2018-19
LOCAL CONTROL &
ACCOUNTABILITY PLAN (LCAP)

Stakeholder Engagement Responses

Accountability Goal	PAC / DELAC / AAPAC / SpEd CAC Recommendations	SFUSD / SFCOE Response
2.3	Recommendation: Share Best Practices Highlight practices that are working to improve outcomes, identify a formal mechanism to help capture practices to share across schools, and encourage sites to incorporate these in their Balanced Score Cards.	As part of the BSC Review Process, every 6 months SFP, MPD and LEAD all contribute to & work on a set of Google documents (broken down by cohort) which serve to provide feedback and recommendations to site leaders on their Balanced Score Cards. This process serves to identify best and promising practices during the BSC and Budget Development season. An example of considerations made during this process include: • Is the Overview representative and current; does it reflect the current context of the school community (shifts in demographic, population)? • Were the new data reports used carefully to develop narratives, and not simply lists of numbers or percentages? • Has the site carefully and deliberately selected Strategies and Interventions for all sections? Is there a through-line from Analysis —> Targets —> Strategies & Intervention —> Budget? • Are all new relevant initiatives taken into consideration? • Have the new sections been addressed? VAPA, Health, PE, or integration of Early Education considerations? • Has the Central Supports Section been addressed adequately, in that sites have identified strategies and outcomes associated with MTSS Supports? • Is this a useable document, both in content and in presentation for a variety of stakeholder groups? is it too granular/obtuse? • Is stakeholder involvement evident in the analysis of data, revisions to and approval of the plan? • Were stakeholders involved in the BSC development process as true partners? do the SSC rosters reflect parity and current membership?
3.2, 3.3	Recommendation: Build Stronger Relationships Using the dual-capacity framework provide training, tools, and support to site leaders to intentionally build community and strengthen relationships – both between schools and families and among families. Capitalize on strategic opportunities to leverage, implement and coordinate existing services as part of Community Schools expansion and programs funded by DCYF to provide services to SFUSD students and families. Q: Given the multiple external factors impacting educational outcomes of our focal populations, how are we maximizing and/or increasing the social-emotional supports available in SFUSD?	The Family Partnership Planning and Implementation Process is based on the dual capacity framework and articulates six best practices areas that SFUSD schools will focus on to build and strengthen family partnerships: • Setting the Tone • Building Authentic Relationships • Linking to Student Learning • Creating an Equitable School Community • Navigating SFUSD • Sharing Leadership In addition to this, SFCSD is dedicated resources in supporting building positive school climates to support SEL development as well as providing coaching to school staff in promoting SEL development in students.This year, a team of representatives from SFCSD and RPA met to surface, optimize and unify all the SEL work taking place in SFUSD. This team identified and highlighted SEL research taking place in SFUSD schools, analyzed summative data from SEL surveys and formative data from SEL domains on the TK-5 reports cards. Additionally, the team created a unified framework to focus SEL workstreams moving forward, and created an external website accessible by families, and an internal website to support teachers and principals. These websites provide a hub of resources which can be used by stakeholders to support common language and capacity building around social-emotional learning at schools across SFUSD. The Department of Children, Youth and their Families (DCYF) is funding the implementation of DCYF's Beacon Model in 27 SFUSD schools. The DCYF Beacon model is designed to support the implementation of the SFUSD Comprehensive Community Schools Framework utilizing the Beacon Model. Specifically, Family Partnerships is one of the four major program areas - and the Beacon programs at the 27 schools will utilize the SFUSD family partnership tools, resources, and planning and implementation guide (referenced above) that are designed with the foundation of the Dual Capacity Framework. This year, a team of representatives from SFCSD and RPA met to surface, optimize and unify all the SEL work taking place in SFUSD. This team identified and highlighted SEL research taking place in SFUSD schools, analyzed summative data from SEL surveys and formative data from SEL domains on the TK-5 reports cards. Additionally, the team created a unified framework to focus SEL workstreams moving forward, and created an external website accessible by families, and an internal website to support teachers and principals. These websites provide a hub of resources which can be used by stakeholders to support common language and capacity building around social-emotional learning at schools across SFUSD.

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Overall Staff Accountability	Recommendation: Professional Development Adopt a Continuous Cycle of Improvement to support Professional Development Accountability: Plan: What is the plan for professional development (frequency, content areas etc)? Q: What is the cycle of continuous improvement plan to support professional development accountability? Do: Hold professional development as stated in the plan Study: Analyze effectiveness of implementation Act: Go through the process of modification	The Plan-Do-Study-Act (PDSA) cycle is part of the formal training for Instructional Reform Facilitators (IRFs) who are assigned to many elementary, middle, and high schools. The PDSA cycle guides teachers and support staff to look at a variety of forms of assessment information, plan instruction or a strategy, and assess the impact of this instruction or strategy on a desired outcome. At the district level, a variety of activities support the use of the PDSA cycle, including principals' Instructional Rounds, data conferences with RPA, the SFUSD Design process as it is led by iLab staff, and the Balanced Score Card. Meeting design, including principal meetings and leadership networks, very regularly incorporates feedback, and the district annually collects and acts on feedback from parents in the form of a standardized survey, Community Advisory Council reports, and town hall meetings. With respect to professional development, staff have many opportunities to engage in learning, including school-based professional development; teacher leadership opportunities like the Master Teacher program and National Board certification support; coaching, especially for new teachers; and professional development for principals related to SFUSD's key strategies.

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3.1, 3.2, 3.3, 3.4, 3.5	Recommendation: Transparency Articulate concrete action steps SFUSD is taking to: Improve transparency about how decisions are made to allocate resources to schools and central district departments to achieve SFUSD's goals. Q: What factors or formula is used to determine resource allocation to central departments and administration? Address growing frustration among families who have participated in previous community outreach initiatives and have not seen changes or improved results for African American students, English Learners, Foster Youth, Students with Disabilities, and other focal student populations. Q: What recourse do students and families have when they experience racism and/or discrimination? How are those experiences being tracked, monitored and informing professional development (within schools, departments and central office)? Articulate concrete action steps SFUSD is taking to name and address the racism and discrimination in schools, practices and policies.	**Improve Transparency & Determining Resource Allocation** Much of SFUSD's resource allocation process for the upcoming school year begins in late fall of the prior school year, as we review projected student enrollment and capacities. This provides a projection of how many students we should expect to serve for the upcoming school year. With projected enrollment, this helps us determine the level of resources required for the Weighted Student Formula (WSF). The WSF allocation is among the first resource allocation decisions to be made in the planning process. Once the Governor's January Budget Proposal is made clear, we project potential revenues we can project for the upcoming school year. Based on this, we then project what level of change can occur for the WSF. In 2018-19, it was decided that the WSF would receive level funding -- enough to cover growth in salaries and benefits. Additionally, given that we receive Supplemental and Concentration Grant (SCG) funding to support focal students, SCG resources are allocated to school sites as well based on the demographics of students, including those who are from low income families, who are English language learners and/or Foster Youth. In total, the WSF accounts for more than 50 percent of the Unrestricted General Fund. The remaining portion of the UGF comprises additional direct site supports, including Special Education, Early Education and the Multi Tiered System of Supports. These items account for nearly 25 percent of the UGF. For 2018-19, MTSS was held at level funding as well to maintain allocation of supports to schools. Special Education received an increase from 2017-18, given the level of services needed to support students. The remaining 25 percent of the UGF is then meant to cover services from central office departments, including technology, human resources, custodial, translation, legal and fiscal services and more. Often, when revenue growth is not sufficient to cover cost of current expenditures, these departments receive a percentage reduction to their allocations as they plan for the year ahead. In 2018-19, that reduction was 5.25% to the UGF. **Addressing Concerns Regarding Focal Student Populations, including Racism & Discrimination** When experiences arise with regard to racism and discrimination, these are taken seriously among the district. We recognize that context certainly varies for each of these experiences and the examples that follow are meant to be illustrative; we understand that depending on the situation that arises, different paths for escalation and resolution may be needed. Often when issues arise at a school site, site leadership (including principals and assistant principals) may be a family's initial point of contact. When that is not appropriate, there are other avenues through with families and students can receive supports; these include the Office of Family Voice, LEAD Assistant Superintendents, Pupil Services, Legal. We also recognize that these concerns highlight deeper underlying, systemic issues, and there is a lot of work ahead of us to tackle these issues. As we look to the Superintendent's 90 Day Plan, PITCH is a key component, and the "T" highlights Transforming Mindsets. As an organization, we have adopted several avenues where we are implementing implicit bias training and building cultural competency; we are looking to expand these avenues. We aren't alone as a district exploring how to tackle systemic issues -- the Our City. Our Families (OCOF) Council is also working to close equity gaps citywide and we'll continue to partner with our families and broader community to transform mindsets and build a safe and supportive environment for students.

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1.12	Recommendation: Foster Youth & Court & County Schools: Identify strategic interventions to reduce chronic absenteeism Add additional funding to support tutorial services Q: How is SFUSD prioritizing access to tutorial services, summer programs and social-emotional supports for foster youth, as indicated in goal 1.12, given the reduction in funds that directly support services to foster youth? Leverage existing site based services and systems of support for students transitioning between placements or returning to large, comprehensive high schools	The Foster Youth Services Coordinating Program continued to provide limited one-on-one tutoring. Approximately 35 youth are receiving tutoring this year. Using Title I funds, we also implemented group tutoring in two foster youth group homes. The Foster Youth Services Census was sent to the FYS Liaison/Site Contact at all schools with foster youth. Additionally, liaisons/site contacts connect students to resources in the school and community. Across high schools, elementary and K-8 schools, MSW interns are placed, providing individual case management services and/or conducting groups for 72 foster youth; furthermore, 41 foster youth and former foster youth are being mentored by Mentoring For Success. These services are intended to help build students' sense of belonging and connectedness to school.
1.8, 1.10, 2.2, 2.6, 2.14, 3.6	Recommendation: Professional Development Provide consistent training and ongoing coaching for principals, teachers and staff in the following key areas: Cultural humility, cultural competence and implicit bias for ALL focal groups Q: Have we reached SFUSD's goal, as indicated in the 2017-2018 Family Handbook, to implement School Wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Practices (RP) in all schools by fall 2017? If not, what are the steps to ensure full implementation? Implementation of the Safe and Supportive Schools Resolution to provide behavior supports, strengthen positive classroom management and expand trauma-informed practices to build a safe and supportive school culture Differentiation of instructional to meet the diverse needs of their students, including different learning styles and the range of skills that vary within a classroom Ability awareness training for all staff to recognize that all students receiving special education services are general education students first and to support them accordingly Q: What is the cycle of continuous improvement plan to support professional development accountability	Over the last four years, SFUSD has offered a variety of trainings to teachers and all other staff related to equity concepts that include implicit bias, stereotype threat, and systemic racism; and hundreds of educators, including more than a dozen whole schools, have participated in this learning. Additionally, many schools have contracted with their own equity-related consultants to engage more deeply in this work. In the 2018-2019 school year, SFCSD and C&I collaborated to review and expand the district's equity professional development and will offer three different professional development sequences to teachers and schools. These three series are called: "The Skin I'm In: Looking Inward on Racial Equity"; "Culturally Responsive Practices"; and "Schools as Brave Spaces". These series will be facilitated by qualified staff from a range of departments and can be provided in a variety of settings, including school faculty meetings; after-school professional learning communities; and school leadership teams. At the same time, SFUSD will expand its support for struggling readers at the elementary level by investing in Tier 1, Tier 2, and Tier 3 materials for students with phonological processing challenges; and, as part of the Middle School Redesign, will engage further with school communities on the "Acceleration for All" middle school master schedule. This master schedule will permit access to a range of acceleration options - like reading, math, and English language development - for students in need of additional support while not restricted access to elective courses. That said, we recognize we are still working toward implementing consistently across all schools. We continue to work toward tracking implementation efforts. We continuously improve our efforts as we pilot and implement trainings and we'll take these learnings into developing district wide plans for cultural competence and implicit bias professional development

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1.4, 3.1, 3.2, 3.3, 3.4, 3.5	Recommendation: Access to Instruction Purchase English Language Development (ELD) curriculum and provide adequate materials across all schools to support ELD for all English Learners. Q: What is SFUSD doing to interrupt the decline in reclassification for Spanish-speaking English Learners? Develop strategies to prevent the loss of instructional minutes. Ensure that qualified and credentialed substitute teachers are provided when staff are absent. Appropriately mentor, train, and support teacher interns in the Pathway to Teaching program. Provide equitable access to tutoring and academically robust afterschool and summer programs.	In 2017-2018, SFUSD continued its effort to support newcomer students through a range of specialized programs at the elementary, middle, and high school levels. The district expanded newcomer programs at the middle and high school levels, and further expanded dual enrollment at CCSF as a strategy to support older newcomer students to matriculate to college. In the summer of 2017, and continuing into the summer of 2018, SFUSD served newcomer students in a newly revised summer program called SAILL, and combined language and skill development with workforce readiness activities. In the coming school year, SFUSD plans to maintain and refine its existing efforts to support newcomer students. Refinements will include a revised high school graduation policy that expands the number of students included as newcomers; continue to expand dual enrollment options for newcomer students; the introduction of a new SFUSD Integrated ELD Framework (that builds on the recent Designated ELD Framework and provides guidance for content teachers with EL and newcomer students). Regarding substitute teachers, the District is working hard to ensure that we have high quality substitute teachers. This year, we hired over 300 substitute teachers, and will continue to recruit from a variety of sources, including student families, to identify substitute teachers who are committed to our students and school communities. In addition, we are working to provide higher levels of professional development to our substitute teachers and are actively asking for feedback from our substitutes around how we can help them better prepare for their assignments.
Additional Question	How are we intentionally prioritizing and ensuring access to career pathways and academies for all students attending our Court and County schools, including students at Hilltop and Woodside? Explanation: For example, how is CTE working with these schools to ensure access to CTE academies, etc. What other SFUSD departments/programs are providing access to internships for these students to gain marketable, job-related skills, etc.?	In 2017-18, two CTE pathways were created at County Schools: Farm to Table at Log Cabin Ranch and Early Childhood Education at Hilltop. With an average enrollment of 17 days, it would not be meaningful to implement CTE academies or pathways at Woodside Learning Center, however the Court School curriculum focuses on transferable skills and the transition team works with each student during their brief enrollment to assess their next school placement. At Civic Center Secondary, where average enrollment is just under one year, we have focused on occupational therapy and transferable skills to build students' readiness to participate in academies, internships, and other job-related programming. DCYF funding for occupational therapy was unexpectedly eliminated for 2018-19 and beyond, making this an unmet need going forward.
Additional Question	What efforts are being taken to interrupt systemic barriers of equity, including access to specialized learning environments such as languages pathways, AP classes, technology, Lowell and Ruth Asawa School of The Arts High School admissions? Explanation: What changes/actions are being made to shift the historical trends in the enrollment number for African American, Latino, American Indian, Pacific Islander and other focal students in language pathways, AP classes, and school assignment to Lowell and RASOTA? How are we addressing technology access for students?	At Ruth Asawa School of the Arts, SFUSD has employed a range of strategies to expand the diversity of the student body, including eliminating out-of-district transfers, ensuring each applicant receives an audition, implementing standard screening procedures for applicants, eliminating the use report card information in the audition process, and expanding the range of arts offerings to appeal to students from a variety of backgrounds. SFUSD has expanded its support for the Indian Education program this year by increasing the program budget by $50,000, supporting an additional $50,000 in cultural programming, increasing staff time at the Indian Education Center at Sanchez, and beginning a partnership with the California Indian Museum and Cultural Center. SFUSD's Math Course Sequence policy, in combination with curriculum and pedagogy reforms, appear to be increasing both the number and the diversity of students prepared to enroll in Calculus as a senior; and have in combination reduced the overall Algebra re-take rate from 48% to 8% for African American freshmen. The achievement and reclassification rates for Spanish speaking EL students is low, and this area will be a focus area for the district's EL Internal Oversight Committee in the coming school year. SFUSD is focused on equity of access and equity of opportunity with technology. Through new revenues sources, including the 2016 Bond and the 2018 Prop G, SFUSD is expanding student access to technology-enabled personalized learning environments. Our initial pilot will focus on a cohort of elementary/K-8 school for 2018-2019. In 2019, we will expand our focus across the PreK-12 continuum. Additionally, in the winter of 2018, we refreshed more than 5,000 student devices, expanding access across all schools to establish a foundational level of access for each school.

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Additional Question	How do we communicate and support the high expectations we have for all students, and support them to achieve post-secondary success? Explanation: We hear from AA families that teachers and staff have low expectations of their children so they want to know what concrete actions the district is taking to counter this thinking? Who is communicating with staff about the importance of having high expectations for our focal students? Where are these messages communicated with staff and how often? How are focal students connected with post-secondary opportunities to ensure post-secondary success?	As a district, our values, mission, vision and plans continually highlight our dedication to being diversity- and social justice driven and student-centered. We have named closing the achievement gap for our African American students as a priority, both in the Superintendent's 90-day Report as well as in the Board Policy we adopted for the African American Achievement & Leadership Initiative (AAALI). That said, we recognize there is a much more to do. It is one thing to name a priority -- we must act to shift the status quo. Some of these actions include growth and support for the AAALI team; growth of AAPACs across schools; increased resources for schools serving our focal students; investing in professional development on implicit bias and cultural competency. We know these are only initial steps toward progress and these actions alone are not enough. That's not to say they should not exist -- we continue to support and implement these initiatives, but we also know that in order for the transformation to occur, more time and more effort are needed from all those who serve our kids. We understand and appreciate the collective voice of families to share how their students are and/or are not being supported. This is of high concern for us as well. We know our results do not meet our aspirations, but we are aiming to be strategic and intentional and tireless in doing this work.
Additional Question	What comprehensive supports will be extended to non-PITCH identified schools to prioritize African American student achievement? Explanation: how do we ensure AA student in non-PITCH schools are getting what they need?	SFUSD must do more to provide a high quality educational experience to Black students. In the 2017 - 2018 academic year, Dr. Matthews leadership has led us to focus on a set of 20 K-8 schools spread all throughout the city and provide guidance and resources to ensure conditions are in place to accelerate African American achievement. While we start with these 20 sites, we will expand the work to additional schools that have historically underserved African American students or that have high achievement gaps between African American students and other racial groups. As PITCH is implemented, the district will continue to maintain and expand exisiting programming in our sites through the African American Achievement & Leadership Initiative and My Brother's and Sister's Keeper. We will also continue to have a high standard for public reporting and transparency on focused work that is supporting African American students in all district departments through the district's annual report focused on African American achievement (published by AAALI). We recognize this is an area of need and at this point we cannot guarantee all African American students are getting what they need, but we believe we will get closer to that assurance through these focused efforts.