

**San Francisco Unified School District**  
**District English Learner Advisory Committee (DELAC) and Parent Advisory Council (PAC) Input to LCAP & SFUSD Responses**  
 (Revised June 24, 2014)

<b>DELAC Questions / Feedback</b>	<b>SFUSD Response</b>
<p style="text-align: center;"><b>Funding Details</b></p> <p>What is the plan for the carryover of funds? Do the funds mentioned in this version of the LCAP include LCFF funds carried over from this past year?</p> <p>Provide desegregated amount for students and for teachers in Base and Supplemental funds. Clarify specific spending for each category in section B. For example Section B1: (From 1.4 to 1.6)</p>	<p>LCFF funds that are appropriated (i.e., budgeted) but not completely spent in FY13-14 contribute to the Unrestricted General Fund balance, creating a higher beginning fund balance for FY14-15.</p> <p>Appendix A of the LCAP provides a summary of expenditures (i.e., LCFF Supplemental funds). In addition, Exhibit 8 of the recommended budget book (pp. 70-71) provides additional details of site-based allocations for several resources that provide targeted funding.</p>
<p style="text-align: center;"><b>Accountability/Timeline</b></p> <p>A Timeline for Implementation and Accountability Plan are necessary to ensure the plan will be implemented, including:</p> <ul style="list-style-type: none"> <li>• Who (a committee, which should include parents) will be monitoring implementation?</li> <li>• How often they will be getting together?</li> </ul> <p>Plan should be calendared and posted;</p> <p>Parents without internet must have access to the plan</p> <p>Section 3A: The annual actions must be translated and available prior to school being let out.</p>	<p>SFUSD staff supports the recommendation to form a committee or working group, that would include representatives of the DELAC and PAC, to review implementation of the LCAP and help inform future annual updates and community engagement efforts. SFUSD staff and PAC and DELAC representatives can schedule an initial meeting, at which details including meeting schedule can be determined.</p> <p>The working group can publish its calendar, work plan and other materials, along with the LCAP, on sfusd.edu and also disseminate hard copies through school sites and SFUSD departments that often interact with families with support from SFUSD staff.</p> <p>Given that LCAP approval is tied to the District’s budget process, some details regarding actions that depend on expenditure budgets may not become available until the recommended budget is available. SFUSD staff will explore the feasibility of introducing the first version of the recommended LCAP and budget at the second board meeting in May.</p>

<p style="text-align: center;"><b>Bilingual/Culturally Competent Staff</b></p> <p>Section A. 5.1 should include highly bilingual/biliterate and culturally competent teachers and site administrators; Administrators and all staff at sites where language pathways are offered need to be bilingual/biliterate.</p> <p>Section B. 6 <b>Skilled, bilingual, and culturally competent parent liaison are needed at every school</b>; the scope of work for these positions should be further developed to more realistic given time constraints and fully understood by all stakeholders at school sites.</p> <p>Section B Item 5: ‘Hard to staff’ schools should also include bilingual schools.</p> <p>Bilingual substitutes: If there aren’t bilingual substitutes, what will be done to recover academic deficits experienced by students during extended teacher absences? We request to obtain status updates when classes have had substitutes for one week or more.</p>	<p>SFUSD requires all teachers to possess a credential (CLAD) to provide specialized instruction to English Learner students, and teachers who are providing instruction in a primary language other than English must possess an additional credential (BCLAD). Staff agree on the importance of recruiting biliterate and culturally and linguistically competent teachers and administrators, and this continues to be a priority for the District.</p> <p>Although it is not financially feasible at this time to centrally fund a parent liaison at every school, the number of centrally funded positions will increase by 3.0 FTE’s in FY14-15 (an increase of 15%). SFUSD staff members are working to clarify sites’ understanding of the appropriate scope of work for these positions.</p> <p>The percentage of English Learners is currently taken into consideration in identifying ‘Hard to Staff’ schools.</p> <p>Staff in Human Resources and other departments will continue to explore strategies to increase the number of bilingual substitutes. The Curriculum Committee of the Board of Education may also take up this issue in a future meeting, which would provide an opportunity for a detailed discussion on this topic.</p>
<p style="text-align: center;"><b>Family Engagement</b></p> <p>Section A 6.4 Families without internet need to still be able to access information; not all families of ELs utilize internet and/or text.</p>	<p>Hard copies of important information are disseminated through school sites and SFUSD departments that often interact with families. Staff will also explore providing training to Family Liaisons on the LCAP and other topics of district-wide interest.</p>

PAC Questions / Feedback	SFUSD Response
<p>The following recommendations are supplemental to the previous recommendations presented and submitted by the Parent Advisory Council and our community partners<sup>1</sup> on May 27, 2014.</p> <p><b><u>Recommendation #1</u></b></p> <p>Clearly communicate SFUSD process for evaluating and responding to stakeholder recommendations.</p> <p>For each of the recommendations presented to SFUSD regarding the LCAP by PAC and DELAC, we recommend that district staff provide a response that addresses the following points:</p> <ul style="list-style-type: none"> <li>• What is the process to determine the viability of each recommendation and if it is aligned with the district’s existing goals?</li> <li>• Who is responsible for following up on each recommendation and communicating back with the respective bodies about each recommendation’s outcome (accepted or declined)?</li> <li>• How could the recommending bodies support these deliberations?</li> </ul>	<p>In this first iteration of the District’s annual LCAP cycle, SFUSD staff members have responded to the recommendations received from the PAC and DELAC and made our responses available in person and through Section 1 of the LCAP. In addition, in the fall, we would like to host conversations with the PAC and DELAC communities to provide more thorough and in-depth responses to the array of questions that were raised in the course of their LCAP community conversations.</p> <p>In future years, and on an ongoing basis, communication surrounding the LCAP will be tasked to the LCAP working group (see details below).</p>
<p><b><u>Recommendation #2</u></b></p> <p><b>Establish an LCAP Task Force:</b></p> <p>The implementation of LCAP is new for everyone. It is important for parents to understand the new funding model and what it means for their children’s educational experience. To support this end, we recommend that an LCAP Task Force be formed with representatives identified in the state regulations and including SFUSD staff leading key district initiatives.</p>	<p>SFUSD staff supports the recommendation to form a task force or working group to review implementation of the LCAP and help inform future annual updates and community engagement efforts. Core members would include representatives from the PAC and DELAC and key budget and program staff from within the District.</p>

<sup>1</sup> Our community partners: Chinese for Affirmative Action, Coleman Advocates for Children and Youth, Mission Graduates, Parents for Public Schools, Second District Parent Teacher Association and Support for Families of Children with Disabilities

<p>An LCAP Task Force could facilitate:</p> <ul style="list-style-type: none"><li>• Communicating implementation strategies that support the actions and services identified in the LCAP – to help stakeholders better understand these priorities.</li><li>• Continuing a robust LCAP development process, including ongoing opportunities for stakeholder engagement.</li><li>• Gaining greater transparency about the budget process.</li></ul> <p>Recommended timeline: Hold an initial meeting in September or October to develop this task force.</p>	<p>SFUSD staff supports the suggestions made by the PAC and the DELAC regarding the working group’s role. This work group will be very helpful in informing the District’s annual LCAP update and ensuring the recommendations from the PAC and DELAC are responded to and, as appropriate, incorporated into the LCAP.</p>
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