Local Control and Accountability Plan and Annual Update Template

San Francisco Unified School District, 2015-2016

(version 5/14/2015)

Involvement Process	Impact on LCAP
Based on recommendations from the Parent Advisory Council (PAC) and District English Learner Advisory Committee (DELAC) last year, in fall 2014 SFUSD convened staff and representatives of student and family advisory groups, bargaining units and community organizations to work collaboratively as the **LCAP Task Force**. Members of the Task Force developed the content and outreach plan, and helped convene and lead conversations, for community engagement in spring 2015. *(Please see www.sfusd.edu/lcfflcap for more information about the LCAP Task Force.)* The overall goals of this community engagement process were to engage our district's students, families, educators and community members, to: • Understand state funding priorities and SFUSD's approach to allocating resources, services and supports to schools, • Inform these central district allocations, and • Help shape the district's revised Local Control and Accountability Plan. On April 30, 2015 the report of ***Findings and Considerations*** from this engagement process was presented at a public event attended by district staff, families and community organizations. This report identified a number of considerations for incorporating additional measures, goals, services and activities into SFUSD's revised Local Control and Accountability Plan (LCAP). **Our Approach to Community Engagement** Community members and district staff from the LCAP Task Force organized and led a series of conversations to share information about SFUSD's existing LCAP, and hear participants' questions, suggestions and priorities, through: • **Community conversations** in schools and community centers (conducted in	Through the community engagement process, the LCAP Task Force team identified several considerations for measures and actions to be strengthened or incorporated into SFUSD's revised LCAP for 2015-2016. Measures and Outcome goals included: 1. Include a specific goal for improving the rate of reclassification as "Fluent English Proficient" for English Learners whose primary language is Spanish. 2. Include goals and measures for youth in foster care. 3. Strengthen goals for further reducing suspensions of African American and Latino students. 4. Include goals related to measuring and reducing out-of-class referrals and in-house suspensions (overall and for African American and Latino students). 5. Add goals and measures for achievement and progress among elementary and middle school students, including those that highlight social-emotional skills development. 6. Include goals and measures related to implementing the district's Family Engagement Plan and Family Engagement standards. **Actions, services and supports** related to achieving

Spanish or Cantonese, or in English with interpretation)

- **Focus groups** with students and community organizations serving families and students (including youth in transition or foster care) and with United Educators of San Francisco
- Three **forums open to the general public**, co-hosted by SFUSD with Parents for Public Schools, the Second District PTA, and Support for Families of Children with Disabilities.
- Incorporating items into an online survey of all high school students, administered by the Student Advisory Council.
- SFUSD's website provided the information presented through the public forums and conversations, along with **an online survey**, for people who couldn't attend in person.

By conducting conversations at schools and in trusted community settings we were successful in reaching our goal of hearing from participants reflecting the diversity of SFUSD's students and families across differences in ethnicity, language, neighborhood and socioeconomic background. We also **prioritized hearing from students, families and communities intended to be served by LCFF and SFUSD funding priorities**: English Learners, low-income students, youth in foster care, African American students and students who receive Special Education services.

Information We Shared Through Community Conversations

In each conversation we presented information about the Local Control Funding Formula and the state's emphasis on equity, flexibility and accountability. Through small group activities we shared information about the different levels of supports SFUSD provides schools; examples of goals and measures described in SFUSD's current LCAP; and district data related to these goals, including cohort graduation data, suspension rates, Fluent English Proficient reclassification rates, qualifying disabilities for Special Education services, and language supports offered families, disaggregated by ethnicity and/or home language.

Finally, we asked participants to share ideas about resources and services that are effective, and could be improved or increased; then identified their priorities and supports they feel are <u>most important</u> to support students.

The information was organized through three themes highlighted in the state's

current LCAP goals and measures included:

1. How centrally-allocated resources, including staff positions, are being increased to support teachers and students - in particular student populations prioritized by LCFF funding and SFUSD strategic initiatives.

2. How these supports are being allocated, coordinated and prioritized to serve high-needs students – including those with needs for mental health services, suffering from trauma, receiving Special Education services and/or with behavioral challenges.

3. Strategies being implemented to increase English language proficiency among Spanish speaking English Learners, in particular, to close the gap in their reclassification as Fluent English Proficient.

4. Strategies being implemented to increase kindergarten readiness for children in SFUSD PreK programs.

5. Specific activities to engage and support families, including at least three family-centered workshops to be provided at school sites each year.

[number of] the considerations presented on April 30th were incorporated into SFUSD's revised LCAP, including [insert info after seeing initial draft].

Overall Findings

- Students, families and staff shared many concrete examples of supports and services that are important – and that work – to support students.
- While the overall tone of many discussions was

LCFF priorities: *Student Access & Achievement, Student Engagement & School Climate,* and *Family Engagement*. Participants identified priorities related to all three of these areas, but in nearly every conversation **the theme that generated the most discussion and feedback was Student Engagement and School Climate**.

Who We Heard from: Participants in Community Conversations

From March 19 - April 28, 2015 we heard from **over 300 participants** in 23 conversations, surpassing our objectives for both the number of conversations and participants.

By conducting conversations at schools and in trusted community settings we were successful in reaching our goal of hearing from participants reflecting the diversity of SFUSD's students and families across differences in ethnicity, language, neighborhood and socioeconomic background. We also **prioritized hearing from students, families and communities intended to be served by LCFF and SFUSD funding priorities**: English Learners, low-income students, youth in foster care, African American students and students who receive Special Education services.

Based on surveys of participants:
- ✓ 72% were parents or guardians
- ✓ 4% were students
- ✓ 14% were educators/district staff
- ✓ 9% were community members

Participants spoke **many home languages**:
- ✓ 46% speak English at home
- ✓ 32% speak Spanish at home
- ✓ 27% speak Chinese at home
- ✓ 15% speak other languages, including Arabic, Cambodian, Czech, Navajo, Russian, Samoan, Tagalog, and Vietnamese

Participants represented **45 different SFUSD schools**:
- Early Education and Elementary Schools: 24
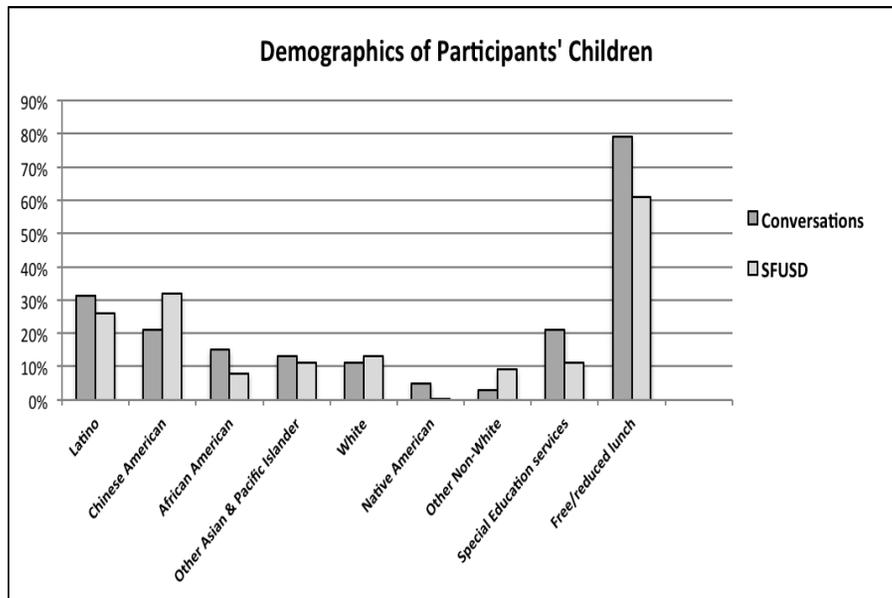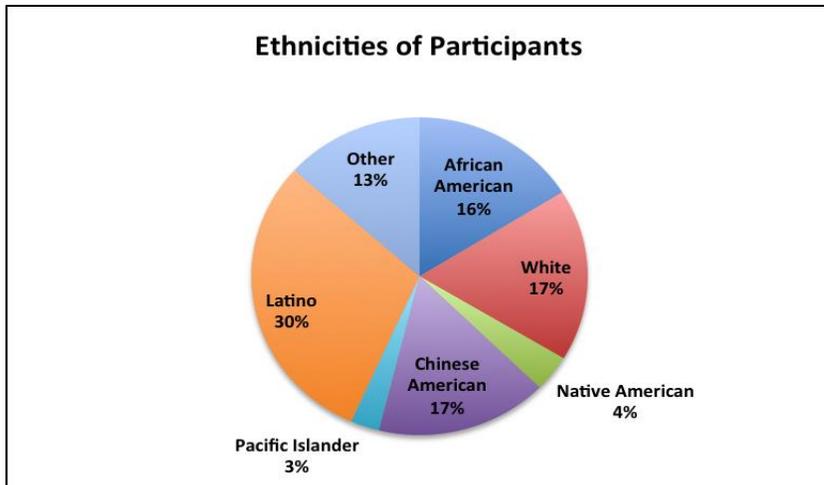- K-8 Schools: 4
- Middle Schools: 12
- High Schools: 5

positive, participants in every conversation had questions about how funds and services are being monitored and evaluated, and about the mechanisms for accountability.

- Participants in some conversations (especially in African American communities) were deeply skeptical about whether this engagement process would result in changes or improvements for their children's schools.

- Many participants expressed dismay about the trauma that students are experiencing and bring to school. They emphasized the importance of **better aligning and prioritizing resources, such as sufficient staff supports in classrooms and school-wide** where students are experiencing trauma and teachers are struggling to create more positive learning conditions, as well as adequate space for students who need time to de-escalate.

In addition to these overall themes, the team identified more specific findings related to the primary themes of the LCAP:

Student Access and Achievement

- Participants in every conversation emphasized the importance of teachers being culturally competent, caring about their students as individuals and understanding the experiences that students bring to school. This point was particularly emphasized by those working with families and youth in transition, youth in foster care and in communities experiencing trauma.

- They highlighted the need to build the capacity of teachers to manage their classrooms and provide differentiated, integrated instruction, noting the

Ethnicities of Participants

- Other 13%
- African American 16%
- White 17%
- Native American 4%
- Chinese American 17%
- Pacific Islander 3%
- Latino 30%

Demographics of Participants' Children

Categories (left to right): Latino, Chinese American, African American, Other Asian & Pacific Islander, White, Native American, Other Non-White, Special Education services, Free/reduced lunch

Legend: Conversations, SFUSD

combination of class size reduction and increased classroom staff as concrete actions to support these ends.

- Many participants – especially students – emphasized the **need for a curriculum that's more engaging, hands-on, and relevant**. They also prioritized the need for tutoring, bilingual paraprofessionals, and **increased support in afterschool programs aligned with specific student needs**, especially for English Learners and students receiving Special Education services.

- Participants had many questions and concerns about students being ready for Kindergarten, and some wanted to see measures of academic achievement in the LCAP in addition to those focused on high school data points (such as graduation rates and UC/CSU eligibility) and Kindergarten readiness.

Student Engagement and School Climate

- Participants observed that African American and Latino students continue to be disproportionately suspended, across all grade levels. They emphasized that, while formal suspensions may be down, in-house suspensions and out of class referrals are significant and not being reported.

- Across all the conversations participants identified the need to provide behavior supports to reduce out of class referrals. They highlighted the need to increase, prioritize and better coordinate staff providing mental health and behavior supports, including counselors; social workers; nurses; psychologists; RtI, Behavioral Action Team and Restorative Practices coaches; student advisors; and paraprofessionals.

- In several instances, participants stressed the need for

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

Increasing student voice in LCAP stakeholder engagement.

The LCAP Task Force includes representatives of the district's Student Advisory Council and the community-based Peer Resources program, however these organizations did not have the capacity to conduct additional LCAP-focused student engagement.   A significant element of this challenge is related to the timing of the budget and LCAP development process, which was not in synch with the Youth Voice Vote survey process.   Results of this survey will be reviewed by the LCAP Task Force as the overall stakeholder engagement process is evaluated and revised for next year.

Timing of the budget and LCAP development process.

Having completed two cycles of the stakeholder engagement process, it is clear to district staff and the LCAP Task Force that stakeholder engagement needs to begin earlier, to ensure that there is more time to incorporate the findings and recommendations into the LCAP development process. SFUSD will develop a timeline for FY 15-16 that begins the stakeholder engagement process during the Fall semester and better aligns this process with overall budget and LCAP development.

Conclusions

Leaders of the stakeholder engagement process expressed their hopes that SFUSD would seriously consider what was shared from these conversations when revising the district's LCAP.   They pointed out that while some of the specific points detailed in the report were new, many of the ideas and concerns have been expressed before. The report's conclusion highlights the need for students, families, staff and community members to see and feel concrete changes that reflect their experiences and acknowledges the value of their voices.

Participants in these community conversations recognized that work is happening

physical space to safely address behavioral challenges and *still* provide a learning environment to reduce loss of instructional time.

- Most families of English Learners – even parents who felt welcomed and involved in their children's schools – did not understand or know about the procedures and the importance of students being reclassified as Fluent English Proficient.

- Participants were deeply concerned that while SFUSD's English Learners on the whole are meeting district goals for reclassification, students who are Spanish speakers are significantly behind and wondered what strategies are being put into place to address this gap.

Family Engagement

- As in every community engagement initiative over the past several years, families, students, educators and community members emphasized the **need for better communication with teachers and schools** on the whole.

- Many parents expressed the desire to learn about ways to support their children at home, including information at the beginning of the year about milestones and expectations that are used to assess their children's development, growth and success to advance in school.

- Parents, district staff and community members talked about the importance of working with families to support their students and schools, and noted the current LCAP does not **include goals or measures related to family engagement**, or refer to SFUSD's Family Engagement Standards.

in SFUSD to provide supports for students, teachers and schools. Many of these efforts are not described in the district's initial LCAP, however, and LCAP Task Force members believe that incorporating the report's considerations – and implementing these strategies across the district - will help reduce the level of skepticism that exists and begin to restore trust with many SFUSD families and communities.	<u>**Youth in Foster Care or in Transitional Housing**</u> • During focus groups with students, families, and community agencies providing services to youth in foster care and to families and youth in transitional housing, participants stressed the importance of school and district staff reaching out to encourage and support students to stay in school. • Participants noted that students and families need additional help to access the services that are available. Students, guardians and community members expressed the need for both **communication** about ways to support their students' education; and for **direct services** such as help applying for college, financial aid and scholarships.
Annual Update:	**Annual Update:**

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

GOAL:	1. Implement the Common Core State Standards & Use of Student Data	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__
Identified Need :	Our students need to gain mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards that support rigorous and culturally and linguistically relevant learning	
Goal Applies to:	Schools: LEA-wide	
	Applicable Pupil Subgroups: All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	% of SFUSD Preschool students ready for Kindergarten ==Add data on middle grades (5th grade readiness for 6th grade; 8th grade readiness for 9th grade)==--PAC % of SFUSD 9th graders graduating UC/ CSU eligible (Stated definition: A-G courses with a grade of C or better) % of 10th graders passing CAHSEE in ELA and Math % of ELL students who gained at least one proficiency level *(using Annual Measureable Achievement Objective 1 targets set by state)*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Provide teachers and site administrators access to and professional development on CCSS-aligned curriculum materials (including curriculum maps, spirals, lesson plans, other guidance/resources to support implementation of the CCSS in the pathway language, etc.) to increase equitable access to curriculum for students	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.2 Continue 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	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Implement Smarter Balanced Assessments 1.3 Ensure access to SBAC and formative assessment results, build capacity of staff to synthesize data, incorporate learning from data to ensure effective delivery of rigorous and engaging content to students	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

1.4 Create a coherent continuum of instruction between pre-school and 3rd grade	LEA wide PK-3	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____
1.5 Continue professional development and technical assistance on providing students with disabilities specially designed instruction in the least restrictive environments (e.g., Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for ELs with IEPs, etc.)	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)_ Special Education
1.6 Provide teachers and site administrators professional development to consistently and effectively implement California English Language Development (ELD) standards in tandem with content standards, including both designated ELD and integrated ELD during content instruction 1.6a Invest in resources and professional development to provide focused support for Spanish-speaking EL students to build on their home language assets and ensure equitable access to curriculum in order to increase English language proficiency reclassification (e.g., if enrolled in language pathway, ongoing data discussions to inform instruction that will lead to increased achievement in English and Spanish, Spanish to English Biliteracy Transfer (SEBT) where students apply their developing knowledge of Spanish literacy to English literacy, etc.)	LEA wide	__ALL OR: __Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____

1.7 Provide English Learners differentiated instruction and appropriate support based on their EL typology (e.g., smaller class size, Systematic ELD and integrated ELD in all content classes for Newcomer ELs, foundational literacy skills for Students with Interrupted Formal Education (SIFE), specialized ELD and AVID Excel elective courses for Long-Term ELs) 1.7a Invest in resources to provide high quality and engaging summer programs for English Learners, e.g., summer school in the EL Village 1.7b Evaluate and enhance current pathways for ELs, including the effective use of instructional resources, curriculum maps, technology and other supports	LEA wide	__ALL OR: __Low Income pupils __x_English Learners __Foster Youth __x_Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
1.8 Provide tiered level of supports to ensure access to rigorous instruction for all, specifically allocation of literacy coaches, instructional reform facilitators, assistant principals, in addition to the strategic distribution of programs aforementioned	LEA wide MTSS	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL:	2. Ensure Safe & Supportive Schools for All Students	Related State and/or Local Priorities: 1_x_ 2_x_ 3_ 4_x_ 5_x_ 6_x_ 7__ 8__ COE only: 9__ 10_x_ Local : Specify _____

Identified Need:	Our students need access to safe and supportive learning environments, including differentiated behavioral supports and safe and clean facilities

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Increase Instructional Time: Reduce disproportionate suspensions of African American and Latino students *(Percentage of total suspensions district-wide)* Increase Instructional Time: Reduce number of unduplicated suspensions of African American, Latino students Add out-of-class referral – PAC Add expulsion rates? Chronic Absenteeism *(all students)* Reduce Special Education Disproportionate identification of African American Students for Emotional Disturbance *(risk ratio)** Student Culture and Climate Surveys for CORE (includes SEL) *This year is a field test – will include for next year*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Continue implementation of behavioral RtI (3rd cohort in SY14-15), to replicate elements of effective social-emotional supports to all students in all settings (Tier 1). This includes investing in targeted resources, professional development and leveraging the Behavioral Action Teams to focus on the following: Restorative Practices, Positive Behavior Incentive System (PBIS), Culturally and Linguistically Relevant Pedagogy, Identity Safe Classrooms	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

2.2 Provide additional professional development to staff to further implementation of Tier 2 and Tier 3 of behavioral RtI which provides differentiated supports to students. This includes investing in targeted resources, professional development and leveraging the Behavioral Action Teams to focus on the following: Extreme Behavior Triage (Behavior Specialists), Trauma Informed Practices, Crisis Prevention and Intervention, Enhanced 504 Program	LEA wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.3 Provide tiered level of supports to ensure safe and supportive schools, specifically allocation of nurses, psychologists, behavior specialists, in addition to the strategic distribution of programs aforementioned	LEA wide MTSS	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
2.4 Ensure safe and clean facilities across all schools for all students	LEA wide	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL:	3. Ensure All Students are College & Career Ready		Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5_x 6__ 7_x 8_x COE only: 9__ 10__

Identified Need :	Our students need to graduate ready to navigate and engage in a 21st century global society	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	% of SFUSD 9th graders graduating UC/ CSU eligible (Stated definition: A-G courses with a grade of C or better) % of 10th graders passing CAHSEE in ELA and Math Overall 4-year graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Ensure baseline 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 counselors, and targeted site support	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
3.2 Provide additional services and supports to ensure college and career preparation access for specific focal subgroups, including English Learners, Low-income students, students with special needs, off-track students and other underrepresented populations. These supports include but are not limited to Career Technical Education, Dual Enrollment, Extended Learning and Support (ExLS)	LEA wide	_x_ALL OR: _x_Low Income pupils _x_English Learners __Foster Youth _x_Redesignated fluent English proficient _x_Other Subgroups:(Specify)_Women in Technology, Minority students_____	
3.3 Provide tiered level of supports for college and career readiness, specifically allocation of counselors, in addition to the strategic distribution of programs aforementioned	LEA wide MTSS	__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

<table>
<tr>
<td rowspan="3">GOAL:</td>
<td rowspan="3">4. Ensure Access to Highly Qualified Teachers, Leaders and Staff</td>
<td>Related State and/or Local Priorities:</td>
</tr>
<tr>
<td>1_x_ 2_ 3_ 4_x_ 5_x_ 6_x_ 7__ 8__
COE only: 9__ 10__</td>
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<td>Local : Specify _____</td>
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<tr>
<td>Identified Need :</td>
<td colspan="2">Our students need access to quality teachers, leaders and staff to gain success both inside and outside of the classroom</td>
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<tr>
<td rowspan="2">Goal Applies to:</td>
<td colspan="2">Schools: LEA-wide</td>
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<tr>
<td colspan="2">Applicable Pupil Subgroups: All</td>
</tr>
<tr>
<td colspan="3" align="center">LCAP Year 1: 2015-16</td>
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<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="2">% of teachers who are fully credentialed in their subject area
<mark>Teacher turnover rate (leaving district) – c</mark>an get this from HR</td>
</tr>
</table>

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
4.1 Provide schools with diverse, highly qualified teachers and leaders through effective recruitment, selection, and assignment strategies and systems	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.2 Build professional learning systems to expand the capacity of all staff to increase student achievement (e.g., new teacher support, coaching networks, master teachers, Peer Assistance and Review, coordinating QTEA professional development) 4.3 Develop talent management office and coordinate with Office of Professional Learning and Leadership to effective grow and retain talent across SFUSD	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
4.4 Expand training for teachers to deliver differentiated instruction for all students, including within large-scale professional development	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

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<td rowspan="2">GOAL:</td>
<td colspan="2">5. Uphold Family Engagement Standards</td>
<td colspan="2">Related State and/or Local Priorities:
1__ 2__ 3_x_ 4__ 5__ 6_x_ 7__ 8__
COE only: 9__ 10__
Local : Specify _____</td>
</tr>
</table>

Identified Need:	Effective family–school partnerships support student achievement and school improvement.

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	**Measure:** District-wide rate of positive responses to the Family Culture and Climate Survey scales for School Program Fit, Welcoming Culture, Respect for Diversity, and Rules and Safety. **Outcomes** 2015-16: Increase by 3% over baseline from spring 2015 **Measure**: Number of schools in the district reaching 70% completion rate of annual Family Culture and Climate survey. **Outcomes**: Increase number of sites reaching 70% survey completion rate by 15%, proportional to the site's student population (by ethnicity, home language, eligibility for free/reduced price meals, if receive Special Education services/by qualifying eligibility). *This year is a field test year for the survey. We can include survey response results in future years*

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
5.1 Reflective of the USDOE Dual-Capacity Building Framework to support Family Engagement, provide technical assistance and professional learning resources that build and enhance the capacity of staff/families to support all of the Family Engagement Standards, in the "4 C" areas: Capabilities (skills and knowledge), Connections (networks), Cognition (beliefs, values), Confidence (self-efficacy)	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

5.2 Work with cohorts of elementary and middle schools to identify site-specific family engagement needs and goals, aligned to SFUSD Family Engagement Standards	Elem. and Middle Schools	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.3 Provide increased training opportunities aligned to SFUSD Family Engagement Standards and based on disaggregated student data for staff (e.g., Family Liaisons) and site and district governance committees (e.g., ELACs, School Site Councils) in order to make informed decisions.	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.4 Set expectation that each site provides at least three family-centered workshops each year	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
5.5 Build capability to communicate with families through email and/or text messages	LEA wide	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____ OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	

GOAL:	6. Ensure Equitable and Quality Services for Foster Youth		Related State and/or Local Priorities: 1_x_ 2_ 3_ 4_x_ 5_x_ 6_x_ 7_ 8_x_ COE only: 9_x_ 10__ Local : Specify _____

Identified Need :	Our foster youth students need equitable access to quality services and supports		
Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	Reduce educational achievement gap for foster youth
	Reduce preventable school transfers and associated delays in enrollment, class assignment and appropriate partial credits

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
6.1 Establish policy and data infrastructure necessary to support and monitor the educational success of foster youth		__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other	
6.2 Ensure LEA foster youth services coordinator has adequate time, knowledge, and resources to fully execute necessary responsibilities		__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other	
6.3 Ensure that upon full implementation of LCFF, every foster youth receives educational counseling/case management from a FYS case manager		__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other	
6.4 Provide academic tutoring services for foster youth		__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other	
6.5 Connect every foster youth with a supportive adult at school and provide a formal mentor to 30% of foster youth		__ALL OR: __Low Income pupils __English Learners _x_Foster Youth __Redesignated fluent English proficient __Other	