services for Out-of-School Time and develop a school site innovation fund to foster successful practices that support Access &amp; Equity for African American students</p>	<p>2.4 - 2.4.1: 1.3M</p>	<p>In the 2015-2016 school year, the Access &amp; Equity department supported 7 school communities to explore issues of race, class, culture, and language as part of a series of professional development; hosted two groups of teachers and TSA's in professional learning communities; and hosted teachers from around the district for an Equity Symposium. These sessions supported educators and school leaders to discuss issues related to racial identity, stereotypes and their impact on student performance, strategies of developing a growth mindset in students, and relationships with students and families. Throughout the year, SFUSD also initiated work to build these important topics more explicitly into its curriculum, and into the knowledge base of coaches, principals, and increasingly larger numbers of educators.</p> <p>Hired a Special Assistant for African American Achievement and Leadership, African American Parent Advisory Council Program Coordinator, and African American Postsecondary Pathway Program Coordinator to maintain relationships and build trust with community-based organizations, educators, students, families, and business. Launched a pilot project to provided targeted support to African American students at six school sites (two elementary, two middle, and two high school). Led focus groups with Black Student Unions and provide college and career readiness supports (counseling, summer jobs, mentoring) to African American high school students. Expanded Racial Equity Professional Learning Communities to seven school sites.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>2.4 Total: \$1,083,002 LCFF SCG: \$817,958 Certificated Personnel Salaries: \$817,958 Title I: \$220,958 Certificated Personnel Salaries: \$220,958 Title II: \$0 Classified Personnel Salaries: \$0 Local Funds / Grants: \$44,085 Classified Personnel Salaries: \$44,085</p>	
<p><b>Scope of service:</b></p>	<p>All  Grades: All</p>	<p><b>Scope of service:</b></p>	<p>LEA-wide  Grades: All</p>	



<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>2.5 Ensure students have access to safe and clean facilities and transportation and access to healthy food and nutrition</p>	<p>2.5: 87.2M</p>	<p>Facilities continues to maintain, clean, modernize, reconstruct and build new school facilities to respond to the needs of Vision 2025, access &amp; equity and 21st century teaching and learning for every SFUSD student. District-wide bond modernization program continued, including 43 projects at 28 sites funded by the 2011 bond.</p> <p>Consulted with demographers to complete a multi-year Demographic Analyses and Enrollment Forecast (<a href="http://www.sfusd.edu/EnrollmentProjections">www.sfusd.edu/EnrollmentProjections</a>). Key findings and projected enrollment growth through 2040 were shared with the Board of Education, the Board of Supervisors, the Mayor's Office of Housing and Community Development, the SF Planning Department, and OCII. The detailed report provides multiple scenarios and provides an indepth study of major new housing developments. This demographic study was used to inform what to include in the 2016 GO Bond.</p> <p>Launched School Portfolio Planning Phase 1 to provide a coherent framework for planning, problem solving, and decision making around specific interconnected strands of work, and to help ensure decisions and investments related to the various strands were understood in the context of their relationships to each other and how they collectively might influence our efforts to address inequities and bring Vision 2025 to fruition. The scope of work for phase 1 included: supporting the ISA John O'Connell merger, ensuring sufficient space for</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>2.5 Total: \$77,652,505 LCFF Base: \$40,720,636 Books &amp; Supplies: \$23,130 Classified Personnel Salaries: \$35,101,701 Services &amp; Other Operating Expenses: \$5,595,805 Restricted Federal Funds: \$20,351,941 Classified Personnel Salaries: \$20,351,941 Restricted State Funds: \$15,300,295</p>

		<p>incoming 6th graders, evaluating our capacity to accommodate middle school growth, and assessing our readiness to fully implement the middle school feeders by 2017-18.</p> <p>Progress continues to be made on SFUSD's implementation of the "Future Dining Experience" to transform how students experience school meals. Served 6,783,467 meals last year, which is about 500,000 more than the year before. Implemented Breakfast Expansion models at 9 schools. All schools in the Bayview now serve Breakfast in the classroom. Implement 23 new after school supper programs, providing supper to a total of 68 after school programs. Expanded summer meals from 48 to 58 sites.</p> <p>Refreshed 8 school cafeterias, and secured funds for an additional 10 schools, including all the schools in the Bayview. 100% of this initiative is covered by grants secured by the SNS team. Supervisors, the Mayor's Office of Housing and Community Development, the SF Planning Department, and OCII. The detailed report provides multiple scenarios and provides an indepth study of major new housing developments. This demographic study was used to inform what to include in the 2016 GO Bond.</p>		<p>Classified Personnel Salaries: \$15,300,295                  Prop 39: Clean Energy: \$480,529                  Classified Personnel Salaries: \$480,529                  Local Funds / Grants: \$799,104                  Books &amp; Supplies: \$286,500                  Classified Personnel Salaries: \$239,045                  Services &amp; Other Operating Expenses: \$194,875                  Capital Outlay: \$78,684</p>
<b>Scope of service:</b>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>LEA-wide</p> <p>Grades: All</p>	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p><b>What changes in actions, services, and expenditures</b></p>	<p>LCAP goals have been reorganized to align to the SFUSD refreshed Strategic Plan 2016-19 as follows: Goal 1: Achievement, Goal 2: Access &amp; Equity, Goal 3: Accountability. The actions and services under <b>Goal 2: Ensure Safe &amp; Supportive Schools</b> for All Students will now be organized under <b>Goal 2: Access &amp; Equity</b> with the headings <b>Safe &amp; Supportive Schools</b> or <b>Resource Management</b>.</p> <p>Based on Community Stakeholder feedback, we have also identified specific actions for identified student sub-groups under each goal to better monitor services supporting these students.</p>
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<p><b>Original Goal from prior year LCAP:</b></p>	<p>3. Ensure All Students are College &amp; Career Ready</p>	<p>Related State and/or Local Priorities:  <input type="checkbox"/>1 <input checked="" type="checkbox"/>2 <input type="checkbox"/>3 <input type="checkbox"/>4 <input checked="" type="checkbox"/>5 <input type="checkbox"/>6 <input checked="" type="checkbox"/>7 <input checked="" type="checkbox"/>8                      Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p> <p style="margin-left: 20px;">LEA-wide</p> <p style="margin-left: 20px;">Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>

<p>Expected Annual Measurable Outcomes:</p>	<p>Priority 5:</p> <ul style="list-style-type: none"> <li>• (Alternate indicator for MS dropout rate) High school readiness increase 1.0%</li> <li>• High school dropout rate decrease 1.0%</li> <li>• 4-yr cohort graduation rate increase 1.0%</li> <li>• % of SFUSD 12th graders graduating UC/ CSU eligible (Stated definition: A-G courses with a grade of C or better) increase 1.0%</li> </ul> <p>Priority 6:</p> <ul style="list-style-type: none"> <li>• Social Emotional Skills</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<p><b>Priority 5:</b></p> <ul style="list-style-type: none"> <li>• High school readiness: <b><u>71.6% (mid-year data)</u></b></li> <li>• High school dropout rate: <b><u>awaiting data</u></b></li> <li>• 4-yr cohort graduation rate: <b><u>84.9% (class of 14-15)</u></b></li> <li>• % of SFUSD 12th graders graduating UC/ CSU eligible (Stated definition: A-G courses with a grade of C or better): <b><u>59.8% (class of 14-15)</u></b></li> </ul> <p><b>Priority 6:</b></p> <ul style="list-style-type: none"> <li>• Social Emotional Skills: <b><u>awaiting public release</u></b></li> </ul>
<p style="text-align: center;"><b>LCAP Year: 2015-16</b></p>			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
3.1 Ensure baseline college preparation and access for all students, including completion of A-G course sequence and supervision of A-G course submittal process, by offering multiple credit recovery options, 9th grade bridge / transition program, producing student data reports, professional development for counselors, and targeted site support	3.1: 7.5M	<p>This year, the office of College &amp; Career Readiness supported student achievement by supporting learning experiences in six programs: Advanced Placement, AVID (including AVID Excel and AVID Middle School), Credit Recovery, Dual Enrollment at City College of San Francisco, and Career Technical Education (CTE), and Plan Ahead, a semester long class required for freshmen.</p> <p>The office further deepened partnerships with schools, the Office of Fund and Strategy Development, DCYF, and CCSF; and significantly, was the recipient of a the CTE Incentive Grant, which will provide several million dollars in the coming three years to expand and deepen CTE experiences in SFUSD's high schools.</p> <p>During the summer, the office of College &amp; Career Readiness will expand summer offerings to include targeted support for elementary age students; support for middle and high school age English Learners; and a Grade 9 and 12 Summer Bridge program.</p> <p>Also this year, the Student, Family, Community Support Department (SFCSD) initiated work with middle and high school counselors to design and plan to use a new counseling framework that will better position counselors to support students.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>3.1 Total: \$4,942,643 LCFF SCG: \$2,679,784 Books &amp; Supplies: \$199,417 Certificated Personnel Salaries: \$2,480,367 Restricted Federal Funds: \$80,580 Classified Personnel Salaries: \$80,580 Title III: \$74,772 Certificated Personnel Salaries: \$74,772 Local Funds / Grants: \$2,107,507 Certificated Personnel Salaries: \$2,107,507</p>

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: 9th, 10th, 11th, 12th, Adult	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>3.2 Provide additional services and supports to ensure college and career preparation access for specific focal subgroups, including English Learners, Low-income students, students with special needs, off-track students and other underrepresented populations.</p> <p>3.2.1 These supports include but are not limited to expansion of Career Technical Education, AVID in high schools and middle schools, AVID ExCEL in middle schools for ELLs, integrated course offerings, Dual Enrollment, Extended Learning and Support (ExLS)</p> <p>3.2.2 Collaboration, communication and partnership with postsecondary success counselors</p> <p>3.2.3 As part of the African American Postsecondary Pathway Project, partnerships with CBOs and the broader community will focus on implementing five key activities to ensure postsecondary success for African American students: 1) create and/or refine high impact mentoring programs; 2) develop access to real-time the data and host monthly meetings to review students' progress, identify trends and align ongoing strategies and resources; 3) engage alumni and current seniors in alumni events; 4) identify summer jobs/internships for each student in the African American senior cohort every year until they complete their postsecondary path; 5) design a coherent model that connects and spans services and supports across key milestones of a child's life and align supports accordingly in order to better equip them for college and career by senior year</p>		<p>3.2 - 3.2.3: 1.1M</p>	<p>Throughout the school year and summer, many thousands of students have participated in these programs. In the 2014-2015 school year, program participation was the following:</p> <p>2,082 students participated in a CTE academy 482 students participated in dual enrollment at CCSF 4,659 students took AP courses 546 students participated in AVID 308 students participated in AVID Middle School 47 students participated in AVID Excel 3,493 freshmen took the required Plan Ahead course 4,221 took Extended Learning courses for the purpose of recovering credit for a failed class</p> <p>College and Career Readiness maintains detailed analyses of these programs, and closely tracks both disaggregated data for both participation and success rates.</p> <p>Enrolled 100 African American alumni in Beyond 12, a postsecondary mentoring program and held college and career readiness workshops for 160 additional African American 12th graders. Convened eight monthly meetings with community-based organizations, business, and city partners to map community-based organization services and coordinate school-site support for African American students. Developed a contract with a team of community-based organizations to provide intake and case mangement for African American graduates. Secured funding and staff for financial aid advising for African American students.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>3.2 Total: \$805,080 Local Funds / Grants: \$805,080 Certificated Personnel Salaries: \$805,080</p>
<p><b>Scope of service:</b></p>	<p>All  Grades: All</p>		<p><b>Scope of service:</b></p>	<p>All  Grades: 9th, 10th, 11th, 12th, Adult</p>

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>3.3 Provide tiered level of supports for college and career readiness, specifically allocation of counselors, support staff (TSAs, Program Administrators), in addition to the strategic distribution of programs aforementioned</p> <p>3.3.1 Continue integrating data and tracking of on- and off-track students to inform strategic distribution of programs; leverage partnership with research and information technology departments to continue building data reporting infrastructure for college and career readiness indicators</p>	<p>3.3 - 3.3.1: 3.6M</p>	<p>The Office of College and Career Readiness currently provides tiered support by centrally funding CTE teachers at individual school sites. In addition, 3 centrally funded TSAs provide curriculum and instructional support for the school site teachers; one work-based learning coordinator facilitates job placements for students; and one program administrator and one supervisor support the development and efficacy of programs preparing our students to be college and career ready. These personnel also work with community and business stakeholders in the management of advisory committees.</p> <p>The Office of College and Career Readiness (CCR) continues to work closely with Counseling and the Post-Secondary Success Department to provide counselors with off-track student data and information on various credit recovery opportunities each semester. CCR prepares on- and off-track reports for various departments to inform strategic distribution of programs to under-served students. The Office of Extended Learning and Support also utilizes the off-track data trends to target outreach for credit recovery opportunities. This summer, CCR with the Office of Research, Planning and Accountability plans to develop an on- and off-track report in Illuminate to improve access to the on- and off-track data.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>3.3 Total: \$276,533 LCFF SCG: \$276,533 Certificated Personnel Salaries: \$276,533</p>



<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	LCAP goals have been reorganized to align to the SFUSD refreshed Strategic Plan 2016-19 as follows: Goal 1: Achievement, Goal 2: Access & Equity, Goal 3: Accountability. The actions and services under <b>Goal 3: Ensure All Students are College &amp; Career Ready</b> will now be organized under <b>Goal 1: Achievement</b> with the heading <b>Teaching and Learning</b> .  Based on Community Stakeholder feedback, we have also identified specific actions for identified student sub-groups under each goal to better monitor services supporting these students.				

<b>Original Goal from prior year LCAP:</b>	4. Ensure Access to Highly Qualified Teachers, Leaders and Staff		Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local:
Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All	
	Grades:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• Increase % of teachers who are highly credentialed in their subject area by 1%</li> <li>• Improve teacher retention rate (staying in district) by 1%</li> <li>• Increase participation in and usage of additional professional development hours 18 total) by 3%</li> <li>• Maintain teacher vacancy rate of 0 for opening day (disaggregated by Tier)</li> <li>• Increase positive response rates for Staff Culture and Climate Surveys for CORE (awaiting baseline)</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• % of teachers who are highly credentialed in their subject area: <b>91%</b></li> <li>• Teacher retention rate (staying in district): <b>12% (as of 5/1/16)</b></li> <li>• % participation in and usage of additional professional development hours (18 total): <b>70%+</b></li> <li>• Teacher vacancy rate of 0 for opening day (core classrooms): <b>0</b></li> <li>• Positive response rates for Staff Culture and Climate Surveys (awaiting baseline): <b>awaiting public release</b></li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>4.1 Provide schools with diverse, highly qualified teachers and leaders through effective recruitment, selection, and assignment strategies and systems</p> <p>4.1.1 Explore, identify and scale effective strategies to improve retention rates through Stanford human capital partnership and work as a system to support professional learning and leadership (see Actions 4.2, 4.3)</p> <p>4.1.2 Implement specific strategies to improve recruitment and retention of teachers and leaders at hard-to-staff schools</p>	<p>4.1 - 4.1.2: 32.7M  4.1.2: 5.2M</p>	<p>The demand for teachers is strong in San Francisco where we saw an increase of 20% vacancies due to newly created positions for the 15-16 school year., and we continue to need to fill between 400-500 teaching positions annually. We also know that the teacher supply in California and nationally is in crisis with a deep decline in enrollment of teacher preparation programs. Given the teacher shortage and hiring landscape, a competitive economy and the cost of living in San Francisco, the work required to open schools fully staffed is extraordinary. The work of the Human Resources Certificated Staffing Team this past year led to SFUSD being the only large urban school district in California to open on the first day of school in August with all teaching positions filled, and overall impressive quality indicators of new and re-hires. Some of these included an average of 4.3 years of experience, 83% NCLB highly qualified, 8% BCLAD holders, 53% Master's degrees with 3.8 average GPA for those degrees, and 3.3 average GPA for Bachelor's degrees. Further, the new hires represented an</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>4.1 Total: \$36,892,136 LCFF Base: \$23,042,186 Books &amp; Supplies: \$24,293 Certificated Personnel Salaries: \$16,343,865 Services &amp; Other Operating Expenses: \$6,674,028 LCFF SCG:</p>

		<p>overall increase in Latinos, a decrease of 1 employee in African Americans and a steady representation of Chinese new hires and rehires.</p> <p>This year we opened the 15-16 school year with a teacher in every classroom. We are undergoing a district-wide audit by the California Commission on Teacher Credentialing and so far preliminary results show a marked improvement in misassignment over the last audit four years ago. Final results of the audits will be share with SFUSD on Thursday May 12.</p> <p>Over the past few years, the Policy and Operations team has focused on strengthening its capacity to support schools. This year we used an equity results oriented cycle of inquiry to gather feedback and deepen our understanding of what is working well and how we can improve the support we provide to schools.</p> <p>Research into effective organizations indicates feeling connected to a greater purpose and feeling valued are essential to employee recruitment and retention. Communications is leading an initiative focused on improving the SFUSD employee experience through strengthening the district's shared culture and employee information sources. By the end of this academic year, hundreds of employees will have contributed to identifying a set of 5 core values shared across the organization.</p>		<p>\$30,000 Services &amp; Other Operating Expenses: \$30,000 Restricted Federal Funds: \$151,509 Certificated Personnel Salaries: \$151,509 Title II: \$546,997 Certificated Personnel Salaries: \$396,727 Classified Personnel Salaries: \$150,270 Local Funds / Grants: \$13,121,444 Certificated Personnel Salaries: \$13,121,444</p>
<b>Scope of service:</b>	All  Grades: All	<b>Scope of service:</b>	All  Grades: All	

<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	
<p>4.2 Build professional learning systems to expand the capacity of all staff to increase student achievement (e.g., new teacher support, coaching networks, master teachers, Peer Assistance and Review, coordinating QTEA professional development)</p> <p>4.2.1 Develop talent management office and coordinate with Office of Professional Learning and Leadership to effectively grow and retain talent across SFUSD</p> <p>4.2.2 Invest in an improved employee information system and information management system to improve professional learning analytics for staff</p>	<p>4.2 - 4.2.2: 4.6M</p>	<p>Through its ongoing multi-million dollar investments in professional development and coaching, SFUSD supports many teachers at their own school, in the context of their teaching and professional collaboration. These investments include Literacy Coaches and Instructional Reform Facilitators (who are allocated to schools though the MTSS process described in other sections of the LCAP).</p> <p>The district also supports a range of off-site professional development related to the Common Core Standards, assessment, and instructional strategies. As supplements to this base of professional development support in 2015-2016, a variety of programs provided support to teachers at many career stages, including:</p> <ul style="list-style-type: none"> <li>• Approximately 70 Year Two teachers who received mentoring and coaching through the BTSA program</li> <li>• Approximately 70 beginning teachers who received support through the district's program for Emergency/Intern credential support;</li> <li>• Approximately 25 Master Teachers, who lead Lesson Study cycles for about 120 teachers</li> <li>• Approximately 100 teachers who have received National Board certification and who participate in ongoing meetings and professional learning communities</li> <li>• Several dozen teachers who receive support</li> </ul>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>4.2 Total: \$3,481,886 LCFF Base: \$2,134,449 Books &amp; Supplies: \$81,182 Certificated Personnel Salaries: \$1,376,781 Classified Personnel Salaries: \$353,049 Services &amp; Other Operating Expenses: \$323,438 Local Funds / Grants: \$1,347,437 Certificated Personnel Salaries:</p>

			<p>in their pursuit of National Board certification</p> <ul style="list-style-type: none"> <li>About two dozen teachers who receive support through either the Peer Assistance and Review (PAR) program and voluntary VPAL program.</li> </ul> <p>Developed a project plan and identified the business requirements for an improved employee and financial information system. Began preparing a Request for Proposals (RFP) to put out to bid in FY16-17 with preliminary funding identified.</p>	\$1,347,437
<b>Scope of service:</b>	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>4.3 Expand training for teachers to deliver differentiated instruction for all students, including within large-scale professional development</p> <p>4.3.1 Continue the capacity building efforts of LEAD, specifically to tier and differentiate supports to teachers and principals at our schools. Tier 3 schools serve students who are the focus of LCFF - low-income, English Language Learners, and Students of Colors. LEAD provides significant, focused efforts for these sites</p> <p>4.3.2 Continue and deepen the professional learning and coaching provided through LEAD and MTSS allocations (IRFs, Literacy Coaches) by continuing to deploy resources to targeted Tier 3 schools. Additionally, continue to refine the data-driven, impact-focused approach for allocating professional development resources. Both LEAD and the networks are among the two highest impact levers for building capacity for teachers and principals</p>	<p>4.3 - 4.3.2: 8.7M</p>	<p>SFUSD has maintained a varied portfolio of CCSS-aligned professional learning opportunities for educators. These include coaching, school-based and centrally-planned professional development, and opportunities to work in meaningful ways with educator colleagues to interpret student data, plan curricula, and learn about instructional strategies. In addition to work described in LCAP goal 1.1, during the 2015-2016 school year several new strategies were developed and tested. These include:</p> <ul style="list-style-type: none"> <li>• An expanded network of instructional coaches who participated in common training about the district’s Core Curriculum, coaching, and leading professional collaboration</li> <li>• Expanded set of online professional learning resources, including articles, templates, exemplars, rubrics, and video</li> <li>• Exploratory projects related to online professional development, including partnerships with The New Teachers Center, Cornerstone, and The Teaching Channel, and Stanford University.</li> </ul>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>4.3 Total: \$8,535,799 LCFF Base: \$3,863,490 Certificated Personnel Salaries: \$3,863,490 LCFF SCG: \$1,420,247 Certificated Personnel Salaries: \$1,420,247 Restricted Federal Funds: \$603,463 Certificated Personnel Salaries: \$603,463 Title II: \$79,290 Certificated Personnel Salaries: \$79,290 Local Funds / Grants: \$2,569,309 Certificated Personnel Salaries: \$2,569,309</p>
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<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	LCAP goals have been reorganized to align to the SFUSD refreshed Strategic Plan 2016-19 as follows: Goal 1: Achievement, Goal 2: Access & Equity, Goal 3: Accountability. The actions and services under <b>Goal 4: Ensure Access to Highly Qualified Teachers, Leaders and Staff</b> will now be organized under <b>Goal 3: Accountability</b> with the heading <b>Talent &amp; Culture</b> .  Based on Community Stakeholder feedback, we have also identified specific actions for identified student sub-groups under each goal to better monitor services supporting these students.				

<b>Original Goal from prior year LCAP:</b>	5. Uphold Family Engagement Standards		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 X 6 _7 _8 Local:
Goal Applies to:	Schools:	LEA-wide	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• SFUSD will develop a strategic plan to implement the Family Engagement Standards                             <ul style="list-style-type: none"> <li>◦ Expected: 50% of SFUSD schools will create a family engagement plan with measurable objectives to strengthen family engagement in supporting student success</li> </ul> </li> <li>• CORE: District-wide rate of positive responses to the Family Culture and Climate Survey scales for School Program Fit, Welcoming Culture, Respect for Diversity, and Rules and Safety                             <ul style="list-style-type: none"> <li>◦ Expected: 2015-16: awaiting baseline</li> </ul> </li> <li>• CORE: Number of schools in the district reaching 70% completion rate of annual Family Culture and Climate survey.                             <ul style="list-style-type: none"> <li>◦ Expected: Increase number of sites reaching 70% survey completion rate by 15%, proportional to the site's student population (by ethnicity, home language, eligibility for free/reduced price meals, if receive Special Education services/by qualifying eligibility)</li> </ul> </li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• % of SFUSD schools with a family engagement plan (as embedded in the BSC): <b><u>100%</u></b></li> <li>• District-wide rate of positive responses to the Family Culture and Climate Survey scales for School Program Fit, Welcoming Culture, Respect for Diversity, and Rules and Safety: <b><u>awaiting public release</u></b></li> <li>• Number of schools in the district reaching 70% completion rate of annual Family Culture and Climate survey: <b><u>17 schools</u></b></li> </ul>
<p><b>LCAP Year: 2015-16</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	
	<p><b>Budgeted Expenditures</b></p>		<p><b>Estimated Actual Annual Expenditures</b></p>



<p>5.1 Aligned to the district’s Family Engagement Standards and reflecting the USDOE’s Dual- Capacity Building Framework, provide professional learning resources (including disaggregated student data) and technical assistance for district staff (including but not limited to Family Liaisons) and families (including members of governance bodies such as ELAC and School Site Council) in order to make informed decisions.</p> <p>5.1.1 Set expectation that each school site provides at least three family-centered workshops each year, to help deepen the awareness of SFUSD’s Family Engagement Standards</p> <p>5.1.2 Provide resources, materials and support to families throughout the enrollment process to ensure families have equitable access to participate in the school choice process</p>	<p>5.1 &amp; 5.2: 1.6M  5.1.2: 2.6M</p>	<p>The following trainings were required for centrally funded Family Liaisons and offered for school site funded Family Liaisons and any other interested staff:</p> <ol style="list-style-type: none"> <li>1. Requirements and expectations around supporting EL families</li> <li>2. Culture and Climate Family Surveys</li> <li>3. Supporting Families in Participating in the School Planning Retreat</li> <li>4. Sharing, Understanding and Working with Data from Your Family Survey</li> <li>5. SFUSD Enrollment Process Refresher</li> <li>6. Trauma Informed Practice and SEL skills</li> </ol> <p>Each school site is required to have family centered events/meetings/workshops each year, for example: Back to School Night, parent teacher conferences, participation in the school site planning retreat and host community meetings as part of the BSC development, in addition to providing outreach to families for the Culture and Climate Family survey. Many families from a cross section of schools also participate in the annual Family Empowerment conference which is an opportunity to both learn about and operationalize SFUSD's Family Engagement Standards. Over the summer tool kits are being developed to support schools in utilizing best practices next year for Back to School night, parent teacher conferences and school governance structures.</p> <p>Communications partnered with EPC to bring on a new position focused on improving the materials available to families, especially regarding schools that are moving in the right direction but currently underenrolled and/or racially isolated. By the end of this year, five target schools will have received support in branding and marketing and all SFUSD schools will have improved the way they provide school information for the purpose of enrollment.</p>	<p>Expenditures are Year-to-Date and will be updated when the books close for FY15-16.</p> <p>5.1 Total: \$2,817,691 LCFF Base: \$2,011,227 Certificated Personnel Salaries: \$1,437,031 Classified Personnel Salaries: \$574,196 LCFF SCG: \$802,758 Certificated Personnel Salaries: \$775,209 Classified Personnel Salaries: \$27,548 Title I: \$3,706 Classified Personnel Salaries: \$3,706</p>
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<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.2 Work with cohorts of elementary and middle schools to identify site-specific family engagement needs and goals, based on disaggregated data from the Family Culture and Climate surveys and aligned to SFUSD's Family Engagement Standards.		5.1 & 5.2: 1.6M	Centrally funded Family Liaisons were provided with professional development on access to and analysis of the data from the Culture and Climate Family Survey. Each school site was required to use the data in the development of their Balanced Scorecard for SY 15-16, and the Balance Scorecard for SY 16-17 included a specific action requiring school sites to incorporate a strategy that is linked to the Family Engagement Standards.	Expenditures are Year-to-Date and will be updated when the books close for FY15-16.  See 5.1	
<b>Scope of service:</b>	All Grades: TK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

5.3 Build capability to communicate with families through email and/or text messages		5.3: 0.1M	The Communications Division and IT partnered to train every school site in using a new mass notification system with the ability to integrate phone calls, texting and email in order to reach families.	Expenditures are Year-to-Date and will be updated when the books close for FY15-16.  See 5.1.
<b>Scope of service:</b>	All  Grades: All		Scope of service:  All  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
5.4 Provide interpretation for school site and district events in Spanish, Cantonese, Mandarin, Arabic, Tagalog, Vietnamese and other languages as needed, to the extent that funding is available, and prioritize the translation of SFUSD essential documents and documents from schools that meet the 15% threshold language requirement in a timely manner		5.4 & 5.5: 2.5M	TIU provides translation and interpretation services to both General Ed and Special Ed. We prioritize services for Special Education and support General Education to the extent that funding is available. In 2014-15, the unit translated 11,764 pages of Special Ed documents (41% increase from 2013-14) and provided interpretation services at 2,773 Special Ed meetings (16% increase from 2013-14); these meetings are home visit, IEP, assessment, SST, and PTC. Although interpretation services provided to General Ed dropped by 3% to 1,133 meetings due to increase in Special Ed requests and budget limitations, the number of pages translated increased by 15% to 5414 pages.	Expenditures are Year-to-Date and will be updated when the books close for FY15-16.  See 5.1

<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
5.5 Fulfill all requests for interpretation or translation of materials for IEP-related communications in a timely manner.		5.4 & 5.5: 2.5M	Embedded within 5.4: TIU provides translation and interpretation services to both General Ed and Special Ed. We prioritize services for Special Education and support General Education to the extent that funding is available. In 2014-15, the unit translated 11,764 pages of Special Ed documents (41% increase from 2013-14) and provided interpretation services at 2,773 Special Ed meetings (16% increase from 2013-14); these meetings are home visit, IEP, assessment, SST, and PTC. Although interpretation services provided to General Ed dropped by 3% to 1,133 meetings due to increase in Special Ed requests and budget limitations, the number of pages translated increased by 15% to 5414 pages.		Expenditures are Year-to-Date and will be updated when the books close for FY15-16.  See 5.1
<b>Scope of service:</b>	All Grades: All		<b>Scope of service:</b>	All Grades: All	

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>LCAP goals have been reorganized to align to the SFUSD refreshed Strategic Plan 2016-19 as follows: Goal 1: Achievement, Goal 2: Access &amp; Equity, Goal 3: Accountability. The actions and services under <b>Goal 5: Uphold Family Engagement Standards</b> will now be organized under <b>Goal 3: Accountability</b> with the heading <b>Family Empowerment</b>.</p> <p>Based on Community Stakeholder feedback, we have also identified specific actions for identified student sub-groups under each goal to better monitor services supporting these students.</p>	

**Section 3: Use of Supplemental and Concentration Grant funds and Proportionality**

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<p><b>Total amount of Supplemental and Concentration grant funds calculated:</b></p>	<p>\$67,485,215</p>
<p>The following information includes descriptions of the broad categories of programs, services, and activities associated with the supplemental and concentration grant amounts within the district’s LCFF allocation. Given that the district’s concentration of targeted pupils is 63.33%, this exceeds the required threshold of 55% for using these funds districtwide. Below are descriptions of how the district supplemental and concentration funds support targeted students.</p>	

### **Site-Based Budgets (\$45,708,216 total)**

The Weighted Student Formula (WSF) is applied district wide. However, the WSF includes two components that are specifically related to “unduplicated” populations whose districts receive additional supplemental and concentration grant funds: English Learners and low-income students. In FY16-17, additional WSF funding will be provided to support the merger of John O’Connell High School and International Studies Academy, which will serve a student body that is primarily composed of underserved students.

Furthermore, school sites develop their Balanced Score Cards to reflect how the use of these specific allocations serve target student populations. Several individual resources within the LCFF focus entirely on underserved students, including SCG-LI, SCG-EL, SCG-Concentration, and the Targeted Instructional Improvement Block Grant.

Details on Weighted Student Formula allocations can be found in the Budget Book, Volume II, Exhibit 8.

### **Multi-Tiered System of Supports (\$8,782,222 total)**

The Multi-Tiered System of Supports continues to infuse our sites with strategic allocations of centrally managed supports and interventions. Additional funds provide support to sustain the Instruction Reform Facilitators network (previously funded on Title I), as well as additional site supports including academic and social emotional supports. Details on MTSS allocations can be found in the Budget Book, Volume II, Exhibit 8A.

Annually, SFUSD engages in a multi-pronged data analysis and capacity of schools which results in an identification of the need for systematized levels of intervention and support. Funds are expended districtwide while also principally targeting unduplicated pupils:

- Custom tailored MTSS allocations at every school site. This involves programs and coordinators to ensure all students’ needs are addressed for ELD and newcomer pathways, Academic and Behavioral Response to Intervention and Instruction (RTI2), Positive Behavioral Intervention Systems (PBIS), Restorative Practices, Alternatives to Suspension, Trauma Informed Practices, Family Engagement and other supports so that systems and structures are consistent throughout the district while also prioritizing unduplicated students needing these interventions.
- AVID program for secondary students to develop organizational and academic skills to ensure career and college readiness. AVID requires that students from low---income households are prioritized as part of the qualification process.
- Implementation of social---emotional curriculum and PBIS programs district wide to decrease disproportionality of suspension rates amongst identified student subgroups including African American students.
- Professional Development to continue to build capacity amongst all staff in culturally responsive practices and targeted interventions.
- Funding Literacy Coaches across all sites.
- Expanding and supporting these services both at the site and through an umbrella of district support. SFUSD is currently in its fourth year of MTSS implementation.

MTSS positions are supported through a combination of funding sources, including LCFF, PEEF, and Title I as well as other federal resources. The amounts reflected in Section 3 of the LCAP represent a conservative approximation of the costs focused on unduplicated students that are supported by the LCFF. Further information regarding MTSS can be found in the Executive Summary of the LCAP, as well.

Budgets for several central divisions include targeted supports for underserved students. Each of these departments is listed below, along with cross-references to the budget book and the estimated amount of LCFF funds that are focused on serving targeted student groups. The budget

book contains descriptions of the functions and responsibilities of each department. While these central office supports operate district wide, each of their allocations below serve targeted student populations.

### **Curriculum and Instruction (\$3,583,924 total)**

C&I provides academic supports, programs and services. Many of these are targeted supports for our focal student groups. More detailed actions and services can be found in Goal 1 and also within the Teaching & Learning actions in the LCAP.

- Access and Equity (Org 110): The services and programs here support our African American student populations.
- College and Career Readiness (Org 151): This provides for additional AVID Excel programs that serve target student populations at our middle schools.
- Humanities (Org 055): Additional professional development is provided for Tier 2 and Tier 3 academic interventions.
- Multilingual Programs (Org 054): This department provides targeted supports of our English Learners.
- State and Federal Programs (Org 052): State funding helps provide additional professional development to support Tier 2 and Tier 3 interventions.
- Summer School (Org 400): This supports additional summer programming for our underserved students.

### **Student, Family, Community Support (\$6,298,761 total)**

SFCSD implements programs and services funded by supplemental and concentration grants. Each of these departments provide district wide services to students and additional, targeted supports to our English Learner, Low Income and Foster Youth students as well as their families / community. Many of these services and supports can be seen in Goal 2 and also within the Safe & Supportive Schools actions in the LCAP.

- Family Voice/Office of Family Engagement & Community Partnerships (Org 153)
- School Health Programs and Foster Youth Services (Org 152)
- Pupil Services (Org 150)
- Section 504 Services (Org 155)
- Post-Secondary Success (Org 154)
- Translation and Interpretation Unit (Org 179)

### **Other (\$3,186,209 total)**

Additionally, investments in the following programs are intended to principally serve unduplicated pupils. These services are above and beyond the core services provided. Supplemental and concentration grant expenditures are listed below:

- African American Achievement and Leadership Initiative – for initial investments including graduation/college counseling, family engagement, student engagement, extended learning, and staff development.
- Instructional reform network – to provide leadership and learning to Instructional Reform Facilitators and other site-based coaches on the implementation and use of a balanced assessment system. Sites with higher concentrations of target student populations receive additional IRF support.
- Resources to provide continued support to schools in areas with higher concentrations of underserved students (formerly the Superintendent Zones – Bayview and Mission).
- Coordinated Early Intervention Services – additional UGF support for special education services required by repurposing 15% of federal

IDEA funds for improvements in general education (pre-referral services).

- Specialized teacher recruitment / staffing support and targeted enrollment outreach for underserved schools.
- Additional compensation for a longer service day for paraprofessional staff in elementary SOAR classrooms.

Furthermore, these funds are used to provide services to English Language Learners, Low Income students and Foster Youth.

For our Low Income youth, these are the additional supports provided: Community and family liaisons, counselors, peer resource teachers, and class-size reduction teachers.

For our English Language Learners, these are the additional supports provided: Additional ESL teachers, program administrators, TSAs, Academic Rtl specialists, instructional aides, bilingual classroom teachers, literacy coaches, additional resource teachers, bilingual teachers, community relations specialists, IRFs, elementary advisors, family liaisons in primary languages, and translation services.

For Foster Youth, these are the additional supports provided: Additional social workers, counselors, Academic Rtl specialists, and nursing resources.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

17.67	%
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Per 5 CCR Section 15496, total LCFF Revenue for FY16-17 is \$490.01 million, including \$381.98 million in base grants, \$40.54 million in add-ons for the Targeted Instructional Improvement Block Grant and Transportation, and \$67.49 million in Supplemental / Concentration grants. Services for unduplicated pupils will be increased or improved by 17.67% compared to the services provided to all pupils, through implementation of the targeted budget investments listed below.

The calculation of the supplemental and concentration grant and minimum proportionality percentage for FY 16-17 was determined as follows:

- 1) Target supplemental and concentration grant: \$67,485,215
- 2) Prior year supplemental and concentration grant: \$74,088,520
- 3) Gap between target and prior year: \$(6,603,305)
- 4) Increase in supp. + concentration grant: \$(3,621,252) (Step 3 x 100.00% LCFF gap closing factor)
- 5) Supp. + concentration grant for LCAP year: \$67,485,215 (Step 1)
- 6) Base funding in the LCAP year: \$381,982,931
- 7) Minimum proportionality percentage: 17.67% (Step 5 ÷ Step 6)

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

**Introduction:**

San Francisco County Office of Education is unique among LEAs in that it shares its borders, population, and often resources with the San Francisco Unified School District, the City of San Francisco, and San Francisco County Agencies. As a result, SFCOE is able to leverage unique resources in service of its county schools and programs for high risk youth. In San Francisco, the District Board serves as the County Board and the District Superintendent serves as the County Superintendent. Students are able to move fluidly between district and county schools and all schools are well supported by city and county partnerships that provide a vast array of wrap-around services. The County Schools receive multiple sources of funding in order to support San Francisco's most at-risk students. Along with generous funding from the SFUSD and SFCOE General Funds, the County Schools budget consists of funds generated by our Consent Decree, Prop H and the Discretionary Block Grant as well as wellness services provided through city and county partnerships.

The County Schools are structured as small, highly personalized learning communities that provide education for students who are in educational crisis, including those who are truant, homeless, pregnant, expelled, court ordered, or detained. Our county schools serve to support the student through their time of educational crisis with the primary goal of building their capacity to be successful in their life after county school. For some students, the moment of crisis passes relatively quickly and they are able to transition to another educational setting in a matter of days or weeks. Some students stay with us for months or years; it is entirely dependent on the student's needs and growth. Accordingly, our county schools all run a dual focus between developing students' academic and personal skills. SFCOE operates three county schools: a court school, a community school, and an opportunity school. The first two are spread across several sites and programs described below. SFCOE also offers programs in partnership with SFUSD and other local agencies to provide supports for foster youth, youth transitioning out of probation placement, youth living in shelters, students who have dropped out entirely but wish to re-enter, and students pursuing a GED.

Civic Center Secondary School is a county community school serving students grades 7 through 12. This school is the site of a unique and comprehensive program for SFUSD: an Integrated Behavior Academic (IBA) School. The program has several critical characteristics specifically tailored for students reentering an academic setting. It creates a professional learning community in which responses to student needs are systematic, timely, and directive. This allows students to be identified as soon as they experience difficulty, allowing the focus to be on intervention rather than remediation. Students from many areas of San Francisco are provided with a middle and high school curriculum aligned with state and district standards. The school offers over 300 instructional minutes per day. Classes include grade 7-12 language arts; integrated mathematics and algebra; world and US history and government; integrated sciences lab and biology; physical education; English, math and exit exam intervention; Cyber Online High School; arts education; GED preparation; City College transition classes; and a comprehensive career development program including training, placement and job coaching. Special Education is provided for RSP and SDC students in accordance with IEPs written, updated and implemented onsite. Special Education staff includes an SDC teacher, RSP teacher and paraprofessional.

Hilltop School is a county opportunity school which enables pregnant and parenting teens to progress toward completion of their secondary education; to make responsible and informed decisions; to have healthy pregnancies and healthy families; to become responsible, effective parents; and to become contributing, well-adjusted, self-sufficient members of their communities. Hilltop students receive core academic instruction toward high school graduation, special support classes in birthing, child development, and teen parenting education. Additional support personnel include: an on-site nurse, child development specialist, and a nutritionist. This is a comprehensive, continuous, and community-linked school-based program which includes parenting Education and Life Skills Class, Prenatal Education, Health Education, Nutrition Education, Counseling and Meal Supplements, Career Counseling, Substance Abuse Prevention Education and Counseling, Mental Health Assessment, Intervention and Referrals, Peer Support Groups and Counseling, Child and Domestic Abuse Prevention Education, Counseling and Services, Enrichment and Recreational Activities, Child Care and child development, Individual Case Management, Peer Education, Centering, Pre-natal Care, Nurturing Support, Mother and Father Support Programs, Young Family Resources. Hilltop School

provides an academic high school curriculum to students enrolled at the school site.

San Francisco's County Court School runs both the Woodside Learning Center for students detained in Juvenile Hall and the Log Cabin Ranch. The Woodside Learning Center is located in a state of the art facility separate from the residential units of Juvenile Hall, allowing students to spend their time in a true educational setting. Instruction at Woodside is focused on building students' academic skills and habits to support successful reentry into district schools, with students receiving instruction in all core academic areas including the arts and even receiving homework to ensure that they can maximize their time in detention to change their school habits and future success. Classes are marked by individual attention and intensive Special Education support.

Log Cabin High School is a unique court ordered school located 45 miles south of San Francisco, in the town of La Honda. Situated in the Santa Cruz Mountains, Log Cabin Ranch is a therapeutic facility run by San Francisco Juvenile Probation Department where most students are placed for approximately one year. Students participate in a comprehensive school program that not only provides educational opportunities, but also offers them the necessary therapeutic and vocation services so important in reducing future contacts within the juvenile justice system. The school provides educational programs for those students with a variety of services ranging from beginning reading tutorials to comprehensive state of the art computer applications including online business training and college distance learning. We also offer vocational workshops and training as well. Students benefit from individualized and whole-class instruction utilizing the SFUSD high school curriculum, and every student leaves "The Ranch" with transferable credit, a high school diploma, a GED or transition to an institution for higher learning.

SFCOE also runs several small dropout prevention programs to reintegrate students who have left the school district. The Early Morning Study Academy supports students in building core subject skills and test taking strategies necessary to successfully pass the GED. Students are referred to the program through the Juvenile Probation Department as well as Pupil Services and are targeted to stay in the program for no more than four months. Upon successful completion of the GED, students are mentored into San Francisco City College, joining the College's Second Chance Program. The Center for Academic Re-entry and Empowerment (CARE) at the Bayview YMCA provides a bridge from the street and back to school. Young people enter the program by simply walking through the door or via referrals from the SFPD, JPD, SFUSD, community organizations, parents or guardians. CARE provides a nine-week, credit-bearing course on life skills, health and wellness programs, financial planning skills, recreational activities, and supports for the entire family. Meanwhile, staff will work with SFUSD personnel to ensure that when young people complete the program, they are re-enrolled in a high school that best suits their needs.

Because SFCOE and SFUSD operate as a single entity, staff in our county schools and programs are able to access a vast infrastructure of curriculum, instruction, and wellness supports. Most of the goals and action items detailed in the SFUSD LCAP - with their extensive infrastructure of professional training, onsite coaching, data management systems, etc. - would be well beyond the grasp of a stand-alone county office. In the case of SFCOE, individual school sites and teachers are able to access well developed systems of training and support that were designed for use across the district. These items are identified in the "Scope of Service" column as "SFUSD/SFCOE" to indicate that while they are not specific to the county schools they form the actions and tools at the core of both district and county work around teaching, learning, and organizing schools and therefore form a critical part of the COE's story. Budgeted expenditures for district funded actions are not included in the county LCAP. Items unique to COE efforts and responsibilities are identified in the "Scope of Service" as SFCOE LEA-Wide or by the specific SFCOE organization or population served. Budgeted expenditures for these items are detailed in this LCAP.

*Note: All Budgeted Expenditures for 2017-18 and 2018-19 are pending further review of budgetary and programmatic needs.*

**LEA:** San Francisco County Office of Education

**Contact:** Thu Cung, Executive Director of Budget Services, cungt@sfusd.edu, (415)241-6187  
**LCAP Year:** 2016-17

### ***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

#### **A. Conditions of Learning:**

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

#### **B. Pupil Outcomes:**

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

**C. Engagement:**

**Parental involvement:** *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

**School climate:** *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP



SFCOE has convened district staff and representatives of advisory groups, labor partners and community organizations to work collaboratively and support transparency related to the district's Local Control and Accountability Plan, as the **LCAP Task Force**. Members of the Task Force helped design and conduct a series of community conversations to hear participants' questions, suggestions and priorities.

*(Please see [www.sfusd.edu/lcflcap](http://www.sfusd.edu/lcflcap) for more information about the LCAP Task Force, as well as reports of Findings and Recommendations for the LCAP.)*

Our approach intentionally linked LCAP community engagement with school-site Balanced Score Cards and the district's overall budget planning process. The goals with the conversations were to engage our district's students, families, educators and community members to:

- Understand the state's Local Control Funding Formula (LCFF) and SFCOE/SFUSD's tiered approach to allocating resources, services and supports to schools;
- Share ideas about programs and services that are working, and identify priorities for supporting SFCOE students to be successful; and
- Help shape the county's and district's updated Local Control and Accountability Plan and inform the district's overall budget process.

On April 14, 2016 the **Findings and Considerations** from the engagement process were presented at a public forum attended by district staff, members of SFCOE/SFUSD advisory bodies, families and community organizations. The report identified considerations for incorporating additional measures, goals, actions and services into SFCOE/SFUSD's revised Local Control and Accountability Plan.

On May 18, SFCOE/SFUSD staff presented the draft LCAP Measures, Actions/Services, and initial Supplement and Concentration Grant priorities at a public forum attended by the Parent Advisory Council (PAC), District English Learner Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC) and Community Advisory Committee for Special Education (CAC), as well as other families and community members.

During a regular Board of Education meeting on May 24, the Parent Advisory Council and District English Learner Advisory Committee presented their recommendations, based on the draft LCAP shared the

Through the community engagement process and after reviewing the draft LCAP on May 18, the PAC and DELAC presented recommendations for measures, goals, and actions to be strengthened or incorporated into SFCOE's revised LCAP for 2016-2017.

Most of the PAC and DELAC's recommendations were incorporated into, or addressed within, either the SFCOE or SFUSD LCAP as appropriate.

*(Information about recommendations that were or were not included in the LCAP are detailed in SFUSD's written response to the PAC and DELAC. Please see [www.sfusd.edu/lcflcap](http://www.sfusd.edu/lcflcap)).*

#### **Recommendations for Measures and Goals Addressed in the LCAP:**

1. Include **measures and set goals for student achievement in Science and Art**, in addition to goals for *Smarter Balanced Assessment* (SBAC) proficiency in English Language Arts and Mathematics.
2. Include specific goals/targets for **SBAC proficiency for students in foster care** and **students with Individual Education Plans** who receive Special Education services.
3. Include specific goals/targets for **improving graduation rates** for African American, Latino, English Learner, Foster Youth and students receiving Special Education services.
4. Strengthen the existing LCAP goal by **including specific targets to reduce suspensions** for African American and Latino students.
5. Include **goals for reducing out-of-class referrals**, while increasing the number of sites providing data about out-of-class referrals.
6. Include **goals to establish school-site African American family affinity groups**.
7. Include a goal related to **measuring and building the dual capacity of staff and families to support family engagement**.

#### **Recommendations for Actions and Services Addressed in the**

previous week.

On June 14, SFCOE/SFUSD presented a revised draft LCAP for 2016-19, including proposed expenditures, as the “First Reading” to the Board of Education.

### **Our Approach to Community Engagement**

Community members and district staff from the LCAP Task Force organized a public forum in January 2016 to review student data. Over 60 people participated in this data forum.

From February-April **we heard from over 380 people through a series of 28 community conversations** to share information about the existing LCAP, and hear participants’ questions, suggestions and priorities, through:

- **Community conversations** in schools, connected with their site planning process;
- **Focus groups** with SFUSD students, advisory committees, community organizations working with families and serving students (including students involved in the criminal justice system) and United Educators of San Francisco;
- Three **forums open to the general public**, co-hosted by SFUSD with Parents for Public Schools, the Second District PTA, and Support for Families of Children with Disabilities.
- SFUSD’s website also provided **an online survey** and the information presented through the forums and conversations, for people who couldn’t attend in person.
- In a parallel process, the district’s Student Advisory Council conducted **online surveys** to identify priority needs and services from student perspectives, including students in alternative and county schools. Findings from the Student Voice campaign will be presented to the Board of Education separately.

Our approach is to actively reach out to hold conversations at schools and in trusted community settings. We intentionally **prioritized outreach to communities intended to be served by the state and SFUSD’s approach to resource equity**: English Learners, low-income students, youth in foster care, African American students and students who receive Special Education services, as well as students being served through San Francisco’s Court and county schools.

### **LCAP:**

1. Articulate specific strategies and include resources to **accelerate learning for students below grade level** – including Foster Youth, African American, English Learner and Newcomer students, as well as students with interrupted formal education.
2. **Expand opportunities for credit recovery**, including specific opportunities for English Learners, Newcomer students and Foster Youth.
3. **Expand Ethnic Studies courses** in all high schools and middle schools, and incorporate these concepts throughout SFUSD’s general curriculum beginning in elementary grades.
4. Provide sufficient **English Language Arts/English Language Development instructional materials** for every classroom, aligned with state standards and our Core Curriculum.
5. Expand **teacher training, ongoing coaching and supports** in key areas:
  - Cultural competence
  - Behavior supports and classroom management
  - Trauma-informed practices
  - English Language Development and a focus on literacy for English Learners.
6. Monitor the percentage of African American Students who pass AP exams with a score of 3 or higher. Develop strategies to **increase enrollment of African American Students in AP classes and provide support to ensure their success**.
7. Invest resources to **develop a rubric to support, guide and measure the implementation** of the Family Engagement Standards.
8. **Provide central office support for Family Empowerment** at each school, including with content, presentations, a menu of PDs, and technical assistance.

Another impact of this process is that community engagement is helping strengthen work overall. While participants in every conversation had **questions about how funds and services are being monitored and evaluated**, and about the **mechanisms for**

### Information We Shared Through Community Conversations

In each conversation we presented information about the Local Control Funding Formula and the focus of Supplemental and Concentration Grant funding, framing the LCAP's goals of equity, transparency and accountability. We organized the LCAP information through three themes, similar to school-site Balanced Score Cards: **Student Access & Achievement, Student Engagement & School Climate**, and **Family Engagement/School-Family-Community Ties**.

Through small group activities we shared examples of goals described in the current LCAP, and information about the tiered levels of support the district and county provide schools. Then we asked participants to share ideas about the services, interventions and approaches that are effective, and the resources they think are the most important to support students to succeed, including specific supports for student populations with additional needs.

A new element this year was sharing examples about the **impact of previous community feedback** on the current LCAP, including specific goals, services and resources to support better student outcomes. Providing this framework of collective impact up front helped build a more positive, solution-oriented dynamic across the conversations than we heard in conversations over the previous two years.

We also took this opportunity to ask participants to share their ideas for workshops and classes for both families and district staff, to be provided through a new **Family Partnerships Academy** program.

### Who We Heard from: Participants in Community Conversations

From mid-February to April **we heard from over 380 participants in 28 different conversations**, surpassing our goals for the number of conversations and participants. By actively reaching out to hold conversations at schools and in trusted community settings, we succeeded in hearing from participants reflecting the diversity of students and families across differences in language, ethnicity, types of schools, neighborhoods and socioeconomic backgrounds.

This approach also succeeded in ensuring **we heard from communities intended to be served by the state and SFCOE/SFUSD's approach to resource equity**: English Learners, low-income students, youth in foster care, African American students and students who receive Special Education services, as well as

**accountability**, the overall tone of most discussions was **focused on services and solutions**.

### Major Themes through Community Engagement Process

Throughout conversations linked directly to school-site planning and Balanced Score Card development, and echoed across the community-based events, strong themes emerged about **resources that are working**, and that participants want to see **expanded**, as well as **what needs to be improved**. Specific themes emerged related to students served through San Francisco's Court and county schools:

- More quickly identify school placements for students detained at the Juvenile Justice Center who are eligible to leave; advocate that the City change the policy of holding students in detention until they have a school placement.
- Expedite the assessment process for eligibility for Special Education services while students are detained, so that it is less than 60 days.
- Ensure better tracking of partial credits.
- Ensure there are transition plans for students re-entering school after being expelled or detained, with coordination among staff at both the former and new placement.
- Review expulsion cases of students coming from other districts, as these students are often expelled for actions for which SFUSD would not require an expulsion.
- School sites need to know who holds Educational Rights for students, and include them in decisions – especially school placement – as well as general communication.

You can find additional themes that apply more broadly across SFCOE and SFUSD in the SFUSD LCAP Section 1.

being served through San Francisco's Court and county schools.

Based on event sign-in forms and participant surveys:

Participants in community conversations were:

- 71% Parents/Guardians
- 22% Educators
- 6% Community Members
- 2% Students

*(The Student Advisory Council conducted a parallel series of student surveys and focus groups, which will be reported to the Board of Education separately.)*

Participants represented **57 different SFCOE/SFUSD schools:**

- Early Education and Elementary Schools: **32**
- K-8 Schools: **6**
- Middle Schools: **9**
- High Schools and Transitional Programs: **10**
- Charter schools: **2**

Participants spoke **many home languages:**

- 41% speak English at home
- 37% speak Spanish at home
- 18% speak Chinese at home
- 4% speak other languages, including Czech, French, Tagalog and Vietnamese

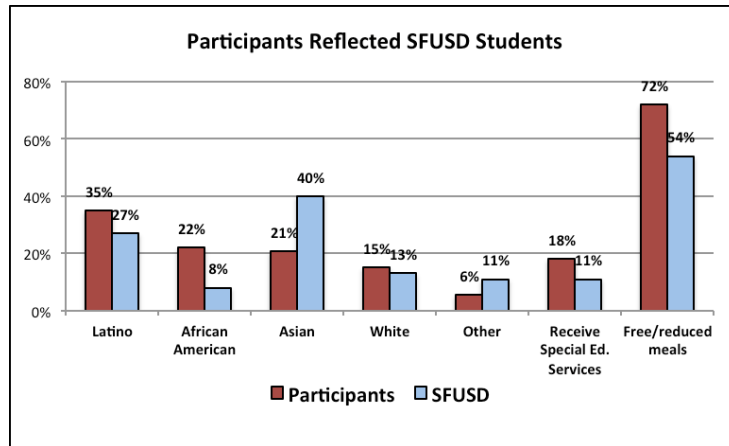
Participants reflected major ethnicities of SFUSD students:

- 36% Latino
- 22% African American
- 21% Asian
- 15% White
- 6% Other

Participants have diverse family structures:

- 55% Married/Two-parent family
- 18% Single parent

- 18% Other
- 5% Guardian/Foster parent
- 4% Grandparent or other relative



### **Challenges**

In developing and implementing the community engagement process to inform the revised LCAP, the Task Force encountered two primary challenges:

#### Increasing student voice in LCAP stakeholder engagement.

The LCAP Task Force includes representatives of the district's Student Advisory Council, who were enthusiastic about conducting student-focused LCAP engagement. A significant challenge to this process is related to the timing of the budget and LCAP development process, which was not in synch with the Youth Voice Vote survey process. The LCAP Task Force will continue to strategize on ways to shift timing and work with community partners to strengthen and expand student engagement to inform and help shape the LCAP, including students served by San Francisco's Court and County schools.

#### Timing of the budget and LCAP development process.

While this year the LCAP Task Force was successful in beginning the stakeholder engagement earlier, to better align with the school site planning and budget development process, the timing of the state's May budget revision negatively impacts stakeholder engagement. Because

the first reading of the budget and LCAP happens after school year has ended, families and other stakeholders have less access to this information and the presentation of the incomplete LCAP impacts the level of feedback that can be provided.

### **Conclusions**

Leaders of the stakeholder engagement process expressed their hopes that SFCOE/SFUSD would seriously consider what was shared from these conversations when revising the district's LCAP. They pointed out that while some of the specific themes and recommendations were new, many of the concerns and suggestions have been expressed before. Members of the advisory committees highlighted the need for students, families, staff and community members to see and feel concrete changes at school sites that acknowledge the value of their voices being shared through the LCAP process.

Participants in these community conversations recognized that work is happening in the county and district to provide supports for students, teachers and schools. At the same time, it remains very difficult (or is impossible) to find information about strategies and services, as well as outcome data reflecting whether these programs are effective.

SFCOE is committed to developing communications tools to improve transparency of our budget, and to address the "Frequently Asked Questions" identified through this process.

### **Annual Update:**

There were some new elements this year, which improved the overall LCAP and budget development process:

- LCAP community engagement and overall development was more clearly linked to school site Balanced Score Cards and the district's budget process
- Linking the targeted use of SCG funds for specific student populations, this year the community engagement process highlighted the involvement and leadership of two additional district advisory committees: the African American Parent Advisory Council (AAPAC) and the Community Advisory Committee for Special Education.
- Also as part of the engagement process, we reached out to hear

### **Annual Update:**

Through the community engagement process and after reviewing the draft LCAP on May 18, the PAC and DELAC presented recommendations for measures, goals, and actions to be strengthened or incorporated into the revised LCAP for 2016-2017.

Most of the PAC and DELAC's recommendations described above were incorporated into, or addressed within, the LCAP.

*(Information about recommendations that were or were not included in the LCAP are detailed in SFCOE/SFUSD's written response to the PAC and DELAC. Please see [www.sfusd.edu/lcflcap](http://www.sfusd.edu/lcflcap)).*

Another impact of this process is that community engagement is helping strengthen work overall. While participants in every

directly from students from San Francisco's Court & County schools, city agencies, juvenile justice staff, and community-based service providers working to support these students' success.

- SFUSD incorporated community feedback into the central budget review process (known as the SMART process: Strategic Management and Allocation of Resources Team).
- For the first time, at the public forum sharing the first draft of the LCAP, SFUSD provided "big bucket" priorities and allocations for SCG funds, including some year-to-year changes.

On April 14, 2016 the ***Findings and Considerations*** from the engagement process were presented at a public forum attended by district staff, members of SFUSD advisory bodies, families and community organizations. The report identified considerations for incorporating additional measures, goals, actions and services into the revised Local Control and Accountability Plan.

On May 18, staff presented the draft LCAP Measures, Actions/Services, and initial Supplement and Concentration Grant priorities at a public forum attended by the Parent Advisory Council (PAC), District English Learner Advisory Committee (DELAC), African American Parent Advisory Council (AAPAC) and Community Advisory Committee for Special Education (CAC), as well as other families and community members.

On May 24, the Parent Advisory Council and District English Learner Advisory Committee presented their recommendations to the Board of Education based on the draft LCAP shared the previous week.

### **Challenges**

In developing and implementing the community engagement process to inform SFUSD's revised LCAP, the Task Force encountered two primary challenges:

#### **Increasing student voice in LCAP stakeholder engagement.**

The LCAP Task Force includes representatives of the district's Student Advisory Council, who were enthusiastic about conducting student-focused LCAP engagement. A significant challenge to this process is related to the timing of the budget and LCAP development process, which was not in synch with the Youth Voice Vote survey process. The LCAP Task Force will continue to strategize on ways to shift timing and

conversation had **questions about how funds and services are being monitored and evaluated**, and about the **mechanisms for accountability**, the overall tone of most discussions was **focused on services and solutions**.

engagement to inform and help shape the LCAP, including students served by San Francisco's Court and County schools.

Timing of the budget and LCAP development process.

While this year the LCAP Task Force was successful in beginning the stakeholder engagement earlier, to better align with the school site planning and budget development process, the timing of the state's May budget revision negatively impacts stakeholder engagement. Because the first reading of the budget and LCAP happens after the school year has ended, families and other stakeholders have less access to this information and the presentation of the incomplete LCAP impacts the level of feedback that can be provided.

## **Section 2: Goals, Actions, Expenditures, and Progress Indicators**

### **Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil



advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state

or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

<b>GOAL:</b>	<b>Goal 1) Student Achievement:</b> Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching his or her potential.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 COE only: X 9 X 10 Local: N/A
<b>Identified Need:</b>	Based on Pupil Achievement data (including standardized test scores, college and career readiness, English proficiency and reclassification rates, AP exam scores), we have significant achievement gaps across our targeted pupil subgroups. In effort to close this gap, we are adopting a tiered Academic Response to Intervention (Rtl) model, investing and bolstering our Tier I supports and also Tier II and III.		
<b>Goal Applies to:</b>	<b>Schools:</b>	All	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Basic Services: Rate of teacher misassignment</b></p> <ul style="list-style-type: none"> <li>85% of teachers are highly qualified and appropriately credentialed in each subject area they teach.</li> <li>100% of teachers not yet highly qualified and appropriately credentialed in each subject area they teach will progress toward full credentialing.</li> <li>100% of teachers are English Learner certified.</li> <li>100% of teachers will use locally funded professional development hours (18 total) to progress toward their personal PD plans.</li> </ul> <p><b>Basic Services: Student access to standards-aligned instructional materials</b></p> <ul style="list-style-type: none"> <li>100% of students will have access to appropriate course work and all necessary instructional materials.</li> </ul>		

**Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL**

- 100% classroom staff will participate in SFUSD/SFCOE professional development regarding strategies and tools to support students to access CCSS.
- 100% of SFCOE core academic courses will have been observed by principal to be aligned to Common Core State Standards and ELD standards.

**Standard Achievement: Performance on standardized tests**

- Student transiency yields a very low percentage of valid scores using annual testing (including SBAC). SFCOE uses internal assessments (currently SRI and IWA) scores as standardized measures of student progress. A majority of long term students (semester or longer) with matched scores will demonstrate improvement on local standardized assessments.

**Standard Achievement: Share of students that are college and career ready**

- Traditional metrics of college and career readiness are inconsistent with the mission of SFCOE schools, which serve students in educational crisis, often for a short term intervention designed to return them to a district placement. SFCOE is developing metrics for course completion, credit recovery, and completion of educational objective.

**Standard Achievement: Share of ELs that become English proficient**

- A majority of ELs tested year to year will increase one or more CELDT proficiency levels.

**Standard Achievement: EL reclassification rate**

- A majority of long term students (semester or longer) entering at CELDT levels 4 and 5 will achieve at least one additional reclassification criteria.

*Standard Achievement: Share of students determined prepared for college by the Early Assessment Program: Not included: EAP exams are inconsistent with the school's mission.*

*Standard Achievement: Score on Academic Performance Index: Not included: API does not serve as a reliable measure of school effectiveness due to insufficient number of valid test scores and student transiency.*

*Standard Achievement: Share of students that pass Advanced Placement exams with 3 or higher: Not included: AP exams are inconsistent with the school's mission and are not administered.*

*Standard Achievement: Share of students that complete UC/CSU entrance requirements: Not included: These requirements are inconsistent with the school's mission.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><b>1C. Standard Achievement - Staffing:</b> Increase teacher to student ratios at all county schools from district average of 30:1 to County average of 15:1 to provide small class sizes and intensive intervention across all county schools. Increase Special Ed and other specialist staffing at all County sites to provide intensive push in, pull out, and co-teaching support as needed. Ensure that all students - even those in very small programs - have access to a full course of student for graduation and beyond.</p>	<p>SFCOE-Wide: Community, Court &amp; Opportunity School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$999K Certificated Salaries and Benefits</p> <p>LCFF Supp/Con: \$185K Certificated Salaries and Benefits</p>
<p><b>2C. Standard Achievement - EL Supports:</b> Place EL teachers at each county school to provide highly differentiated supplemental ELD instruction to EL students enrolled in COE schools. Provide highly engaging supplemental curricula and hands on materials in accordance with best practices for alternative education students including science labs, math manipulative, interactive social studies units, art supplies, and other consumables.</p>	<p>SFCOE-Wide: Community, Court &amp; Opportunity School</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$220K Certificated Salaries &amp; Benefits; \$169K Supplies</p> <p>LCFF Supp/Con: \$26K Certificated Salaries &amp; Benefits; \$39K Supplies</p>

<p><b>3C. Standard Achievement - ILPs:</b> Create formal individual learning plans for each long term student enrolled in a County school which identify individual student goals (e.g. credit recovery, successful transition to next placement, college/career readiness) and the academic plan required to archive the goal.</p>	<p>SFCOE-Wide  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supp/Con: \$25K Certificated Salaries and Benefits  Special Ed: \$494K Certificated Salaries and Benefits; \$256K Classified Salaries and Benefits</p>
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**LCAP Year 2**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Basic Services: Rate of teacher misassignment</b></p> <ul style="list-style-type: none"> <li>• 85% of teachers are highly qualified and appropriately credentialed in each subject area they teach.</li> <li>• 100% of teachers not yet highly qualified and appropriately credentialed in each subject area they teach will progress toward full credentialing.</li> <li>• 100% of teachers are English Learner certified.</li> <li>• 100% of teachers will use locally funded professional development hours (18 total) to progress toward their personal PD plans.</li> </ul> <p><b>Basic Services: Student access to standards-aligned instructional materials</b></p> <ul style="list-style-type: none"> <li>• 100% of students will have access to appropriate course work and all necessary instructional materials.</li> </ul> <p><b>Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL</b></p> <ul style="list-style-type: none"> <li>• 100% classroom staff will participate in SFUSD/SFCOE professional development regarding strategies and tools to support students to access CCSS.</li> <li>• 100% of SFCOE core academic courses will have been observed by principal to be aligned to Common Core State Standards and ELD standards.</li> </ul> <p><b>Standard Achievement: Performance on standardized tests</b></p> <ul style="list-style-type: none"> <li>• Student transiency yields a very low percentage of valid scores using annual testing (including SBAC). SFCOE uses internal assessments (currently SRI and IWA) scores as standardized measures of student progress. A majority of</li> </ul>
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long term students (semester or longer) with matched scores will demonstrate improvement on local standardized assessments.

**Standard Achievement: Share of students that are college and career ready**

- Traditional metrics of college and career readiness are inconsistent with the mission of SFCOE schools, which serve students in educational crisis, often for a short term intervention designed to return them to a district placement. SFCOE is developing metrics for course completion, credit recovery, and completion of educational objective.

**Standard Achievement: Share of ELs that become English proficient**

- A majority of ELs tested year to year will increase one or more CELDT proficiency levels.

**Standard Achievement: EL reclassification rate**

- A majority of long term students (semester or longer) entering at CELDT levels 4 and 5 will achieve at least one additional reclassification criteria.

*Standard Achievement: Share of students determined prepared for college by the Early Assessment Program: Not included: EAP exams are inconsistent with the school's mission.*

*Standard Achievement: Score on Academic Performance Index: Not included: API does not serve as a reliable measure of school effectiveness due to insufficient number of valid test scores and student transiency.*

*Standard Achievement: Share of students that pass Advanced Placement exams with 3 or higher: Not included: AP exams are inconsistent with the school's mission and are not administered.*

*Standard Achievement: Share of students that complete UC/CSU entrance requirements: Not included: These requirements are inconsistent with the school's mission.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><b>1C. Standard Achievement - Staffing:</b> Increase teacher to student ratios at all county schools from district average of 30:1 to County average of 15:1 to provide small class sizes and intensive intervention across all county schools. Increase Special Ed and other specialist staffing at all County sites to provide intensive push in, pull out, and co-teaching support as needed. Ensure that all students - even those in very small programs - have access to a full course of student for graduation and beyond.</p>	<p>SFCOE-Wide: Community, Court &amp; Opportunity School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$999K Certificated Salaries and Benefits</p> <p>LCFF Supp/Con: \$185K Certificated Salaries and Benefits</p>
<p><b>2C. Standard Achievement - EL Supports:</b> Place EL teachers at each county school to provide highly differentiated supplemental ELD instruction to EL students enrolled in COE schools. Provide highly engaging supplemental curricula and hands on materials in accordance with best practices for alternative education students including science labs, math manipulative, interactive social studies units, art supplies, and other consumables.</p>	<p>SFCOE-Wide: Community, Court &amp; Opportunity School</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$220K Certificated Salaries &amp; Benefits; \$169K Supplies</p> <p>LCFF Supp/Con: \$26K Certificated Salaries &amp; Benefits; \$39K Supplies</p>



<p><b>3C. Standard Achievement - ILPs:</b> Create formal individual learning plans for each long term student enrolled in a County school which identify individual student goals (e.g. credit recovery, successful transition to next placement, college/career readiness) and the academic plan required to archive the goal.</p>	<p>SFCOE-Wide  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supp/Con: \$25K Certificated Salaries and Benefits  Special Ed: \$494K Certificated Salaries and Benefits; \$256K Classified Salaries and Benefits</p>
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**LCAP Year 3**

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Basic Services: Rate of teacher misassignment</b></p> <ul style="list-style-type: none"> <li>• 85% of teachers are highly qualified and appropriately credentialed in each subject area they teach.</li> <li>• 100% of teachers not yet highly qualified and appropriately credentialed in each subject area they teach will progress toward full credentialing.</li> <li>• 100% of teachers are English Learner certified.</li> <li>• 100% of teachers will use locally funded professional development hours (18 total) to progress toward their personal PD plans.</li> </ul> <p><b>Basic Services: Student access to standards-aligned instructional materials</b></p> <ul style="list-style-type: none"> <li>• 100% of students will have access to appropriate course work and all necessary instructional materials.</li> </ul> <p><b>Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL</b></p> <ul style="list-style-type: none"> <li>• 100% classroom staff will participate in SFUSD/SFCOE professional development regarding strategies and tools to support students to access CCSS.</li> <li>• 100% of SFCOE core academic courses will have been observed by principal to be aligned to Common Core State Standards and ELD standards.</li> </ul> <p><b>Standard Achievement: Performance on standardized tests</b></p> <ul style="list-style-type: none"> <li>• Student transiency yields a very low percentage of valid scores using annual testing (including SBAC). SFCOE uses internal assessments (currently SRI and IWA) scores as standardized measures of student progress. A majority of</li> </ul>
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long term students (semester or longer) with matched scores will demonstrate improvement on local standardized assessments.

**Standard Achievement: Share of students that are college and career ready**

- Traditional metrics of college and career readiness are inconsistent with the mission of SFCOE schools, which serve students in educational crisis, often for a short term intervention designed to return them to a district placement. SFCOE is developing metrics for course completion, credit recovery, and completion of educational objective.

**Standard Achievement: Share of ELs that become English proficient**

- A majority of ELs tested year to year will increase one or more CELDT proficiency levels.

**Standard Achievement: EL reclassification rate**

- A majority of long term students (semester or longer) entering at CELDT levels 4 and 5 will achieve at least one additional reclassification criteria.

*Standard Achievement: Share of students determined prepared for college by the Early Assessment Program: Not included: EAP exams are inconsistent with the school's mission.*

*Standard Achievement: Score on Academic Performance Index: Not included: API does not serve as a reliable measure of school effectiveness due to insufficient number of valid test scores and student transiency.*

*Standard Achievement: Share of students that pass Advanced Placement exams with 3 or higher: Not included: AP exams are inconsistent with the school's mission and are not administered.*

*Standard Achievement: Share of students that complete UC/CSU entrance requirements: Not included: These requirements are inconsistent with the school's mission.*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p><b>1C. Standard Achievement - Staffing:</b> Increase teacher to student ratios at all county schools from district average of 30:1 to County average of 15:1 to provide small class sizes and intensive intervention across all county schools. Increase Special Ed and other specialist staffing at all County sites to provide intensive push in, pull out, and co-teaching support as needed. Ensure that all students - even those in very small programs - have access to a full course of student for graduation and beyond.</p>	<p>SFCOE-Wide: Community, Court &amp; Opportunity School</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$999K Certificated Salaries and Benefits</p> <p>LCFF Supp/Con: \$185K Certificated Salaries and Benefits</p>
<p><b>2C. Standard Achievement - EL Supports:</b> Place EL teachers at each county school to provide highly differentiated supplemental ELD instruction to EL students enrolled in COE schools. Provide highly engaging supplemental curricula and hands on materials in accordance with best practices for alternative education students including science labs, math manipulative, interactive social studies units, art supplies, and other consumables.</p>	<p>SFCOE-Wide: Community, Court &amp; Opportunity School</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$220K Certificated Salaries &amp; Benefits; \$169K Supplies</p> <p>LCFF Supp/Con: \$26K Certificated Salaries &amp; Benefits; \$39K Supplies</p>

<p><b>3C. Standard Achievement - ILPs:</b> Create formal individual learning plans for each long term student enrolled in a County school which identify individual student goals (e.g. credit recovery, successful transition to next placement, college/career readiness) and the academic plan required to archive the goal.</p>	<p>SFCOE-Wide Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Supp/Con: \$25K Certificated Salaries and Benefits  Special Ed: \$494K Certificated Salaries and Benefits; \$256K Classified Salaries and Benefits</p>
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<b>GOAL:</b>	<b>Goal 2) Access &amp; Equity:</b> Make social justice a reality by ensuring every student has access to high- quality teaching and learning.	Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 X 8 COE only: X 9 X 10 Local: N/A
<b>Identified Need:</b>	Based on our attendance, chronic absenteeism rates, middle school and high school readiness indicators, social emotional indicators, suspension rates and culture climate survey measures, there continue to be gaps in the social emotional well being of our students. In effort to better support our students' social emotional health, we recognize the importance of investing in Behavioral Response to Intervention (Rtl) supports, across all tiers.	
<b>Goal Applies to:</b>	<b>Schools:</b>	All
	<b>Grades:</b>	All
	<b>Applicable Pupil Subgroups:</b>	All
<b>LCAP Year 1</b>		

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Student Engagement: School attendance rates</b></p> <ul style="list-style-type: none"> <li>80% of students will be in attendance on a daily average.</li> </ul> <p><b>Student Engagement: Chronic absenteeism rates</b></p> <ul style="list-style-type: none"> <li>The chronic absentee rate for SFCOE schools will be reduced by 1%.</li> </ul> <p><b>Student Engagement: High school graduation rates</b></p> <ul style="list-style-type: none"> <li>SFCOE Schools do not generate a traditional high school graduation rate because no cohort of students is enrolled for the full duration of high school.</li> </ul> <p><b>Student Engagement: Other Local Measures</b></p> <ul style="list-style-type: none"> <li>30% of foster youth will receive a formal mentor.</li> <li>100% of county school students (who are the majority of SFCOE foster and expelled youth) will receive enhanced wellness clinic and nursing services on site.</li> </ul> <p><b>School Climate: Student suspension rates</b></p> <ul style="list-style-type: none"> <li>Reduce disproportionate suspensions of African American and Latino students (% of total suspensions district-wide).</li> <li>Reduce rate of out-of-class referrals.</li> <li>Student Culture and Climate Surveys (includes SEL) - TBD.</li> </ul> <p><b>School Climate: Student expulsion rates</b></p> <ul style="list-style-type: none"> <li>The student expulsion rate will remain at 0% at County Schools.</li> </ul> <p><b>Basic Services: Facilities in good repair</b></p> <ul style="list-style-type: none"> <li>100% of schools rated compliant or better on annual Williams survey and monthly ADA surveys.</li> </ul> <p><i>Student Engagement: Middle school dropout rates: SFCOE Schools do not generate a Middle School dropout rate because no students are enrolled for the full duration of middle school.</i></p> <p><i>Student Engagement: High school dropout rates: SFCOE Schools do not generate a high school dropout rate because no cohort of students is enrolled for the full duration of high school.</i></p>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>

<p><b>1C. Access &amp; Equity - Wrap Around Support:</b> In addition to the aforementioned, increase staffing ratio of head counselors, school psychologists, and school nurses at sites serving the majority of expelled and foster youth. Staff provide counseling, academic and social-emotional development support and case management to COE students.</p>	<p>SFCOE Wide: Community, Opportunity, &amp; Court School  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>LCFF Base: \$188K Certificated Salaries and Benefits  LCFF Supp/Con: \$210K Certificated Salaries and Benefits</p>
<p><b>2C. Access &amp; Equity - Childcare:</b> Provide comprehensive, licensed on-site childcare to pregnant and parenting teens through partnership with local agency serving youth birth to kindergarten.</p>	<p>SFCOE Opportunity School  Grades: 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Teen Parents)</p>	<p>LCFF Base: \$141K Services  Title 1- Neglected: \$85K Services</p>
<p><b>3C. Access &amp; Equity - Transition Support:</b> Hire and train staff dedicated to supporting youth as they transition between court schools and other placements. Support intake and orientation, creation of an Independent Learning Plan, transition planning, inter-agency coordination, and follow up to problem solve in the post-detention placement.</p>	<p>SFCOE County Court School  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Probation-involved youth)</p>	<p>LCFF Base 1.0 FTE Transtion Specialist \$76K</p>

<p><b>4C. Access &amp; Equity - Social-Emotional Learning:</b>          Train staff on how to build social-emotional learning into all aspects of instruction at county community school. Increase staff capacity to support students to grow and develop their social-emotional skills enabling reduced discipline and legal trouble and increased capacity to meet personal goals and transition to other programs.</p>	<p>SFCOE          County          Community          School - Civic          Center          Grades: All</p>	<p>X All          -----          _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless          _ Other</p>	<p>Training and Coachng contract with Collaborative Learning Solutions. \$100K Title 1 Neglected</p>
<p><b>LCAP Year 2</b></p>			



<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Student Engagement: School attendance rates</b></p> <ul style="list-style-type: none"> <li>80% of students will be in attendance on a daily average.</li> </ul> <p><b>Student Engagement: Chronic absenteeism rates</b></p> <ul style="list-style-type: none"> <li>The chronic absentee rate for SFCOE schools will be reduced by 1%.</li> </ul> <p><b>Student Engagement: High school graduation rates</b></p> <ul style="list-style-type: none"> <li>SFCOE Schools do not generate a traditional high school graduation rate because no cohort of students is enrolled for the full duration of high school.</li> </ul> <p><b>Student Engagement: Other Local Measures</b></p> <ul style="list-style-type: none"> <li>30% of foster youth will receive a formal mentor.</li> <li>100% of county school students (who are the majority of SFCOE foster and expelled youth) will receive enhanced wellness clinic and nursing services on site.</li> </ul> <p><b>School Climate: Student suspension rates</b></p> <ul style="list-style-type: none"> <li>Reduce disproportionate suspensions of African American and Latino students (% of total suspensions district-wide).</li> <li>Reduce rate of out-of-class referrals.</li> <li>Student Culture and Climate Surveys (includes SEL) - TBD.</li> </ul> <p><b>School Climate: Student expulsion rates</b></p> <ul style="list-style-type: none"> <li>The student expulsion rate will remain at 0% at County Schools.</li> </ul> <p><b>Basic Services: Facilities in good repair</b></p> <ul style="list-style-type: none"> <li>100% of schools rated compliant or better on annual Williams survey and monthly ADA surveys.</li> </ul> <p><i>Student Engagement: Middle school dropout rates: SFCOE Schools do not generate a Middle School dropout rate because no students are enrolled for the full duration of middle school.</i></p> <p><i>Student Engagement: High school dropout rates: SFCOE Schools do not generate a high school dropout rate because no cohort of students is enrolled for the full duration of high school.</i></p>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>

<p><b>1C. Access &amp; Equity - Wrap Around Support:</b> In addition to the aforementioned, increase staffing ratio of head counselors, school psychologists, and school nurses at sites serving the majority of expelled and foster youth. Staff provide counseling, academic and social-emotional development support and case management to COE students.</p>	<p>SFCOE Wide: Community, Opportunity, &amp; Court School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>LCFF Base: \$188K Certificated Salaries and Benefits</p> <p>LCFF Supp/Con: \$210K Certificated Salaries and Benefits</p>
<p><b>2C. Access &amp; Equity - Childcare:</b> Provide comprehensive, licensed on-site childcare to pregnant and parenting teens through partnership with local agency serving youth birth to kindergarten.</p>	<p>SFCOE Opportunity School</p> <p>Grades: 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Teen Parents)</p>	<p>LCFF Base: \$141K Services</p> <p>Title 1- Neglected: \$85K Services</p>
<p><b>3C. Access &amp; Equity - Transition Support:</b> Hire and train staff dedicated to supporting youth as they transition between court schools and other placements. Support intake and orientation, creation of an Independent Learning Plan, transition planning, inter-agency coordination, and follow up to problem solve in the post-detention placement.</p>	<p>SFCOE County Court School</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Probation-involved youth)</p>	<p>LCFF Base 1.0 FTE Transtion Specialist \$76K</p>

<p><b>4C. Access &amp; Equity - Social-Emotional Learning:</b>          Train staff on how to build social-emotional learning into all aspects of instruction at county community school. Increase staff capacity to support students to grow and develop their social-emotional skills enabling reduced discipline and legal trouble and increased capacity to meet personal goals and transition to other programs.</p>	<p>SFCOE          County          Community          School - Civic          Center          Grades: All</p>	<p>X All          -----          _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless          _ Other</p>	<p>Training and Coachng contract with Collaborative Learning Solutions.          \$100K Title 1 Neglected</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Student Engagement: School attendance rates</b></p> <ul style="list-style-type: none"> <li>80% of students will be in attendance on a daily average.</li> </ul> <p><b>Student Engagement: Chronic absenteeism rates</b></p> <ul style="list-style-type: none"> <li>The chronic absentee rate for SFCOE schools will be reduced by 1%.</li> </ul> <p><b>Student Engagement: High school graduation rates</b></p> <ul style="list-style-type: none"> <li>SFCOE Schools do not generate a traditional high school graduation rate because no cohort of students is enrolled for the full duration of high school.</li> </ul> <p><b>Student Engagement: Other Local Measures</b></p> <ul style="list-style-type: none"> <li>30% of foster youth will receive a formal mentor.</li> <li>100% of county school students (who are the majority of SFCOE foster and expelled youth) will receive enhanced wellness clinic and nursing services on site.</li> </ul> <p><b>School Climate: Student suspension rates</b></p> <ul style="list-style-type: none"> <li>Reduce disproportionate suspensions of African American and Latino students (% of total suspensions district-wide).</li> <li>Reduce rate of out-of-class referrals.</li> <li>Student Culture and Climate Surveys (includes SEL) - TBD.</li> </ul> <p><b>School Climate: Student expulsion rates</b></p> <ul style="list-style-type: none"> <li>The student expulsion rate will remain at 0% at County Schools.</li> </ul> <p><b>Basic Services: Facilities in good repair</b></p> <ul style="list-style-type: none"> <li>100% of schools rated compliant or better on annual Williams survey and monthly ADA surveys.</li> </ul> <p><i>Student Engagement: Middle school dropout rates: SFCOE Schools do not generate a Middle School dropout rate because no students are enrolled for the full duration of middle school.</i></p> <p><i>Student Engagement: High school dropout rates: SFCOE Schools do not generate a high school dropout rate because no cohort of students is enrolled for the full duration of high school.</i></p>		
	<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>

<p><b>1C. Access &amp; Equity - Wrap Around Support:</b> In addition to the aforementioned, increase staffing ratio of head counselors, school psychologists, and school nurses at sites serving the majority of expelled and foster youth. Staff provide counseling, academic and social-emotional development support and case management to COE students.</p>	<p>SFCOE Wide: Community, Opportunity, &amp; Court School  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Youth)</p>	<p>LCFF Base: \$188K Certificated Salaries and Benefits  LCFF Supp/Con: \$210K Certificated Salaries and Benefits</p>
<p><b>2C. Access &amp; Equity - Childcare:</b> Provide comprehensive, licensed on-site childcare to pregnant and parenting teens through partnership with local agency serving youth birth to kindergarten.</p>	<p>SFCOE Opportunity School  Grades: 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Teen Parents)</p>	<p>LCFF Base: \$141K Services  Title 1- Neglected: \$85K Services</p>
<p><b>3C. Access &amp; Equity - Transition Support:</b> Hire and train staff dedicated to supporting youth as they transition between court schools and other placements. Support intake and orientation, creation of an Independent Learning Plan, transition planning, inter-agency coordination, and follow up to problem solve in the post-detention placement.</p>	<p>SFCOE County Court School  Grades: All</p>	<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Probation-involved youth)</p>	<p>LCFF Base 1.0 FTE Transtion Specialist \$76K</p>

<p><b>4C. Access &amp; Equity - Social-Emotional Learning:</b>                  Train staff on how to build social-emotional learning into all aspects of instruction at county community school. Increase staff capacity to support students to grow and develop their social-emotional skills enabling reduced discipline and legal trouble and increased capacity to meet personal goals and transition to other programs.</p>	<p>SFCOE                  County                  Community                  School - Civic                  Center                    Grades: All</p>	<p><input checked="" type="checkbox"/> All                  -----  <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless  <input type="checkbox"/> Other</p>	<p>Training and Coachng contract with Collaborative Learning Solutions. \$100K Title 1 Neglected</p>
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<b>GOAL:</b>	<b>Goal 3) Accountability:</b> Keep district promises to students and families and enlist everyone in the community to join in doing so.		Related State and/or Local Priorities: X 1 _2 X 3 _4 _5 _6 _7 _8 COE only: X 9 X 10 Local: N/A	
<b>Identified Need:</b>	Effective family-school partnerships support student achievement and school improvement. Students need access to quality teachers, leaders and staff in order to graduate high school ready for college and career.			
<b>Goal Applies to:</b>	<b>Schools:</b>	All		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<p><b>Basic Services: Rate of teacher misassignment</b></p> <ul style="list-style-type: none"> <li>• 85% of teachers are highly qualified and appropriately credentialed in each subject area they teach.</li> <li>• 100% of teachers not yet highly qualified and appropriately credentialed in each subject area they teach will progress toward full credentialing.</li> <li>• 100% of teachers are English Learner certified.</li> <li>• 100% of teachers will use locally funded professional development hours (18 total) to progress toward their personal PD plans.</li> </ul> <p><b>Basic Services: Student access to standards-aligned instructional materials</b></p> <ul style="list-style-type: none"> <li>• 100% of students will have access to appropriate course work and all necessary instructional materials.</li> <li>• Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL.</li> <li>• 100% classroom staff will participate in SFUSD/SFCOE professional development regarding strategies and tools to support students to access CCSS.</li> <li>• 100% of SFCOE core academic courses will have been observed by principal to be aligned to Common Core State Standards and ELD standards.</li> </ul>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

<p><b>1C. Accountability - Accreditation:</b> Publicly certify the quality of service and the transferability of credits by completing initial accreditation with Western Association of Schools and Colleges (WASC). Train principal and self-study coordinator in accreditation process and lead all staff and stakeholders through the self-study process, culminating in an accreditation visit and determination. Schools will apply on a rolling basis, beginning with SFCOE Juvenile Courts schools in fall of 2016-17 and SFCOE Opportunity School in spring of 2016-17.</p>	<p>SFCOE-Wide: Community, Opportunity &amp; Court  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$25,000 travel and conference</p>
<p><b>2C. Family Empowerment:</b></p> <ul style="list-style-type: none"> <li>All families entering county community and opportunity programs will receive a personalized orientation to the school, including advising, resources, and introductions to key staff.</li> <li>All County schools will implement their customized family engagement plan including how to effectively orient families, how to keep them informed about their students' progress, and involve them in the life of the school.</li> </ul>	<p>SFCOE Wide : Community &amp; Opportunity Schools  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional funds required</p>
<p><b>3C. Accountability - Student Information Systems</b></p> <ul style="list-style-type: none"> <li>Under the direction of the Executive Director for Court, County, and Continuation High Schools, integrate SFCOE schools into SFUSD attendance and records systems. Regularize practice around attendance reporting, credit earning, alternative credits, and enrollment specific to county schools. Hire Jr. Management Assistant to track data, develop systems, and manage local, state, and federal reporting. Train all teachers and site staff on systems.</li> </ul>	<p>SFCOE-Wide: Community, Opportunity &amp; Court  Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SFCOE &amp; SFUSD funds: \$125K Certificated Salaries and Benefits  Title 1 Neglected: \$65K Classified Salaries and Benefits</p>
<p><b>LCAP Year 2</b></p>			



<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Basic Services: Rate of teacher misassignment</b></p> <ul style="list-style-type: none"> <li>85% of teachers are highly qualified and appropriately credentialed in each subject area they teach.</li> <li>100% of teachers not yet highly qualified and appropriately credentialed in each subject area they teach will progress toward full credentialing.</li> <li>100% of teachers are English Learner certified.</li> <li>100% of teachers will use locally funded professional development hours (18 total) to progress toward their personal PD plans.</li> </ul> <p><b>Basic Services: Student access to standards-aligned instructional materials</b></p> <ul style="list-style-type: none"> <li>100% of students will have access to appropriate course work and all necessary instructional materials.</li> <li>Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL.</li> <li>100% classroom staff will participate in SFUSD/SFCOE professional development regarding strategies and tools to support students to access CCSS.</li> <li>100% of SFCOE core academic courses will have been observed by principal to be aligned to Common Core State Standards and ELD standards.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p><b>1C. Accountability - Accreditation:</b> Publicly certify the quality of service and the transferability of credits by completing initial accreditation with Western Association of Schools and Colleges (WASC). Train principal and self-study coordinator in accreditation process and lead all staff and stakeholders through the self-study process, culminating in an accreditation visit and determination. Schools will apply on a rolling basis, beginning with SFCOE Juvenile Courts schools in fall of 2016-17 and SFCOE Opportunity School in spring of 2016-17.</p>	<p>SFCOE- Wide: Community, Opportunity &amp; Court</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$25,000 travel and conference</p>

<p><b>2C. Family Empowerment:</b></p> <ul style="list-style-type: none"> <li>All families entering county community and opportunity programs will receive a personalized orientation to the school, including advising, resources, and introductions to key staff.</li> <li>All County schools will implement their customized family engagement plan including how to effectively orient families, how to keep them informed about their students' progress, and involve them in the life of the school.</li> </ul>	<p>SFCOE Wide : Community &amp; Opportunity Schools</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional funds required</p>
<p><b>3C. Accountability - Student Information Systems</b></p> <ul style="list-style-type: none"> <li>Under the direction of the Executive Director for Court, County, and Continuation High Schools, integrate SFCOE schools into SFUSD attendance and records systems. Regularize practice around attendance reporting, credit earning, alternative credits, and enrollment specific to county schools. Hire Jr. Management Assistant to track data, develop systems, and manage local, state, and federal reporting. Train all teachers and site staff on systems.</li> </ul>	<p>SFCOE- Wide: Community, Opportunity &amp; Court</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SFCOE &amp; SFUSD funds: \$125K Certificated Salaries and Benefits</p> <p>Title 1 Neglected: \$65K Classified Salaries and Benefits</p>
<p><b>LCAP Year 3</b></p>			

<p><b>Expected Annual Measurable Outcomes:</b></p>	<p><b>Basic Services: Rate of teacher misassignment</b></p> <ul style="list-style-type: none"> <li>• 85% of teachers are highly qualified and appropriately credentialed in each subject area they teach.</li> <li>• 100% of teachers not yet highly qualified and appropriately credentialed in each subject area they teach will progress toward full credentialing.</li> <li>• 100% of teachers are English Learner certified.</li> <li>• 100% of teachers will use locally funded professional development hours (18 total) to progress toward their personal PD plans.</li> </ul> <p><b>Basic Services: Student access to standards-aligned instructional materials</b></p> <ul style="list-style-type: none"> <li>• 100% of students will have access to appropriate course work and all necessary instructional materials.</li> <li>• Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL.</li> <li>• 100% classroom staff will participate in SFUSD/SFCOE professional development regarding strategies and tools to support students to access CCSS.</li> <li>• 100% of SFCOE core academic courses will have been observed by principal to be aligned to Common Core State Standards and ELD standards.</li> </ul>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p><b>1C. Accountability - Accreditation:</b> Publicly certify the quality of service and the transferability of credits by completing initial accreditation with Western Association of Schools and Colleges (WASC). Train principal and self-study coordinator in accreditation process and lead all staff and stakeholders through the self-study process, culminating in an accreditation visit and determination. Schools will apply on a rolling basis, beginning with SFCOE Juvenile Courts schools in fall of 2016-17 and SFCOE Opportunity School in spring of 2016-17.</p>	<p>SFCOE- Wide: Community, Opportunity &amp; Court  Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>LCFF Base: \$25,000 travel and conference</p>

<p><b>2C. Family Empowerment:</b></p> <ul style="list-style-type: none"> <li>All families entering county community and opportunity programs will receive a personalized orientation to the school, including advising, resources, and introductions to key staff.</li> <li>All County schools will implement their customized family engagement plan including how to effectively orient families, how to keep them informed about their students' progress, and involve them in the life of the school.</li> </ul>	<p>SFCOE Wide : Community &amp; Opportunity Schools</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th, Adult</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>No additional funds required</p>
<p><b>3C. Accountability - Student Information Systems</b></p> <ul style="list-style-type: none"> <li>Under the direction of the Executive Director for Court, County, and Continuation High Schools, integrate SFCOE schools into SFUSD attendance and records systems. Regularize practice around attendance reporting, credit earning, alternative credits, and enrollment specific to county schools. Hire Jr. Management Assistant to track data, develop systems, and manage local, state, and federal reporting. Train all teachers and site staff on systems.</li> </ul>	<p>SFCOE- Wide: Community, Opportunity &amp; Court</p> <p>Grades: 6th, 7th, 8th, 9th, 10th, 11th, 12th</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>SFCOE &amp; SFUSD funds: \$125K Certificated Salaries and Benefits</p> <p>Title 1 Neglected: \$65K Classified Salaries and Benefits</p>

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

<b>Original Goal from prior year LCAP:</b>	1. Implement the Common Core State Standards & Use of Student Data		Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 _8 COE only: _9 _10 Local:	
Goal Applies to:	Schools:	LEA-Wide		
	Grades:	All		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
	Actual Annual Measurable Outcomes:	Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL  All classroom staff participated in SFUSD/SFCOE professional development regarding strategies and		
		Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL		

<p>have been observed by principal to be aligned to Common Core State Standards and ELD standards</p> <p>Standard Achievement: Performance on standardized tests Student transiency yields a very low percentage of valid scores using annual testing (including SBAC). SFCOE uses internal assessments (currently SRI and IWA) scores as standardized measures of student progress. A majority of long term students (semester or longer) with matched scores will demonstrate improvement on local standardized assessments.</p> <p>Standard Achievement: Share of students that are college and career ready Traditional metrics of college and career readiness are inconsistent with the mission of SFCOE schools, which serve students in educational crisis, often for a short term intervention designed to return them to a district placement. SFCOE is developing metrics for course completion, credit recovery, and completion of educational objective.</p> <p>Standard Achievement: Share of ELs that become English proficient A majority of ELs tested year to year will increase one or more CELDT proficiency levels. Standard Achievement: EL reclassification rate A majority of long term students (semester or longer) entering at CELDT levels 4 and 5 will achieve at least one additional reclassification criteria.</p> <p>Standard Achievement: Share of students determined prepared for college by the Early Assessment Program Not included: EAP exams are inconsistent with the school's mission</p> <p>Standard Achievement: Score on Academic Performance Index Not included: API does not serve as a reliable measure of school effectiveness due to insufficient number of valid test scores and student transiency</p> <p>Standard Achievement: Share of students that pass Advanced Placement exams with 3 or higher Not</p>	<p>tools to support students to access CCSS. All SFCOE core academic courses were observed by principal to be aligned to Common Core State Standards and ELD standards.</p> <p>Standard Achievement: Performance on standardized tests</p> <p>-Student transiency yields a very low percentage of valid scores using annual testing (including SBAC). SFCOE uses internal assessments (currently SRI and IWA) scores as standardized measures of student progress.</p> <p>-A majority of long term students (semester or longer) with matched scores will demonstrate improvement on local standardized assessments.</p> <p>Standard Achievement: Share of students that are college and career ready</p> <p>-Traditional metrics of college and career readiness are inconsistent with the mission of SFCOE schools, which serve students in educational crisis, often for a short term intervention designed to return them to a district placement.</p> <p>-SFCOE is developing metrics for course completion, credit recovery, and completion of educational objective.</p> <p>Standard Achievement: Share of ELs that become English proficient</p> <p>-A majority of ELs tested year to year will increase one or more CELDT proficiency levels.</p> <p>Standard Achievement: EL reclassification rate</p> <p>-A majority of long term students (semester or longer) entering at CELDT levels 4 and 5 will achieve at least one additional reclassification criteria.</p>
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	included: AP exams are inconsistent with the school's mission and are not administered			
	Standard Achievement: Share of students that complete UC/CSU entrance requirements Not included: These requirements are inconsistent with the school's mission			
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
	Place EL teachers at each county school to provide highly differentiated supplemental ELD instruction to EL students enrolled in COE schools	LCFF Base; \$209K Certificated Salaries & Benefits  LCFF Supp/Con: \$25K Certificated Salaries & Benefits	All County schools have EL teachers to provide differentiated supplemental ELD instruction to EL students.	LCFF Base; \$209K Certificated Salaries & Benefits  LCFF Supp/Con: \$25K Certificated Salaries & Benefits
<b>Scope of service:</b>	SFCOE-Wide: Community, Court & Opportunity School  Grades: All		<b>Scope of service:</b>	SFCOE-Wide: Community, Court & Opportunity School  Grades: All

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	
Provide highly engaging supplemental curricula and hands on materials in accordance with best practices for alternative education students including science labs, math manipulative, interactive social studies units, art supplies, and other consumables.		LCFF Base; \$169K Supplies  LCFF Supp/Con: \$39K Supplies	Provided supplemental curricula and hands on materials in accordance with best practices for alternative education based on requests by staff and students for supplies including science labs, field trips, interactive social studies units, art supplies, and other consumables.	LCFF Base; \$169K Supplies  LCFF Supp/Con: \$39K Supplies
<b>Scope of service:</b>	SFCOE-Wide: Community, Court & Opportunity School  Grades: All		Scope of service:	SFCOE-Wide: Community, Court & Opportunity School  Grades: All
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _Other	



Work with SFCOE/USD departments to develop data systems that track County metrics, including course completion, credit recovery, and completion of educational objective.		No additional funds required	Work with SFCOE/SFUSD departments to understand what systems exist and what is possible. Created a working group to explore and address problems with enrollment of students between county schools, especially those leaving detention. Developed reports that track positive attendance and quarterly credit earning for schools using Synergy. In 2016-17, must bring county schools on line to use the same tools as SFUSD schools when appropriate.		No additional funds required
<b>Scope of service:</b>	SFCOE-Wide: Community, Court & Opportunity School  Grades: All		<b>Scope of service:</b>	SFCOE-Wide: Community, Court & Opportunity School  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>	<p>In the course of trying to develop first time metrics for course completion, credit recovery, and completion of educational objective we discovered two underlying issues. One is that SFCOE students have highly diverse educational goals and needs, so few outcomes are appropriate across the board. Moving forward we are formalizing the practice of creating Individual Learning Plans for each student.</p> <p>We also discovered that practices related to variable credit are not consistent between schools and not aligned with recent guidance from the the foster youth alliance. In 16-17 we are revising partial credit policies. We are also working with the SF School Board to provide board policy specific to county school needs.</p>				

<b>Original Goal from prior year LCAP:</b>	Ensure Safe & Supportive Schools for All Students	Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 COE only: X 9 X 10 Local:
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Goal Applies to:	Schools:	LEA-wide Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Other (Expelled Youth)	
Expected Annual Measurable Outcomes:	<p>Student Engagement: School attendance rates - 80% of students will be in attendance on a daily average</p> <p>Student Engagement: Chronic absenteeism rates - The chronic absentee rate for SFCOE schools will be reduced by 1%</p> <p>Student Engagement: Middle school dropout rates - SFCOE Schools do not generate a Middle School dropout rate because no students are enrolled for the full duration of middle school.</p> <p>Student Engagement: High school dropout rates - SFCOE Schools do not generate a high school dropout rate because no cohort of students is enrolled for the full duration of high school.</p> <p>Student Engagement: High school graduation rates - SFCOE Schools do not generate a traditional high school graduation rate because no cohort of students is enrolled for the full duration of high school.</p> <p>Student Engagement: Other Local Measures</p> <ul style="list-style-type: none"> <li>- 30% of foster youth will receive a formal mentor</li> <li>- 100% of county school students (who are the majority of SFCOE foster and expelled youth) will receive enhanced wellness clinic and nursing services on site.</li> </ul> <p>School Climate: Student suspension rates</p> <ul style="list-style-type: none"> <li>- Reduce disproportionate suspensions of African American and Latino students (% of total suspensions district-wide)</li> </ul>	Actual Annual Measurable Outcomes:	<p>Student Engagement: School attendance rates</p> <p>80% of students will be in attendance on a daily average</p> <p>Student Engagement: Chronic absenteeism rates</p> <p>The chronic absentee rate for SFCOE schools will be reduced by 1%</p> <p>Student Engagement: Middle school dropout rates</p> <p>SFCOE Schools do not generate a Middle School dropout rate because no students are enrolled for the full duration of middle school.</p> <p>Student Engagement: High school dropout rates</p> <p>SFCOE Schools do not generate a high school dropout rate because no cohort of students is enrolled for the full duration of high school.</p> <p>Student Engagement: High school graduation rates</p> <p>SFCOE Schools do not generate a traditional high school graduation rate because no cohort of students is enrolled for the full duration of high school.</p> <p>Student Engagement: Other Local Measures</p> <ul style="list-style-type: none"> <li>30% of foster youth will receive a formal mentor</li> <li>100% of county school students (who are the majority of SFCOE foster and expelled youth) will receive enhanced wellness clinic and nursing services on site.</li> </ul>

	<ul style="list-style-type: none"> <li>- Reduce rate of out-of-class referrals</li> <li>- CORE: Student Culture and Climate Surveys for CORE (includes SEL) This year is a field test – will include for next year</li> </ul> <p>School Climate: Student expulsion rates - The student expulsion rate will remain at 0% at County Schools</p>		<p>School Climate: Student suspension rates</p> <p>Reduce disproportionate suspensions of African American and Latino students (% of total suspensions district-wide)</p> <p>Reduce rate of out-of-class referrals</p> <p>CORE: Student Culture and Climate Surveys for CORE (includes SEL) This year is a field test – will include for next year</p> <p>School Climate:</p> <p>Student expulsion rates The student expulsion rate will remain at 0% at County Schools</p>
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**LCAP Year: 2015-16**

<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<p>2.1. Increase staffing ratio of head counselors, school psychologists, and school nurses at sites serving the majority of expelled and foster youth. Staff provide counseling, academic and social-emotional development support and case management to COE students. In addition to direct services, staff coordinate services with SF Child welfare and Juvenile probation, including sharing information such as health and education records (as appropriate) and coordinating placement.</p>	<p>LCFF Base \$179K Certificated Salaries and Benefits</p> <p>LCFF Supp/Con: \$200K Certificated Salaries and Benefits</p>	<p>Provided increased staffing ratio of counselors, school psychologists, and school nurses, and wellness coordinators at sites serving the majority of expelled and foster youth. Staff provide counseling, academic and social-emotional development support and case management to COE students. Staff coordinate services with multiple outside agencies.</p>	<p>LCFF Base \$179K Certificated Salaries and Benefits</p> <p>LCFF Supp/Con: \$200K Certificated Salaries and Benefits</p>

<b>Scope of service:</b>	SFCOE Wide Community, Opportunity, & Court School  Grades: All		<b>Scope of service:</b>	SFCOE Wide Community, Opportunity, & Court School  Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Expelled Youth)			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Provide comprehensive, licensed on-site childcare to pregnant and parenting teens.		LCFF Base: \$141K Services  Title 1- Neglected \$85k Services	Provided comprehensive, licensed on-site childcare to pregnant and parenting teens during their enrollment in SFCOE schools and typical though their child's placement in an SFUSD school.	LCFF Base: \$141K Services  Title 1- Neglected \$85k Services	
<b>Scope of service:</b>	SFCOE Opportunity School  Grades: All		<b>Scope of service:</b>	SFCOE Opportunity School  Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other (Teen Parents)			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless X Other(Other (Teen Parents))		

<b>What changes in actions, services, and expenditures</b>	<p>Attendance remains a severe area of need. To date, County Community School is not able to participate in the district wide online attendance reporting system due to technical problems. During 2016-17, we will bring this school online, enabling better tracking and reporting.</p> <p>County Community and Opportunity schools have extensive wellness and wrap around services on campus. They are heavily utilized by students. Several patterns are emerging: some students are physically on campus but still missing a great deal of class time while dealing with pressing mental health concerns with non-classroom providers. Many students have positive relationships at school and utilize support services, but still show significant absenteeism. Service structures will need further revision. Increased funding is being sought to locate more social-emotional support inside classrooms in community schools.</p> <p>Suspension rates are low, especially as compared with students recent history. The expulsion rate remains at 0%. Significant PBIS work has been done at all sites this year, and needs to be continued.</p>
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<b>Original Goal from prior year LCAP:</b>	3. Ensure All Students are College & Career Ready		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X7 X8 COE only: _9 _10 Local:
Goal Applies to:	Schools:	LEA-wide	
		Grades: All	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:		Actual Annual Measurable Outcomes:	
	<p>Course Access: Student access and enrollment in all required areas of study 100% of students will have access to all required coursed for graduation on site, by master schedule 100% of EL students will receive targeted ELL instruction</p> <p>Course Access: Programs and Services developed and provided to unduplicated pupils 100% of students will receive an Advisory or Life Skills curriculum. 100% of long term students will participate in supplemental services eg tutoring, counseling, extended day, case management, wellness, etc.</p> <p>Course Access: Programs and Services developed and provided to individuals with exceptional needs 90% of special needs students' enrolled in full day program will receive instruction in small classes (average below 10) in all academic subjects.</p> <p>Other Student Outcomes: Other indicators of student performance in required areas of study. May include performance on other exams. 50% of students enrolled for a full quarter will earn at least 15 credits per quarter</p>		<p>Course Access: Student access and enrollment in all required areas of study</p> <p>100% of students had access to all required coursed for graduation on site.</p> <p>100% of EL students received targeted ELL instruction</p> <p>Course Access: Programs and Services developed and provided to unduplicated pupils</p> <p>100% of students received an Advisory, Life Skills and/or patenting curriculum.</p> <p><i>100% of long term students participated in supplemental services including tutoring, counseling, extended day, case management, wellness, etc.</i></p> <p>Course Access: Programs and Services developed and provided to individuals with exceptional needs</p> <p>All county programs averaged class sizes below 10, so special needs students' enrolled in full day program received instruction in small classes in all subjects.</p> <p>Other Student Outcomes: Other indicators of student performance in required areas of study. May include performance on other exams.</p> <p><i>50% of students enrolled for a full quarter will earn at least 15 credits per quarter</i></p>

LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
3.1 Increase teacher to student ratios at all county schools from district average of 30:1 to County average of 15:1 to provide small class sizes and intensive intervention across all schools.		LCFF Supp/Con: \$176K Certificated Salaries and Benefits  LCFF Base: \$951K Certificated Salaries and Benefits	Increased teacher to student ratios at all county schools from district average of 30:1 to County average of less than 15:1 to provide small class sizes and intensive intervention across all schools.		LCFF Base: \$951K Certificated Salaries and Benefits  LCFF Supp/Con: \$176K Certificated Salaries and Benefits
<b>Scope of service:</b>	SFCOE-Wide: Community, Opportunity & Court  Grades: All		Scope of service:	SFCOE-Wide: Community, Opportunity & Court  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>3.2 Increase EL and Special Ed staffing at all County sites to provide intensive push in, pull out, and co-teaching support as needed.</p>		<p>LCFF Supp/Con: \$25K Certificated Salaries and Benefits Special Ed: \$494K Certificated Salaries and Benefits \$256K Classified Salaries and Benefits</p>	<p>Increased EL and Special Ed staffing at all County sites. Provided intensive push in, pull out, and co-teaching support. Added intensive EL support for SIFE newcomer at Log Cabin Ranch Court School.</p>		<p>LCFF Supp/Con: \$25K Certificated Salaries and Benefits  Special Ed: \$494K Certificated Salaries and Benefits \$256K Classified Salaries and Benefits</p>
<p><b>Scope of service:</b></p>	<p>SFCOE-Wide: Community, Court &amp; Opportunity School  Grades: All</p>		<p>Scope of service:</p>	<p>SFCOE-Wide: Community, Court &amp; Opportunity School  Grades: All</p>	
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		



<b>What changes in actions, services, and expenditures</b>	<p>Examination of student outcomes toward this goal has led us to revise the goal. While SFCOE overall met the outcomes above, the outcomes identified are very generic to cover the extremely large range on needs and desired outcomes students have for their time in county school. Moving forward we will revise this goal to expect that every student will have an Individual Learning Plan (ILP) that maps their planned use of both required and supplementary services to meet personalized transition goals.</p> <p>Because class sizes have been so small and student use of out-of-classroom supports at Community School has been so high, we are considering structures to increase push-in support and co-teaching in the community school.</p>
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<b>Original Goal from prior year LCAP:</b>	Ensure Access to Highly Qualified Teachers, Leaders and Staff	Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 X 10 Local:				
Goal Applies to:	<table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>LEA-wide</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>All</td> </tr> </table>	Schools:	LEA-wide	Grades:	All	
Schools:	LEA-wide					
Grades:	All					
Applicable Pupil Subgroups:	All					

<p>Expected Annual Measurable Outcomes:</p>	<p>Basic Services: Rate of teacher misassignment 85% of teachers are highly qualified and appropriately credentialed in each subject area they teach. 100% of teachers not yet highly qualified and appropriately credentialed in each subject area they teach will progress toward full credentialing. 100% of teachers are English Learner certified 100% of teachers will use locally funded professional development hours (18 total) to progress toward their personal PD plans.</p> <p>Basic Services: Student access to standards-aligned instructional materials 100% of students will have access to appropriate course work and all necessary instructional materials</p> <p>Basic Services: Facilities in good repair 100% of schools rated compliant or better on annual Williams survey and monthly ADA surveys</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Basic Services: Rate of teacher misassignment</p> <p>100% of teachers are appropriately credentialed for their teaching assignment. During the 2015-16 school year the NCLB requirement of "Highly Qualified Teacher" status was phased out, replaced by state credential requirements.</p> <p>100% of teachers are English Learner certified.</p> <p>92% of teachers used locally funded professional development hours (Prop A) to progress toward their personal PD plans.</p> <p>Basic Services: Student access to standards-aligned instructional materials</p> <p>100% of students have access to appropriate course work and all necessary instructional materials</p> <p>Basic Services: Facilities in good repair</p> <p>100% of schools were rated compliant or better on annual Williams survey and monthly ADA surveys.</p>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>C4.1 Increase staffing allocation to all county schools to provide dedicated subject-specific teachers in very small schools to ensure that COE students have access to all courses required for graduation taught by a highly qualified teacher. These schools serve the majority of expelled and foster youth in SFCOE.</p>	<p>LCFF Base: \$951K Certificated Salaries and Benefits (Duplicate from 3.1)</p>	<p>Increased staffing ratio at all county schools to provide dedicated subject-specific teachers in very small schools to ensure that COE students have access to all courses required for graduation taught by a highly qualified teacher (these schools serve the majority of expelled and foster youth in SFCOE). All high schools were staffed at a maximum class size of 15:1, frequently much smaller.</p>	<p>LCFF Base: \$951K Certificated Salaries and Benefits (Duplicate from 3.1)</p>

<b>Scope of service:</b>	SFCOE-Wide: Community, Opportunity & Court  Grades: All		Scope of service:	SFCOE-Wide: Community, Opportunity & Court  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Increase administration to student ratio to ensure highly personalized support for enrollment, management and transition of students, coordination of services, and development of staff in the complex COE environment.		LCFF Base: \$519K Certificated Salaries and Benefits	Provided increased administration to student ratio to ensure highly personalized support for enrollment, management and transition of students, coordination of services, and development of staff in the complex COE environment. Assigned responsibility for Opportunity school leadership to the administrative team at County Community school. Provided two Principals, one Assistant Principal, and three Head Counselors.	LCFF Base: \$519K Certificated Salaries and Benefits	
<b>Scope of service:</b>	SFCOE-Wide: Community, Opportunity & Court  Grades: All		Scope of service:	SFCOE-Wide: Community, Opportunity & Court  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

Create position Director of Principal Learning for Court, County, and Continuation High Schools to support the use of best practices specific to county schools and the development of highly qualified teachers, leaders, and staff in county schools.		SFUSD funds: \$125K Certificated Salaries and Benefits	Created position Director of Principal Learning for Court, County, and Continuation High Schools to support the use of best practices specific to county schools and the development of highly qualified teachers, leaders, and staff in county schools.		SFUSD funds: \$125K Certificated Salaries and Benefits
<b>Scope of service:</b>	SFCOE-Wide: Community, Opportunity & Court  Grades: All		Scope of service:	SFCOE-Wide: Community, Opportunity & Court  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
<b>What changes in actions, services, and expenditures</b>		Overall, high quality staff is a strength of our programs. As a result of reviewing past progress and surveying stakeholders, we are developing more opportunities for existing qualified staff to develop more expertise specific to alternative schools.  Additionally, SFCOE schools are not currently WASC accredited. Beginning in 2016-17, all three schools will begin a rolling process of applying for initial accreditation, beginning with the Juvenile Court Schools in 2016-17.			

<b>Original Goal from prior year LCAP:</b>	5. Uphold Family Engagement Standards		Related State and/or Local Priorities: _1 _2 X3 _4 _5 X6 _7 _8 COE only: _9 _10 Local:		
Goal Applies to:	Schools:	LEA-wide  Grades: All			
	Applicable Pupil Subgroups:	All			
Expected Annual			Actual Annual		

<p>Measurable Outcomes:</p>	<p>Implementation of Common Core State Standards (CCSS): Implementation of CCSS for all students, including EL 100% classroom staff will participate in SFUSD/SFCOE professional development regarding strategies and tools to support students to access CCSS. 100% of SFCOE core academic courses will have been observed by principal to be aligned to Common Core State Standards and ELD standards</p> <p>Standard Achievement: Performance on standardized tests Student transiency yields a very low percentage of valid scores using annual testing (including SBAC). SFCOE uses internal assessments (currently SRI and IWA) scores as standardized measures of student progress. A majority of long term students (semester or longer) with matched scores will demonstrate improvement on local standardized assessments.</p> <p>Standard Achievement: Share of students that are college and career ready Traditional metrics of college and career readiness are inconsistent with the mission of SFCOE schools, which serve students in educational crisis, often for a short term intervention designed to return them to a district placement. SFCOE is developing metrics for course completion, credit recovery, and completion of educational objective.</p> <p>Standard Achievement: Share of ELs that become English proficient A majority of ELs tested year to year will increase one or more CELDT proficiency levels. Standard Achievement: EL reclassification rate A majority of long term students (semester or longer) entering at CELDT levels 4 and 5 will achieve at least one additional reclassification criteria.</p> <p>Standard Achievement: Share of students determined prepared for college by the Early Assessment Program Not included: EAP exams are inconsistent with the school's mission</p> <p>Standard Achievement: Score on Academic Performance Index Not included: API does not serve</p>	<p>Measurable Outcomes:</p>	<p>Parental Involvement: Efforts to seek parent input</p> <p>100% of new SFCOE Community School families were invited to an orientation session when students enrolled.</p> <p>100% of families were be invited to complete the SFUSD/SFCOE Family Culture and Climate Survey scales for School Program Fit, Welcoming Culture, Respect for Diversity, and Rules and Safety (baseline year)</p> <p>Parental Involvement: Promotion of parental participation for unduplicated pupils</p> <p>All SFCOE schools will created family engagement plans.</p> <p>Parental Involvement: Promotion of parental participation for students with special needs</p> <p>The majority of family participation ins school events was from families of students with special needs, who represent 30-50% of families in SFCOE schools.</p>
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	<p>as a reliable measure of school effectiveness due to insufficient number of valid test scores and student transiency</p> <p>Standard Achievement: Share of students that pass Advanced Placement exams with 3 or higher Not included: AP exams are inconsistent with the school's mission and are not administered</p> <p>Standard Achievement: Share of students that complete UC/CSU entrance requirements Not included: These requirements are inconsistent with the school's mission</p>		
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
C5.1 All families entering county community and opportunity programs will receive a personalized orientation to the school, including advising, resources, and introductions to key staff.	No additional funds required	Nearly all families entering county community and opportunity programs did receive a personalized orientation to the school, including advising, resources, and introductions to key staff. A significant subpopulation do not have adequate family support, especially homeless and/or unaccompanied youth, and youth transitioning into new group home placements. School staff are in active contact with group home staff, social workers, and other family surrogates.	No additional funds were required
<b>Scope of service:</b>	SFCOE Community & Opportunity Schools Grades: All	<b>Scope of service:</b>	SFCOE Community & Opportunity Schools Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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<p>C5.2 All County schools will create a family engagement plan including how to effectively orient families, how to keep them informed about their students' progress, and involve them in the life of the school, targeted</p>		<p>No additional funds required</p>	<p>All County schools did create family engagement plans and piloted their implementation. Opportunity School successfully increased participation in SSC/ELAC. Court school held it's first open house. Community School successfully hosted community potluck events.</p>	<p>No additional funds required</p>
<p><b>Scope of service:</b></p>	<p>SFCOE Wide: Community, Opportunity &amp; Court Schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>SFCOE Wide: Community, Opportunity &amp; Court Schools</p> <p>Grades: All</p>
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p><b>What changes in actions, services, and expenditures</b></p>		<p>Individual orientations seem to be a successful family engagement practice, and will be continued. Stakeholder interviews revealed that many families transitioning through county programs feel highly overwhelmed and often disconnected from the school and other institutions, especially parents of students arrested, detained, and/or expelled are overwhelmed with court dates and other meetings and cannot come to more school events. Families of detained youth with IEPs identify that they value the opportunity provided by the IEP meeting to learn about their student's school situation. We are looking for ways to add this personalized session for general education students, perhaps through a transition specialist position.</p> <p>Each school created a prototype family involvement plan and learned from initial implementation. Opportunity and Community schools tried new strategies for participation in the SSC process. Juvenile Court school held an open house. All three schools will continue refining next year.</p>		



### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	535648
<p>Supplemental and concentration funds for SFCOE support additional services for students. Given that the county's concentration of targeted pupils exceeds the required threshold of 55% for using these funds, the county has opted to utilize the funds in a county-wide manner. Below is a description of how the county supplemental and concentration funds support targeted students.</p> <ul style="list-style-type: none"> <li>• <b>Increase administration-to-student ratio (\$227,563):</b> These provide additional administrative support at county program sites to increase leadership capacity for staff at these sites.</li> <li>• <b>Increase teacher-to-student ratio (\$195,189):</b> These provide additional teaching support at county programs to provide additional instruction and student engagement support for students.</li> <li>• <b>Increase targeted instruction support (\$192,711):</b> Additional EL and special education resources are provided to increase differentiated supports for targeted student populations.</li> <li>• <b>Increase health and safety support (\$288,763):</b> Additional counseling, psychology and campus security resources are provided to help ensure the health and safety of students at county programs.</li> </ul>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

49.88

%

Per 5 CCR Section 15496, SFCOE LCFF Revenue for FY16-17 is comprised of \$1.07 million in base grants and \$535,483 in Supplemental / Concentration grants. Services for unduplicated pupils will be increased or improved by 49.88% compared to the services provided to all pupils, through implementation of the targeted budget investments listed below.

The calculation of the supplemental and concentration grant and minimum proportionality percentage for FY 16-17 was determined as follows:

- 1) Target supplemental and concentration grant: \$535,648
- 2) Prior year supplemental and concentration grant: \$535,648
- 3) Gap between target and prior year: \$0
- 4) Increase in supp. + concentration grant: \$0 (Step 3 x 100.00% LCFF gap closing factor)
- 5) Supp. + concentration grant for LCAP year: \$535,648 (Step 1)
- 6) Base funding in the LCAP year: \$1,073,484
- 7) Minimum proportionality percentage: 49.88% (Step 5 ÷ Step 6)

## LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

- (b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June