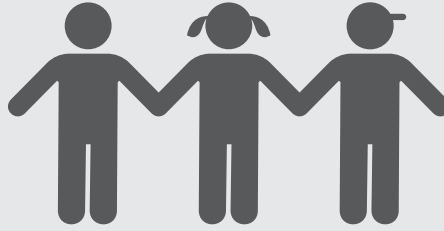



Local Control and Accountability Plan


Plan Summary, 2017-18




55,613 PK-12 STUDENTS



136 SCHOOLS



4 DISTINGUISHED Schools



9,992 EMPLOYEES

STUDENT ETHNICITY	PERCENTAGE
Asian	35%
Hispanic	27%
Other	18%
White	14%
African American	7%

GROUPS	PERCENTAGE
Low Income	55%
English Learners	24%
Foster Youth	<1%
High Need	64%

DISTRICT STORY

Key LCAP Elements:
Teaching & Learning, Safe & Supportive Schools, Family Empowerment, Talent, Culture, & Resource Management

District Vision 2025:
Every student will discover their spark, along with a strong sense of self & purpose, & graduate college & career ready

District Mission:
Provide each & every student the quality instruction & equitable support required to thrive in the 21st century

BUDGET

District Operating Budget: **\$863,362,742**

Unrestricted General Fund is **67%** of District Operating Budget: **\$578,188,493**

LCFF Revenues: **\$500,613,108**
(Totals Budgeted for 2017-18 LCAP Year)

Additional Expenditures Not Specified in the LCAP:

1 - Special Education	\$137,000,000
2 - Student Nutrition	\$26,200,000
3 - Early Education	\$42,400,000
4 - After School Education, Safety & CTE funding	\$20,000,000
5 - Public Education Enrichment Fund & the Quality Teacher & Education Act	\$100,000,000
6 - Bond Measures	\$105,000,000

LCAP HIGHLIGHTS

✓ **Student Achievement**



GOAL	Highlighted Actions & Expenditures	
#1	1.2 - Implement SFUSD Core Curriculum	\$258,900,000
	1.8 - Improve academic support for EL & focal students	\$24,100,000
	1.11 - Properly identify & place ELs	\$2,300,000

✓ **Access & Equity**








GOAL	Highlighted Actions & Expenditures	
#2	2.3 - Provide multi-tiered systems of support	\$57,900,000
	2.4 - Students & staff build growth mindsets	\$600,000
	2.6 - PD on social emotional & cultural awareness for ELs & Newcomer ELs staff	\$600,000

✓ **Accountability**









GOAL	Highlighted Actions & Expenditures	
#3	3.2 - District staff & families engage in effective partnerships	\$400,000
	3.10 - Develop critical tools & systems, build a resilient infrastructure, etc.	\$13,200,000

GREATEST PROGRESS

 <p>Increased Graduation Rate</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Medium Change: Increased</p>
 <p>Maintained Suspension Rate</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Low Change: Maintained</p>
 <p>Improved Family Culture Climate Survey Responses</p>	<p>Indicator: Local Metric</p> <p>92%</p> <p>Average Positive Responses</p>


- Planned Actions to Maintain Progress:**
- 1.6 - Ensure college preparation & access
 - 2.1 - Monitor student absences, suspensions, discipline, out of class time & interventions
 - 2.6 - Provide PD on social emotional & cultural awareness for ELs & Newcomer ELs staff

GREATEST NEEDS

 <p>Improve ELA Assessment Scores</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Medium Change: Maintained</p>
 <p>Improve Math Assessment Scores</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Medium Change: Maintained</p>
 <p>Improve EL Progress</p>	<p>Indicator: California School Dashboard</p>  <p>Status: Medium Change: Declined</p>


- Planned Actions to Address Needs:**
- 1.3 - Support site-based Core Curriculum coaching (coaching cycles)
 - 1.5 - Provide access to SBAC & formative assessment results
 - 1.11 - Properly identify & place English Learners

PERFORMANCE GAPS


<p>Underserved Students in Need:</p> 	<p>State Indicators:</p> <ul style="list-style-type: none"> 1. Chronic Absenteeism 2. Suspension Rate 3. English Learner 4. Graduation Rate 5. College/Career Readiness 6. ELA Assessment 7. Math Assessment
Pacific Islander	
African American	
Students with Disabilities	

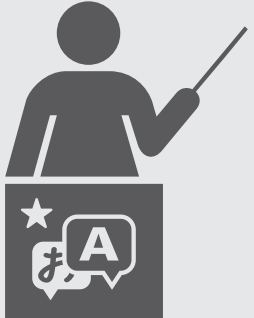
- Planned Actions to Address Performance Gaps:**
- 1.9 - Ensure African American students receive rigorous, relevant instruction & academic supports
 - 1.10 - Offer Professional Development & technical assistance for Students with Disabilities
 - 2.2 - Continue behavioral RtI implementation

INCREASED OR IMPROVED SERVICES



Specialized ELD programs & services

for  English Learners





Intervention support staff, literacy coaches & bilingual teachers

for  EL  LI  FY



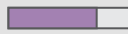
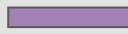




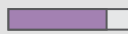
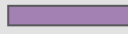




Priority tutoring access


for  Foster Youth



GOAL #1		ACHIEVEMENT			Actual 2016-17 Expenditures		Overall Status:
					\$31,730,000		 In Progress
✚ Outcomes - Highlighted Achievements		Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
- Increase college & career readiness		70%	70%	✓	11 Outcomes	8 Outcomes	72% 
- Increase EL proficiency		63%	58%	🕒			
- Maintain or increase graduation rate		85%	87%	✓			
🔧 Actions - Highlighted Achievements		Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress
1.1 - Coherent PK- 3rd grade instruction continuum		\$7,600,000	\$4,610,000	✓	12 Actions	12 Actions	100% 
1.4 - Provide instructional materials & resources for PK-12		\$1,600,000	\$1,130,000	✓			
1.5 - Access to SBAC & formative assessment results		\$1,800,000	\$1,060,000	✓			

GOAL #2		ACCESS & EQUITY			Actual 2016-17 Expenditures		Overall Status:
					\$61,020,000		 In Progress
✚ Outcomes - Highlighted Achievements		Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
- Increase EL Reclassification rate		17%	13.5%	🕒	9 Outcomes	8 Outcomes	88% 
- Increase instructional time		Set baseline	94%	✓			
- Reduce disproportionate SPED identification		5%	4.9%	✓			
🔧 Actions - Highlighted Achievements		Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress
2.4 - Access to clean facilities		\$28,900,000	\$16,490,000	✓	11 Actions	11 Actions	100% 
2.5 - Ensure transportation access as required		\$30,600,000	\$28,540,000	✓			
2.6 - Access to healthy food & nutrition		\$3,200,000	\$2,510,000	✓			

GOAL #3	 ACCOUNTABILITY			Actual 2016-17 Expenditures \$5,580,000	Overall Status:  In Progress	
↕ Outcomes - Highlighted Achievements	Expected Metrics	Actual Metrics	Progress	Total Planned	Progress Made	% of Progress
- Increase subject area credentialed teachers	95%	99%	✓	8	5	62%
- Increase teacher retention rate	90%	89%	✓			
- Develop site family engagement plans	100%	92.5%	🕒			
🔧 Actions - Highlighted Achievements	Budgeted Expenditures	Actual Expenditures	Progress	Total Planned	Progress Made	% of Progress
3.1 - Robust school-to-family communications	\$1,100,000	\$560,000	✓	9	9	100%
3.4 - Communicate via email/text message & improve contact information	\$100,000	\$160,000	✓			
3.5 - Recruit & retain diverse talent reflective of community	\$100,000	\$1,570,000	✓			

 TOTAL LCAP SPENDING	Total Planned 2016-17 LCAP Expenditures \$240,772,835	vs.	Total Actual 2016-17 LCAP Expenditures \$98,330,000	=	Towards Full Support of Targeted Students 40%	Working Towards Full Spending ☆☆☆☆☆
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Stakeholder Engagement


3,500
STUDENT
Surveys


70
DATA FORUM
Attendees


450
COMMUNITY
Participants


3
PUBLIC
Hearings


32
GROUP
Conversations

Groups include:
Families, Students,
Teachers, Staff,
Administrators, Board
of Education, PAC,
DELAC, Advisory
Groups, Bargaining
Units, Community
Organizations.



Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- LCAP Goals, Measures, & Services



SFUSD has informed, consulted, and involved school stakeholders in the process of creating the LCAP as summarized above. Communications to stakeholders includes:



Website, email, phone, community networks.

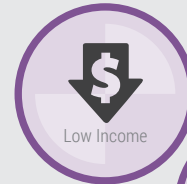
Service Improvement & Fiscal Transparency



California law mandates Local Control Funding Formula consisting of 3 tiers, with 2 tiers...



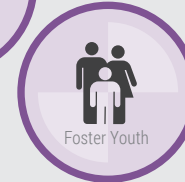
Concentration Grant	\$66,712,247
Supplemental Grant	
Base Grant	\$433,900,861
Other Revenue (state & local)	\$66,134,266
Federal Revenue	\$650,000
Total Revenue:	\$567,397,374



Low Income



English Learners



Foster Youth



...resulting in increased service of...



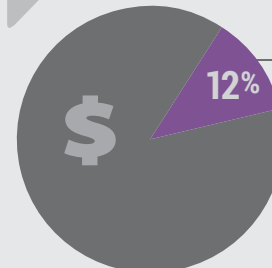
...providing support to disadvantaged students...

↑ 17%

2017-18
Expected Service
Improvement Using

\$66,712,247

In Total Concentration
& Supplemental Grants
vs.



Total 2017-18
Unrestricted
General Fund
Expenditures:

\$578,188,493

GOAL

#1



Student Achievement

GOAL DETAILS

STATE & COUNTY PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

9. Expelled Youth

10. Foster Youth





STATUS

New

Modified




















Unchanged

EXPECTED 2017-18 MEASURABLE **OUTCOMES**

<p>1.1 (see action 1.1)</p>  <p style="text-align: center;">INCREASE PRESCHOOLERS READY FOR KINDERGARTEN</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 =/↑ 52%</td> <td style="width: 50%; border: none;">Baseline 55%</td> </tr> </table>	2017-18 =/↑ 52%	Baseline 55%	<p>1.2 (see actions 1.3-1.5)</p>  <p style="text-align: center;">INCREASE SBAC ELA & MATH PROFICIENCY</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ ELA & Math</td> <td style="width: 50%; border: none;">Baseline 51.7% 50% ELA Math</td> </tr> </table>	2017-18 ↑ ELA & Math	Baseline 51.7% 50% ELA Math	<p>1.3 (see action 1.6)</p>  <p style="text-align: center;">INCREASE HIGH SCHOOL READINESS</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ 68.2%</td> <td style="width: 50%; border: none;">Baseline 65.8%</td> </tr> </table>	2017-18 ↑ 68.2%	Baseline 65.8%	<p>1.4 (see action 1.6)</p>  <p style="text-align: center;">INCREASE COLLEGE & CAREER READINESS</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ 70.5%</td> <td style="width: 50%; border: none;">Baseline 69.8%</td> </tr> </table>	2017-18 ↑ 70.5%	Baseline 69.8%	<p>1.5 (see actions 1.7- 1.8)</p>  <p style="text-align: center;">INCREASE EAP ELA & MATH PROFICIENCY</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ 51.2%</td> <td style="width: 50%; border: none;">Baseline 48%</td> </tr> </table>	2017-18 ↑ 51.2%	Baseline 48%	<p>1.6 (see action 1.7)</p>  <p style="text-align: center;">INCREASE 3+ AP SCORES</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ 70%</td> <td style="width: 50%; border: none;">Baseline 68.9%</td> </tr> </table>	2017-18 ↑ 70%	Baseline 68.9%
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2017-18 ↑ 51.2%	Baseline 48%																
2017-18 ↑ 70%	Baseline 68.9%																
<p>1.7 (see action 1.6)</p>  <p style="text-align: center;">INCREASE 12TH GRADER UC/CSU ELIGIBILITY</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ 57.02%</td> <td style="width: 50%; border: none;">Baseline 54.6%</td> </tr> </table>	2017-18 ↑ 57.02%	Baseline 54.6%	<p>1.8 (see action 1.6)</p>  <p style="text-align: center;">DECREASE HIGH SCHOOL DROPOUT RATE</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↓ 5.9%</td> <td style="width: 50%; border: none;">Baseline 7.2%</td> </tr> </table>	2017-18 ↓ 5.9%	Baseline 7.2%	<p>1.9 (see action 1.6)</p>  <p style="text-align: center;">MAINTAIN OR INCREASE GRADUATION RATE</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ 87.38%</td> <td style="width: 50%; border: none;">Baseline 86.5%</td> </tr> </table>	2017-18 ↑ 87.38%	Baseline 86.5%	<p>1.10 (see action 1.11)</p>  <p style="text-align: center;">ELs GAIN 1 PROFICIENCY LEVEL ON CELDT</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ 60.25%</td> <td style="width: 50%; border: none;">Baseline 58.4%</td> </tr> </table>	2017-18 ↑ 60.25%	Baseline 58.4%	<p>1.11 (see action 1.11)</p>  <p style="text-align: center;">INCREASE EL PROGRESS</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 ↑ +3 Points</td> <td style="width: 50%; border: none;">Baseline 70.3%</td> </tr> </table>	2017-18 ↑ +3 Points	Baseline 70.3%	<p>1.12 (see action 1.2)</p>  <p style="text-align: center;">ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">2017-18 = 100%</td> <td style="width: 50%; border: none;">Baseline 100%</td> </tr> </table>	2017-18 = 100%	Baseline 100%
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2017-18 ↑ 60.25%	Baseline 58.4%																
2017-18 ↑ +3 Points	Baseline 70.3%																
2017-18 = 100%	Baseline 100%																

*Multiple actions may contribute to an outcome.

EXPECTED 2017-18 ACTIONS & EXPENDITURES

 Goal #1	 Action / Service	 Amount	 Status	 Students
1.1 - Coherent preschool to 3rd grade instruction continuum (intensive Pre-K Tier 2 & 3 supports, ensure K-readiness)		\$6,500,000	 Unchanged	 All Students
1.2 - Implement SFUSD Core Curriculum (design classroom activity, structures, scaffolding)		\$258,900,000	 Modified	
1.3 - Support site-based Core Curriculum coaching (coaching cycles)		\$1,775,672		
1.4 - Provide PK-12 core curriculum instructional materials & resources		\$9,400,000		
1.5 - Access to SBAC & formative assessment results (synthesize & learn from data)		\$3,900,000		
1.6 - Engaging instruction, credit recovery options, & 9th grade transition program ensure college or career readiness (CTE Pathways, AVID, AVID EXCEL, counselors, support staff, & training)		\$6,600,000		
1.7 - Expand professional development & learning systems (team based learning, new teacher support, coaching, Peer Assistance & Review, coordinating QTEA PD, SFTR, PLUS)		\$1,700,000		
1.8 - Improve academic achievement for focal subgroups (CCSS Math & ELA curriculum, intervention support staff, literacy coaches, bilingual teachers, class-size reduction staff, etc.)		\$24,100,000		
1.9 - Ensure African American students receive rigorous, relevant instruction & academic supports (elective classes, culturally responsive PLC, A.A. AVID program, AAALI)		\$1,000,000		African American
1.10 - Professional Development & technical assistance for Students with Disabilities (Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for ELs with IEPs, etc.)		\$65,900,000		 Students with Disabilities
1.11 - Properly identify & place English Learners (effective language pathway access, specialized programs & services, ELD standards Professionals Development)		\$2,300,000		
1.12 - Support & monitor Foster Youth success (priority tutoring access, social/emotional supports, afterschool & summer school programs, connect FY with supportive adult at site)		\$300,000		
1.13 - (SFCOE) Maintain 15:1 student to teacher ratios , specialist & co-teaching support, full course of study access, & counseling enrichment		\$1,231,360		
1.14 - (SFCOE) Maintain highly differentiated EL support , add reclassification plans to ILPs, & develop project based CTE, Log Cabin Ranch, Early Childhood Education programs		\$463,840	 New	
1.15 - (SFCOE) Enhance the ILP system (increase specificity & ongoing monitoring, review transcripts and student profile from illuminate)		\$806,000		

GOAL #2



Access & Equity

GOAL DETAILS

STATE
& COUNTY
PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

9. Expelled Youth

10. Foster Youth

STATUS

New

Modified

Unchanged











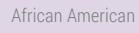
















EXPECTED 2017-18 MEASURABLE OUTCOMES

<p>2.1 (see actions 2.2-2.4)</p>  <p style="text-align: center; font-weight: bold;">INCREASE SOCIAL/EMOTIONAL LEARNING RESPONSE RATES AT ELEMENTARY SCHOOLS</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">2017-18 Metric</th> <th style="font-size: 8px;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">= 59%</td> <td style="text-align: center;">59%</td> </tr> <tr> <td style="font-size: 8px;">Growth Mindset</td> <td></td> </tr> <tr> <td style="text-align: center;">= 58%</td> <td style="text-align: center;">58%</td> </tr> <tr> <td style="font-size: 8px;">Self Efficacy</td> <td></td> </tr> <tr> <td style="text-align: center;">= 71%</td> <td style="text-align: center;">71%</td> </tr> <tr> <td style="font-size: 8px;">Self Management</td> <td></td> </tr> <tr> <td style="text-align: center;">= 66%</td> <td style="text-align: center;">66%</td> </tr> <tr> <td style="font-size: 8px;">Social Awareness</td> <td></td> </tr> </tbody> </table>	2017-18 Metric	Baseline	= 59%	59%	Growth Mindset		= 58%	58%	Self Efficacy		= 71%	71%	Self Management		= 66%	66%	Social Awareness		<p>2.2 (see actions 2.2-2.4)</p>  <p style="text-align: center; font-weight: bold;">INCREASE SOCIAL/EMOTIONAL LEARNING RESPONSE RATES AT SECONDARY SCHOOLS</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">2017-18 Metric</th> <th style="font-size: 8px;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">= 61%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="font-size: 8px;">Growth Mindset</td> <td></td> </tr> <tr> <td style="text-align: center;">= 52%</td> <td style="text-align: center;">52%</td> </tr> <tr> <td style="font-size: 8px;">Self Efficacy</td> <td></td> </tr> <tr> <td style="text-align: center;">= 75%</td> <td style="text-align: center;">75%</td> </tr> <tr> <td style="font-size: 8px;">Self Management</td> <td></td> </tr> <tr> <td style="text-align: center;">= 61%</td> <td style="text-align: center;">61%</td> </tr> <tr> <td style="font-size: 8px;">Social Awareness</td> <td></td> </tr> </tbody> </table>	2017-18 Metric	Baseline	= 61%	61%	Growth Mindset		= 52%	52%	Self Efficacy		= 75%	75%	Self Management		= 61%	61%	Social Awareness		<p>2.3 (see action 2.6)</p>  <p style="text-align: center; font-weight: bold;">INCREASE ENGLISH LEARNER RECLASSIFICATION RATE</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">2017-18</th> <th style="font-size: 8px;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 17%</td> <td style="text-align: center;">↔ 13.52%</td> </tr> </tbody> </table>	2017-18	Baseline	↑ 17%	↔ 13.52%	<p>2.4 (see action 2.1)</p>  <p style="text-align: center; font-weight: bold;">DECREASE CHRONIC ABSENTEEISM</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">2017-18 Metric</th> <th style="font-size: 8px;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↓ 7%</td> <td style="text-align: center;">9.8%</td> </tr> <tr> <td style="font-size: 8px;">Elementary</td> <td></td> </tr> <tr> <td style="text-align: center;">↓ 6%</td> <td style="text-align: center;">6.5%</td> </tr> <tr> <td style="font-size: 8px;">Middle School</td> <td></td> </tr> <tr> <td style="text-align: center;">=/↓ 12%</td> <td style="text-align: center;">11.8%</td> </tr> <tr> <td style="font-size: 8px;">High School</td> <td></td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↓ 7%	9.8%	Elementary		↓ 6%	6.5%	Middle School		=/↓ 12%	11.8%	High School	
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<p>2.5 (see actions 2.1-1.4)</p>  <p style="text-align: center; font-weight: bold;">DECREASE SUSPENSION RATES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">2017-18 Metric</th> <th style="font-size: 8px;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↓ 1.2%</td> <td style="text-align: center;">1.53%</td> </tr> <tr> <td style="font-size: 8px;">All Students</td> <td></td> </tr> <tr> <td style="text-align: center;">↓ 5.8%</td> <td style="text-align: center;">7.1%</td> </tr> <tr> <td style="font-size: 8px;">African American</td> <td></td> </tr> <tr> <td style="text-align: center;">↓ 1.5%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td style="font-size: 8px;">Latino</td> <td></td> </tr> </tbody> </table>	2017-18 Metric	Baseline	↓ 1.2%	1.53%	All Students		↓ 5.8%	7.1%	African American		↓ 1.5%	0%	Latino		<p>2.6 (see actions 2.1-2.4)</p>  <p style="text-align: center; font-weight: bold;">MAINTAIN LOW EXPULSION RATE</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">2017-18</th> <th style="font-size: 8px;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↓ 0%</td> <td style="text-align: center;">↔ 0.01%</td> </tr> </tbody> </table>	2017-18	Baseline	↓ 0%	↔ 0.01%	<p>2.7 (see action 2.6)</p>  <p style="text-align: center; font-weight: bold;">INCREASE CULTURE/CLIMATE STUDENT SURVEY POSITIVE RESPONSES</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">2017-18</th> <th style="font-size: 8px;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↑ 68.5%</td> <td style="text-align: center;">↔ 68.25%</td> </tr> </tbody> </table>	2017-18	Baseline	↑ 68.5%	↔ 68.25%	<p>2.8 (see action 2.3)</p>  <p style="text-align: center; font-weight: bold;">REDUCE DISPROPORTIONATE IDENTIFICATION OF EMOTIONAL DISTURBANCE FOR AFRICAN AMERICAN STUDENTS</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="font-size: 8px;">2017-18</th> <th style="font-size: 8px;">Baseline</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">↓ 4.1%</td> <td style="text-align: center;">↔ 4.92%</td> </tr> </tbody> </table>	2017-18	Baseline	↓ 4.1%	↔ 4.92%																												
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EXPECTED 2017-18 ACTIONS & EXPENDITURES

 Goal #2	 Action / Service	 Amount	 Status	 Students
	2.1 - Monitor student absences, suspensions, discipline, out of class time & interventions	\$3,300,000		
	2.2 - Continue behavioral Rtl implementation (PBIS, RP, behavior specialist, trauma informed practices, crisis prevention & intervention, Safety Care)	\$14,400,000	 Modified	 All Students
	2.3 - Target strategies to address underserved students needs (multi-tiered system of academic, behavioral & community supports, nurses, psychologists, behavior specialists)	\$57,900,000		
	2.4 - Help students & staff build growth mindsets (learning academies, AA Postsecondary Pathway, support Black Student Unions, financial aid advising)	\$600,000	 Unchanged	 African American
	2.5 - Supplemental support via RtI2 framework & Universal Design for Learning	See Action 2.2-2.4		 SWD
	2.6 - Professional Development on social emotional & cultural awareness for ELs & Newcomer ELs staff (support & counseling via Wellness Centers)	\$600,000		 English Learners
	2.7 - Continue Foster Youth infrastructure support (CDE, county child welfare, FYS, truancy policy, liaison training & resources, collaborate with involved agencies)	\$300,000		 Foster Youth
	2.8 - Improve district school site (manage design & construction, facility improvements & deferred maintenance responses)	\$36,100,000		
	2.9 - Ensure transportation access as required	\$29,400,000		
	2.10 - Access to healthy food & nutrition	\$4,000,000		
	2.11 - (SFCOE) Maintain staffing ratio of counselors, school psychologists, & school nurses	\$413,920		  
	2.12 - (SFCOE) Maintain comprehensive, licensed on-site child care to pregnant & parenting teens	\$141,000		
	2.13 - (SFCOE) Continue transition specialist role (support youth transitional between court schools & other placement)	\$79,040		
	2.14 - (SFCOE) Social emotional learning professional development (expand counseling enrichment model)	\$100,000		



GOAL #3



Accountability

GOAL DETAILS

STATE & COUNTY PRIORITIES

1. Basic Services

2. Academic Standards

3. Parent Involvement

4. Student Achievement

5. Student Engagement

6. School Climate

7. Course Access

8. Other Outcomes

9. Expelled Youth

10. Foster Youth

STATUS

New

Modified

Unchanged





















EXPECTED 2017-18 MEASURABLE **OUTCOMES**

<p>3.1 (see action 2.8)</p> <div style="text-align: center;"></div> <p style="text-align: center;">FACILITIES ARE IN GOOD REPAIR</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td>Baseline</td> </tr> <tr> <td>=/↑ 99.5%</td> <td>↘ 98.9%</td> </tr> </table>	2017-18	Baseline	=/↑ 99.5%	↘ 98.9%	<p>3.2 (see action 3.9)</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE SUBJECT AREA CREDENTIALLED TEACHERS</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td>Baseline</td> </tr> <tr> <td>↑ 91%</td> <td>↘ 91%</td> </tr> </table>	2017-18	Baseline	↑ 91%	↘ 91%	<p>3.3 (see action 3.9)</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE TEACHER RETENTION RATE</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td>Baseline</td> </tr> <tr> <td>↑ 90%</td> <td>↘ 89.1%</td> </tr> </table>	2017-18	Baseline	↑ 90%	↘ 89.1%	<p>3.4 (see action 3.8)</p> <div style="text-align: center;"></div> <p style="text-align: center;">INCREASE PROFESSIONAL DEVELOPMENT PARTICIPATION</p> <table style="width: 100%; text-align: center;"> <tr> <td>2017-18</td> <td>Baseline</td> <td>2017-18</td> <td>Baseline</td> </tr> <tr> <td>↑ 62.7% <small>Certified</small></td> <td>62.7%</td> <td>↑ 52.9% <small>Classified</small></td> <td>47.9%</td> </tr> </table>	2017-18	Baseline	2017-18	Baseline	↑ 62.7% <small>Certified</small>	62.7%	↑ 52.9% <small>Classified</small>	47.9%
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EXPECTED 2017-18 ACTIONS & EXPENDITURES

 Goal #3	 Action / Service	 Amount	 Status	 Students
	3.1 - Actively engage students in leadership opportunities & maintain robust school-to-family communications (translations in multiple languages & interpretation at school meetings & events)	\$1,100,000	 Modified	 All Students
	3.2 - District staff & families engage in effective partnerships	\$400,000		
	3.3 - Shared responsibility across district departments (SSC, ELAC, AAPAC, Family Friendly Walk Through, district wide event PD, support families in enrollment process)	\$2,800,000	 Unchanged	
	3.4 - Communicate with families via email/text message & improve family contact information collection in SIS	\$200,000		
	3.5 - Additional targeted supports for focal subgroups (additional staff supports, PD, translation supports, software, etc.)	\$600,000	 	 EL LI FY
	3.6 - Parents, educators & community partner to monitor & improve African American student support systems	\$500,000		African American
	3.7 - Fulfill all IEP-related communications interpretation or translation requests	\$300,000		 SWD
	3.8 - Provide appropriate staffing & professional development to support English Learners (meaningful parent/guardian communication, outreach & engagement)	\$190,239		
	3.9 - Recruit & retain diverse talent reflective of community (strategies to improve retention rates & recruitment)	\$5,100,000		
	3.10 - Develop critical tools & systems , build a resilient infrastructure, & redefine the classroom experience	\$13,200,000	 New	
	3.11 - Support core operations (manage & prevent district liability, provide financial operations, etc.)	\$21,000,000		
	3.12 - (SFCOE) Civic Center Secondary School WASC application	\$25,000		
	3.13 - (SFCOE) All families entering county community & opportunity programs will receive a personalized orientation	\$130,000		
	3.14 - (SFCOE) Continue integrating county schools into SFUSD Student Information Systems	\$67,600		



Abbreviations:

AA (African American)

AAALI (African American Achievement & Leadership)

AAPAC (African American Parent Advisory Council)

AP (Advanced Placement)

AVID (Advancement Via Individual Determination)

CCSS (Common Core State Standards)

CDE (California Department of Education)

CELDT (California English Language Development Test)

CTE (Career Technical Education)

DELAC (District English Learner Advisory Committee)

EAP (Early Assessment Program)

EL (English Learner)

ELA (English-Language Arts)

ELAC (English Learner Advisory Committee)

ELD (English Language Development)

FY (Foster Youth)

FYS (Foster Youth Services)

IEP (Individualized Education Program)

K (Kindergarten)

LCAP (Local Control Accountability Plan)

LCFF (Local Control Funding Formula)

LI (Low Income)

MTSS (Multi-Tiered System of Supports)

PAC (Parent Advisory Council)

PD (Professional Development)

PBIS (Positive Behavioral Intervention and Supports)

PK (Preschool)

PLC (Professional Learning Communities)

PLUS (Pathway to Leadership in Urban Schools)

QTEA (Quality Teacher & Education Act)

RtI (Response to Intervention)

RP (Restorative Practices)

SBAC (Smarter Balanced Assessment Consortium)

SFTR (San Francisco Teacher Residency)

SFUSD (San Francisco Unified School District)

SIS (Student Information System)

SOAR (Student Outreach Academy Recovery)










SSC (School Site Council)

SPED (Special Education)

SWD (Students with Disabilities)

UC/CSU (University of California/California State University)

WASC (Western Association of Schools & Colleges)

Legend	
 - Increase TO	 - Decrease BY
 - Decrease TO	 - Maintain / Increase
 - Maintain	 - Baseline
 - Increase BY	 - Metric Met
	 - Metric In Progress



For additional LCAP resources scan or click the QR code or go to www.goboinfo.com & search for your district.



This infographic provides a high-level summary only. For more specific details, please refer to the accompanying 161 page LCAP narrative plan.



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SFUSD Budget Office; Phone: 415-241-6187