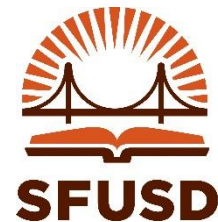# SFUSD / SFCOE Response to Community Feedback
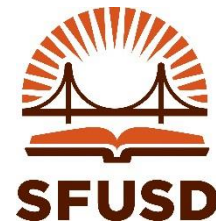## *Detailed Responses (April 14th)*

CONSIDERATIONS – FROM COMMUNITY ENGAGEMENT REPORT – GOALS/TARGETS	SFUSD RESPONSE
Include measures and set goals for student achievement in Science and Art, in addition to goals for SBAC proficiency in English Language Arts and Mathematics.	We are leading several important lines of work that will support the full implementation of the Next Generation Science Standards. At the elementary level, this includes the re-establishment of a science resource center for the ongoing provision of science-related materials; the SPARK science pilot, a partnership with The Exploratorium, to understand the interface of science and language development; and Response & Development work to create a new science core curriculum for use in the 2018-2019 school year At this middle school level, we have engaged science teachers to plan a new scope and sequence for Grades 6-8, and design and pilot new units and lessons for implementation in the 2017-2018 school year. At the high school level, we are working to define a four course core sequence for all students, to be implemented in 2017-2018, that will feature a normalized curriculum and consistent professional development and support for teachers.

It is important to note that during the 2015-2016 school year, and in the coming three years, the state of California is in a period of transition with respect to its science standards and assessment. The state Science tests, which was given in 2015-2016, remains aligned to the older California standards, and parents, students, and teachers may experience an increasing gap between classroom instruction and the state test until California administers a new NGSS-aligned assessment in the 2018-2019 school year. Because of this, it is not currently possible to report on student learning in science.

With respect to Visual and Performing Arts, there is not state-level assessment of student learning in this area. However, SFUSD will introduce a new elementary level report card in 2016-2017 that will include standards for VAPA. |
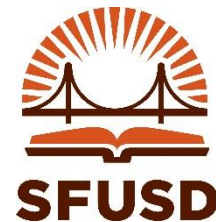
SFUSD / SFCOE Response to Community Feedback
Detailed Responses (April 14th)

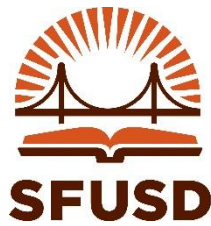| CONSIDERATIONS – FROM COMMUNITY ENGAGEMENT REPORT – GOALS/TARGETS	SFUSD RESPONSE
Include specific goals/targets for SBAC proficiency for students in foster care and students with Individual Education Plans who receive Special Education services.	Disaggregated data for district measures is reported in the Executive Summary of the LCAP, which includes SBAC data for Students with Disabilities. Foster Youth data is not currently captured through the State reporting system. Our understanding is that the State is working to address this and when these data are available for Foster Youth they will be included in our reported disaggregated data sets.
Include specific goals/targets for improving graduation rates for African American, Latino, English Learner, Foster Youth and students receiving Special Education services.	Disaggregated data will be included. Additionally, the following details have been incorporated into Actions 1.6 and 1.8: • Improve intervention course instruction by providing professional development on interventions and cultural sensitivity. • Work in partnership with the African American Achievement Initiative and Special Assistant to the Superintendent of African American Achievement and Leadership to develop and implement an AVID-based program (a college preparatory program that incorporates study skills and motivational strategies for students to be successful in high school and encourage college) for rising 9th grade African American students. • Improve EL Village summer program that provides credit recovery and credit earning opportunities to EL newcomers. • Increase outreach to the Transitional Studies program at City College of San Francisco, which offers high school diploma courses for students who need to recover credits.
Strengthen the existing LCAP goal by including specific targets to reduce suspensions for African American and Latino students.	Targets are in process as data becomes available.
Include goals to establish school-site African American family affinity groups.	See Action 3.7. We will continue our efforts to grow supports for African American students and families, including work through affinity groups and site-based AAPACs.

SFUSD / SFCOE Response to Community Feedback
Detailed Responses (April 14ᵗʰ)

CONSIDERATIONS – FROM COMMUNITY ENGAGEMENT REPORT – ACTIONS	SFUSD RESPONSE
Articulate specific strategies and include resources to accelerate learning for students below grade level – including Foster Youth, African American, English Learner and Newcomer students, as well as students with interrupted formal education.	See Action 1.8 and 1.9. In the 2016-2017 school year, SFUSD will deepen several existing strategies for supporting the learning of students who are below grade-level. These include ongoing cohort-based support for Literacy Specialists, RSP teachers, and SDC teachers on reading intervention and the Leveled Literacy Intervention program; the development of a centralized reading support program for students in need of Tier III processing-related reading intervention; ongoing support for middle school reading intervention, including in-class differentiation and support courses; the expansion of professional development that includes growth mindset, cultural and racial identity, and identity-safe classrooms; and increased support for new teachers, especially in schools that experience high rates of turnover.
Expand opportunities for credit recovery, including specific opportunities for English Learners, Newcomer students and Foster Youth.	See Action 1.6. In the 2016-2017 school year, SFUSD will expand credit recovery opportunities at more schools that are tailored to underserved populations; Increase outreach to the Transitional Studies program at City College of San Francisco, which offers high school diploma courses for students who need to recover credits; and improve the "English Learner Village" summer program that provides credit recovery and credit earning opportunities to EL newcomers.

Actions are included to support improved and increase credit recovery options with a particular focus on our special student population. |
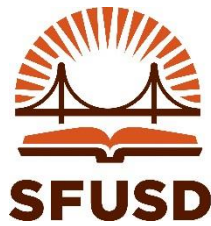| Expand Ethnic Studies courses in all high schools and middle schools, and incorporate these concepts throughout SFUSD's general curriculum beginning in elementary grades. | Work to support SFUSD's Ethnic Studies elective course will continue in the 2016-2017 school year, including summer professional development and curriculum planning; ongoing coaching for Ethnic Studies teachers; and the development of strategies for infusing activities and learning from these electives into required courses at all levels. As an important note, these strategies for supplementing the curriculum (without the wholesale purchase of new instructional materials) need to be developed. |

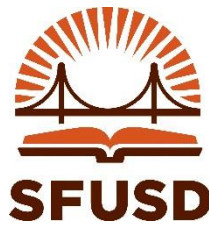| CONSIDERATIONS – FROM COMMUNITY ENGAGEMENT REPORT – ACTIONS	SFUSD RESPONSE
Expand teacher training, ongoing coaching and supports in key areas: 1. Cultural competence 2. Behavior supports and classroom management 3. Trauma-informed practices 4. ELD and focus on literacy for English Learners	See Actions 1.6, 1.9, 1.11 and 2.2. In the 2016-2017 school year, we will build on current work with cultural competence, behavior supports and classroom management, trauma-informed practices, ELD and literacy for English Learners. We will broaden the number of teachers, coaches, and administrators who can act on these strategies by strengthening professional development for school supervisors and principals; incorporating this content into trainings on academic content; and expanding the use of school-based professional development.

SFUSD / SFCOE Response to Community Feedback
Detailed Responses (County)

ADDITIONAL CONSIDERATIONS FOCUSED ON COUNTY	SFUSD RESPONSE
Establish a district-wide Family Liaison focused on youth in foster care.	FYS centralized staff currently offer caregiver and service providers outreach and training. In partnership with FosterEd Connect, enhanced training modules for educational rights holders are being developed to enhance knowledge of rights, responsibilities, and resources. Additional collaborative efforts with Human Services Agency, Juvenile Probation Department, Foster Family Agencies, and group homes will support ongoing family engagement efforts.
SFUSD should more quickly identify school placements for students detained at the Juvenile Justice Center who are eligible to leave, and advocate to City to change policy of holding students in detention until they have a school placement.	SFUSD/COE has convened a working group to understand and address the unique school placement and transition needs of multi-system youth.
Expedite the assessment process for eligibility for Special Education services while students are detained, so that it is less than 60 days.	SF County Court Schools already leverage their unique opportunity to work with students who have often been out of school for some time, completing assessments and updating IEPs at a far higher rate than other schools. Given that the modal or most common length of stay in the JJC is 2 days, even a heavily expedited assessment time line could not typically be completed while students are in detention. The underlying need is to support effective transitions for students passing through the Juvenile Justice Center.
Review expulsion cases of students coming from other districts, as these students are often expelled for actions for which SFUSD would not require an expulsion.	At the time of enrollment in SFUSD, all students are screened by EPC for expulsion status. Any who are subject to an expulsion order are referred to Pupil Services who reviews the case and determines placement in SFUSD.

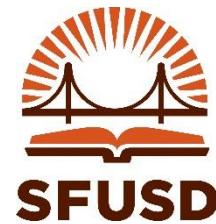| ADDITIONAL CONSIDERATIONS FOCUSED ON COUNTY	SFUSD RESPONSE
Support students and school sites during the re-entry process for students who have been expelled or detained. Ensure there are transition plans for students receiving a new school placement, with coordination among staff at both the former and new placement.	SFUSD/COE has convened a working group to understand and address the unique school placement for needs of multi-system youth. One of the advantages of being a single district county is that all SFUSD students detained for 30 days or less maintain placement at their home school. All students transitioning to a new placement after detention or expulsion are case managed by Pupils Services. The Court school communicates daily updates to home schools of students entering and exiting their facility. In 2016-17, SFCOE is piloting dedicated staffing for transition support. Court School leadership has begun site visits and interviews of other countries with transition programs.
School sites need to know who holds Educational Rights for students, and include them in decisions – especially school placement – as well as general communication.	Awaiting additional information.
Ensure better tracking of partial credits.	All students in all high schools are able to earn partial credits, which are documented on their official transcripts.

SFUSD / SFCOE Response to Community Feedback
Detailed Responses (May 24th)

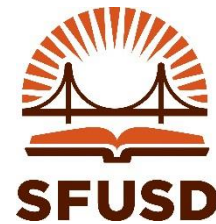| CONSIDERATIONS / PAC RECOMMENDATIONS	SFUSD RESPONSE
Include a goal related to measuring and reducing out-of-class referrals and in-house suspensions; **provide data by ethnicity.**	At this time we are focused on getting all schools to use the Basis office discipline referral system and consequently we anticipate the overall number of out of class referrals to continue to increase as the system is adopted more widely. Our goal is to see a 10 percent reduction in risk ratios across targeted subgroups next year.
• Monitor the % of African American Students who pass AP exams with score 3 or higher. • Develop strategies to increase enrollment of African American Students in AP classes and provide support to ensure their success.	See Action 1.9: The African American Achievement & Leadership Initiative utilizes a Progress Monitor tool for each high school to track African American student success indicators. AAALI will add an indicator for AP pass rates and will begin work at the 9th grade level to ensure students have awareness of and access to AP courses.
Include a goal related to **measuring and building the dual capacity of staff & families to support family engagement,** going beyond Culture/Climate Surveys.	See Actions 3.2 and 3.4. While these actions do not include goals related to measuring "going beyond Culture/Climate surveys," they do include intended action to build capacity of staff and families to engage in effective partnerships and to develop systems and measures to support this work. The Culture Climate surveys will provide baseline information and there will be rich data to explore (e.g. the "sense of belonging" domain) to determine if these existing measures may serve as measures for family engagement.
Invest resources to **develop a rubric to support, guide and measure the implementation** of the Family Engagement (FE) Standards.	Added to Action 3.3: Provide the Family Friendly Walk Through assessment and other informational materials order to support school efforts to implement the Family Engagement Standards and support the development of the school strategies in the Balanced Scorecard to support parent-school-community ties.

SFUSD / SFCOE Response to Community Feedback
Detailed Responses (May 24ᵗʰ)

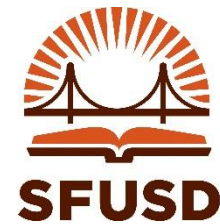| CONSIDERATIONS / PAC RECOMMENDATIONS	SFUSD RESPONSE
Identify a point person for Family Empowerment at each school. Provide them with a stipend and support from central office with content … menu of PDs, and technical assistance.	Added to Action 3.3: Provide professional development and training to staff, including Family Liaisons, on the Best Practices Tool Kits for district wide school events, including Back to School, Parent Teacher Conferences, and the School Site Planning process.
1. Explain why the goal, "Develop a Strategic Family Engagement Plan," in the 2015-2016 LCAP is not completed and why it is no longer a goal for the updated 2016-2017 LCAP. 2. Explain why the Actions/Services 5.1.1 in the 2015-16 LCAP was removed. We know the Family Partnership Academy is being implemented but these are not mutually exclusive. It's important to set expectations for school sites related to district priorities. 3. Incorporate the use of the term, "Family Engagement Standards" with the new LCAP language and a hyperlink to increase awareness, access and visibility of their existence.	See Action 3.3. Regarding item 1: "Develop a Strategic Family Engagement Plan" was included in the measure and not as a goal in the 15-16 LCAP. It is not that this is no longer a goal, but it is not included as a measure because we have a number of existing documents that provide a framework for expectations in the area of family engagement and empowerment (the Family Engagement Standards, the Dual Capacity Framework) and we articulate high level actions in the district strategic plan. In addition, there is a requirement that each school articulate specific Family Engagement actions in the BSC and our Title I schools have an additional requirements with the development of an approved Parent Involvement Policy (PIP). We need to continue to work together to build our understanding of these existing documents and support school staff and families in implementing the existing family engagement standards. In Action 3.3 we have included language about the development of resources and training to support these efforts.

SFUSD / SFCOE Response to Community Feedback Regarding Services for English Learners
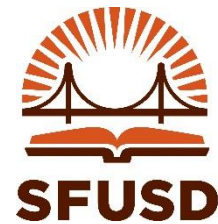
CONSIDERATIONS / DELAC RECOMMENDATIONS	SFUSD RESPONSE
Invest in purchasing or creating instructional materials for all grade levels. Inventory all classrooms to ensure teachers have the instructional materials to engage students in joyful and productive learning. Provide families with their child's grade level expectations in English Language Arts, English Language Development and other content areas of study.	See Goal 1, Action 4 and 11. Both actions speak to the need to invest in instructional materials, and Action 11 specifically focuses on differentiated content instruction for ELD. During the 2015-2016 academic year, the Humanities & Multilingual Pathways Departments collaborated to engage schools, specifically the site administration and Instructional Leadership Team, in determining the needs for schools to implement SFUSD's Core Curriculum, specifically the Comprehensive Approach to Literacy (CAL). This included support in the form of professional development, instructional resources & materials. These visits took place within approximately twenty (20) schools with a Spanish Language Pathway and will continue during the 2016-2017 academic year for other pathway sites. The Humanities & Multilingual Pathways Departments collaborated to discuss the possible messaging with regard to providing families with their child's grade level expectations in English Language Arts and English Language Development. This scope of work will require further collaboration in order to ensure that expectations are calibrated and communicated in a clear manner. For Language Arts, families are provided with information related to their student's grade level expectations in all content areas as well as ELD through the Standards-based Report Cards. The Families & Community tab on the sfusdhumanities.org website's main page is another resource that contains grade level–band overviews of the standards that are embedded in the SFUSD Language Arts Scope & Sequence that provides information on grade span expectations and ideas for how families can support their students at home.

SFUSD / SFCOE Response to Community Feedback Regarding Services for English Learners

CONSIDERATIONS / DELAC RECOMMENDATIONS	SFUSD RESPONSE
Provide teachers with more guidelines for choosing textbooks and teaching materials. We prefer that the District adopt and purchase instructional materials for all grades that combine ELA/ELD. Select from programs that were adopted in November 2015 by the California Department of Education. Provide school staff proper textbooks for English Learner students, differentiated for K-2, 3-5, 6-8 & 9-12 not one general set that spans K-12. Create a student textbook for English Language Arts & Math, not just a workbook for each grade level. Provide teachers with much needed daily lesson plans and ideas. Provide schools with required instructional materials in the language taught in Language Pathways. Provide teachers with more support to address the needs of English learner students at their schools. Survey teachers before providing professional development. Deliver Professional Development that works for teachers. Provide PD during their staff meeting to encourage a collaborative team approach to teaching students that produces effective learning. Provide a "Kit of Instructional Materials for ELs" for each teacher that is grade level appropriate.	See Goal 1, Action 3, 4, 7, 11. Currently, SFUSD provides a range of professional development opportunities for staff, including ELA/ELD staff. The Humanities & Multilingual Pathways Departments collaborated to discuss the most beneficial means of providing teachers with guidelines for determining and choosing texts and materials to best support our students. The scope of this work included our Teachers on Special Assignment (TSAs) to meet with our site administrators, Instructional Leadership Teams and teachers in order to determine the best instructional resources and materials to meet the needs of our students, while aligning with our SFUSD Core Curriculum. This scope of work on instructional materials and resources will continue and will require further collaboration between the Humanities & Multilingual Pathways Departments in order to ensure that expectations are calibrated and communicated in a clear manner. In order to increase the level of support for our schools, the Multilingual Pathways Department has been in collaboration with several Teachers on Special Assignment from Multilingual Pathways and Humanities Departments, LEAD and teachers, this summer to more clearly determine how best to provide Interdisciplinary Units, or Spirals, which include Language Arts, Mathematics and Science and include English Language Development, in a concerted effort to provide teachers with more support to address the needs of English Learners, while provide plans and ideas. In continuation of providing our SFUSD teachers with effective instructional practices to support our English Learners and all students, we incorporate the Multilingual Pathways Departments (MPD's) English Language Development (ELD) Toolkit into our work that supports teachers. The Toolkit may be accessed via our website: http://www.sfusdmultilingualpathways.org/ For Language Arts, in alignment with our SFUSD Comprehensive Approach to Literacy (CAL) framework, sites have been expanding their classroom leveled libraries with trade books that are utilized within Readers Workshop. In addition to these instructional materials, the district held an adoption for ELA/ELD grades K-8 and made its selection from the approved textbook lists reviewed by the state of California in 2011-12. *Treasure*s and *McDougal Littell Literature, California* were selected by SFUSD teachers as resources for language arts. Each of these resources include ELD. Teachers can also work closely with their Teacher Librarians who have been supporting the district's instructional model for Language Arts by creating collections linked to instruction in the classroom (i.e., interactive read-aloud and mentor text titles) as well as maintaining and managing rotating classroom leveled libraries.

SFUSD / SFCOE Response to Community Feedback Regarding Services for English Learners

CONSIDERATIONS / DELAC RECOMMENDATIONS	SFUSD RESPONSE
Provide a more structured program, rather than just being an "extended recess time", in the after school programs for our EL students. Provide programs that are designed for EL students to engage in social interaction and focused on learning. Provide programs during school time to further the advancement of English, and to learn Chinese, Spanish, drawing, drama, stage production, singing, dancing, music and sports in order to improve self-efficacy. Expand English tutoring classes to support English Learners. Provide high school level after school activities that incorporate community service, help students learn about different careers and internships as well as to expand their cultural awareness. Inform parents of these programs by providing translated announcements.	See Goal 1, Action 11. Specialized ELD and AVID ExCEL elective courses are offered, and there is a continued focus on not only enhancing but also evaluating current pathways for Els. In collaboration with the Office of Extended Learning and Support, the Multilingual Pathways Department continues to provide English Learners with Summer Programming. Teacher teams design interdisciplinary project-based curriculum for heterogeneously grouped students. Primary site Balboa High School with smaller satellite sites at Mission and Galileo. 5 week Summer School Program, 7:30-1:30 with an additional collaboration hour for teacher team. Professional development for teachers on collaborative learning and differentiated access points for heterogeneous language levels.
Provide translation of the teacher's written comments on Report Cards. Also translate any recommendations that are shared with student work and evaluations during the parent-teacher conferences in Spanish, Cantonese, Mandarin, Arabic, Tagalog, Vietnamese and other languages as needed in order to engage in effective partnerships that link family engagement to student learning and support positive school cultures. Request that the technology department checks for system updates or software to offer multilingual messages from teachers to parents. Centrally fund a bilingual family liaison for schools with 50% EL students. Expand our access to school websites by providing multilingual translations. Provide easy to understand glossaries with explanations on the SFUSD website and schools' websites.	See Goal 3, Action 1, 4, 6, 9. SFUSD continues to invest in translation supports for our students and families. We recognize the need continues to grow and have invested additional PEEF funding to support additional translation services. Additionally, the district is investing resources in the public web site as well as the the Parent Portal (linked to the Student Information System). This is aimed at improving access to and communications regarding student data. Through MTSS we currently allocate Family Liaisons – to address the overarching need of additional supports specifically for our EL and newcomer families, it may be that more specialized resources are required.