

## **SFUSD RESPONSE** to Community Impact on the Development of SFUSD's Revised LCAP for 2015-2016

PAC's report on June 9, 2015 focused on a summary of recommendations to "Increase Transparency and Accountability Regarding Resource Allocations."

These recommendations were among those in their May 26 report – as referenced below.

- Articulate 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. (Recommendation #7 from 5/26 PAC report)
- Articulate 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. (Recommendation #8 from 5/26 PAC report)
- Provide a brief rationale for funding allocations and details for programs, services and staff positions funded with supplemental and concentration grants listed in Appendix A intended to serve English Learners, low income students and youth in foster care. (Recommendation #15 from 5/26 PAC report)

Overall, MTSS is designed to be a system of supports, bringing together both a data-based decision-making architecture (used to tier and focus allocations to areas of high need) and still allowing for the resources, sites and broader organization to shape and mold itself to provide customized tiered supports. MTSS resource allocations aim to infuse and focus additional supports to sites with higher numbers and concentrations of low-income, English learners, special education students and students of color. We will continue to monitor outcomes year after year and align supports to identified gaps. This may mean increases to schools; it may mean change of service to schools; it may mean new resources for different schools. The focus of these centrally-allocated supports is more so to have impact in focal areas. Supports are meant to build the capacity of the site to have more impact for students. MTSS has always been a strategy designed to build quality across sites and ensure equitable outcomes for all SFUSD students.

MTSS focuses on serving high needs students and is a system by which supports are allocated, coordinated and prioritized to serve these students. Details and further communications on how MTSS does so systematically will be developed throughout this fall in partnership with the LCAP Task Force.

Additionally, details and further communications about the supplemental and concentration grants allocations and details will also be developed throughout this summer and fall in partnership with the LCAP Task Force as well.

<b>CONSIDERATIONS for Goals &amp; Measures (From April 30 Report &amp; May 26 BoE Report)</b>	<b>SFUSD RESPONSE</b>
1. Include a specific goal for improving the rate of reclassification as “Fluent English Proficient” for English Learners whose primary language is Spanish.	See Goal 2: Expected Annual Measurable Outcomes: Increase rate of reclassification for Spanish speakers by 1.5% each year  We plan to reclassify at least 17% of all English Learners each year. For EL subgroups that are not reclassified at 17%, we will aim to increase the subgroup rate by 1.5% each year, e.g., the Latino EL reclassification rate was at 12.5% in SY 2014-15 so we will aim to increase the Latino EL rate to 14% in SY 2015-2016 and then 15.5% in SY 2016-2017. By SY 2017-18, the Latino EL reclassification rate should reach 17%.
2. Include goals and measures for youth in foster care.	See Goal 1: Expected Annual Measurable Outcomes: Foster Youth targets: Reduce achievement gap by 5 percent across all Academic indicators
3. Strengthen goals for further reducing suspensions of African American and Latino students.	See Goal 2: Expected Annual Measurable Outcomes: Reduce disproportionate suspensions of African American and Latino students (% of total suspensions district-wide) by 5 percent
4. Include goals related to measuring and reducing out-of-class referrals and in-house suspensions (overall and for African American and Latino students).	See Goal 2: Expected Annual Measurable Outcomes: Added the measure “Reduce out-of-class referrals and in-house suspensions”  <i>Note: data systems need to be aligned to more accurately capture referrals</i>
5. Add goals and measures for achievement and progress among elementary and middle school students, including those that highlight social-emotional skills development.	See Goal 1: Expected Annual Measurable Outcomes:  CORE: SBAC results disaggregated by grade level (ES, MS, HS) CORE: SBAC growth disaggregated by similar groups as defined by SQII / CORE CORE: % of 8th graders who meet readiness criteria as defined by SQII / CORE <i>Note: 2015-16 will be first year of this indicator; this will set baseline</i>  See Goal 2: CORE: Social Emotional Skills (grades 5-12) <i>Note: 2015-16 will be first year of this indicator; this will set baseline</i>
6. Include goals and measures related to implementing the district’s Family Engagement Plan and Family Engagement standards.	See Goal 5: Expected Annual Measurable Outcomes: Measures and expected targets included for survey results and participation rates
<b>CONSIDERATION for Actions, Services, &amp;</b>	<b>SFUSD</b>

Supports	RESPONSE
<p>Articulate 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.</p>	<p>See Goal 1, 3, 4: Actions 1.8, 3.3, 4.3</p> <p>See additional materials attached – 2015-16 MTSS Allocations by School Site. These will be included in the Budget Book Vol 1</p> <p>MTSS is designed to be a system of supports, bringing together both a data-based decision-making architecture (used to tier and focus allocations to areas of high need) and still allowing for the resources, sites and broader organization to shape and mold itself to provide customized tiered supports. MTSS resource allocations aim to infuse and focus additional supports to sites with higher numbers and concentrations of low-income, English learners, special education students and students of color. We will continue to monitor outcomes year after year and align supports to identified gaps. This may mean increases to schools; it may mean change of service to schools; it may mean new resources for different schools. The focus of these centrally-allocated supports is more so to have impact in focal areas. Supports are meant to build the capacity of the site to have more impact for students. MTSS has always been a strategy designed to build quality across sites and ensure equitable outcomes for all SFUSD students.</p>
<p>Articulate 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.</p>	<p>See Goal 2: Actions 2.2 and 2.3</p> <p>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</p> <p>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</p>
<p>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.</p>	<p>See Goal 1: Actions 1.6.1</p> <p>1.6.1 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.)</p>
<p>Strategies being implemented to increase kindergarten readiness for children in SFUSD PreK programs.</p>	<p>See Goal 1: Actions 1.4.1 and 1.4.2</p> <p>1.4.1 Develop intensive supports to accelerate the academic growth of children who enter school in Tier 2 and Tier 3 to ensure all Pre-K children can become K-ready</p> <p>1.4.2 Develop a K-readiness metric for TK students to track readiness and inform more targeted supports</p>
<p>Specific activities to engage and support families, including at least three family-centered workshops to be provided at school</p>	<p>See Goal 5: Actions 5.1 and 5.1.1</p> <p>5.1 Aligned to the district’s Family Engagement Standards and reflecting the USDOE’s Dual-Capacity Building Framework, provide professional learning resources and technical assistance for district staff (including but not</p>

<p>sites each year</p> <p>From BoE Report: State specific activities to engage and support families and identify a point person at each school, provide them with a stipend &amp; support from OFACE with content, presentations, menu of PDs, and technical assistance.</p>	<p>limited to Family Liaisons) and families (including members of governance bodies such as ELAC and School Site Council).</p> <p>5.1.1 Set expectation that each school site provides at least three family-centered workshops each year, aligned to SFUSD’s Family Engagement Standards.</p> <p>Additionally, as SFUSD refreshes its strategic plan for 2015-16 and beyond, a robust family engagement workplan is being developed to implement many of the recommended supports.</p>
<p>State specific resources to support reducing the educational achievement gap for students in foster care. (continued)</p> <p>NEW From BoE Report: Incorporate resources to support the reduction of the educational achievement gap for foster youth, including providing full funding for the Social Worker, Child Welfare Attendance Liaison, and Counselor positions partially funded through LCFF allocations.</p>	<p>See Goal 2: Actions 2.3 and 2.3.1</p> <p>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</p> <p>2.3.1 For foster youth: Hire or assign, train, and supervise sufficient school liaison staff and district level oversight staff to ensure district and school site staff are informed about and implement all laws and district policies affecting foster youth.</p> <ul style="list-style-type: none"> <li>a) Collaborate with schools, child welfare and probation agencies, school sites and FYS district level staff to reduce school transfers and absenteeism.</li> <li>b) Ensure priority access for foster youth to tutoring and other academic and social/emotional supports (such as Positive Behavioral Intervention and Supports (“PBIS”), Restorative Practices (“RP”), school social workers/mental health counselors, mentoring), afterschool and summer enrichment programs, and extracurricular activities.</li> <li>c) Connect every foster youth with a supportive adult at school</li> </ul>
<p>NEW From BoE Report: Incorporate actions, services and resource allocations to support African American students.</p> <p><b><i>This also incorporates feedback from AAPAC</i></b></p>	<p>See Goal 2: Action 2.4 and 2.4.1</p> <p>2.4 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</p> <p>2.4.1 Support the infrastructure for AAALI, including a Special Assistant, Parent &amp; Community Coordinator, Coach for African American Postsecondary Success, substitute support for sites with high staff absences, additional contracted services for Out-of-School Time and develop a school site innovation fund to foster successful practices that support Access &amp; Equity for African American students</p> <p>See Goal 3: Action 3.2.1</p> <p>As part of the African American Postsecondary Pathway Project, partnerships with CBOs and the broader community will focus on implementing five key activities to ensure postsecondary success for African American students: 1) create and/or refine high impact mentoring programs; 2) develop access to real-time the data and host monthly meetings to review students’ progress, identify trends and align ongoing strategies and resources; 3) engage alumni and current seniors in alumni events; 4) identify summer jobs/internships for each student in the African American senior cohort every year until they complete their postsecondary path; 5) design a coherent model that connects and spans services and supports across key milestones of a child’s life and align supports accordingly in order to better</p>

	equip them for college and career by senior year
NEW From BoE Report: Establish an earlier timeline for community engagement and provide budget infographics	Through the LCAP task force, SFUSD will work with community partners to identify an appropriate timeline for 2016-17 LCAP that allows for increased engagement; as part of these conversations, we will also discuss the budget infographic needs and date by which it can be provided
NEW From BoE Report: Provide a brief rationale for funding allocations and details for programs, services and staff positions funded with supplemental and concentration grants listed in Appendix A intended to serve English Learners, low income students and youth in foster care.	<i>Information forthcoming</i> <i>Communication tools are being developed to share this information with families and our school communities.</i>

**DELAC**

DELAC FEEDBACK	SFUSD RESPONSE
<p><b>Goal 1: Implement the Common Core State Standards &amp; Use of Student Data</b></p> <ul style="list-style-type: none"> <li>Invest in resources and professional development to provide focused support <b>for all EL students</b> to build on their home language assets and ensure equitable access to curriculum in order to increase English language proficiency reclassification.</li> <li>Provide low student to teacher ratios (25 to 1) in 4<sup>th</sup> grade classrooms and above where there are English Learner students.</li> <li>Provide high quality and engaging summer programs for all English Learners.</li> <li>Provide one on one instruction, translation and bilingual teachers to better support newcomer students.</li> <li>Provide technology training to English Learners, plus provide access to computers at home for students with low income.</li> <li>Provide more detailed information regarding the educational progression of preschool to 3<sup>rd</sup> grade to include curriculum, growth and expected milestones or proficiencies.</li> </ul>	<p>Most of these recommendations have been incorporated under Actions 1.1, 1.6, and 1.7.</p> <p>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</p> <p>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 (see LCAP for additional sub-actions)</p> <p>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) (see LCAP for additional sub-actions)</p> <p>While some recommendations may not be feasible at this time, e.g., provide one on one instruction, translation and bilingual teachers to better support newcomer students, the district will continue to identify ways to better support newcomer students.</p>
<p><b>Goal 2: Ensure Safe &amp; Supportive Schools for All Students</b></p> <ul style="list-style-type: none"> <li>Provide professional development focused on social emotional and cultural awareness for all teachers working with ELs.</li> <li>Help newcomers go through the transitional period by providing emotional support and psychological counseling.</li> </ul>	<p>Recommendations have been included under Action 2.2 and 2.3</p> <p>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</p> <p>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</p>
<p><b>Goal 3: Ensure All Students are College &amp; Career Ready</b></p> <ul style="list-style-type: none"> <li>Work with Community College to get high school students enrolled in classes to support higher education.</li> <li>Provide SAT/ACT/CAHSEE workshops for 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students.</li> </ul>	<p>Several recommendations have been included under Actions 3.1 and 3.2</p> <p>3.1 Ensure baseline college preparation and access for all students, including completion of A-G course sequence and supervision of A-G course submittal process, by offering multiple credit recovery options, 9th grade bridge / transition program, producing student data reports, professional development for</p>

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<ul style="list-style-type: none"> <li>Work with organizations, businesses to provide work/job opportunities to help EL students get work experience.</li> </ul>	<p>counselors, and targeted site support</p> <p>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.</p>
<p><b>Goal 4: Ensure Access to Highly Qualified Teachers, Leaders and Staff</b></p> <ul style="list-style-type: none"> <li>Regularly monitor teachers, paraprofessionals and administrative personnel to ensure             <ol style="list-style-type: none"> <li>Certifications are up to date</li> <li>Duties are being performed and</li> <li>Work is continually improving</li> </ol> </li> <li>Provide incentives to high quality teachers to work with EL students after school and to staff who perform extra services for families and students e.g. advisory, club sponsors and mentors.</li> <li>For ELs struggling in high school, provide high quality bilingual teachers, especially in STEM subject area such as Biology, Chemistry, Math and Physics.</li> </ul>	<p>See Actions 4.1, 4.2 and 4.3</p> <p>4.1 Provide schools with diverse, highly qualified teachers and leaders through effective recruitment, selection, and assignment strategies and systems</p> <p>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)</p> <p>4.3 Expand training for teachers to deliver differentiated instruction for all students, including within large-scale professional development</p> <p>4.3.1 Continue the capacity building efforts of LEAD, specifically to tier and differentiate supports to teachers and principals at our schools. Tier 3 schools serve students who are the focus of LCFF - low-income, English Language Learners, and Students of Colors. LEAD provides significant, focused efforts for these sites</p> <p>Additionally, beginning in 2014-15, stipends are provided to certificated staff that provide Bilingual services. These stipends are provided as part of the Quality Teacher and Education Act (QTEA) as part of the incentive for staff who work in “Hard to Fill” subject areas. Eligible staff receive a \$1,000 bonus, paid annually.</p>
<p><b>Goal 5: Uphold Family Engagement Standards</b></p> <ul style="list-style-type: none"> <li>Provide bilingual family liaison at schools with 30% or more English Learners who speak the same language.</li> <li>Provide more time for classroom teachers and parents to communicate with each other to discuss the development of students.</li> <li>Provide professional development for school staff and community partners to improve the understanding and fully support the role of ELACs. ELACs also need access to EL student data to make informed</li> </ul>	<p>The ELAC recommendation has been incorporated under Action 5.1.</p> <p>5.1 Aligned to the district’s Family Engagement Standards and reflecting the USDOE’s Dual-Capacity Building Framework, provide professional learning resources and technical assistance for district staff (including but not limited to Family Liaisons) and families (including members of governance bodies such as ELAC and School Site Council).</p>

DELAC FEEDBACK	SFUSD RESPONSE
<p>decisions.</p>	
<p><b>Comments from DELAC regarding the Family Culture and Climate Survey</b></p> <ul style="list-style-type: none"> <li>• <i>The Family Culture and Climate Survey is very generalized; many parents do not understand the questions or how to answer. In order to finish taking the survey they answer without knowing and to finish the survey they guess or choose randomly.</i></li> <li>• <i>70% completion rate for the Family Culture and Climate survey is not realistic for big comprehensive high schools. The percent should be lowered.</i></li> <li>• <i>Technical gap needs to be narrowed ... not all families have access to computers or Internet connection. (Most internet connections do not have Spanish/English version)</i></li> </ul>	<p>The Culture Climate surveys for 2014-15 were a field test and SFUSD along with the other CORE districts will review results and continue to refine the survey for future years.</p>