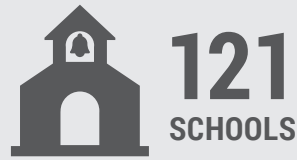
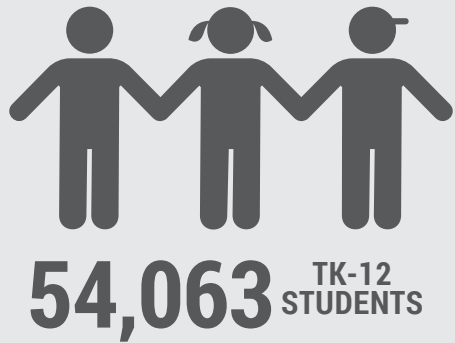
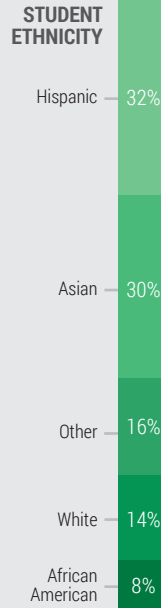
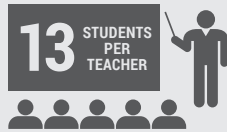


Local Control and Accountability Plan

Plan Summary, 2019-20



High Schools: 14	Elementary: 64
Middle Schools: 13	Alternative Ed: 10
K-8: 8	Early Ed: 12



STUDENT GROUPS



DISTRICT STORY

Key LCAP Elements

Teaching & Learning, Safe & Supportive Schools, Family Empowerment, Talent, Culture, and Resource Management



District Vision 2025:

Every student will discover their spark, along with a strong sense of self and purpose, & graduate college & career ready

District Mission

Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st Century



LCAP HIGHLIGHTS

Student Achievement



GOAL #1

Highlighted Actions

- 1.09 - Ensure African American students receive rigorous, relevant instruction & academic supports
- 1.11 - Properly identify & place English Learners
- 1.12 - Support & monitor Foster Youth success

Access & Equity

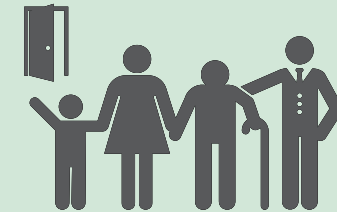


GOAL #2

Highlighted Actions

- 2.01 - Monitor student absences, suspensions, discipline, out of class time & interventions
- 2.03 - Provide multi-tiered system of supports
- 2.04 - Help students & staff build growth mindsets

Accountability









GOAL #3

Highlighted Actions

- 3.04 - Communicate with families via email and text message
- 3.07 - Fulfill all IEP-related communications interpretation or translation requests

GREATEST PROGRESS

<p>Increased 4-year Graduation Rate</p> 	<p>Indicator: Local Metric</p>  <p>Status: 85.5% Change: Increased</p>
<p>Maintained Low Suspension Rate</p> 	<p>Indicator: California School Dashboard</p>  <p>Status: 1.9% Change: Maintained</p>
<p>Increased UC Readiness</p> 	<p>Indicator: Local Metric</p>  <p>Status: 58.3% Change: Increased</p>

Planned Actions to Maintain Progress:

- 1.04** - Provide PK-12 core curriculum instructional materials & resources
- 1.06** - Engaging instruction, credit recovery options, & 9th grade transition program ensure college or career readiness
- 1.08** - Improve academic achievement for focal subgroups (CCSS Math & ELA curriculum, intervention support staff, literacy coaches, bilingual teachers, class-size reduction staff, etc.)

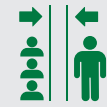
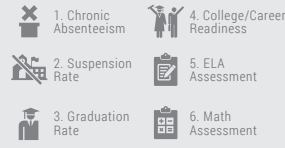




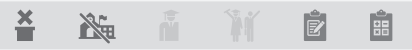

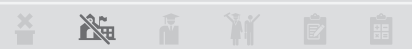
GREATEST NEEDS

<p>Decrease Chronic Absenteeism</p> 	<p>Indicator: California School Dashboard</p>  <p>Status: 11.2% Change: Increased</p>
<p>Continue African American Achievement & Leadership Initiative</p> 	<p>Indicator: Local Metric</p> 

Planned Actions to Address Needs:

- 1.09** - Ensure African American students receive rigorous, relevant instruction & academic supports
- 2.01** - Monitor student absences, suspensions, discipline, out of class time & interventions (Truancy Action Partnership, Climate/Behavior Team, districtwide Attendance Workgroup)
- 3.06** - Parents, educators & community partner to monitor & improve African American student support systems

PROGRESS GAPS


<p>Subgroup in Need:</p> 	<p>State Indicators:</p> 
African American	
American Indian	
Pacific Islander	
Hispanic	
Students with Disabilities	
Foster Youth	
Homeless Students	

Planned Actions to Address Performance Gaps:

- 1.10** - Professional Development & technical assistance for Students with Disabilities
- 1.12** - Support & monitor Foster Youth success
- 2.07** - Continue Foster Youth infrastructure support (CDE, county child welfare, FYS, truancy policy, liaison training & resources, collaborate with involved agencies)
- 2.12** - Identify & address needs of expelled, detained, foster, homeless, & juvenile justice involved youth who are not enrolled in SFUSD or SFCOE

COMPREHENSIVE SUPPORT & IMPROVEMENT

IDENTIFIED SCHOOLS

-  **4** High Schools
-  **3** Middle Schools
-  **6** Elementary Schools

PROVIDE SUPPORT FOR SCHOOLS

San Francisco USD supported these schools in developing CSI plans through:








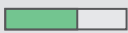



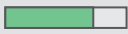
- School-level needs assessments
- Evidence based interventions
- Identifying resource inequities to address






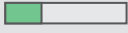



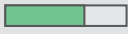
MONITOR & EVALUATE EFFECTIVENESS

Implementation & effectiveness of the CSI plan will be monitored through:



- Biannual plan reviews
- Formative assessment data
- Data conferences
- Implementation of PDSA cycles


  ACHIEVEMENT		2018-19 Budgeted Expenditures		Overall Status:			
		\$384,976,920		 In Progress			
 Outcomes - Highlighted Achievements		Expected Metrics	Actual Metrics	Progress	Outcome Totals		Progress
- Increase High School readiness		65.8%	62.1%		10 Planned	6 Achieved	60% 
- Decrease high school dropout rate		< 7.6%	7%				
- Access to standards-aligned instructional materials		100%	100%				
 Actions - Highlighted Achievements		Budgeted Expenditures	Actual Expenditures	% Spent	Action Totals		Total % Spent
1.05 - Access to SBAC & formative assessment results		\$3,900,000	\$2,700,000	69%	\$384,976,920 Budgeted Expenditures		71% 
1.07 - Expand professional development & learning systems		\$1,700,000	\$1,700,000	100%			
1.10 - Professional development & technical assistance for SWD		\$65,900,000	\$73,300,000	111%	\$272,730,000 Actual Expenditures		

  ACCESS & EQUITY		2018-19 Budgeted Expenditures		Overall Status:			
		\$149,520,000		 In Progress			
 Outcomes - Highlighted Achievements		Expected Metrics	Actual Metrics	Progress	Outcome Totals		Progress
- Reduce EL reclassification rate		< 13.5%	9%		16 Planned	5 Achieved	31% 
- Reduce suspension rate		< 1.53%	2%				
- Increase positive responses on climate survey		68.3%	74.8%				
 Actions - Highlighted Achievements		Budgeted Expenditures	Actual Expenditures	% Spent	Action Totals		Total % Spent
2.06 - PD on social, emotional & cultural awareness for EL & Newcomer staff		\$600,000	\$200,000	33%	\$149,520,000 Budgeted Expenditures		66% 
2.08 - Improve District school site facilities		\$36,100,000	\$47,800,000	132%			
2.10 - Access to healthy food & nutrition services		\$4,000,000	\$4,900,000	123%	\$98,870,000 Actual Expenditures		



GOAL #3		ACCOUNTABILITY			2018-19 Budgeted Expenditures		Overall Status:	
					\$45,480,239		 In Progress	
+ Outcomes - Highlighted Achievements		Expected Metrics	Actual Metrics	Progress	Outcome Totals		Progress	
- Increase subject area credentialed teachers		91%	89.7%		7 Planned	4 Achieved	57% 	
- Increase staff climate survey positive response rate		75%	75.3%					
- Increase positive family feedback on climate survey		92.5%	93%					
🔧 Actions - Highlighted Achievements		Budgeted Expenditures	Actual Expenditures	% Spent	Action Totals		Total % Spent	
3.01 - Actively engage students in leadership opportunities		\$1,100,000	\$800,000	73%	\$45,480,239 Budgeted Expenditures	67% 		
3.04 - Communicate with families via email/text message		\$200,000	\$400,000	200%				
3.09 - Recruit & retain diverse talent reflective of community		\$5,100,000	\$3,500,000	68%	\$30,280,000 Actual Expenditures			




2,900
STUDENT
surveys


3
PUBLIC
hearings


16
COMMUNITY
conversations


700
PLANNING RETREAT
participants

Groups include:
Families, Students, Teachers, Staff, Administrators, Board of Education, PAC, DELAC, Advisory Groups, Bargaining Units, Community Organizations



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans



SFUSD has informed, consulted, & involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, email, phone, word of mouth, meetings.

Fiscal Overview & Service Improvement

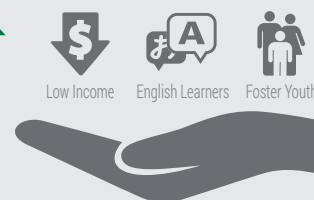


California law mandates Local Control Funding Formula consisting of the following tiers...



Projected Revenue	
Concentration Grant	\$65,636,290
Supplemental Grant	
Base Grant	\$480,454,668
Other Revenue (state & local)	\$385,244,928
Federal Revenue	\$44,839,053
Total Revenue:	\$976,174,939

...targeting disadvantaged students...

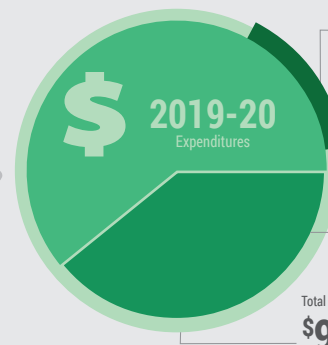


...resulting in increased service of...

17%

2019-20 Expected Service Improvement Using:
\$65,636,290
In Total Concentration & Supplemental Grants

...to spend on expenditures in the district...



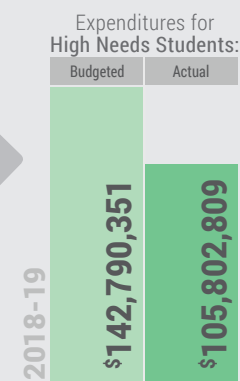
LCAP Expenditures for High Needs Students:
\$140,843,959

LCAP Budgeted Expenditures:
\$586,122,327

Budgeted Expenditures Not in the LCAP:
\$367,565,249


Total Budgeted General Fund Expenditures:
\$953,687,576

...which is reported on the following year



GOAL


#1





Achievement


GOAL DETAILS


STATE PRIORITIES



1. Basic Services



2. Academic Standards



3. Parent Involvement



4. Student Achievement



5. Student Engagement


6. School Climate



7. Course Access



8. Other Outcomes



9. Expelled Youth


10. Foster Youth








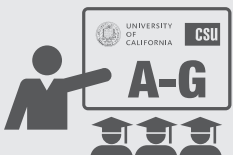




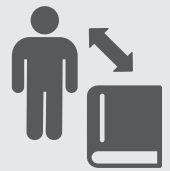
STATUS


New




















Modified


Unchanged

EXPECTED 2019-20 MEASURABLE **OUTCOMES**

<p style="font-size: 10px;">1.1</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">INCREASE PRESCHOOLERS READY FOR KINDERGARTEN</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↑ 70.7% Baseline 55% </div>	<p style="font-size: 10px;">1.2</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">INCREASE SBAC ELA & MATH PROFICIENCY</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↑  Baseline 62.1% </div> <p style="font-size: 8px; text-align: center;">ELA & Math</p>	<p style="font-size: 10px;">1.3</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">INCREASE HIGH SCHOOL READINESS</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↑ 73% Baseline 62.1% </div>	<p style="font-size: 10px;">1.4</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">INCREASE COLLEGE & CAREER READINESS</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↑ 72.3% Baseline 69.8% </div>	<p style="font-size: 10px;">1.5</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">INCREASE ELA EAP PROFICIENCY</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↑ 57% Baseline 48% </div>	<p style="font-size: 10px;">1.6</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">INCREASE 3+ AP SCORES</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↑ 70% Baseline 68.9% </div>
<p style="font-size: 10px;">1.7</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">MAINTAIN 12TH GRADERS GRADUATING UC/CSU ELIGIBLE</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 = / ↑ 57.3% Baseline 54.6% </div>	<p style="font-size: 10px;">1.8</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">DECREASE HIGH SCHOOL DROPOUT RATE</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↓ 4.4% Baseline 7.2% </div>	<p style="font-size: 10px;">1.9</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">INCREASE GRADUATION RATE</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↑ 89.7% Baseline 86.5% </div>	<p style="font-size: 10px;">1.10</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">ELS GAIN 1 PROFICIENCY LEVEL ON CELDT</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 ↑ 61.8% Baseline 58.4% </div>	<p style="font-size: 10px;">1.11</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">INCREASE ENGLISH LEARNER PROGRESS</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 + 3% Baseline 70.3% Level 1 </div>	<p style="font-size: 10px;">1.12</p> <div style="text-align: center; margin-bottom: 10px;"></div> <p style="font-size: 10px; text-align: center;">ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS</p> <div style="display: flex; justify-content: space-between; font-size: 8px;"> 2019-20 = 100% Baseline 100% </div>

EXPECTED 2019-20 **ACTIONS & EXPENDITURES**

 Goal #1	 Action / Service	 Amount	 Target	 Status		
	1.01 - Coherent preschool to 3rd grade instruction continuum (intensive Pre-K Tier 2 & 3 supports, ensure K-readiness)	\$6,500,000	 All Students 	 Unchanged 		
	1.02 - Implement SFUSD Core Curriculum (design classroom activity, structures, scaffolding)	\$258,900,000				
	1.03 - Support site-based Core Curriculum coaching (coaching cycles)	\$1,775,672				
	1.04 - Provide PK-12 core curriculum instructional materials & resources	\$9,400,000				
	1.05 - Access to SBAC & formative assessment results (synthesize & learn from data)	\$3,900,000				
	1.06 - Engaging instruction, credit recovery options, & 9th grade transition program ensure college or career readiness (CTE Pathways, AVID, AVID EXCEL, counselors, support staff, & training)	\$6,600,000				
	1.07 - Expand professional development & learning systems (team based learning, new teacher support, coaching, Peer Assistance & Review, coordinating QTEA PD, SFTR, PLUS)	\$1,700,000				
	1.08 - Improve academic achievement for focal subgroups (CCSS Math & ELA curriculum, intervention support staff, literacy coaches, bilingual teachers, class-size reduction staff, etc.)	\$24,100,000				
	1.09 - Ensure African American students receive rigorous, relevant instruction & academic supports (elective classes, culturally responsive PLC, A.A. AVID program, AAALI)	\$1,000,000			African American	
	1.10 - Professional Development & technical assistance for Students with Disabilities (Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for ELs with IEPs, etc.)	\$65,900,000			 SWD	
	1.11 - Properly identify & place English Learners (effective language pathway access, specialized programs & services, ELD standards Professionals Development)	\$2,300,000			 English Learners	
	1.12 - Support & monitor Foster Youth success (priority tutoring access, social/emotional supports, afterschool & summer school programs, connect FY with supportive adult at site)	\$300,000			 Foster Youth	
	1.13 - (SFCOE) Ensure that all students have access to a full course of study for graduation and credit recovery (increase specialist and co-teaching support, maintain 15:1 student to teacher ratio, open additional county community school location)	\$2,029,968			 LI FY  Modified	
	1.14 - Differentiated EL support and other targeted supports were incorporated into action 1.13	N/C				 Unchanged 
	1.15 - (SFCOE) Provide ILPs at programs serving youth in educational transition (transcript review, skills levels, immediate needs, transition plans, enhance counselor, transition specialist, psychologists, & case manager ratios)	\$838,240				

GOAL #2



Access & Equity

GOAL DETAILS

STATE PRIORITIES


1. Basic Services


2. Academic Standards


3. Parent Involvement


4. Student Achievement


5. Student Engagement


6. School Climate


7. Course Access


8. Other Outcomes


9. Expelled Youth


10. Foster Youth



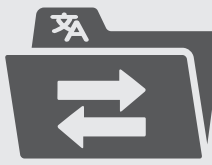
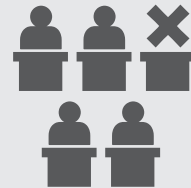




STATUS


New



















Modified


Unchanged

EXPECTED 2019-20 MEASURABLE **OUTCOMES**

<p>2.1</p>  <p style="font-weight: bold; margin-top: 10px;">INCREASE SOCIAL/EMOTIONAL LEARNING RESPONSE RATES AT ELEMENTARY SCHOOLS</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <thead> <tr> <th style="font-weight: normal;">2019-20 Metric</th> <th style="font-weight: normal;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 59%</td> <td style="text-align: center;">59%</td> </tr> <tr> <td style="text-align: center;">Growth Mindset</td> <td></td> </tr> <tr> <td style="text-align: center;">↑ 58%</td> <td style="text-align: center;">58%</td> </tr> <tr> <td style="text-align: center;">Self Efficacy</td> <td></td> </tr> <tr> <td style="text-align: center;">↑ 71%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td style="text-align: center;">Self Management</td> <td></td> </tr> <tr> <td style="text-align: center;">↑ 66%</td> <td style="text-align: center;">66%</td> </tr> <tr> <td style="text-align: center;">Social Awareness</td> <td></td> </tr> </tbody> </table>	2019-20 Metric	Baseline	↑ 59%	59%	Growth Mindset		↑ 58%	58%	Self Efficacy		↑ 71%	71%	Self Management		↑ 66%	66%	Social Awareness		<p>2.2</p>  <p style="font-weight: bold; margin-top: 10px;">INCREASE SOCIAL/EMOTIONAL LEARNING RESPONSE RATES AT SECONDARY SCHOOLS</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <thead> <tr> <th style="font-weight: normal;">2019-20 Metric</th> <th style="font-weight: normal;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 61%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="text-align: center;">Growth Mindset</td> <td></td> </tr> <tr> <td style="text-align: center;">↑ 52%</td> <td style="text-align: center;">52%</td> </tr> <tr> <td style="text-align: center;">Self Efficacy</td> <td></td> </tr> <tr> <td style="text-align: center;">↑ 75%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="text-align: center;">Self Management</td> <td></td> </tr> <tr> <td style="text-align: center;">↑ 61%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="text-align: center;">Social Awareness</td> <td></td> </tr> </tbody> </table>	2019-20 Metric	Baseline	↑ 61%	61%	Growth Mindset		↑ 52%	52%	Self Efficacy		↑ 75%	75%	Self Management		↑ 61%	61%	Social Awareness	
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<p>2.3</p>  <p style="font-weight: bold; margin-top: 10px;">INCREASE ENGLISH LEARNER RECLASSIFICATION RATE</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <tbody> <tr> <td style="text-align: center;">2018-19</td> <td style="text-align: center;">↑ 17%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">↔ 13.5%</td> </tr> </tbody> </table>	2018-19	↑ 17%	Baseline	↔ 13.5%	<p>2.4</p>  <p style="font-weight: bold; margin-top: 10px;">DECREASE CHRONIC ABSENTEEISM</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <thead> <tr> <th style="font-weight: normal;">2019-20 Metric</th> <th style="font-weight: normal;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↓ 7%</td> <td style="text-align: center;">10%</td> </tr> <tr> <td style="text-align: center;">Elementary</td> <td></td> </tr> <tr> <td style="text-align: center;">↓ 6%</td> <td style="text-align: center;">7%</td> </tr> <tr> <td style="text-align: center;">Middle School</td> <td></td> </tr> <tr> <td style="text-align: center;">↓ 12%</td> <td style="text-align: center;">12%</td> </tr> <tr> <td style="text-align: center;">High School</td> <td></td> </tr> </tbody> </table>	2019-20 Metric	Baseline	↓ 7%	10%	Elementary		↓ 6%	7%	Middle School		↓ 12%	12%	High School																			
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<p>2.7</p>  <p style="font-weight: bold; margin-top: 10px;">MAINTAIN POSITIVE CULTURE/CLIMATE STUDENT SURVEY RESPONSES</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <tbody> <tr> <td style="text-align: center;">2019-20</td> <td style="text-align: center;">= / ↑ 69%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">↔ 68.3%</td> </tr> </tbody> </table>	2019-20	= / ↑ 69%	Baseline	↔ 68.3%	<p>2.8</p>  <p style="font-weight: bold; margin-top: 10px;">REDUCE DISPROPORTIONATE IDENTIFICATION OF EMOTIONAL DISTURBANCE FOR AFRICAN AMERICAN STUDENTS</p>	<table border="1" style="width: 100%; border-collapse: collapse; font-size: 0.8em;"> <tbody> <tr> <td style="text-align: center;">2019-20</td> <td style="text-align: center;">↓ 2.28%</td> <td style="text-align: center;">Baseline</td> <td style="text-align: center;">↔ 4.9%</td> </tr> </tbody> </table>	2019-20	↓ 2.28%	Baseline	↔ 4.9%																												
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EXPECTED 2019-20 **ACTIONS & EXPENDITURES**

 Goal #2	 Action / Service	 Amount	 Target	 Status
	2.01 - Monitor student absences , suspensions, discipline, out of class time & interventions (Truancy Action Partnership, Climate/Behavior Team, district-wide Attendance Workgroup)	\$3,300,000	 All Students	 Modified
	2.02 - Continue behavioral Rtl implementation (PBIS, RP, behavior specialist, trauma informed practices, crisis prevention & intervention, Safety Care)	\$14,400,000		 Unchanged
	2.03 - Target strategies to address underserved students needs (multi-tiered system of academic, behavioral & community supports, nurses, psychologists, behavior specialists)	\$57,900,000		
	2.04 - Help students & staff build growth mindsets (learning academies, AA Postsecondary Pathway, support Black Student Unions, financial aid advising)	\$600,000		African American
	2.05 - Supplemental support via Rtl2 framework & Universal Design for Learning	see actions 2.2-2.4		 SWD
	2.06 - Professional Development on social emotional & cultural awareness for ELs & Newcomer ELs staff (support & counseling via Wellness Centers)	\$600,000		 English Learners
	2.07 - Continue Foster Youth infrastructure support (CDE, county child welfare, FYS, truancy policy, liaison training & resources, collaborate with involved agencies)	\$300,000		 Foster Youth
	2.08 - Improve District school site facilities (manage design & construction, facility improvements & deferred maintenance responses)	\$36,100,000		
	2.09 - Ensure transportation access as required	\$29,400,000		
	2.10 - Access to healthy food & nutrition	\$4,000,000		
	2.11 - (SFCOE) Maintain staffing ratio of counselors, school psychologists, & school nurses	\$2,800,000		
	2.12 - (SFCOE) Identify & address needs of expelled, detained, foster, homeless, & juvenile justice involved youth who are not enrolled in SFUSD or SFCOE (seek stakeholder input to identify service gaps)	\$120,000		
	2.13 - (SFCOE) Transition specialist role was incorporated into action 2.11	N/C		
	2.14 - (SFCOE) Social emotional learning professional development was incorporated into 2.11	N/C		



GOAL

#3



Accountability

STATE PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

9. Expelled Youth

10. Foster Youth


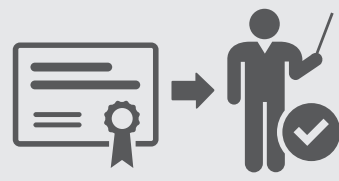

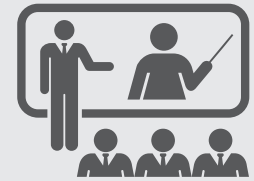
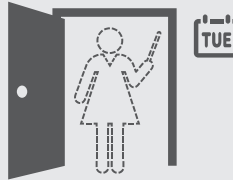



STATUS

New















Modified

Unchanged

EXPECTED 2019-20 MEASURABLE **OUTCOMES**

<p>3.1</p> <div style="text-align: center;"></div> <p style="text-align: center;">FACILITIES ARE IN GOOD REPAIR</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">2019-20 ↑ 100%</td> <td style="text-align: center;">Baseline ↔ 98.9%</td> </tr> </table>	2019-20 ↑ 100%	Baseline ↔ 98.9%	<p>3.2</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE SUBJECT AREA CREDENTIALLED TEACHERS</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">2019-20 = / ↑ 91%</td> <td style="text-align: center;">Baseline ↔ 91%</td> </tr> </table>	2019-20 = / ↑ 91%	Baseline ↔ 91%	<p>3.3</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE TEACHER RETENTION RATE</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">2019-20 ↑ 89.1%</td> <td style="text-align: center;">Baseline ↔ 87.5%</td> </tr> </table>	2019-20 ↑ 89.1%	Baseline ↔ 87.5%	<p>3.4</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE PROFESSIONAL DEVELOPMENT PARTICIPATION</p> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;">2019-20 ↑ 77.7% <small>Certificated</small></td> <td style="text-align: center;">Baseline 63%</td> <td style="text-align: center;">2019-20 ↑ 62.9% <small>Classified</small></td> <td style="text-align: center;">Baseline 47.9%</td> </tr> </table>	2019-20 ↑ 77.7% <small>Certificated</small>	Baseline 63%	2019-20 ↑ 62.9% <small>Classified</small>	Baseline 47.9%
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EXPECTED 2019-20 **ACTIONS & EXPENDITURES**

 Goal #3	 Action / Service	 Amount	 Target	 Status
	3.01 - Actively engage students in leadership opportunities & maintain robust school-to-family communications (translations in multiple languages & interpretation at school meetings & events)	\$1,100,000	 All Students   EL LI FY  African American  SWD  English Learners 	 Unchanged 
	3.02 - District staff & families engage in effective partnerships	\$400,000		
	3.03 - Strengthen structures for shared responsibility across District departments (SSC, ELAC, AAPAC, Family Friendly Walk Through, District-wide event PD, support families in enrollment process)	\$2,800,000		
	3.04 - Communicate with families via email/text message & improve family contact information collection in SIS	\$200,000		
	3.05 - Additional targeted supports for focal subgroups (additional staff supports, PD, translation supports, software, etc.)	\$600,000		
	3.06 - Parents, educators & community partner to monitor & improve African American student support systems	\$500,000		
	3.07 - Fulfill all IEP-related communications interpretation or translation requests	\$300,000		
	3.08 - Provide appropriate staffing & professional development to support English Learners (meaningful parent/guardian communication, outreach & engagement)	\$190,239		
	3.09 - Recruit & retain diverse talent reflective of community (strategies to improve retention rates & recruitment)	\$5,100,000		
	3.10 - Develop critical tools & systems , build a resilient infrastructure, & redefine the classroom experience	\$13,200,000		
	3.11 - Support core operations (manage & prevent District liability, provide financial operations, etc.)	\$21,000,000		
	3.12 - Civic Center Secondary School WASC application was completed in 2017-18	N/C		
	3.13 - (SFCOE) Maintain expert staff to support students & families through placement changes (county staff support school reentry, placement, & records navigation and inter-agency coordination)	\$100,000		
	3.14 - County school SFUSD Student Information Systems integration was completed in 2017-18	N/C		



Abbreviations:


<i>AA</i> (African American)	<i>FY</i> (Foster Youth)	<i>PLUS</i> (Pathway to Leadership in Urban Schools)
<i>AAALI</i> (African American Achievement & Leadership)	<i>FYS</i> (Foster Youth Services)	<i>QTEA</i> (Quality Teacher & Education Act)
<i>AAPAC</i> (African American Parent Advisory Council)	<i>IEP</i> (Individualized Education Program)	<i>RtI</i> (Response to Intervention)
<i>AP</i> (Advanced Placement)	<i>K</i> (Kindergarten)	<i>RP</i> (Restorative Practices)
<i>AVID</i> (Advancement Via Individual Determination)	<i>LCAP</i> (Local Control Accountability Plan)	<i>SBAC</i> (Smarter Balanced Assessment Consortium)
<i>CCSS</i> (Common Core State Standards)	<i>LCFF</i> (Local Control Funding Formula)	<i>SFTR</i> (San Francisco Teacher Residency)
<i>CDE</i> (California Department of Education)	<i>LI</i> (Low Income)	<i>SFUSD</i> (San Francisco Unified School District)
<i>CELDT</i> (California English Language Development Test)	<i>MTSS</i> (Multi-Tiered System of Supports)	<i>SIS</i> (Student Information System)
<i>CTE</i> (Career Technical Education)	<i>PAC</i> (Parent Advisory Council)	<i>SOAR</i> (Student Outreach Academy Recovery)
<i>DELAC</i> (District English Learner Advisory Committee)	<i>PD</i> (Professional Development)	<i>SSC</i> (School Site Council)
<i>EAP</i> (Early Assessment Program)	<i>PDSA</i> (Plan-Do-Study-Act)	<i>SPED</i> (Special Education)
<i>EL</i> (English Learner)	<i>PBIS</i> (Positive Behavioral Intervention and Supports)	<i>SWD</i> (Students with Disabilities)
<i>ELA</i> (English-Language Arts)	<i>PK</i> (Pre Kindergarten)	<i>UC/CSU</i> (University of California/California State University)
<i>ELAC</i> (English Learner Advisory Committee)	<i>PLC</i> (Professional Learning Communities)	<i>WASC</i> (Western Association of Schools & Colleges)
<i>ELD</i> (English Language Development)		

Legend	
↑ - Increase	= - Maintain
↓ - Decrease	=/↑ - Maintain / Increase
+ - Increase BY	▭ - Baseline
- - Decrease BY	✓ - Completed
	⌚ - In progress



For More Details

This infographic provides a high-level summary only and is based on the full

 **223**
page text LCAP

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Executive Director: Thu Cung; Email: cungt@sfusd.edu