SFUSD LCAP Draft 4.2, Updated 8/15/14

Introduction:

LEA: San Francisco Unified School District   **Contact:** Myong Leigh, Deputy Superintendent, leighm@sfusd.edu, 415-241-6121   **LCAP Year:** 2014-2015

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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)
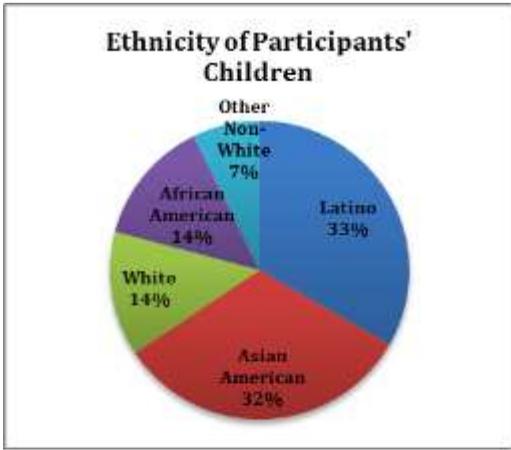
Section 1: Stakeholder Engagement

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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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.
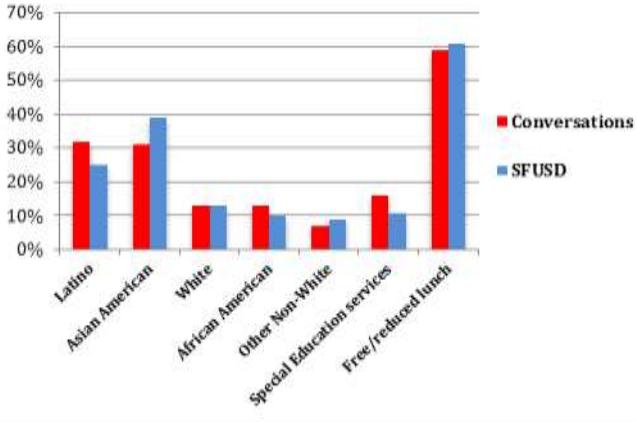
Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Involvement Process	Impact on LCAP
SFUSD's work to engage stakeholders in the LCAP was guided by the district's Family Engagement standards (which include **Facilitating Two-Way Communication, Speaking Up for Every Student,** and **Sharing Power and Decision-Making**). Community conversations about the LCAP surpassed our goals. Participants included students, families, educators and community members, and reflected the diversity of SFUSD's student and family populations. Our focused outreach successfully engaged communities historically under-served in public schools, including caregivers of youth in foster care; and families of low income, English Learner, African American, and Special Education students. District staff worked with the standing Parent Advisory Council to the San Francisco Board of Education (PAC), the District English Learner Advisory Committee (DELAC), and a coordinating team of community partners to plan the overall engagement initiative, develop materials, conduct community conversations, compile findings from those conversations, and shape public forums to share preliminary findings (on April 24) and the draft LCAP (on May 22). The Coordinating Team included: **SFUSD Advisory Groups, Offices & Programs** • Parent Advisory Council (PAC) • District English Learner Advisory Council (DELAC) • Office of Access and Equity • Office of Family and Community Engagement • Families and Youth In Transition • Foster Youth Services	What we learned through stakeholder engagement helped shape this initial Local Plan, as well as informing SFUSD overall approaches to communication of SFUSD's strategic initiatives. This section describes: • Our findings from the community conversations and online survey • Recommendations from the Parent Advisory Council and District English Learner Advisory Committee, and • How those recommendations have impacted this Local Plan. **What We Learned** In each conversation presented information related to the eight priorities the district is required to address in our Local Plan. We asked participants to share their ideas about what's working, what could be improved or increased, and what success would look like, for three primary themes aligned to these priorities. District staff and the coordinating team worked together to compile the findings from the community conversations. In a public forum on April 24 the team shared the first set of preliminary findings - from 23 conversations held through April 18 - to inform the process of developing the draft LCAP. That report is available on the district's website in English, Spanish and Chinese and was distributed widely across SFUSD departments and leadership teams. (Final reports of findings and the PAC and DELAC recommendations on the LCAP will reflect additional information from conversations held after April 18, and will also be posted on the SFUSD website in English, Spanish and Chinese.)

Involvement Process	Impact on LCAP

Community Organizations
• Chinese for Affirmative Action
• Coleman Advocates for Children and Youth
• Mission Graduates
• Parents for Public Schools-SF (PPS)
• Second District PTA
• Support for Families of Children with Disabilities
 	
Our Approach
 	
We used a multi-faceted approach to engage stakeholders in the LCAP process, including students, families, educators and community members. We know that when we actively reach out at a community level we hear a wider range of perspectives and priorities than those expressed by people who attend centralized events or Board of Education meetings. The coordinating team reached out to invite different school sites, community groups and service providers to convene community conversations and focus groups, as well as co-hosting forums open to the general public. Each conversation was either conducted in the primary language of participants (seven conducted in Spanish and two in Cantonese) or supported by interpretation (including Japanese, Arabic, Amharic, Cantonese, Eritrean, Spanish and Vietnamese).
 	
We heard questions, concerns and suggestions related to the district's work, through:
• **Community conversations** in schools and neighborhoods, with focused outreach to families of English Learners, low income families, and historically under-served communities (led in Spanish or Cantonese, or with interpretation)
• **Focus groups** including the Student Advisory Council's Youth Leadership Summit; the Families and Youth in Transition Advisory Council, Foster Services policy stakeholders group, SFUSD's Family Engagement Network, and members of SFUSD's African American Parent Advisory Council and Indian Education Parent Advisory Council
• Three **forums open to the general public**, each one co-hosted by SFUSD and a community organization: Parents for Public Schools, the Second District PTA, and the Coalition to Close the Gap (a coalition of community groups, UESF and SEIU)
• An **online survey** at SFUSD's website, which provided the same information and discussion prompts as the public forums.
 	
The objectives of the overall initiative (and each conversation) were to:
	On May 22, SFUSD staff shared the first draft of the district's LCAP in a public forum. In addition to presenting the actual draft LCAP the event included small group activities, where participants could engage in conversations with SFUSD staff about district services and programs, related to major themes identified in the community conversations.
	
	On May 27, the PAC and DELAC presented report of findings and their initial recommendations for the LCAP to the Board of Education. This report reflects additional conversations held after April 18, and reflections on the draft LCAP presented on May 22.
	
	Finally, on June 10 representatives of the PAC and DELAC presented their final reports and recommendations to the Board of Education.
	
	Common Themes Across the Many Different LCAP Conversations
	• Participants in conversations and the online survey recognize that many things are working well in schools – but reported they're *inconsistent across the district* and *connected to deeper inequities*. These services and conditions for learning included:
	    ○ Access to programs, resources & classes
	    ○ Cultural competence & teacher skills
	    ○ Use of Restorative Practices
	    ○ Student Success Team (SST) and Individualized Education Program (IEP) processes
	    ○ Access to community resources and services
	• Across all conversations participants expressed their desire for more and improved communication. It is working in some places but is also inconsistent and not systemic across the district.
	• Families want to know when students are struggling, before their report card comes home.
	• Participants also want improved communication between schools, and with community agencies providing services to students and their families.
	• Participants stressed the importance of schools creating a welcoming and inclusive environment.
	• Conversations with families of under-served students highlighted concerns about schools having low expectations for their children, not understanding their needs and not supporting them to achieve.
	• Some participants expressed concern that LCFF funding does not explicitly address

Involvement Process	Impact on LCAP
• **Share information** about how new state funding for public schools will support our students in San Francisco • **Provide examples** of SFUSD's goals and strategies to support students to succeed • **Hear from 200-250 participants** about what is working, and what could be increased or improved, to help SFUSD's students be successful – *especially our low-income students, English Learners and youth in foster care*. In each conversation we asked participants to share their ideas about what's working, what could be improved or increased, and what success would look like, for three primary themes related to the eight priorities the district is required to address in our Local Plan. **Who we heard from:** Participation in the community engagement process **surpassed our goals**. Between March 18 and May 15 we conducted a total of **29 conversations** about LCFF funding and the district's Local Plan and **heard from over 400 participants**. In addition to the public forums and 12 focus groups, conversations were held at 13 elementary and middle schools across different neighborhoods of the city. Based on surveys from participants in these conversations: • 70% were parents/guardians/caregivers • 6% were high-school students • 11% were educators (both classified and certificated staff) • 14% were community members Of the family participants: • 55% speak a language other than English in their home (SFUSD = 25% English Learners) • 59% of their children qualify for free or reduced-price meals (SFUSD = 61% qualify) • 16% of their children receive Special Education services (SFUSD = 11% with an IEP) • 18% were foster parents or service providers who work with youth in foster care Participants represented **68 different SFUSD schools, plus 5 charter or private schools**: • 36 Pre-K and K-5 schools • 5 K-8 schools • 12 Middle schools • 15 High schools • 5 Charter or private schools	supporting African American (and other) students who are under-served within SFUSD. • Conversations with families of higher-performing students highlighted the desire for more differentiated teaching, again based on knowing each child's needs, to challenge and support them to succeed. **Specific Findings** These findings reflect the presentation of information about the LCAP requirements, which organized the state's eight priority areas into three primary themes: Student Access and Achievement; Student Engagement and School Climate; and Family Engagement. In about half of the conversations participants were given the opportunity to prioritize services they would like to see increased or improved (by using three "dots" to indicate what they cared about the most). *Theme: Student Access and Achievement* As might be expected, participants stressed the importance of supporting students' academic achievement. Participants highlighted the following services and approaches: • Teacher quality, leadership and accountability, including an emphasis on cultural competence and increasing the pool of highly qualified teachers and substitute teachers with bilingual skills. • More staffing to support for students in general, including counseling, tutoring and mentoring (including more staff with bilingual skills). • Improved support for students with special needs/in Special Education, including more individualized support during the school day and increased access to services in afterschool programs. • Expanded access to information and support for English proficiency reclassification, including increased support and English Language Development services in afterschool programs. • Expanded access to academic and enrichment programs, during the school day and Out of School Time programs – including arts, music, project-based learning, language pathways and technology. • More staff in classrooms, to differentiate instruction and provide individualized support to all students (including more support staff with bilingual skills) • Increased collaboration – between teachers within schools, between school-day and afterschool staff, across schools, and with community agencies providing resources and services.

Involvement Process	Impact on LCAP
The online survey garnered relatively few participants, who addressed the same prompts discussed in the community conversations and public forums: • 24 people completed the online survey • 21 people identified themselves as a parent • 2 people were both a parent and an educator • 1 person was a student • 18 people named a school they represent, for a total of 5 different schools • 13 people represented one school Of the 19 people who responded to questions about their personal information: • 79% were white • 11% were Chinese American • 5% were African American • 5% were "other nonwhite" • 68% had more than a four-year college degree These graphs reflect demographic information about participants in the community conversations and public forums: **Ethnicity of Participants' Children**	**_Theme: Student Engagement and School Climate_** To improve student engagement overall, **participants highlighted the need for more engaging and relevant classroom practices,** including a curriculum that is more connected to "real world" experiences. They also wanted to see an increase or improvement of… • Staff to support student safety and wellness, such as social workers and nurses, counselors, and more adult supervision when students are not in a classroom • Systems to get, share and use data, to provide more timely and positive responses to support attendance; monitor and reduce out of class referrals & in-school suspensions; and share student data appropriately with service providers. • More consistent use of Restorative Practices, to resolve conflicts, reduce bullying and harassment among students, and reduce student suspensions. **_Theme: Family Engagement_** As we have found in previous community engagement initiatives, a primary theme that emerged across all of the conversations was the urgent desire for **improved communication between schools and families**, including more positive contacts initiated by the school, and more timely and constructive communication when a student is struggling. **Participants also want to see an increase / improvement of:** • More consistent use of technology to support communication, including more immediate access to student data (including formative assessments) and more consistent use of School Loop by teachers and staff. • Intentionally building community within schools among different family populations, across differences in families' ethnicity, socioeconomic background, and home language, and being more inclusive of students and their families. • Making it possible for families of all students and cultures to participate, including consistent translation and interpretation; and holding events and meetings at more flexible times or during off hours so working families can participate. • Identifying staff at each school with the specific responsibility to lead the school's collaborative family engagement efforts, especially in schools without a Family Liaison position. Many participants expressed the desire to have a Family Liaison at every school.

Involvement Process	Impact on LCAP
Demographics of Participants' Children Bar chart showing percentages (0%–70%) comparing Conversations (red) and SFUSD (blue) across categories: Latino, Asian American, White, African American, Other Non-White, Special Education services, Free/reduced lunch.	• Expanding opportunities for adult learning and leadership development, including workshops on supporting student achievement; training for families to participate in school and district governance; and classes in English, literacy, and computers. **Concerns about Accountability, Funding and Equity** Throughout the conversations and in the online survey, many people asked, "Do our voices really count in this process?" Participants also had many questions about how schools and the district will be held accountable for how supplemental and concentration funds are allocated, and whether funds will serve the students they're meant to. In public forums, participants raised concerns about the inherent inequities of parent-based fundraising for school programs, acknowledging that wealthier school communities raise funds for programs other schools don't have access to. Parents from some schools shared their frustration that the district didn't provide their school enough resources to serve their student population, so they were forced to raise money themselves to provide additional supports. Parents also pointed out that within some schools, certain programs are offered only to students whose families can pay. They wondered how the district could address these resource inequities. **PAC and DELAC Feedback to the SFUSD's Draft LCAP** On May 27, representatives of the PAC, DELAC and community partners provided initial feedback to the district's draft LCAP. Their reports expressed disappointment that the draft shared on May 22 did not include information about resource allocations, and concern that the content was based on existing district documents and didn't reflect priorities shared in the April 24 report from community conversations. At the same time, they acknowledged this is a new process, and appreciated the number of district staff who attended the April 24 forum and participated in presenting information about their work at the May 22 forum. They also shared the commitment to continue working to shape both this initial LACP, and revisions to it in the coming years. Following a public hearing and Board of Education meeting focused on the draft LCAP, on June 10 representatives of the PAC and DELAC presented their final reports to the Board of Education. Their recommendations addressed both specific elements of the LCAP, and improving the process for developing the Local Plan.

Involvement Process	Impact on LCAP
	They recommended that the district establish a working group or Task Force to improve transparency and communication about the LCAP process, and that the budget work begin earlier in the school year, to facilitate a more transparent and intentional process to develop the LCAP and district's budget in general.
	Their feedback to draft LCAP content requested including descriptions of specific actions the district is taking, and resources being allocated, related to these priority areas:
	Student Access and Achievement • Expanding cultural competency among teachers and district staff • Delivering engaging and culturally responsive curriculum, academic programs and services • Supporting African American students • Supporting teachers to deliver differentiated instruction for all students • In addition, the DELAC provided recommendations for some specific actions and services to support English Learners
	Student Engagement and School Climate • Expanding implementation of Restorative Practices
	Family Engagement • Committing resources to finish and implement the Family Engagement Plan • Expanding and improving communications systems, at school sites and district-wide • Designating resources for family liaisons or other point person at each school site to support family engagement • Articulating specific strategies to support building inclusive school communities and positive school climate.
	How Stakeholder Engagement Impacted the LCAP
	A number of the recommendations shared by the PAC and DELAC in their initial feedback were incorporated into the revised LCAP, primarily by incorporating references to most of the actions / priority areas indicated in the immediately preceding section (e.g., cultural competency, supporting African-American students, Restorative Practices).
	Many of the findings addressed how current district practices are implemented at school sites,

Involvement Process	Impact on LCAP
	not necessarily how resources should be allocated to specific services. SFUSD staff members are working to set goals on how to improve implementation and evaluation of specific strategies and programs, as identified in Section 2.

Some specific services identified as needing additional resources are funded from resources other than LCFF funds – such as DCYF or the Public Education Enrichment Fund (for example nurses, social workers, Restorative Practices). These additional resources are indicated as appropriate throughout Section 3.

Community feedback regarding the timing of the overall process is well taken and will be considered to the greatest extent possible for future work, including annual updates to the LCAP. |

Section 2: Goals and Progress Indicators

*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, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

INTRODUCTION
The San Francisco Unified School District (SFUSD), founded in 1851, educates more than 53,000 of San Francisco's kindergarten, elementary, middle and high school age children through a network of 139 PreK-12 schools and county programs located throughout the 49 square mile area of the City and County of San Francisco. As the seventh largest school district in California, San Francisco is both a city and a county; therefore, SFUSD administers both the School District and the San Francisco County Office of Education. This makes SFUSD a "single district county." Our mission is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self-discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence, and physical and mental health so that student can achieve his or her maximum potential.

OUR VISION AND GOALS
We hold to a vision that every student who attends SFUSD schools will graduate from high school ready for college and careers and equipped with skills, capacities and dispositions necessary for 21st century success.

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 his or her potential.
> **Accountability** – Keep district promises to students and families and enlist everyone in the community to join in doing so.

Through action and reflection, SFUSD has a deeper understanding of the work and focus needed to increase student achievement and ensure all students and schools have the support and resources they need to succeed. This focus and our work toward building coherence is reflected in the current strategic plan, *Impact Learning. Impact Lives*, which highlights these efforts and the high leverage actions outlined in our district's LEA Plan. Further, we have spent the 2013-14 school year reimagining public education to develop a new vision for the future of public education in San Francisco, which resulted in Vision 2025. Vision 2025 will serve to guide our work in defining the Graduate Profile, support personalized learning pathways and reimagine learning which have implications for how we grow top talent, focus on innovation and align our investments.

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 have engaging and challenging material, 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.

To ensure alignment and coherence with our work, SFUSD utilizes a framework designed to help district leaders identify key elements that support a district-wide improvement strategy and bring these elements into a coherent and integrated relationship (Figure 1). The framework is modeled after Harvard University's PELP Coherence Framework.

Figure 1. SFUSD Coherence Framework
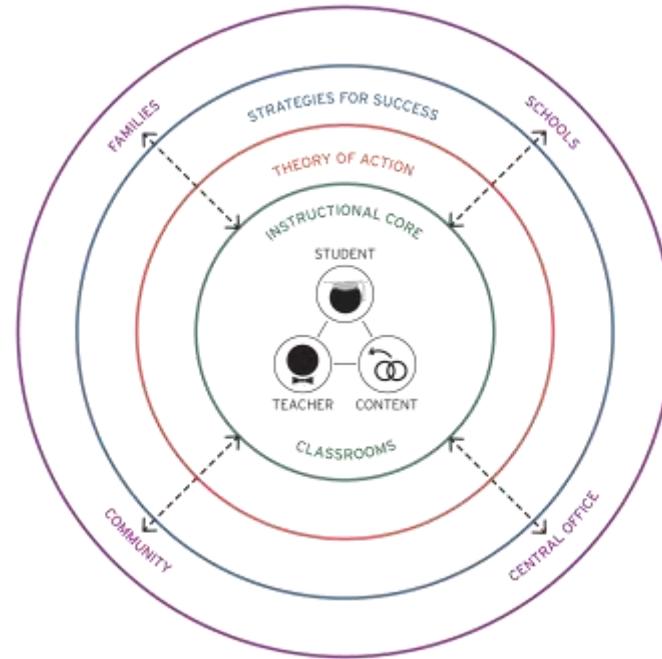
The Instructional Core at the center represents the critical learning that occurs between students, teachers and content. Our District's Theory of Action defines the relationships and connection between the strategies and student outcomes.

OUR THEORY OF ACTION FOR IMPROVING THE INSTRUCTIONAL CORE

If we….   *Then…..*

Engage students to learn a rigorous Common Core-based curriculum   every student who enrolls in our schools will graduate ready
Invest in the professional learning of teachers, leaders and school staff   for college, career and life
Enlist our partners and engage families in a community schools approach
Align school and central office supports and resources to our six strategies of success

SFUSD'S SIX STRATEGIES FOR SUCCESS
The six strategies represent our District's highest leverage strategies to achieve our goals. Application of the strategies will impact all levels of the system and provide a shared roadmap for raising student achievement.

❶ Implement the **SFUSD Core Curriculum** and use **student data** to make informed decisions and monitor our progress toward goals.

❷ Provide tiered levels of academic and behavior support to all students using a **Response to Intervention and Instruction** (RTI^2) model.

❸ Build a clear vision, culture and conditions for **college and career readiness** at all school levels.

❹ Differentiate central office supports to schools through a **Multi-Tiered System of Supports** (MTSS).

❺ Recruit, develop and retain **highly qualified teachers, leaders and staff**.

❻ Increase awareness and build the supports necessary to fully implement SFUSD's **Family Engagement Standards**.

<u>**SCHOOL QUALITY IMPROVEMENT SYSTEM**</u>
SFUSD's participation in the School Quality Improvement System supports our ongoing commitment toward supporting students to thrive academically, emotionally and socially and to achieve their maximum potential. The three principles outlined in the NCLB CORE Waiver are in alignment with our Theory of Action and our work to implement the Six Strategies for Success in preparing all students for college and career, accelerating our transition to the Common Core State Standards, fostering a culture of professional collaboration and continual improvement and measuring performance in a variety of ways. Those three principles are:

- College and Career Readiness for All Students: Implementing Common Core State Standards and the Smarter Balanced Assessments

- Differentiated Recognition, Accountability and Support: Employing a new accountability system that includes Social Emotional and Climate and Culture factors in addition to Academics and providing interventions and support to schools
- Supporting Effective Leadership and Instruction: Supporting teacher and leader effectiveness.

Stakeholder engagement is also key component to successful work in implementing the School Quality Improvement System.

GOALS AND PROGRESS INDICATORS

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. This is a process our district prioritized prior to LCAP and is one that we can use to articulate progress indicators. Our targets are specific and measurable and based on high expectations for ourselves and our students. SFUSD is committed to using a results oriented continuous cycle of improvement to review progress toward these targets and to align our priority work and resources to meet these goals. Further, we ask schools in the context of their Balanced Scorecard/Single Plan for Student Achievement to analyze and monitor school progress toward meeting these indicators.

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Vision- College and Career Ready with 21st Century Skills								
Readiness Profile, indicators for all three domains of SQIS % of SFUSD Preschool students ready for Kindergarten	3, 5, 6	Kindergarten Students	All Kindergarten Classrooms		55%	63%	TBD	Pupil Achievement (Priority 4)
% of 10th graders passing CAHSEE in ELA and Math	1, 3	10th grade Students	All High Schools		82% (ELA) 86% (Math)	83% (ELA) 87% (Math)	TBD	Course Access (Priority 7) Implementation of State Standards (Priority 2)
% of SFUSD 9th graders graduating UC/ CSU eligible (Stated definition: A-G courses with a grade of C or better)	1, 3	9th grade Students	All High Schools		62%	70%	TBD	
Invest in Professional Development of teachers, leaders, and school staff to enable the delivery of complex instruction based on common core standards and to create high challenge, low threat, engaging learning environments.								
% of ELL students who gained at least one proficiency level (using Annual Measureable Achievement Objective 1 targets set by state)	2, 4	English Language Learner Students	All Schools		59%	(state)	TBD	Basic (Priority 1) Implementation of State Standards (Priority 2)
% of 10th graders passing CAHSEE in ELA and Math	1, 3	10th grade Students	All High Schools		82% (ELA) 86% (Math)	83% (ELA) 87% (Math)	TBD	Course Access (Priority 7)

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
% of SFUSD 9th graders graduating UC/ CSU eligible (Stated definition: A-G courses with a grade of C or better)	1, 3	9th grade Students	All High Schools		62%	70%	TBD	Pupil Achievement (Priority 4)
Overall 4-year graduation rate	3, 5	All high school Students	All High Schools		84%	85%	TBD	
% of teachers who are fully credentialed in their subject area	5	All	All Schools		> 99%	> 99%	> 99%	
All Students NCLB Subgroups Persistence Rate (TBD)		TBD	TBD		TBD	TBD	TBD	
Create learning environments in all our schools that foster highly engaged and joyful learners and support every student in reaching her or his potential.								
Increase Instructional Time: Reduce disproportionate suspensions of African American and Latino students. (Percentage of total suspensions district-wide)	2, 4	African American (AA) and Latino (L) Students	All Schools		AA: 42.0% L: 26.2%	AA: 40.0% L: 26.0%	TBD	Basic (Priority 1) Other Pupil Outcomes (Priority 8) Pupil Engagement (Priority 5)
Increase Instructional Time: Reduce the number of unduplicated suspensions of African American and Latino students.	2, 4	African American (AA) and Latino (L) Students	All Schools		AA: 569 L: 424	AA: 557 L: 416	TBD	
Chronic Absenteeism (all students)	2, 4	All	All Schools		7.0%	6.7%	TBD	
Keep our promises to students and families and enlist everyone in the community to join us in doing so.								
Reduce Special Education Disproportionate identification of African American Students for Emotional Disturbance (risk ratio)*	2, 4	African American Students	All Schools		5.5	3.9	TBD	Pupil Achievement (Priority 4) Parent Involvement (Priority 3) Pupil Engagement (Priority 5) School Climate (Priority 6) Other Pupil Outcomes (Priority 8)
ELL Students Reclassified	2, 4	English Language Learner Students	All Schools		17%	17%	TBD	
Culture and Climate surveys for CORE	6	All	All Schools					
Foster Youth								
Reduce educational achievement gap for foster youth	1, 2, 4	Foster Youth Students	All Schools		% reduction	% reduction	TBD	Foster Youth (Priority 10) Expelled Pupils (Priority 9)
Reduce preventable school transfers and associated delays in enrollment, class assignment and appropriate partial credits	2, 4, 6	Foster Youth Students	All Schools		Adopt and implement necessary policies	% reduction	TBD	

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	**Year 2: 2015-16**	**Year 3: 2016-17**
1. Implement Common Core State Standards (CCSS)	Priority 2: Implementation of State Standards Priority 4: Pupil Achievement	1.1 Provide teachers and site administrators professional development on CCSS standards (English Language Arts, target language arts, Math, and Science) 1.2 Implement Smarter	LEA-wide		CCSS implementation funds: $2.9 million QTEA: $1.3 million CCSS implementation	LCFF Base: $2.9 million QTEA: $1.3 million LCFF Base: $2.7	LCFF Base: $2.9 million QTEA: $1.3 million LCFF Base: $2.7

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Balanced Assessments 1.3 Create a coherent continuum of instruction between pre-school and 3rd grade 1.4 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)			funds: $2.7 million EED: $4.5 million (Pre-School for All, private funders) Special Education: $3.5 million	million EED: $4.5 million (Pre-School for All, private funders) Special Education: $3.5 million	million EED: $4.5 million (Pre-School for All, private funders) Special Education: $3.5 million
1a. English Language Development (ELD)	Priority 2: Implementation of State Standards Priority 4: Pupil Achievement	1a.1 Provide teachers and site administrators professional development to consistently and effectively implement new ELD standards 1a.2 Provide English Learners differentiated instruction based on their EL typology (e.g., more dedicated ELD for Newcomer ELs,	LEA-wide		Costs of 1a.1, 1a.2 LCFF Base: $1.4 million	Costs of 1a.1, 1a.2 LCFF Base: $1.4 million	Costs of 1a.1, 1a.2 LCFF Base: $1.4 million

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		specialized ELD for Long-Term ELs)					
2. Response to Instruction and Intervention (RTI[2])	Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate	2.1 Continue implementation of behavioral RtI (3rd cohort in SY14-15), to replicate elements of effective social-emotional support to all students in all settings (Tier 1) 2.2 Begin implementation of academic RtI (1st cohort in SY14-15), to replicate elements of effective base academic instruction to all students in all settings (Tier 1)	LEA-Wide		CEIS: $0.7 million LCFF Base: $0.1 million	CEIS: $0.7million LCFF Base: $0.1 million	CEIS: $0.7million LCFF Base: $0.1 million
3. College and Career Readiness	Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 7: Course Access Priority 8: Other Pupil Outcomes	3.1 Expand college preparation and access for all students, including completion of A-G course sequence, by offering multiple credit recovery options, 9th grade bridge / transition program, producing student data reports, professional development for	LEA-Wide, with emphasis on secondary schools through SY16-17		LCFF Base: $0.8 million TIIG: $0.2 million PEEF: $2.4 million	LCFF Base: $0.8 million TIIG: $0.2 million PEEF: $2.4 million	LCFF Base: $0.8 million TIIG: $0.2 million PEEF: $2.4 million

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		counselors, and targeted site support					
4. Multi-Tiered System of Supports (MTSS)	Priority 2: Implementation of State Standards Priority 3: Parent Involvement Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate	4.1 Within this framework of differentiated support across schools to meet needs of diverse learners, continue to strengthen the support elements that are provided to all schools (e.g., leadership support and development, instructional guidance, building professional capacity, student-centered learning culture and environment, and school-family-community partnerships)	LEA-Wide		LCFF Base: $3.4 million PEEF/DCYF/TUPE: $7.2 million (covers base allocations of centrally funded Assistant Principals, counselors, social workers, and nurses, and wellness staff)	LCFF Base: $3.4 million PEEF/DCYF/TUPE: $7.2 million (covers base allocations of centrally funded Assistant Principals, counselors, social workers, and nurses, and wellness staff)	LCFF Base: $3.4 million PEEF/DCYF/TUPE: $7.2 million (covers base allocations of centrally funded Assistant Principals, counselors, social workers, and nurses, and wellness staff)
5. Highly qualified teachers, leaders and staff	Priority 1: Basic Services Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate	5.1 Provide schools with diverse, highly qualified teachers and leaders through effective recruitment, selection, and assignment strategies and systems; staff each classroom with qualified teachers fully credentialed in the subject areas and for the	LEA-Wide		LCFF Base: $2.2 million Title IIA: $0.3 million PEEF: $0.1 million	LCFF Base: $2.2 million Title IIA: $0.3 million PEEF: $0.1 million	LCFF Base: $2.2 million Title IIA: $0.3 million PEEF: $0.1 million

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		pupils they are teaching. 5.2 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)			LCCF Base: $0.7 million QTEA: $2.0 million Title IIA: $3.2 million	LCCF Base: $0.7 million QTEA: $2.0 million Title IIA: $3.2 million	LCCF Base: $0.7 million QTEA: $2.0 million Title IIA: $3.2 million
		5.3 Expand training for teachers to deliver differentiated instruction for all students, including within large-scale professional development			CCSS implementation funds: $1.3 million Special Education: $0.8 million	CCSS implementation funds: $1.3 million Special Education: $0.8 million	CCSS implementation funds: $1.3 million Special Education: $0.8 million
6. Family Engagement Standards	Priority 3: Parent Involvement Priority 6: School Climate	6.1 Work with cohorts of elementary and middle schools to identify site-specific family engagement needs and goals 6.2 Provide increased training opportunities	LEA-Wide		Costs for 6.1-6.4 LCFF Base: $0.3 million	Costs for 6.1-6.4 LCFF Base: $0.3 million	Costs for 6.1-6.4 LCFF Base: $0.3 million

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		aligned to SFUSD Family Engagement Standards for staff (e.g., Family Liaisons) and site and district governance committees (e.g., ELACs, School Site Councils) 6.3 Set expectation that each site provides at least three family-centered workshops each year 6.4 Build capability to communicate with families through email and/or text messages					

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Implement Common Core State Standards (CCSS)	Priority 2: Implementation of State Standards

Priority 3: Parent Involvement

Priority 4: Pupil Achievement

Priority 5: Pupil Engagement

Priority 6: School Climate | 1.3 Build capacity at schools to provide supplementary academic interventions for historically marginalized students (primarily through Instructional Reform Facilitators and Literacy Coaches)

1.4 Central office departments will provide schools with the lowest performing ELs (based on CELDT, reclassification and other achievement data) site-based observations and coaching and additional support to improve instructional practice.

1.5 Schools will provide a) supplemental | LEA-wide | | TIIG: $3.3 million
Title I: $1.5 million
LCFF SCG: $0.7 million

Costs for 1.4, 1.5, 1.6
LCFF SCG: $0.6 million
Title III: $1.6 million | TIIG: $2.4 million
Title I: $1.5 million
LCFF SCG: $0.7 million

Costs for 1.4, 1.5, 1.6
LCFF SCG: $0.6 million
Title III: $1.6 million | TIIG: $2.4 million
Title I: $1.5 million
LCFF SCG: $0.7 million

Costs for 1.4, 1.5, 1.6
LCFF SCG: $0.6 million
Title III: $1.6 million |

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		materials/bilingual resources, e.g., increased access to on-line learning and instructional software, to support ELs based on their EL typology and individual needs; b) smaller class sizes or additional ELD courses for Newcomer or Long-Term ELs; c) stipends for EL Coordinators to support site based EL services; and/or d) before or after school tutoring opportunities. 1.6 Monitor achievement data and teacher evaluation for redesignated ELs for 2 years and provide appropriate intervention to pupils who need additional support.					
2. Response to Instruction and Intervention (RTI^2)	Priority 2: Implementation of State Standards Priority 4: Pupil Achievement	2.3 Continue to implement Restorative Practices and Cultural Competency (including providing training, coaching, case	LEA-Wide		PEEF: $0.9 million CEIS: $1.8 million	PEEF: $0.9 million CEIS: $1.8 million	PEEF: $0.9 million CEIS: $1.8 million

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	Priority 5: Pupil Engagement Priority 6: School Climate	management data and technical assistance to additional sites) and other strategies to promote positive behavioral supports and alternatives to suspension and expulsion 2.4 Provide supplementary social-emotional support for historically marginalized students and families (Tier 2 and Tier 3) (including additional social workers, Elementary Advisors) 2.5 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			LCFF SCG: $1.3 million TIIG: $1.1 million LCFF SCG: $0.2 million TIIG: $0.6 million Title I: $0.6 million CCSS: $0.2 million	LCFF SCG: $1.3 million TIIG: $1.1 million LCFF SCG: $0.2 million TIIG: $0.6 million Title I: $0.6 million CCSS: $0.2 million	LCFF SCG: $1.3 million TIIG: $1.1 million LCFF SCG: $0.2 million TIIG: $0.6 million Title I: $0.6 million CCSS: $0.2 million

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3. College and Career Readiness	Priority 2: Implementation of State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 7: Course Access Priority 8: Other Pupil Outcomes	3.2 Provide targeted support for "off-track" students (disproportionately EL, low-income, students with disabilities, African-American, Latino, Pacific Islander), including access to extended learning, additional course offerings, individual counseling, consultation with parents and guardians	LEA-Wide, with emphasis on secondary schools through SY16-17		PEEF: $2.4 million LCFF SCG: $0.2 million	PEEF: $2.4 million LCFF SCG: $0.2 million	PEEF: $2.4 million LCFF SCG: $0.2 million
4. Multi-Tiered System of Supports (MTSS)	Priority 2: Implementation of State Standards Priority 3: Parent Involvement Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate	4.2 Provide supplementary academic and social-emotional support for schools serving concentrations of historically marginalized students and families (identified by academic performance, academic trends, racial isolation, educator turnover, % students with disabilities, % EL, suspension rates, and school climate data)	LEA-Wide		(See 2.3-2.5 above)	(See 2.3-2.5 above)	(See 2.3-2.5 above)

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
5. Highly Qualified Teachers, Leaders and Staff	Priority 1: Basic Services Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate Priority 8: Other Pupil Outcomes	5.4 Implement specific strategies to improve recruitment and retention of teachers and leaders at hard-to-staff schools	LEA-Wide		QTEA: $1.6 million Title IIA: $0.1 million PEEF: $0.1 million	QTEA: $1.6 million Title IIA: $0.1 million PEEF: $0.1 million	QTEA: $1.6 million Title IIA: $0.1 million PEEF: $0.1 million
6. Family Engagement Standards	Priority 3: Parent Involvement Priority 6: School Climate	6.5 Expand and deepen engagement strategies to families of historically marginalized students, including dedicated centrally budgeted resources for family liaisons 6.6 Provide interpretation for school site and district events in Spanish, Cantonese, Mandarin, Arabic, Tagalog, Vietnamese and other languages as needed and translate SFUSD documents that are distributed and posted on	LEA-Wide		Title I: $0.9 million TIIG: $0.2 million LCFF SCG: $0.8 million	Title I: $0.9 million TIIG: $0.2 million LCFF SCG: $0.8 million	Title I: $0.9 million TIIG: $0.2 million LCFF SCG: $0.8 million

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		the district website in a timely manner 6.7 Fulfill all requests for interpretation or translation of materials for IEP-related communications in a timely manner					
7. Foster Youth Services	Priority 1: Basic Services Priority 4: Pupil Achievement Priority 5: Pupil Engagement Priority 6: School Climate Priority 8: Other Pupil Outcomes	7.1 Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth 7.2 Ensure LEA foster youth services coordinator has adequate time, knowledge, and resources to fully execute necessary responsibilities 7.3 Ensure that upon full implementation of LCFF, every foster youth receives educational counseling/case management from a FYS case manager	LEA-Wide		Costs for 7.1-7.5 Foster Youth Grant: $0.2 million Title I: $0.2 million Title IV: $0.1 million LCFF SCG: $0.1 million	Costs for 7.1-7.5 Foster Youth Grant: $0.2 million Title I: $0.2 million Title IV: $0.1 million LCFF SCG: $0.1 million	Costs for 7.1-7.5 Foster Youth Grant: $0.2 million Title I: $0.2 million Title IV: $0.1 million LCFF SCG: $0.1 million

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		7.4 Provide academic tutoring services for foster youth

7.5 Connect every foster youth with a supportive adult at school and provide a formal mentor to 30% of foster youth | | | | | |

C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

SFUSD estimates that we will receive $63.72 million in Supplemental and Concentration grant funding in FY 2014-15, based on the population of English Learners, low-income students and foster youth in the district. A detailed list of targeted expenditures for these student groups is provided as Appendix A.

D. 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). 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). 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.

See Appendix A.

Appendix A: FY14-15 Expenditures to Support Targeted Pupils

Description	Amount
Site-Based Budgets	
WSF - SES	$9,094,770
WSF - ELL	3,855,140
SCG - LI	2,749,290
SCG - EL	5,386,500
SCG - Concentration	1,027,500
TIIG	13,816,313
County Community, Court Schools, School-Age Families	3,583,405

<u>Multi-Tiered System of Supports</u>

MTSS - Social-Emotional Support (Social Workers, Elementary Advisors)	2,425,000
MTSS - Family Engagement (Family Liaisons)	975,000
MTSS - Instructional Reform Facilitators, Literacy Coaches, Academic RtI	3,980,000
Additional T-10 support (Security Aides above base)	2,580,000

<u>Centralized Budgets</u>

Curriculum and Instruction:

Access and Equity	944,846
College and Career Readiness	725,130
Humanities / Libraries	278,932
Multilingual Programs	2,163,184
State and Federal Programs	536,674
Summer school	410,382

Student, Family and Community Support Division:

Family Voice	194,068
Foster Youth Services	150,000

Notes:

Per 5 CCR Section 15496(a)(7), total LCFF Revenue for FY14-15 is $402.9 million, including $339.3 million in base grants and $63.7 million in Supplemental / Concentration grants. Services for unduplicated pupils must be increased or improved by 18.8% compared to the services provided to all pupils; this will be accomplished through the expenditures listed in this Appendix.

Amounts indicated represent a conservative estimate of investments targeted to meet needs of low-income, English Learner, foster youth, and other underserved students. Amounts were approximated in some cases, pending a more detailed effort to itemize targeted expenditures, especially in centralized budgets.

Pupil Services	1,916,615
School Health Programs	450,000
Section 504 Services	169,518
Specially Funded Programs (Post-Secondary Success)	1,272,989
Translation and Interpretation Unit	991,095

Other:

Research, Planning and Accountability (CAHSEE)	230,000
Research, Planning and Accountability (Instructional Reform Network)	385,580
Superintendent's Zone (Bayview and Mission)	1,264,136
Secondary School Redesign	336,890
Special Education - Coordinated Early Intervention Services	1,900,000
Total	$63,792,956