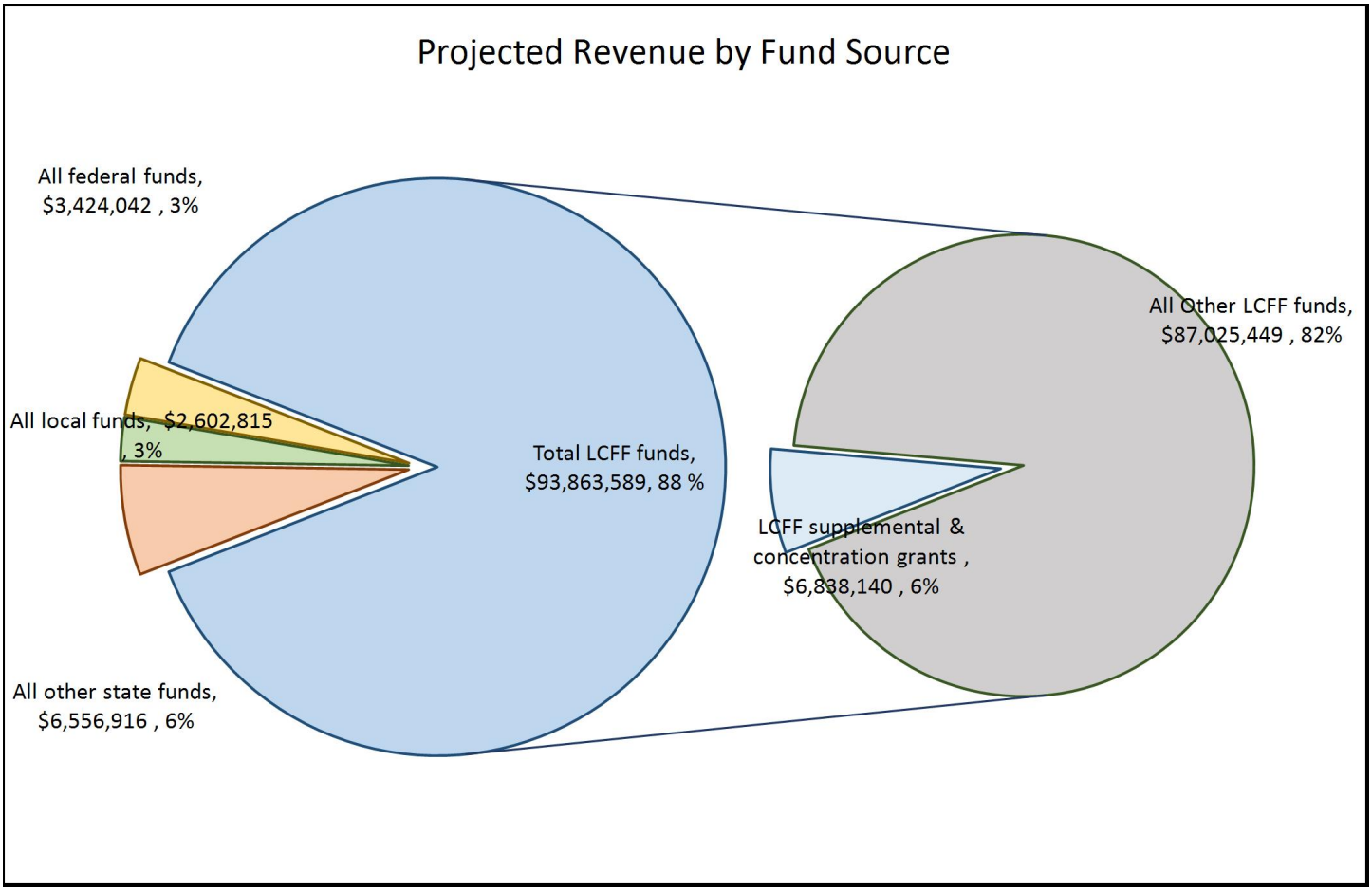
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: South San Francisco Unified School District
CDS Code: 41 69070 0000000
Local Control and Accountability Plan (LCAP) Year: 2019-20
LEA contact information: Keith B. Irish, Assistant Superintendent Educational Services

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

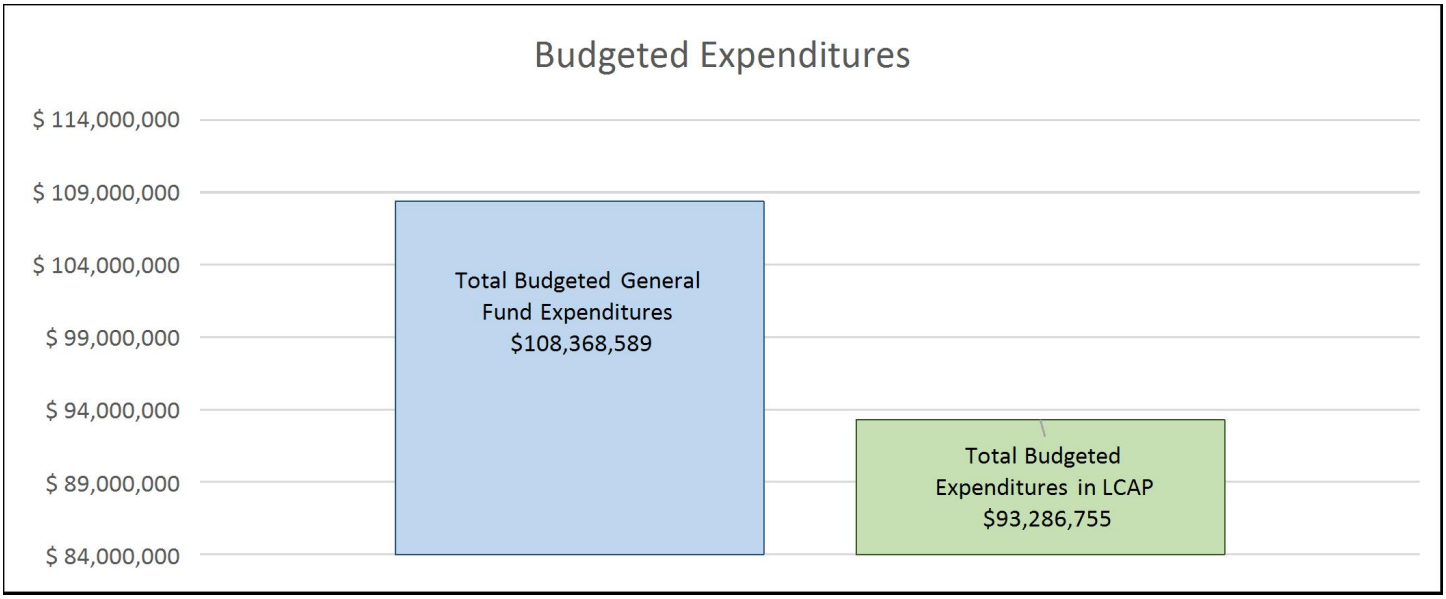


This chart shows the total general purpose revenue South San Francisco Unified School District expects to receive in the coming year from all sources.

The total revenue projected for South San Francisco Unified School District is $106,447,362, of which $93,863,589 is Local Control Funding Formula (LCFF), $6,556,916 is other state funds, $2,602,815 is local funds, and $3,424,042 is federal funds. Of the $93,863,589 in LCFF Funds, $6,838,140 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much South San Francisco Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

South San Francisco Unified School District plans to spend $108,368,589 for the 2019-20 school year. Of that amount, $93,286,755 is tied to actions/services in the LCAP and $15,081,834 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

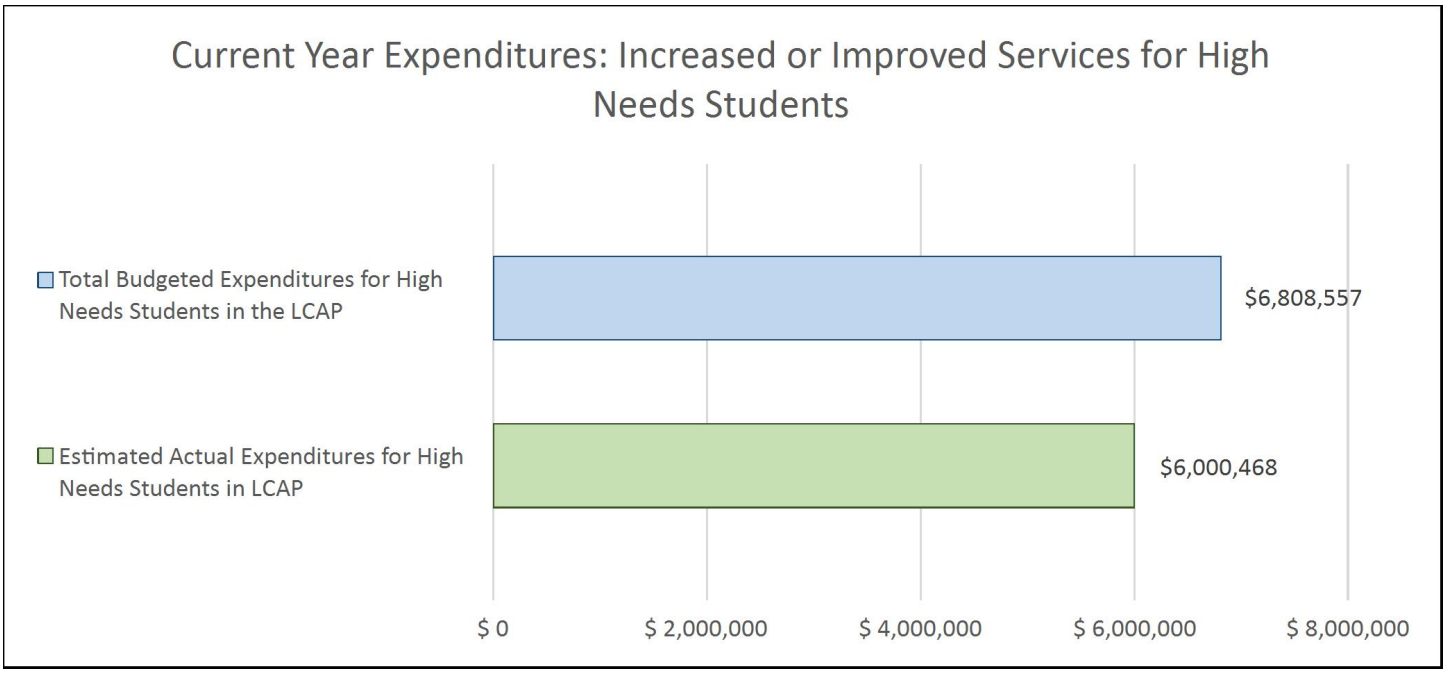
Most department allocations, staff salaries and many unrestricted and categorical program allocations at the District Office are not included in the LCAP. Discretionary and some other allocations to the sites are not included in the LCAP. Local grants and gifts and donations to the sites are not included in the LCAP.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, South San Francisco Unified School District is projecting it will receive $6,838,140 based on the enrollment of foster youth, English learner, and low-income students. South San Francisco Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, South San Francisco Unified School District plans to spend $6,838,140 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what South San Francisco Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what South San Francisco Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, South San Francisco Unified School District's LCAP budgeted $6,808,557 for planned actions to increase or improve services for high needs students. South San Francisco Unified School District estimates that it will actually spend $6,000,468 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of $-808,089 had the following impact on South San Francisco Unified School District's ability to increase or improve services for high needs students:
Of the $6,808,557, $6,000,468 were spent on actions and services to increase or improve services for high needs students in 2018-19. There is was a challenged in hiring staffing for some of the programs. There were also savings in other areas of the budget due to the expenditures coming in less than the amount budgeted. There were also some programs that were not implemented due to staff turnover.

LCAP Year (select from 2017-18, 2018-19, 2019-20)

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

California School Dashboard: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
South San Francisco Unified School District	Keith B. Irish Assistant Superintendent Educational Services	kirish@ssfusd.org 650-877-8709

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

South San Francisco Unified School District is the largest K-12 district in San Mateo County serving approximately 8,485 students. Our district is composed of nine elementary schools (TK–5), three middle schools (6–8), three high schools (9–12), an adult school and children's preschool.

South San Francisco Unified School District is extremely proud of the work that went into the Local Control Accountability Plan (LCAP). This plan represents the hard work of not only District staff, but all of our staff and stakeholders. Although South San Francisco Unified School District is not receiving additional funds under the Local Control Funding Formula (LCFF), this new funding formula allowed our District to come together with all of our stakeholders to define our beliefs and values by stating which actions to take and services to provide in order to align our goals with the eight State priority areas.

This LCAP is our roadmap for improved outcomes for students. It is designed around aligning the five goals established by the Board of Trustees on February 27, 2014, the eight State priorities, and the SSFUSD Strategic Plan Goals. The focus of this year's LCAP continues to focus on our 3 LCAP goals that we believe directly impact student learning, and all three of these goals align with the Board Values. Added to these goals are the many actions and requisite budgeted dollars that will help our District to achieve these goals. For the 2019-2020 LCAP, we have adjusted our metrics to better measure our progress towards our desired goals. In addition, we have added additional LCAP actions pertinent to our LCAP Base program.

In 2017, SSFUSD embarked on a mission to transform learning in the district. Based on the results of a needs assessment in partnership with Hulce Consulting Group, the district identified the following three priorities to support realization of our LCAP goals. These priorities drive the work in the district, and they allow us to be strategic, focused and methodical. In addition, each priority is monitored and measured by annual growth and mastery goals.

STRENGTHEN LEADERSHIP CAPACITY:

Leadership Capacity – The leader(s) has a systematic approach to develop a shared vision that uses multiple data sources to promote equitable outcomes for students and a culture of continuous learning for all stakeholders. Leaders guide and monitor the implementation of a standards-based curriculum and research based instructional strategies that address equitable student outcomes. Leaders develop and implement accountability measures that monitor and improve professional growth and student learning.

IMPROVE CURRICULUM, INSTRUCTION AND ASSESSMENT:

Curriculum, instruction, and assessment - A well-organized written curriculum establishes a coherent framework for what is to be taught. The curriculum contains specific benchmarks, articulates content for instruction, skills to be addressed and the adequate pacing of the delivery of instruction. The written curriculum describes instructional materials to be used and strategies for approaching the curriculum. In order to know if we are having success with our students, we need to establish a balanced assessment system that will clearly delineate which students will be taking which assessments, the purpose of those assessments, when the data analysis sessions of those assessments will occur, and which protocols to utilize to analyze student work, student data and determine action steps to support every student.

BOLSTER PROFESSIONAL LEARNING AND COLLABORATION:

Professional Learning & Collaboration - Effective professional development for teachers supports educators in learning about and implementing instructional methods that foster student engagement and learning and facilitates curricular consistency and coherence in the school. School goals should

be reflected in the professional development and learning opportunities available to, as well as required of, teachers.

This year, all School Plans (SPSAs) were aligned to both the LCAP goals and our District Priorities.

South San Francisco Unified serves approximately 8485 students. Demographic groups and enrollment are as follows:

Hispanic/Latino: 4,109

Asian: 1,065

Pacific Islander: 149

Filipino: 2,008

African American: 102

White: 535

Two or More Races (not Hispanic): 497

Unduplicated: 4,029 (48%)

Free/Reduced Lunch: 3,601

Foster youth - 24

English Learners - 1820

There are fifteen schools in SSFUSD. They include:

Buri Buri Elementary

Junipero Serra Elementary

Los Cerritos Elementary (Title I)

Martin Elementary (Title I)

Monte Verde Elementary

Ponderosa Elementary

Skyline Elementary

Spruce Elementary (Title I)

Sunshine Gardens Elementary (Title I)

Alta Loma Middle School

Parkway Heights Middle School (Title I)

Westborough Middle School (Title I)

Baden Continuation High School

El Camino High School

South San Francisco High School (high Unduplicated student enrollment)

SSFUSD offers a comprehensive program for students in TK-12th grades. In addition to core academic subjects, the district offers intervention for students who are below grade level in math and Language Arts though the use of during and after school programs and after school homework centers. Additionally, Newcomer EL programs are offered at the middle and high school levels. We have forged strong partnerships to provide all students with learning through enrichment:

Big Lift

In April 2015, the South San Francisco Unified School District became the beneficiary of more than $1 million dollars in funds from the Silicon Valley Community Foundation to assist young children with their reading skills. The impetus of this is to proactively support students' achievement by increasing the likelihood of them reading by grade 3.

Genentech Partnership

Beginning in 2015, SSFUSD, in close partnership with Genentech, embarked on a unique journey to build a K-12 STEM pathway. The result of the collaborative effort was the creation of Futurelab. Futurelab's mission is to make SSFUSD the center of K-12 STEM educational excellence. Futurelab is comprised of three signature programs: Gene Academy, which provides onsite mentoring for 3rd-5th graders and makes "science fun" through exciting hands-on science activities. Helix Cup, which engages middle school students through a district-wide science competition that develops students' confidence in STEM and makes them believe they can "do science." Finally, Science Garage, a multi million dollar facility that supports our biotech pathway implementation and equips high school students with essential 21st century skills and exposes them to careers in biotech. On September 5, 2017, the Science Garage opened to students on the South San Francisco High School campus.

Furthermore, SSFUSD has funded TOSA positions through the LCAP at both the district and site levels. These include Reading Interventions specialists at all elementary schools, EL Coaches at Title I sites, and additional hours for bilingual paraeducators at high EL sites. At the district, TOSAs in elementary and secondary ELA, ELD, Math, Instructional Technology and Science provide site support, coaching and professional development. We have also formed Teacher Leadership Teams in the areas of elementary and secondary ELA/ELD, Mathematics, Science, Social Studies, TK and Instructional Technology. All these teams share the same outcomes: alignment, development of a guaranteed viable curriculum in all core areas, the development of common formative assessments to inform instructional practice and the creation of strong and relevant professional development. In addition, we offer 11 sections of AVID districtwide, a program that targets underrpresented students and prepares them for college eligibility as well as college completion. Our Middle College program offers 70 of our high school students the opportunity to attend Skyline, both finishing their high school degrees while beginning their college degrees.

Other site-based programs designed to support student academic achievement include:

Pre-Kindergarten:

Children's Center

The Big Lift Hillside Preschool Program

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ELEMENTARY

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Soul Shoppe

Family Math and Literacy Nights

Latino Literacy Nights

Academic Homework Centers

Migrant Education

Daly City Partnership

Before and After School Intervention Programs

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MIDDLE SCHOOL

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Academic Homework Centers

Migrant Education

College and Career Day

Before and After School Intervention Programs

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HIGH SCHOOL

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College Nights

Homework Center

College and Career Fair

Career and College Skills Support with Boys and Girls Club

SSFUSD also provides a comprehensive summer program that targets pre-school through 12th grade, and includes Big Lift Inspiring Summer Program (Incoming Kinder-2nd):

- Rising 3rd-5th Grade STEM Program
- Rising 6th-8th Grade STEM Program
- Rising 8th Grade Enrichment Math Program
- Rising 6th-8th Grade Elevate [Math] Program
- Rising 9th Grade Elevate [Math] Program
- High School Academic Summer Programs
- Special Education Extended Year Program (ESY)
- Migrant Education Program

Programs such as Positive Behavior Intervention System (PBIS) for elementary and secondary, PAX (which means "Peace" in Latin is a positive behavior intervention in elementary) and a myriad of anti-bullying efforts (K-12) are found at all school sites. Other programs include:

- Playworks
- Youth Services Bureau of the YMCA School Safety Advocates (SSA) at all high schools
- Youth Services Bureau counseling services at four elementary schools
- Co-Curricular Opportunities such as Visual and Performing Arts activities, athletics and student clubs
- Family Engagement through Math and Literacy Nights
- Alternative to Expulsion intervention program

SSFUSD realizes that students will not be academically successful unless they are safe, comfortable and valued.

OUR VISION:

The overarching vision of SSFUSD encompasses our LCAP Goals, our Board of Education Goals and our Strategic Plan Goals. All goals connect to student achievement, support and training of staff to support this achievement, supporting students' social emotional health and student, parent and community engagement. Our vision, as our "4Es" in the Strategic Plan states, we are committed to ensuring our students have a school experience that is driven by intellectual curiosity and a desire for cultural competence; we strive to provide opportunities where students can explore and cultivate innovation and collaboration where their talents are developed into areas that will give them a variety of college and career options; we want to help them to embrace others' cultures, values, and points of view and make connections beyond the classroom; and lastly, we hope all our students will excel and participate in programs that will help them grow in their development, to accept failure as a learning process, to think critically and independently, and know how to tackle complex programs that will inspire excellence in life after high school and college.

STRATEGIC PLAN Mission Statement: Experience / Explore / Embrace / Excel (4 E's)

In South San Francisco we pride ourselves on providing students with relevant learning EXPERIENCES, giving them opportunities to EXPLORE and cultivate innovation and collaboration. We will foster and EMBRACE diversity of people and diversity of thought, while pushing all students to EXCEL in order for them to grow into resilient and confident people.

LCAP GOALS:

(1) The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

(2) Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

(3) Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

BOARD GOALS:

Goal 1 - Ensure all students thrive and capitalize on life’s opportunities

Goal 2 - Ensure equity throughout the district by means of:

o Raising academic achievement for all students

o Assuring fiscal responsibility and accountability

o Providing the facilities to ensure an environment for successful teaching and learning

Goal 3- Enhance relationships with all families, partner agencies and all other constituents for the benefit of all students.

LCAP Highlights

Identify and briefly summarize the key features of this year’s LCAP.

SSFUSD has studied our student performance data as well as CA School Data Dashboard results to refine, condense and thoughtfully revise our previous actions so that they are current, relevant and designed to positively and strategically impact student achievement and personal growth. Highlights of the 19-20 plan fall into these important groups and areas that drive the goals of the LCAP: Students, Professional Development, Expert Staff and Parents/Community. In all three goals, students are the focus.

Actions and services are implemented in order to ensure that unduplicated students and target subgroups receive the resources and tools they need to improve and succeed. These resources and tools include:

- -intervention and support of unduplicated students, particularly for EL and low income students who are not meeting proficiency metrics and have not been reclassified.
- -support of students' social emotional health and creating systems at the school sites to create a safe learning environment for all students.

- -the support of unduplicated students to be college ready as assessed by A-G completion, AP enrollment and EAP results.
- -accessibility to Common Core materials and aligned supplemental resources.
- -access to a guaranteed, viable curriculum that is aligned across the district.

As originally depicted in our "CAR" visual, the work in the district is driven by our three District Priorities and centers around providing a guaranteed, viable curriculum, strategic professional learning for all employees, sound instruction and accountability for both staff and students.

Our "CAR" metaphor has evolved to capture our District Priorities work: leadership capacity, curriculum and professional learning and collaboration.

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SSFUSD has grouped the actions and services into three major areas: (1) Academic Achievement (2) Professional Development (3) Engagement. The actions and services under the 3 LCAP goals will promote access to an equitable education for our all of our students at SSFUSD.

ACADEMIC ACHIEVEMENT (LCAP Goal #1)

Our first goal is centered around Academic Achievement for students. The following LCAP actions and services are major highlights of our goal to provide support for academic and social achievement for all students:

- -Curriculum and Instruction specialists (teachers on special assignment), including ELA/ELD, Mathematics, Science, Technology
- -Bilingual Paraprofessionals at high EL sites
- -Site LCFF Supplemental additional funding for all sites to support school dependent/at risk youth, including intervention supports and study skills
- -Newcomer Program in Middle school and High School to support students new to the US school system (0-24 months)
- -Provide Middle College as an option for our underserved student population
- -Summer School for at-risk youth, students with disabilities (ESY), credit recovery, and enrichment for grades 3rd-12th

As a district, we are working towards implementation of a Multi-tiered System of Supports (MTSS) framework for student achievement. The MTSS model is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

+Soul Shoppe

+PBIS

+PAX

+Restorative Practices

PROFESSIONAL DEVELOPMENT (LCAP Goal #2)

The preparation and training of staff is key to ensuring that students receive the best instruction and personal/academic support. These trainings include:

- -SIS and data warehouse training to ensure accessibility to student data results to inform instruction.
- -100% of new teachers trained in BTSA ensures that all beginning teachers have the tools needs to support all students.
- -Cultural Competency, PBIS and PAX trainings ensure that students are able to learn in a safe and caring environment at each school site and in each classroom.
- -Scope and Sequence work through the work of Teacher Leadership Teams in the core areas to provide students with a guaranteed and aligned viable curriculum based on priority standards. This includes common formative assessments and documentation of PLC goals for students, and a report on their actual growth.
- -GLAD (Guided Language Acquisition Design) Training
- -English Learner trainings, including designated/integrated ELD, Academic Vocabulary Toolkit training, training on effective strategies for ELs and ELPAC (English Language Proficiency Assessments for California) task-type training
- -Principal professional development based on the California leadership standards, Rigor and Relevance, Priority Standards and Scope and Sequence.
- -Professional Development focused on effective instructional strategies for students with disabilities
- -Staff that provide embedded coaching has the most profound impact on teacher practice, and thus, student learning. The following LCAP positions play this role in SSFUSD at all levels:

+++ELA/ELD Coaches

+++Math Coaches

+++Science Coach

+++Technology Coach

+++RTI/Reading Coaches

+++Site ELD Coaches

+++Bilingual Paraeducators

ENGAGEMENT (LCAP Goal #3)

SSFUSD cannot best and wholly affect student achievement without the involvement of parents. The following parent engagement plan is delineated in the 19-20 LCAP:

- -Continued consistent communication in different modes (email, school messenger phone calls, social media).
- -Continued family educational nights.
- -Community Liaison positions at Title I schools. These persons reach out directly to parents.
- -Concentrated and extra time to reach out to families of unduplicated students at all school sites.

- -Use of Peachjar, an online digital flier platform that allows the district to create and send fliers to parents via email. External fliers from community groups can also be sent through Peachjar.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

SSFUSD has progressed in many areas, and we are proud of the profound growth of our student groups as detailed below:

Data below is obtained from CA School Dashboard

GRADUATIONS RATE INDICATOR:
Below are the student groups that scored in the "high" category on the graduation rate indicator. Unfortunately, we had a -4.4% decline and as a district are performing in the orange level.
Asian: High Status Green Rating (94.2% with an increase of 1.1%)

ENGLISH LANGUAGE ARTS INDICATOR:
The following groups achieved a High or Very High Status Performance Level:
Asian: 54.6 points above level 3
Filipino: 28.8 points above level 3
Two or More Races: 25.1 points above level 3
White: 3.7 points above level 3

MATHEMATICS INDICATOR:
The following groups achieved a High or Very High Status Performance Level:
Asian: 58 points above level 3
Filipino: 14.3 points above level 3
Two or More Races: 10.6 points above level 3

SCHOOL CLIMATE INDICATOR:
We have focused a lot of efforts in working with our staff to reduce suspensions an the recidivism rate for students receiving multiple suspensions in school year. In 2006-07, we started tracking the number of suspensions in a few categories. In 2006-07, we had 1645 suspensions and in 2017-18 we had 644. We've decreased our number of suspensions by approximately 60%. We will continue to disaggregate discipline data, providing training for staff on restorative practices, implementing PBIS at secondary schools and PAX at our elementary schools. Starting in 2019-2020, we will implement a new Alternative to Suspension program, where students can attend an in district program to reflect on their behaviors that led them to receive consequences, we will provide time to conduct small group counseling sessions, and will work with students and staff to reduce the recidivism rates for our students in the African American subgroup that are receiving multiple suspensions.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

As detailed in "The Story" section, SSFUSD participated in a needs assessment in the 16-17 school year, which led to the three District Priorities around Curriculum and Instruction, Leadership Capacity and Professional Learning and Collaboration. It must also be noted that SSFUSD is in Differentiated Assistance for Students with Disabilities and English Learners based on the 2018 Dashboard results in multiple indicators. SSFUSD decided to focus on following key areas based on the California Dashboard data and the needs assessment. The areas of focus are:

Chronic Absenteeism

Suspensions

Graduation Rate Indicator

Academic Indicator

English Learner

Special education

The South San Francisco Unified School District is in Differentiated Assistance for Students with Disabilities and English Learners based on the 2018 Dashboard results in multiple indicators. Our district is eligible to receive Differentiated Assistance due to the assessment results documented within the 2018 Dashboard. The performance levels of our Students with Disabilities, Homeless Students, and African American students were identified as requiring additional support.

Our district is focused on preparing all of our students for college and career through the promotion of courses that prepare them adequately. Our 2018 Dashboard data indicates that 27.9% of our students are prepared for college and career which is a decline of 8.6%. Our district is engaged with evaluating our College and Career Readiness platforms (Naviance/California College Guidance Initiative)as well as continue to support our AVID program. Our goal is to increase enrollment at the middle and high school levels in order to support the increased numbers of students eligible for college and career.

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CHRONIC ABSENTEEISM AND ROOT CAUSES:

- Lack of uniformity of attendance procedures throughout the district
- lack of consistent nomenclature/definitions of attendance codes in Infinite Campus
- Lack of consistent policies indicating when truancy letters should be sent to students/families
- Lack of monitoring attendance data with site administration throughout the school year

POSSIBLE CHRONIC ABSENTEEISM SOLUTIONS: (see goal 1, action 15 a-f)

1.15.-1 - Action # 15 Implement and monitor district wide attendance policies.

a. Provide training for all site administrators and classified staff that assist with attendance procedures at the school site level.

b.Provide training with our Student Information System (Infinite Campus) in order to use Attendance module to send out notifications letters as needed.

c. Uniform all attendance codes in Infinite Campus and train staff on the when to use which Attendance code

d. Standardize attendance/truancy letters across all school sites

e. Define the exact number of absences that will trigger an attendance notification

f. Create a process and monitor implementation of our district wide attendance policies

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SCHOOL CLIMATE (Suspensions) INDICATOR:

- lack of consistency in administering consequences to students
- lack of empathy in taking into account extenuating circumstances outside of school that might impact classroom behavior
- lack of Tier I behavior support interventions
- Lack of consistent site administrators
- Classroom environment is less engaging, welcoming and positive

POSSIBLE (Solutions) SCHOOL CLIMATE (Suspensions) Indicator:

See Goal 1 Action # 16 Create an Alternative to Suspension Program

a.Hire a certificated member to oversee the Alternative to Suspension (ATS) program

b.Partner with Youth Service Bureau to provide direct services (Curriculum and mental health counseling) one day per week of the ATS program

c.Create an informational document that will outline the purpose of the ATS program, selection criteria regarding what offenses will be referred to ATS, select metrics to measure effectiveness, create a communication process with school sites and the district Office (anticipated start date late fall or January 2020)

See Goal 1 ACTION # 14 Increase mental health supports to assist students in having a safe and healthy lifestyle.

a.Continue to partner with Youth Service Bureaus a branch of the YMCA of SF to

provide a school based counseling program at some of our schools in the district.

b.Mental Health trainees will be placed at the following elementary and middleschool sites

(Spruce 5 days/wk)(SG 3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk)

(The SSFPD pays for 1 counseling day each at SG and LC)

c.Middle School Safety advocates will be placed at our middle schools

(ALMS, Parkway & WMS) to provide emotional and behavioral counseling,

psycho-social groups, and intervention services focused on crises and violence

prevention on campuses.

d. High School Advocates will coordinate school safety activities which include direct

services, prevention services, crisis assessment and crisis intervention and response

(Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days- 33 hrs/wk)

e.SSFUSD would like to increase our school based counseling programs with Youth

Service Bureau (YSB) in order to place clinicians at the following elementary

sites that did not have any counseling services in previous years. (Buri - 2 days)

(Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 days)

See Goal 1 ACTION # 20 SSFUSD will analyze our current system and move towards providing equitable outcomes for our students and staff by examining the 5 P's (People, Processes, Practices, Procedures, Programs).

a. SSFUSD will look at two existing practices, policies, procedures or programs and standardize the practice, policy or procedure throughout the district or grade span (Possible 5 P's: Removing recess for students as a punitive measure (Elementary), non participation in middle and high school graduation activities/ceremonies, Homework policy, placement criteria)

b. SSFUSD Departments (Business, Human Resources & Student Services and Educational Services) will analyze our practices and policies and make the shift towards allocating resources to school sites based on equity rather than equality.

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GRADUATION RATE INDICATOR POSSIBLE ROOT CAUSES:

- Lack of opportunities to make up credits (during school, after school and during the summer)
- Some students are having difficulty accessing the curriculum via our online credit recovery program (Edgenuity)
- Lack of Tier I instructional support
- Schedule is too restrictive and doesn't provide opportunities for enrichment and remediation if needed

GRADUATION RATE POSSIBLE SOLUTIONS:

See Goal 1, ACTION # 4.1 Increase College and Career Readiness for all students.

a.Evaluate College and Career Readiness platforms (Naviance/California College Guidance Initiative) and provide recommendation to Board of trustees for adoption in June 2020

b.Support District AVID (Advancement Via Individual Determination) program at SSFHS & ECHS

c.Maintain AVID District Coordinator (2 Sections)

d.Maintain AVID site coordinator - SSFHS (1 Section)

e.Maintain AVID site coordinator - ECHS (1 Section)

f.Continue supporting AVID PD in order to support teachers with the implementation of AVID strategies

g.Increase recruitment efforts at middle schools and high schools in order to increase enrollment in AVID sections to a minimum of 20 students per section.

Increase AVID seniors a-g rate will increase by 5% annually until we reach 90%. (2018 a-g rate was 64%)

See Goal 1, ACTION #4.2 Increase College and Career Readiness for all students

a.Offer online courses and provide credit recovery opportunities for students during the school day as well as after school school

b.Continue annual contract with Edgenuity for ECHS, SSFHS & Baden

c.Create a handbook and update policies for Edgenuity implementation in SSFUSD

See Goal 1, ACTION # 5 Provide students with a broad course of study in order to ensure that students are college and career ready when they graduate from SSFUSD.

a. Revise El Camino High School’s bell schedule in order to increase student access

(Change from 6 period traditional schedule to 7 period modified block schedule

b. Revise South San Francisco High School's bell schedule in order to increase student access (Change from 6 period traditional schedule to 7 period modified

block schedule

c. Implement At ECHS & SSFHS, an Advisory/Intervention period will be put in place to assist students with academic and socio-emotional needs

d. Provide training to sites (if needed and requested) on how to best plan and deliver high quality instruction in a block schedule format

e.Maintain 8 hour period block schedule to support students at the middle school level, which includes additional time for supports, interventions, and enrichment activities for students.

f. Provide master schedule training for counselors and site administrators serving all secondary schools (SIS training & 13 elements of a student centered master schedule)

g.Collaborate with SSFCTA in order to uniform start and end times for all schools in order to ensure that all staff can participate in district collaboration days (by grade span -K-5, 6-8 and 9-12)

h.Work with SSFCTA to place three Professional Development days on 2020-2021 district calendar

****

ACADEMIC INDICATOR POSSIBLE ROOT CAUSES:

- lack of coherent and sequenced curriculum Tk -12 in all subject areas
- Lack of time built into the school day schedule for intervention supports
- Lack of staff continuity (management, certificated and classified)
- Insufficient time for collaboration
- No define purpose of collaboration
- Lack of Instructional framework

ACADEMIC INDICATOR POSSIBLE SOLUTIONS:

See goal 1, ACTION # 1 Ensure that all students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas.

1.1-1 - Recruit and retain highly qualified staff

c.Provide ongoing training for administrators in evaluating employee performance

d.Develop training protocols for new certificated and classified staff new to the position

e.Attend up to 7 job fairs in order to recruit the most qualified staff to SSFUSD (Asst Supt HR)

f.Provide virtual and face-to-face coaching for administrators (site and district), via Hulce Consulting Group (HCG), focusing on implementing Performance Management at the district and select sites,

supporting the implementation of Scope & Sequence, determining rigor and relevance and creating a system of assessments

g.Continue new teacher induction program, which focuses on new certificated staff members will participate in the District's Induction Program.

See Goal 1,ACTION #7 Implement California State Standards and Professional Learning Communities across all curricular areas.

1.7.-1 CCSS English Language Arts Implementation:

Revise and refine TK-11 scope and sequence, administer 2 common formative assessments, conduct two district supported cycles of inquiry and develop rubrics to score and calibrate student learning data districtwide.

1.7.-2

CCSS - Mathematics Implementation

Revise and refine 6-12 scope and sequence, administer 2 common formative assessments and develop rubrics to score and calibrate student work districtwide. (Math K-5 scope and Sequence work will continue in 20-21).

1.7.-3

Next Generation Science Standards (NGSS) Implementation

1.7.-4 History - Social Science Implementation

a.Provide training for IMPACT California via McGraw - Hill for all 6-12 Social Science teachers in order to familiarize staff with social science adoptions and all resources.

b.Provide PD opportunities for Social Science teachers to assist in the transition to the C3 framework (College, Career and Civil) for the Social Science Standards

Work with Social Science teachers to determine next steps in transitioning to the C3 framework (Scope and Sequence, Inquiry Arc, Dimensions)

1.7.-6 -Examine and refine district collaboration days

a.Create a definition and purpose of collaboration in SSFUSD

1.7.-7- Research and determine options for training staff on Professional Learning Communities implementation for 2020-21

1.7.-8 - Instructional Framework - start training in spring 2020 or fall 2020

a.Create an application for staff to apply to be a part of the Instructional Framework/Instructional Coaching committee

b.Meet monthly for 2 hours to determine next steps for implementation and determine a training schedule for district (up to 15 members/9 meetings)

c.Develop a communication process/protocol to share information with all staff

1.7.-9 - Research and adopt Instructional Coaching model -training to begin during Spring/summer 2020

a.Create Instructional Coaching Committee, who will assist the district in determining the Coaching model we will adopt in SSFUSD.

b.Create a job description for an Instructional Coach will need to be created and approved by SSFCTA and Board of Trustees

c.The Low Performing Student Block Grant will be used to fund some Instructional Coaching sections for the 2020-21 school year

English Learner Possible Root Causes:

- Lack of training for staff
- Lack of English proficiency
- Lack of instructional programs
- Root causes from School climate, academic, graduation and chronic absenteeism indicators are applicable as well

(1) California School Dashboard (revised based on updated 2018 ratings)

1a. English Language Arts - English learner performance in English Language Arts went from 34.3 (2017) to 39.5 (2018) points below Standard. Although we maintained at the same level, we did not meet our goal of 28.9 points below Standard.

1b. Mathematics - English learner performance in Mathematics went from 37.1 (2017) to 53.5 (2018) points below grade level standard. We decreased a CA Dashboard level because we didn't meet our target.

1c. Graduation Rate - English learner graduation rate went from 86.9% to 68.4% of EL graduation from SSFUSD. This is a decline of 18.5%.

1d. Suspension Rate - English learner suspension rate went from 4.8% (2017) to 4.6% (2018) suspended. Although we didn't meet our target of a decrease of 4.3% suspension, we had a .2% decline in suspensions.

(2) Reclassification Rate

English learner reclassification rate was 24% (2018). We met our target due maintaining our reclassification % within the 13%-17% reclassification range.

(3) Due the the CDE change in threshold scores, we will continue to use the ELPAC as a baseline until 2020.

English Learner Possible solutions:

See Goal 1, ACTION # 9 Provide Academic support for English Learners and monitor progress.

a. Provide a K-12 ELD Curriculum and Instruction Specialist that will assist in supporting schools with intervention supports, monitoring EL student progress, and providing training for the six ELD Intervention TOSA's.

b.Provide six ELD Intervention TOSA's one per each site at (Los Cerritos, Martin, Spruce, Sunshine Gardens, Parkway and SSFHS) to provide intervention supports for EL students. ELD Intervention TOSA's will provide professional development for site staff on instructional supports and strategies during site collaboration at least three times per year.

c.Increase hours of Bilingual aides at Title I sites (6.0 FTE)

d.Fund additional 3.6 FTE certificated sections and 2.4 classified sections for Newcomer program to serve English Learner students that have entered the United States (0-12 months) with language and cultural transition. (Parkway -1.0/ALMS-1.0/SSFHS-1.6)

e.Increase Bilingual paraprofessional hours so they are supporting English Learner students the entire school day. Priority will be given to sites with the largest percentage of English Learner students (non-Title I sites)

f.Determine placement criteria for all ELD courses at the secondary schools

g.Maintain and/or increase before, during and after school academic interventions for EL's, Foster Youth, Low income and Migrant students

h.Provide academic interventions (Academic Centers) funded by SMCOE at our five Title I schools (We will find out our funding allocation in July/August 2019)

i.Continue to implement the district EL Roadmap plan for 2019-20

j.Research and determine the Fit and Feasibility of implementing the Sobrato Early Academic Language (SEAL) model

k.Fund the training of three ELD Intervention TOSA's to become Guided Language Acquisition on Design (GLAD) certified trainers during the summer of 2019. Trainers will conduct a minimum of up to three trainings at our schools that have an ELD Intervention TOSA's.

Special Education Root Causes:

- Lack of training for staff
- Lack of instructional programs
- Root causes from School climate, academic, graduation and chronic absenteeism indicators are applicable as well

Special Education Possible Solutions:

Action # 13 Provide academic support for students with disabilities and monitor progress.

1.13.-1-Increase Base Programs and services for student with disabilities

a.Add a mild to moderate K-5 program at Buri Buri

b.Add a moderate to severe K-2 program at Los Cerritos

c.Add a Speech and Language Therapist

d.Add a School Psychologist

e.Increase all SPED paraeducators to 6 hours

f.Contracted services including alternative placements

g.Non-Public School program

h.Provide certification training for SSFUSD SPED teacher so she can provide (Non Violent Crisis Prevention) for our SPED paraprofessionals

i.Hire a 0.4 FTE TOSA Special Education to provide mentoring support to new SPED teachers (Intern support)

j.TOSA SPED will conduct monthly teacher leadership team meetings

k.Discuss the possibility of adding a Therapeutic Transitional Support Program (TSS) in the district for 2020-2021(Middle School)

l.Discuss the possibility of adding an Emotional Disturbed (ED) in the district for 2020-2021(High School)

m.Continue to provide training to all SPED staff

n.Define roles of SPED dept head/lead accross all schools in the district in order to support a system of communication and collaboration

o.Define all SPED Programs in the district in order to uniform nomenclature and provide standardized information to all stakeholders at IEP's

p.Provide training on IEP compliance and assist in monitoring documents/files

q.Examine SPED staffing and discuss the possibility of adding the following positions in 2020 -2021:

i.Program Administrator

ii.Occupational Therapist

iii.Mental Health coordinator

iv.Behaviorist (BCBA or ABA)

r. Examine our current preschool programs and provide the structure to

embed more inclusive practices/opportunities for our students with disabilities.

s. Transportation is provided to eligible special education students

1.13.-2- Curriculum and Instruction

a.Implement Unique curriculum for Life Skills Programs (curriculum + PD)

b.Implement SPIRE Curriculum for Reading Intervention and Phonics

c.Implement Goalbook curriculum to promote CCSS aligned IEP goals

d.Create a committee to assist the district in selecting a district wide universal Dyslexia assessment

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

ACADEMIC ACHIEVEMENT - Priority 4- All Students

Mathematics: (Yellow- District California Dashboard Rating)

All Students: 24.7 points below standard (Decline of 3.7 points)

Homeless Students (Red): 104 points below standard (Decline of 3.6 points)

Students with Disabilities (Red): 108.3 points below standard (Decline of -0.6 points)

English Language Arts: (Orange- District California Dashboard Rating)

All Students: 6.4 points below standard (Maintained 2.9 points)

African American Students (Red): 70.6 points below standard (-2.5 maintained)

Homeless Students (Red): 93.3 points below standard (Decline of 20.6 points)

Students with Disabilities(Red): 89.7 points below standard (Maintained 2.9 points)

STUDENT PERFORMANCE GAPS IN ENGLISH LANGUAGE ARTS AND MATHEMATICS:

Homeless, Student with Disabilities, African American In English Language Arts (Red), English Learners, Homeless, Socio-Economic disadvantaged, students with disabilities, African American, Hispanic/Latino, Pacific Islander (orange)

PLANS TO ADDRESS PERFORMANCE GAPS:

- Scope & sequence work in ELA, math, Science and Social Science
- Provide training for staff on district instructional initiatives (GLAD)
- Address curricular gaps for SPED and EL programs
- Look at hybrid programs for EL and SPED students so we can better meet their individual needs
- Adopt an Instructional Coaching program

- Adopt and create an implementation plan for Instructional Framework
- address staffing needs/shortages in EL/SPED (added an additional ELD Site TOSA at SSFHS; added a School Psychologist; Added a Speech Language Therapist
- Summer school opportunities

****

CHRONIC ABSENTEEISM: Priority 5 - (Orange-District California Dashboard Rating)

All students: 10.1%chronically absent (0.7% increase)

African American Students (Red) 22% chronically absent (3.4% increase)

Homeless Students (Red) 50% chronically absent (10.9% increase)

STUDENT PERFORMANCE GAPS: Homeless (50%) (red)& African American (22%) (red) are significantly chronically absent compared to other student groups. Absences from the classroom are contributing to academic challenges for these student groups.

PLANS TO ADDRESS PERFORMANCE GAPS: See Goal 1, Action # 15-1-Implement and monitor district wide attendance policies

a. Provide training for all site administrators and classified staff that assist with attendance

procedures at the school site level.

b.Provide training with our Student Information System (Infinite Campus) in order to use Attendance module to send out notifications letters as needed.

c. Uniform all attendance codes in Infinite Campus and train staff on the when to use which Attendance code

d. Standardize attendance/truancy letters across all school sites

e. Define the exact number of absences that will trigger an attendance notification

f. Create a process and monitor implementation of our district wide attendance policies

- Assistant Principal's will review discipline data and ensure data entry is correct as the will review discipline data at least 2-3 times per year.
- School Sites and the district will work together to provide positive messaging regarding the importance of attendance

****

GRADUATION RATE INDICATOR: Priority 5-(Orange- District California Dashboard Rating)

All Students: 84.9% graduated (Decline 4.4%)

Students with Disabilities: 56.7% graduated (11.4% decline)

STUDENT PERFORMANCE GAPS: Students with disabilities (56.7%) are graduating at significantly lower rates than other student groups. Their challenges with meeting graduation requirements have impacted their graduation levels.

PLANS TO ADDRESS PERFORMANCE GAPS:

- Provide credit recovery options that are accessible for all students
- Change schedule from 6 period to 7 period day to provide more access for students to take additional classes
- Provide an Advisory/intervention period a couple of times a week at our high school campuses

****

SCHOOL CLIMATE (SUSPENSIONS): Priority 6- (Orange-District California Dashboard Rating)

All Students: 5.6% (Decline -0.2%)

Foster Youth- 22.2% of students were suspended at least once (Increase of 1.8%)

Students with Disabilities- 11.3% of students were suspended at least once (Increase of 1.2%)

STUDENT PERFORMANCE GAPS: Students with disabilities (11.3%) (red) and Foster Youth (22.2%) (red) are suspended from school at least one time. The loss of instructional time in the classroom contributes to their lack of exposure to grade level or content area curriculum. Students who are removed from the classroom will experience a significant loss of instruction.

PLANS TO ADDRESS PERFORMANCE GAPS:

- Create an Alternative to Suspension Program
- Increase mental health supports to assist students in having a safe and healthy lifestyle
- Equity work regarding current policies, programs etc
- Training for district and site administrators on equity

See Goal 1 Action # 16 Create an Alternative to Suspension Program

a.Hire a certificated member to oversee the Alternative to Suspension (ATS) program

b.Partner with Youth Service Bureau to provide direct services (Curriculum and mental

health counseling) one day per week of the ATS program

c.Create an informational document that will outline the purpose of the ATS program,

selection criteria regarding what offenses will be referred to ATS, select metrics to

measure effectiveness, create a communication process with school sites and the district

Office (anticipated start date late fall or January 2020)

See Goal 1 ACTION # 14 Increase mental health supports to assist students in having a safe and healthy lifestyle.

a.Continue to partner with Youth Service Bureaus a branch of the YMCA of SF to

provide a school based counseling program at some of our schools in the district.

b.Mental Health trainees will be placed at the following elementary and middle school sites

(Spruce 5 days/wk)(SG 3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk)

(The SSFPD pays for 1 counseling day each at SG and LC)

c.Middle School Safety advocates will be placed at our middle schools

(ALMS, Parkway & WMS) to provide emotional and behavioral counseling,

psycho-social groups, and intervention services focused on crises and violence

prevention on campuses.

d. High School Advocates will coordinate school safety activities which include direct

services, prevention services, crisis assessment and crisis intervention and response

(Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days- 33 hrs/wk)

e.SSFUSD would like to increase our school based counseling programs with Youth

Service Bureau (YSB) in order to place clinicians at the following elementary

sites that did not have any counseling services in previous years. (Buri - 2 days)

(Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 days)

See Goal 1 ACTION # 20 SSFUSD will analyze our current system and move towards providing equitable outcomes for our students and staff by examining the 5 P's (People, Processes, Practices, Procedures, Programs).

a. SSFUSD will look at two existing practices, policies, procedures or programs and standardize the practice, policy or procedure throughout the district or grade span (Possible 5 P's: Removing recess for students as a punitive measure (Elementary), non participation in middle and high school graduation activities/ceremonies, Homework policy, placement criteria)

b. SSFUSD Departments (Business, Human Resources & Student Services and Educational Services) will analyze our practices and policies and make the shift towards allocating resources to school sites based on equity rather than equality.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Spruce Elementary (ATSI - SWD)
Alta Loma Middle School (ATSI - SWD)
Parkway Heights Middle School (ATSI - SWD)
South San Francisco High School (ATSI - SWD & EL)

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Members from the Educational Services team met with school leadership teams to review data from CA school dashboard, conduct a root cause analysis and created an action plan to address the schools identified as needing Additional target Support Improvement. Many of the indicators will be addressed via district plans that are included in the LCAP. For example, the district is creating an Alternative to Suspension Program, aimed at reducing suspensions and recidivism rates at our school sites. In addition, schools that need to address Chronic absenteeism will receive support from the district actions regarding monitoring attendance and uniforming attendance codes, and using the Infinite Campus attendance module to sent truancy letters.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Members from the district and school sites will monitor implementation of actions/services at all ATSI schools for the 2019-2020 school year. Our plan is to monitor the implementation quarterly and receive progress updates from school site administrators.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Distance from Level 3 on the CA Dashboard in ELA and Math.	Metric/Indicator (1) Distance from Level 3 on the CA Dashboard in ELA and Math ********** KEY: SWD = Students with Disabilities (previously SPED) SED = Socioeconomically Disadvantaged EL = English Learners ********** 18-19 ACTUAL RESULTS DATA USED: CA Dashboard Results in CAASPP ELA and Math:

Expected	Actual
18-19 CA Dashboard Results in CAASPP ELA and Math: ELA Distance from Level 3 All: -5.5 points EL: -22.3 points (no RFEP) Low Income: -25.3 Students w/Disabilities: -62.5 points Math Distance from Level 3 All: -6.7 EL: -25.1 Low Income:-19.1 SPED: -77.8 **Baseline** CA Dashboard Results in CAASPP ELA and Math ELA Distance from Level 3 All: -3.5 points EL: -65.2 points (no RFEP) Low Income: -32.3 Students w/Disabilities: -82.5 points Math Distance from Level 3 All: -9.7 points EL: -64.1 Low Income: -39.1 SPED: -97.8	********** ENGLISH LANGUAGE ARTS ELA Distance from Level 3 All: -6.4 points EL: -39.5 points (no RFEP) SED: -38.1 SWD: -89.7 points SUMMARY for ENGLISH LANGUAGE ARTS Maintained our change level status (red) for Students w/Disabilities Maintained our change level status (orange) for Els and Low Income ********** MATHEMATICS Math Distance from Level 3 All: -24.7 EL: -53.5 SED: -57.4 SWD: -108.3 SUMMARY for MATHEMATICS Declined change level status (yellow) for ALL students Declined change level status (orange) for English Learners Declined change level status (orange) for SED Maintained change level status (red) for SWD
Metric/Indicator Teacher Retention Rates Highly Qualified Teacher Rates Number of Teachers Misassigned	Metric/Indicator (1) Teacher Retention Rates (ACTUAL RESULTS) (2) Highly Qualified Teacher Rates (3)Number of Teachers Misassigned NOTE: Data is behind 1 academic school year because the data is not available until August 2019 (post LCAP approval) Therefore, we are comparing 16-17 to 17-18

Expected	Actual
18-19 Teacher Retention Rates: 7% Attrition Highly Qualified Teacher Rates: 100% Number of Teachers Misassigned: 0 **Baseline** Teacher Retention Rates: 13% Attrition Highly Qualified Teacher Rates: 92.8% Number of Teachers Misassigned: 0	17-18 ACTUALS Teacher Retention Rates: 7% Attrition - no change Highly Qualified Teacher Rates: 92.8 % - decrease by 7.2 % Number of Teachers Misassigned: 0 - no change
Metric/Indicator Number of unduplicated students who completed A-G Number of unduplicated enrolled in AP classes and test pass rates College Acceptance rates **18-19** Number of unduplicated students who completed A-G will increase by 2%. Number of unduplicated enrolled in AP classes and test pass rates will increase by 2%. AP Exam Passing Rates will increase by 2%. College Acceptance rates will increase by 2%. **Baseline** Number of unduplicated students and students who completed A-G: EL: 231 students	Metric/Indicator (1) Number of unduplicated students who completed A-G (70 -17-18) (2) Number of unduplicated enrolled in AP classes and test pass rates (3) College Acceptance rates NOTE: In order to be consistent with our data analysis, we are transitioning to using the California Department of Education (CDE) Dataquest database https://dq.cde.ca.gov/dataquest/ in order to compare our metrics in A-G and AP courses. Dataquest reports might varying school year comparison. We will continue to use our internal data collection method to collect college acceptance rate. ********** Number of student subgroups who completed A-G will increase by 2%. ********** *ALL STUDENTS =203 (16-17) to 133 (17-18) - decrease of 34.48% *SWD= 6 (16-17) and 3(17-18) NOTE: For subgroups below, 17-18 data will be available once posted by the California Department of Education (CDE) Dataquest website.

Expected	Actual
Low Socioeconomic Background: 971 students Special Education: 175 students AP enrollment: English Learners: 19 Low Socio: 164 Foster Youth: 0 Special Education: 5 African American: 3 Hispanic/Latino: 151 AP Exam Passing Rates: Using 2015-2016 data as baseline: Out of 903 students taking AP exams SSFUSD had an AP passage rate of 503 students. This is a 55.7% passage rate. \ College Acceptance Rates: 586 12th graders completed the district survey. 250 were accepted to a college/university. Acceptance rate: 42.6%	*EL=0 (15-16) and 139 (16-17) - Data entry error in 15-16 *SED=0 (15-16) and 59 (16-17) - Data entry error in 15-16 Number of unduplicated students enrolled passing the AP exam will increase by 2%. *ALL STUDENTS : 503 out of 903 - 55.7% (2015-2016) - Baseline 443 out of 818 - 54% (2016-2017) - 1.7% decline 460 out of 815 - 56% (2017-2018) - 2% increase - MET TARGET Number of college acceptance rate will increase by 2%. (THIS DATA IS PENDING SENIOR SURVEY RESULTS - to be updated in June/July) UC/CSU - 4 year college *ALL STUDENTS : 250 out of 586 (2017-2018) NOTE- UC/CSU - 4 year college data (2018-2019 SURVEY DATA IS PENDING. WE WILL INPUT DATA ONCE IT'S AVAILABLE IN THE FALL 2019)
Metric/Indicator Implementation of Common Core Instruction Implementation of Common Core Professional Development	Metric/Indicator for (1) Implementation of Common Core Instruction (2) Implementation of Common Core Professional Development 18-19 Common Core Instruction Metrics - ACTUALS:

Expected	Actual
18-19 Common Core Instruction Metrics: English Language Arts - Performance on SBAC ELA - Increase by 3 points to meet 2.5 points above Medium (Yellow) target Mathematics - Performance on SBAC Math Increase to 0.5 points above Medium (Yellow) Number of Common Core-related PD metrics: Math: 26 PD sessions ELA/ELD: 22 PD sessions PLC: 12 PD sessions Science: 16 Social Studies: 4 **Baseline** Common Core Instruction Metrics: English Language Arts - Performance on SBAC ELA - Baseline 3.5 points below Medium (Yellow) Mathematics - Performance on SBAC Math Basline 9.7 points below Medium (Yellow) Number of Common Core-related PD metrics: Math: 14 PD sessions ELA/ELD: 16 PD sessions PLC: 4 PD sessions Common Core Instruction Metrics (based on revised 2017 scores): English Language Arts - Performance on SBAC ELA - Baseline 9.5 points below Medium (Orange) Mathematics - Performance on SBAC Math Baseline 11.7 points below Medium (Yellow)	English Language Arts - Performance on SBAC ELA - Increased by 2.9 points, which is 1.4 points below Medium (Yellow) target NOTE: Moving forward, the baseline target will no longer be measured by the CA Dashboard level "Medium", it will now measured by the scale score points distance from standard met. (a) 17-18 English Language Arts - Performance on SBAC ELA - Maintained by 6.4 points below our target (b) 17-18 Mathematics - Performance on SBAC Math decreased to -24.7 below target Number of Common Core-related PD metrics - ACTUALS: Math: 32 PD sessions ELA/ELD: 46 PD sessions PLC: 3 PD sessions (we have trained ALL staff, therefore, PLC is no longer focus) Science: 22 Social Studies: 12

Expected	Actual
Metric/Indicator English Learner Metrics (1) California School Dashboard 1a. English Language Arts 1b. Mathematics 1c. Graduation Rate 1d. Suspension Rate (2) Reclassification Rate (3) English learner performance on the new English Language Proficiency Assessment for California **18-19** English Learner Metrics (1) California School Dashboard (revised based on updated 2017 ratings) 1a. English Language Arts - English learner performance in English Language Arts will increase to 28.9. 1b. Mathematics - English learner performance in Mathematics will increase to 35.3% 1c. Graduation Rate - English learner graduation rate will increase to 88.9%.	********** ********** ********** ********** ********** ********** ********** ********** ********** ********** English Learner Metrics ********** ********** ********** ********** ********** ********** ********** ********** ********** ********** (1) California School Dashboard (revised based on updated 2018 ratings) 1a. English Language Arts - English learner performance in English Language Arts went from 34.3 (2017) to 39.5 (2018) points below Standard. Although we maintained at the same level, we did not meet our goal of 28.9 points below Standard. 1b. Mathematics - English learner performance in Mathematics went from 37.1 (2017) to 53.5 (2018) points below grade level standard. We decreased a CA Dashboard level because we didn't meet our target. 1c. Graduation Rate - English learner graduation rate went from 86.9% to 68.4% of EL graduation from SSFUSD. This is a decline of 18.5%. 1d. Suspension Rate - English learner suspension rate went from 4.8% (2017) to 4.6% (2018) suspended. Although we didn't meet our target of a decrease of 4.3% suspension, we had a .2% decline in suspensions. ********** ********** ********** ********** ********** ********** ********** ********** ********** ********** (2) Reclassification Rate English learner reclassification rate was 24% (2018). We met our target due maintaining our reclassification that was above the 13%-17% reclassification range. ********** ********** ********** ********** ********** ********** ********** ********** ********** ********** (3) Due the the CDE change in threshold scores, we will continue to use the ELPAC as a baseline until 2020.

Expected	Actual
1d. Suspension Rate - English learner suspension rate will decrease to at 4.3%. (2) Reclassification Rate English learner reclassification rate will maintain at a 13%-17% reclassification rate. (3) English learner performance on the new English Language Proficiency Assessment for California (ELPAC) will increase from 35% proficient (Early Advanced/Advanced level on CELDT) to 37.5% proficient (Bridging on the ELPAC). At this time, we are waiting for our district wide ELPAC scores and will use this measure as a baseline. **Baseline** English Learner Metrics (1) California School Dashboard For the 2017-2018 school year, SSFUSD will have an increase in the total number of points under each of the state indicators: 1a. English Language Arts - English learner performance in English Language Arts baseline is 26.9 below level 3. 1b. Mathematics - English learner performance in Mathematics baseline is 32.1 points below level 3.	

Expected	Actual
1c. Graduation Rate - English learner graduation rate baseline is 89.3% 1d. Suspension Rate - English learner suspension rate baseline is 5%. (2) Reclassification Rate English learner reclassification rate baseline is 15%. (3) English learner performance on the new English Language Proficiency Assessment for California (ELPAC) is predicted to have a baseline of 35%.	
Metric/Indicator Facilities 100% FIT Compliant at at least a "Good" or "Exemplary" level. **18-19** 100% FIT CompliantContinued 100% rating (Good or Exemplary) on FIT Compliant tool. 18-19 Ratings: Buri Buri: Exemplary Junipero Serra: Exemplary Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary	The following is our FIT Complaint test rating using the FIT Complaint tool: Please note: We had an error in last year's Annual Update and reported 17-18 data results as 18-19 data results. SSFUSD achieved 100% rating (Exemplary) on FIT Compliant tool. 18-19 Ratings: Buri Buri: Exemplary Junipero Serra: Exemplary Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary

Expected	Actual
El Camino HS: Exemplary South San Francisco HS: Exemplary **Baseline** 100% FIT Compliant Continued 100% rating (Good or Exemplary) on FIT Compliant tool. 16-17 Ratings: Buri Buri: Exemplary Junipero Serra: Good Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary	
Metric/Indicator Public access to standards-aligned materials **18-19** SSFUSD will have 100% of CORE standards-aligned materials for all students. **Baseline** 100% of CORE standards-aligned materials will be available for all students.	SSFUSD had 100% of CORE standards-aligned materials for all students. We met our goal for 2018-2019.
Metric/Indicator Graduation Rate **18-19** SSFUSD will increase the graduation rate 2% to 97% on the 2019 School Dashboard. **Baseline** Our graduation rate for 16-17 is 96.5%, a 1.4% increase from the previous year.	Graduation rates will be added when they are finalized AFTER LCAP approval during Summer 2019.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SERVICES AND SUPPORTS FOR ALL STUDENTS 1.1 All students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas. All students will have sufficient textbooks, instructional materials, and appropriate facilities. 1.2 Provide standards aligned materials to all students. 1.3 All teachers will receive professional development in California Standards Aligned Curriculum and district wide initiatives: ELA/ELD, NGSS, Social Studies, and Mathematics. 1.4 Administrators and classified staff will be trained in the appropriate skills to provide an optimal learning environment for students and staff, and a welcoming environment for parents. 1.5 Counselors will ensure all students are appropriately assigned and on-course to	ACTUAL SERVICES AND SUPPORTS FOR ALL STUDENTS 1.1 All students were served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas. All students received sufficient textbooks, instructional materials, and appropriate facilities. 1.2 Provided standards aligned materials to all students. 1.3 Most teachers received professional development in California Standards Aligned Curriculum and district wide initiatives: ELA/ELD, NGSS, Social Studies, and Mathematics. As a district we, had the following trainings: Math: 32 PD sessions ELA/ELD: 46 PD sessions PLC: 3 PD sessions Science: 22 Social Studies: 12 1.4 Administrators and classified staff were trained in the appropriate skills to provide an optimal learning environment for	SERVICES AND SUPPORTS FOR ALL STUDENTS Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.1 $42,000,000 (LCFF - Base) 1.2 $2,000,000(LCFF - Base) 1.3 $250,000 (LCFF - Base) 1.4 $220,000 (LCFF - Base) 1.5 $2,000,000 (LLCFF - Base) 1.8 $49,440 (LCFF - Base) 1.9 $150,000 (LCFF - Base) 1.16 $315,900 (LCFF - Base) Base $46,985,340	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.1 $42,163,257 from LCFF - Base 1.2 $1,429,000 from LCFF - Base 1.3 $237,411 from LCFF - Base 1.4 $ 220,000 from LCFF - Base 1.5 $1,623,073 from LCFF - Base 1.6 Action not being implemented. 1.7 Action not being implemented. 1.8 $36,115 from LCFF - Base 1.9 $192,561 from LCFF - Base 1.10 Action not being implemented. 1.11 Action not being implemented. 1.12 Action not being

graduate prepared for college and career. 1.6 Action not being implemented. 1.7 Action not being implemented. 1.8 Statistician/Data analyst will ensure accurate data, provides student data (specifically unduplicated students) to the site, and facilitate data analysis sessions K-12. 1.9 Illuminate and DNA (data warehouse) will be implemented to ensure ease of reporting, accurate and reliable data and provide user-friendly access features for parents and staff. 1.10 Action not being implemented. 1.11 Action not being implemented. 1.12 Action not being implemented. 1.13 Action not being implemented. 1.14 Human Resources will recruit highly qualified teachers. This will be done through recruitment efforts such as participation in hiring fairs, publication of marketing materials and other outreach efforts. 1.15 A .8 CTE Coordinator will help increase participation in and	students and staff, and a welcoming environment for parents. We trained staff on best customer service practices and optimal learning environments through meetings targeting classified staff, certificated staff, and administrators. 1.5 Counselors ensured students were appropriately assigned and on-course to graduate and prepared for college and career. 1.6 Action not being implemented. 1.7 Action not being implemented. 1.8 Statistician/Data analyst ensured that the data was accurate, and provided student data (specifically unduplicated students) to the site, and facilitate data analysis sessions K-12. 1.9 Illuminate/DNA (data warehouse) was implemented to ensure ease of reporting, accurate and reliable data and provide user-friendly access features for parents and staff. 1.10 Action not being implemented. 1.11 Action not being implemented. 1.12 Action not being implemented.		implemented. 1.13 Action not being implemented. 1.14 $0.00 1.16 $315,899 from LCFF - Base Base $46,217,316
		Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.3 $0.00 1.14 $10,000 1.15 $49,442 1.16 $280,138 1.17 $999,380 1.18 $231,419 1.19 $115,817 1.20 $183,142 1.21 $43,783 Supplemental $1,913,121	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.14 $0.00 from Supplemental 1.15 $50,079 from Supplemental 1.16 $258,437 from Supplemental 1.17 $915,808 from Supplemental 1.18 $114,003 from Supplemental 1.19 $114,078 from Supplemental 1.20 $182,526 from Supplemental 1.21 $46,712 from Supplemental Supplemental $1,681,643
		Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.14 Funds from Unrestricted HR

expansion of CTE courses with a focus on unduplicated student enrollment. In addition, staff will be trained on CTE data entry and will work to recruit low unduplicated students for the pathways. 1.16 District will maintain an 8-hour period block schedule to support students at the middle school level. This will provide additional time for supports, interventions, and enrichment activities for students. Specific sections will be carved out to support ELs, Foster Youth and low income students. 1.17 A 1.0 RtI2 pull-out reading specialist will support children at each elementary site to support ELs and low income students. 1.18 Support Curriculum and Instruction Specialists (ELA and Math) to provide direct support and professional development to teachers of students who are English Learners, Foster Youth, special needs and low income students in the ELA/ELD and Math Common Core standards. 1.19 The 1.0 FTE Tech TOSA will provide training to staff on how to integrate technology standards to support EL, Foster Youth, low income and under-performing students. 1.20 Provide 2.0 FTE for Algebra Intervention at High Schools to provide support to unduplicated	1.13 Action not being implemented. 1.14 Human Resources recruited highly qualified teachers. This was done through various recruitment efforts such as participation in hiring fairs, publication of marketing materials and other outreach efforts. 1.15 A .8 Career Technical Education (CTE) Coordinator helped increase participation in and expansion of CTE courses with a focus on unduplicated student enrollment. In addition, staff was trained ton CTE data entry and will work to increase the participation of unduplicated students for multiple pathways. 1.16 District maintained an 8-hour period block schedule to support students at the middle school level. This provided additional time for supports, interventions, and enrichment activities for students. Specific sections will be carved out to support ELs, Foster Youth and low income students. 1.17 A 1.0 Response to Instruction and Intervention (RtI2) pull-out reading specialist supported children at each elementary site to support ELs and low income students. 1.18 Supported Curriculum and Instruction Specialists (ELA and Math) to provide direct support and	1.14 $50,000 (Restricted) Restricted $50,000 Salaries, Benefits, Materials and Supplies, and Services 1000, 3000, 4000, 5000 1.18 $134,000 Title II $134,000 Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.15 $74,000 Governors CTE Initiative: California Partnership Academies $74,000 Routine Restricted Maintenance (RRM) Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 1.22 $2,906,091 Restricted $2,906,091 Deferred Maintenance Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 1.22 $2,300,000 Base $2,300,000	Program Unrestricted $12,512 Salaries, Benefits, Materials and Supplies, and Services 1000, 3000 1.18 $115,147 from Title II Title II $115,147 Salaries, Benefits 1000, 3000 1.15 $83,780 from CTE Grant Governors CTE Initiative: California Partnership Academies $83,780 Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 1.22 $2,838,127 from RRM Fund Restricted $2,838,127 Materials and Supplies, Services, Capital Outlay 4000, 5000, 6000 1.22 $3,455,362 Projects from Deferred Maintenance Reserve Base $3,455,362

students entering 9th grade with below grade level math scores and grades. 1.21 Provide .40 FTE teacher at South San Francisco High School to increase educational opportunities and options for students in Biotechnology. 1.22 School Facilities are maintained and in good repair.	professional development to teachers of students who are English Learners, Foster Youth, special needs and low income students in the ELA/ELD and Math Common Core standards. 1.19 The 1.0 FTE Tech TOSA provided training to staff on how to integrate technology standards to support EL, Foster Youth, low income and under-performing students. 1.20 Provided 2.0 FTE for Algebra Intervention at High Schools to provide support to unduplicated students entering 9th grade with below grade level math scores and grades. 1.21 Provided .40 FTE teacher at South San Francisco High School to increase educational opportunities and options for students in Biotechnology. 1.22 School Facilities maintained and in good repair. We underestimated the costs of school facilities and repairs by $1,132,398.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 A Big Lift Pre-K-3rd grade coach will support the Big Lift program and work to ensure that all students are proficient at	2.1 A Big Lift Pre-K-3rd grade coach position was posted for the Big Lift program to ensure that all students are proficient at reading	Salaries, Benefits 1000,3000	Salaries, Benefits 1000,3000 2.1 $33,000 from Supplemental

reading by grade 3 with particular focus on EL and low income students. $33,000 (LCFF Supplemental) $60,000 (Big Lift Grant)	by grade 3 with particular focus on EL and low income students.	2.1 $33,000 Supplemental $33,000 Salaries, Benefits 1000,3000,5000 2.1 $60,000 (Big Lift Grant) (Restricted) Restricted $60,000	for Cash Match Supplemental $33,000 Salaries, Benefits 1000,3000,5000 2.1 $5,000 from Big LIFT Grant 1000-1999: Certificated Personnel Salaries Other $5,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Services for English Language Learners Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 ELD program will be enhanced with an increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities to help EL students' progress in English acquisition. This includes five ELD/Intervention TOSAs at Title I sites. $783,771 (LCFF - supplemental) 3.2 Hire a total of 2.0 elementary and secondary EL/Intervention TOSAs to support schools with intervention supports and EL needs. $211,405 (LCFF - supplemental)	ACTUAL SERVICES FOR ENGLISH LANGUAGE LEARNERS 3.1 Our ELD program was enhanced with an increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities to help EL students' progress in English acquisition. 3.2 We only were able to hire a 1 of 2 FTE ELD Curriculum and Instruction Specialist (elementary and secondary EL/Intervention TOSAs) to support schools with intervention supports and EL needs due to the posting of the position during the summer. 3.3 Newcomer Program (2.0 FTE Certificated and 2.0 Classified) was maintained at middle school to support newcomer students entering the United States 0-12	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 $783,771 3.2 $211,405 3.3 $301,929 3.4 $373,860 Supplemental $1,670,965 Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.3 $267,749 Base 267,749	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 $699,756 from Supplemental 3.2 $107,451 from Supplemental 3.3 $280,062 from Supplemental 3.4 $364,723 from Supplemental Supplemental $1,451,992 Salaries, Benefits 1000, 2000, 3000 3.3 $181,759 from Base Base $181,759

3.3 Newcomer Program (2.0 FTE Certificated and 2.0 Classified) at middle schools to support newcomer students entering the United States 0-12 months with Language and cultural transition. $301,929 (LCFF - supplemental) $267,749 (LCFF - base) 3.4 Bilingual paraprofessional hours will increase their hours so they are supporting English Learner students the entire work day. Priority will be given to sites with the largest percentage of English Learner students. $373,860 (LCFF - supplemental)	months with Language and cultural transition. 3.4 Bilingual paraprofessional hours were increased so they are supporting English Learner students the entire work day. Priority was given to sites with the largest percentage of English Learner students.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Interventions for Unduplicated Students Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 4000, 4.1 Maintain and/or increase before, during and after school academic interventions for ELs, Foster Youth, low income, and migrant students who are not performing at grade level. This also includes a summer	Interventions for Unduplicated Students 4.1 Increased before, during and after school academic interventions for ELs, Foster Youth, low income, and migrant students who are not performing at grade level. This also included a summer intervention programs for migrant students. 4.2 Increased summer school support for 2nd - 12th grade	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $22 000 (Migrant Ed Funds) Restricted $22,000 Salaries, Benefits, Materials and Supplies 1000, 2000, 3000, 4000, 5000 4.2 $250,000 Supplemental $250,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $22,000 from Migrant Education Funds Restricted $22,000 Salaries, Benefits, Materials and Supplies 1000, 2000, 3000, 4000, 5000 4.2 $361,842 from Supplemental Supplemental $361,842

intervention programs for migrant students. $22,000 (Migrant Ed) 4.2 Increase summer school support for 2nd - 12th grade students to provide English Language Arts, Mathematics and High School credit recovery for our unduplicated students. Programs may also include ESY/Elementary/Middle School to maintain ELA/ELD and Mathematics skills and to address summer learning loss. $250,000 (LCFF - supplemental) $160,000 (Special Education funds) $238,889 (Title I funds)	students to provide English Language Arts, Mathematics and High School credit recovery for our unduplicated students. Programs may also include ESY/Elementary/Middle School to maintain ELA/ELD and Mathematics skills and to address summer learning loss.	Salaries, Benefits, Materials and Supplies 1000, 2000, 3000, 4000, 5000 4.2 $160,000 Special Education $160,000 Salaries, Benefits, Materials and Supplies 1000, 2000, 3000, 4000 4.2 $238,889 Title I $238,889	Salaries, Benefits, Materials and Supplies 1000, 2000, 3000, 4000 4.2 $160,000 from Special Education Extended Year Special Education $160,000 Salaries, Benefits, Materials and Supplies 1000, 2000, 3000, 4000 4.2 $150,000 from Title I Title I $150,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Provide and increase educational opportunities for 11th and 12th grade students by continuing our partnership with Skyline's Middle College program	5.1 We provided and increased educational opportunities for 11th and 12th grade students by continuing our partnership with Skyline's Middle College program.	Services 5000 5.1 $668,000 Supplemental $668,000	Services 5000 5.1 $550,000 from Supplemental Supplemental $550,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6.1 Identify, communicate and administer a needs assessment to expand services for Foster Youth	6.1 Identified, communicated and administered a needs assessment to expand services for Foster	Salaries, Benefits, Materials and Supplies, and Services	Materials and Supplies, and Services

and Homeless students and work with sites to identify the best ways in which to support these students.	Youth and Homeless students and work with sites to identify the best ways in which to support these students.	1000, 2000, 3000, 4000, 5000 6.1 $10,000 Supplemental $10,000	4000, 5000 6.1 $52,080 from Supplemental Supplemental $52,080

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
7.1 Provide financial allocations, above and beyond the base expenditures, to the sites to support programs for school-dependent (at-risk) youth – for example, items like intervention support, intervention supplemental material, and study skills support materials. These programs will be monitored by collecting pre and post data to measure student progress towards their specific academic or social goal. Principals will provide the district with pre / post data during a predetermined intervention window. These allocations will be monitored through each site's Single Plan for Student Achievement (SPSA) which will be directly aligned to the 3 LCAP goals. Both the LCAP and SPSA goals will be principally directed to serve unduplicated and target students performing below grade level. Budget 180: English learner students Budget 123: Students below grade level in need of strategic and intensive support/intervention SSFUSD Budget 180 = $784,153	7.1 We provided financial allocations, above and beyond the base expenditures, to the sites to support programs for school-dependent (at-risk) youth – for example, items like intervention support, intervention supplemental material, and study skills support materials. These programs were monitored by collecting pre and post data to measure student progress towards their specific academic or social goal. Principals provided the district with pre / post data during a predetermined intervention window. These allocations were monitored through each site's Single Plan for Student Achievement (SPSA) which were directly aligned to the 3 LCAP goals. Both the LCAP and SPSA goals were principally directed to serve unduplicated and target students performing below grade level. After analysis of a site principal LCAP survey, these funds were mainly used for the following: ********** ********** Funding for English Language Learner Funding	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 7.1 $1,308,733 Supplemental $1,308,733	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 7.1 $1,308,733 from Supplemental Supplemental $1,308,733

SSFUSD Budget 123 = $524,580 180 Buri Buri: $54,211 Junipero Serra: $27,196 Los Cerritos: $27,918 Martin: $37,857 Monte Verde: $48,970 Ponderosa: $37,496 Skyline: $38,309 Spruce: $49,783 Sunshine Gardens: $34,785 Alta Loma: $63,336 Parkway: $55,746 Westborough: $59,089 Baden: $8,403 CDS: $271 El Camino: $115,378 South San Francisco: $125,407 123 Buri Buri: $9,499 Junipero Serra: $4,433 Los Cerritos: $20,106 Martin: $42,744 Monte Verde: $21,689 Ponderosa: $16,148 Skyline: $12,190 Spruce: $61,900 Sunshine Gardens: $21,530 Alta Loma: $11,240 Parkway: $23,430 Westborough: $8,549 Baden: $2,850 CDS: $0.00 El Camino: $10,923 South San Francisco: $32,769 District Office: $224,580	********** ********** ********** ********** ********** ********** ********** ********** ********** ********** Sites utilized supplemental funds to support instructional interventions, professional development, and instructional resources to support English Language Arts (ELA)/English Language Development (ELD). See School Plan for Student Achievement (SPSA) for specific site use of funds. Click here for individual school site plans https://www.ssfusd.org/spsa ********** ********** ********** ********** ********** ********** ********** ********** ********** ********** Academic Intervention Support/Site Specific Needs ********** ********** ********** ********** ********** ********** ********** ********** ********** ********** Sites utilized supplemental funds to implement and enhance instructional support through intervention programs offered after-school. These programs provided students with intervention for mathematics, English Language Arts, English Language Development and Technology. See School Plan for Student Achievement (SPSA) for specific site use of funds. Click here for individual school site plans https://www.ssfusd.org/spsa

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
8.1 Students with Disabilities including those eligible for Special Education services and covered under Section 504 of the Rehabilitation Act will be provided the intervention and supports to access the mainstream curriculum within the least restrictive environment. Professional development opportunities will be provided to Special Education teachers in the areas of academic language, social emotional support for students and crisis intervention. 8.2 Transportation is provided to eligible Special Education students.	8.1 Students with Disabilities, including those eligible for Special Education services and covered under Section 504 of the Rehabilitation Act, were provided with interventions and supports to access the mainstream curriculum within the least restrictive environment. This included, a reading intervention program, an instructional design program, and a curriculum for students with Special Needs. Professional development opportunities were provided to Special Education teachers in the areas of academic language, social emotional support for students and crisis intervention. 8.2 Transportation was provided to eligible Special Education students.	Special Education Federal Funding Resources: 3310: SPED IDEA GRANT 3311: IDEA Part B 3312: SPED: IDEA Local 3315: SPED IDEA Preschool 3318: Preschool Grants Early 3320: SPED IDEA Preschool Local Entitlement 3332: Early Intervening Services 3345: SPED IDEA Preschool Staff Development Special Education State Funding Resources: 6500: Special Education 6512: Special Education: Mental Health Services Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 8.1 $19,915,622 LCFF Base $13,725,173 Federal $1,718,654 State $183,825 Local $222,979 SELPA $4,064,991 Special Education $19,915,622	Special Education Federal Funding Resources: 3310: SPED IDEA GRANT 3311: IDEA Part B 3312: SPED: IDEA Local 3315: SPED IDEA Preschool 3318: Preschool Grants Early 3320: SPED IDEA Preschool Local Entitlement 3332: Early Intervening Services 3345: SPED IDEA Preschool Staff Development Special Education State Funding Resources: 6500: Special Education 6512: Special Education: Mental Health Services Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 8.1 $19,000,000 LCFF Base $12,155,309 Federal $1,850,785 State $187,904 Local $0.00 SELPA $4,806,002 Special Education $19,000,000
		Special Education Transportation 5000	Special Education Transportation 5000

		8.2 $1,650,000 Base $1,650,000	8.2 $1,650,000 Base $1,650,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

South San Francisco Unified School District implemented all of the actions and services as described in our LCAP 2018-2019 (Goal 1)

LCAP Goal 1: The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

Below are the major actions and services that were implemented in order to achieve the SSFUSD LCAP Goal 1:

1) Each site was provided financial allocations to support two areas (1) Funding to support English Learners (2) Funding to support Academic Intervention.
2) Professional Development for all classified and certificated staff
3) Academic Interventions to close the achievement gap. This included Tier I support within the classroom, after/before school intervention and summer school.
4) Recruitment and Retainment of staff members
5) Hiring of Teachers on Special Assignment to support classroom instruction. This included the following Teachers on Special Assignment (Math, Science, ELA/ELD, Technology, site specific RTI/Intervention Specialists and ELD site specialists)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

SSFUSD decreased by 6.4 points overall in ELA and 24.7 points overall in Mathematics in comparing 2017 to 2018 Ca dashboard results via the academic indicator. However, the district will still continue our efforts to build our scope and sequences for ELA/ELD, math, science and social science via out teacher leadership teams. Although we had a decrease in performance, we've increased support and added additional TOSA's in ELA and math to expediate the process and provide more support for our staff throughout the district. We are refining our professional development and interventions to support instruction. As we continue to share scope and sequences with staff, mandate implementation via curricular monitoring (walkthroughs) and assess our practice/progress via common assessments (students) and analyzing assignments to ensure that they have the rigor, relavance and surveys (staff), we will see our results increase on state mandated assessments. In addition, the district in 18-19 selected an instructional framework which will provide focus on specific research based instructional strategies that will will start training our staff in spring 2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For SSFUSD's Goal 1, we had minimal material differences in most of our actions and services. The two actions/services that had a significant material difference were the following:

1) For action 1.22, we originally estimated $5,206,091 but the actual costs were $6,293,489 towards Facility Maintenance and Repair and Deferred Maintenance Projects. The total actual cost was $6,338,489. The additional expenditures in Deferred Maintenance is due to unanticipated roof replacement projects at multiple sites this year.
2) For Goal 1 Action 1.9 we exceeded our budget by approximately $42,561 due to three factors: 1) We miscalculated the cost of the SIS/DNA due to the number of end users 2) Additional implementation fees and 3) the cost of paying staff additional time for training outside their contractual hours.
3) For Goal 1 Action 1.15 we originally estimated the .8 FTE at $123,442. However, due to a staff salary increase of 2.5% the .8 FTE total was $133,859 which led to us exceeding the budgeted amount $10,417.
4) For Goal 1 Action 1.16 we estimated a total of $280,138 for the additional FTE to support a block schedule but the total came out to $258,437. We to the varied salary ranges of our teachers supporting block schedule, we overestimated by $21,701.
5) For Goal 1, Action 1.18 we overestimated a Curriculum and Instruction Specialist salary by $18,853.
6) For Goal 1 Action 1.19 we overestimated the salary for this position by $1,739.
7) For Goal 1 Action 1.20 we overestimated the salary for this position by $616.
8) For Goal 1 Action 1.21 we underestimated the salary for this position by $2,929.
9) For Goal 1 Action 2.1 we were unable to fill this position due to staffing challenges. However, we did pay staff hourly to support us with some of the work under this action.
10) For Goal 1 Action 3.1 this included five ELD/Intervention TOSAs at Title I sites. There was 1 ELD site TOSA that was on maternity leave for 50% of the time and this is reflected in the expenditures. We underspent by $84,015
11) For Goal 1 Action 3.2 For this reason, we only spent $107,451 of the allotted $211,405. For 2019-2020, we will repost both positions in May 2019.
12) For Goal 1 Action 3.3 We hired both Newcomer Program teachers, however, due the varied salary ranges, we overestimated by $107,857. We will adjust our GAS 2019-2020 section accordingly.
13) For Goal 1 Action 3.4, due to varied salary ranges, we overestimated by $9,137.
14) For Goal 1 Action 4.2 we underestimated by $22,953 and will adjust our budget accordingly for 2019-2020 Goals, Actions and Services (GAS)
15) For Goal 1 Action 5.1 we overestimated by $168,000 and will adjust accordingly for 2019-2020 Goals, Actions and Services (GAS).
16) For Goal 1 Action 6.1 we underestimated by $42,080 for Foster Youth and Homeless due the number of foster youth in SSFUSD and the costs associated with transportation, materials and supplies to support the needs of our Foster Youth and Homeless students.
17) For Goal 1 Action 8.1 we overestimated by $915,622 due to the adoption of additional curriculum and professional development needed for these new adoptions for students and staff. Since SSFUSD has implemented a new process called Fit, Feasibility, Monitoring and Evaluation (FFME), it has lengthened our adoption process significantly. We were only able to adopt new social science curriculum for grades 6-12 in 2018-19.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our actions and services in goal 1 will continue for the upcoming 2019-2020 school year with three modifications. (1) Professional Learning Communities(PLCs)- Our district will discontinue our PLC focus and instead redirect our student data analysis work and Common Core related professional development metric through our engagement with Performance Management. (2) We updated our FIT data in order to reflect the appropriate reporting year. (3) We added a metric under Goal 1 to our Goals Actions and Services (GAS) for College and Career Readiness. We will be monitoring our AVID a-g completion rates and include a metric regarding increasing the number of students partivipating in our AVID programs. Our funding allocations will be modified in order to accommodate financial updates such as, salary increases, materials and supplies changes, and increases/decreases due to staffing update.

Although Goal one of our Local Control Accountability Plan (LCAP) has not changed, we have shifted the numbering of our Actions and Services and have regrouped them in categories that provide further clarification for our community.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator To ensure college readiness, the number of students who are college ready as assessed by the EAP will increase by 5% each year. **18-19** The number of students who achieve at the "Ready" level on the EAP will increase by 5%.	To ensure college readiness, we decided to focus on the Early Assessment Program (EAP) score in Mathematics. Please note, that the previous Baseline data in 2014-15 and 2015-16 was inaccurate. We have recalculated the data by using Smarter Balanced Assessment Data, which aligns EAP to the Smarter Balanced achievement levels. Using the revised data, our goal remains the same. For 2016-2017, utilizing the EAP in Math, the number of students who achieve at the "Ready" level on the EAP will increase by 5%. We met standard by increasing the EAP Math status from 20 students to 24 students. This equates to an increase of 20% which exceeds our goal of a 5% increase. ********** EAP - Math 2014-2015 (baseline) ********** Status and # of students

Expected	Actual
Baseline Student results on the EAP from 2014 to 2016. 2017 EAP results will be available in July, 2017. EAP-Math-2014-2015 Status and # of students Ready - 64 Conditionally Ready - 144 Not Yet Ready - 156 Not Ready - 225 EAP-Math-2015-2016 Status and #of students Ready - 64 (no change) Conditionally Ready - 174 (+30) Not Yet Ready - 184 (+28) Not Ready - 271 (+46)	Ready - 20 Conditionally Ready - 77 Not Yet Ready - 94 Not Ready - 141 ********** EAP - Math 2015-2016 ********** Status and # of students Ready - 26 Conditionally Ready - 85 Not Yet Ready - 85 Not Ready - 130 ********** EAP-Math 2016-2017 ********** Status and # of students Ready - 24 Conditionally Ready - 53 Not Yet Ready - 96 Not Ready - 154 ********** EAP - ELA -2017-2018 (611 total students -ECHS & SSFHS only) ********** Status and # of students Ready - 136 Conditionally Ready - 204 Not Yet Ready - 145 Not Ready - 121 ********** EAP - Math-2017-2018 (622 total students -ECHS & SSFHS only) ********** Status and # of students Ready - 54 Conditionally Ready - 150 Not Yet Ready - 152 Not Ready - 266 **********

Expected	Actual
Metric/Indicator Teacher Leadership Teams will identify priority standards, develop a guaranteed, viable curriculum in K-12 Math, ELA, Science and Social Studies, create common formative assessments to inform instruction and determine recommended instructional minutes in K-5. This will create equity and alignment between all school sites in the district. **18-19** Metric deleted. **Baseline** Currently, there are no identified priority standards and no developed Scope and Sequence for ELA and Math, and no common formative assessments to inform instruction as well as no published recommended instructional minutes in K-5.	The metric for the Teacher Leadership Teams was deleted for the 2018-2019 school year. Below is the progress for each individual grade level span and content area: ********** Middle School English Language Arts (ELA) Middle School Math High School Algebra High School Geometry ********** Our Middle School ELA & Math and High School Algebra & Geometry Teacher Leadership Teams have completed the identification of priority standards, completed common formative assessments and are now in the process of building out units of study. ********** Elementary English Language Arts (ELA) ********** Our Elementary ELA Teacher Leadership Teams have completed the identification of priority standards and are in the process of creating common formative assessments and building out units of study. ********** High School English Language Arts (ELA) ********** Our High School ELA Teacher Leadership Teams have completed the identification of priority standards and are in the process of creating common formative assessments and building out units of study.
Metric/Indicator The number of BTSA participants will increase to now include 1st year teachers in addition to 2nd year teachers resulting in better preparation for more teachers. **18-19** BTSA caseload will include all 1st and 2nd year teachers. **Baseline** Currently, there are 58 teachers in BTSA. 1st year teachers are not allowed to participate.	The number of BTSA participants will increase to now include 1st year teachers in addition to 2nd year teachers resulting in better preparation for more teachers. For the 2018-2019 school year, we continued to prepare teachers by providing Professional Development and new teachers support. The BTSA caseload included all 1st and 2nd year teachers. We served a total of 49 1st & 2nd year teachers.

Expected	Actual
Metric/Indicator In order to address the whole child, student engagement and overall student achievement, the number of social emotional health and cultural competency PD sessions offered will increase. **18-19** Number of social emotional health and cultural competency PD sessions offered: Cultural Competency: 3 sessions PAX: 6 sessions PBIS: 7 sessions **Baseline** Number of social emotional health and cultural competency PD sessions offered: Cultural Competency: 1 session PAX: 4 sessions PBIS: 5 sessions	For the 2018-2019 school year, we partially met our goal of social emotional trainings for our site staff. We held a full day PAX training for all elementary schools. This full day training is equivalent to a six 1 hour training sessions. Sites sent selected staff to PBIS trainings (approximately 2 sessions). Unfortunately, we did not offer any Saturday Cultural Competency trainings during the 18-19 school year due to scheduling conflicts.
Metric/Indicator To further support EL students achievement, the number of EL PD sessions will increase. **18-19** Number of EL PD sessions offered: 17 sessions **Baseline** Number of EL PD sessions offered: 13 sessions	For the 2018-2019 school year, to further support EL student achievement, we held a total of 39 professional development sessions. This over exceeded the estimated number of sessions provided to our district. *GLAD Strategies (10 sessions) *ELD Site trainings (20 sessions) *ELD leadership training (9 sessions)
Metric/Indicator To focus site efforts and provide principals with a clear guide for feedback, a Walkthrough tool will be developed and used in classrooms to give teachers specific and relevant feedback. **18-19** Metric deleted. **Baseline** An aligned and common Walkthrough tool has not been developed.	The Walkthrough Tool metric was deleted for the 2018-2019 school year.
Metric/Indicator Unduplicated students will be recruited to fill AVID sections to capacity. **18-19**	Unduplicated students will be recruited to fill AVID sections to capacity.

Expected	Actual
Number of AVID sections: El Camino HS: 4 sections South San Francisco High School: 8 sections AVID Enrollment: El Camino HS: 95 South San Francisco High School: 190 **Baseline** Number of AVID sections: El Camino HS: 4 sections South San Francisco High School: 7 sections AVID Enrollment: El Camino HS: 87 South San Francisco High School: 170	Note: For the 2019-2020 school year, we will only use student enrollment to determine our growth by subgroups. This is the reason why we have included the enrollment from the previous 3 school years. 16-17 English Learners (5 students) Low Socio (151 students) Foster Youth (0 students) Students with Disabilities (5 students) African American (6 students) Hispanic Latino (132 students) 17-18 English Learners (11 students) Low Socio (191 students) Foster Youth (0 students) Students with Disabilities (5 students) African American (4 students) Hispanic Latino (159 students) 18-19 English Learners (8 students) Low Socio (172 students) Foster Youth (0 students) Students with Disabilities (6 students) African American (7 students) Hispanic Latino (163 students)
Metric/Indicator The number of unduplicated students enrolled in Advanced Placement will increase so numbers are proportional to unduplicated student enrollment. **18-19** Number of unduplicated students enrolled in Advanced Placement will increase to: English Learners: 25 Low Socio: 183 Foster Youth: 2 Special Education: 11 African American: 7 Hispanic/Latino: 171	Unduplicated students will be recruited to fill AVID sections to capacity. Note: For the 2019-2020 school year, we will only use student enrollment to determine our growth by subgroups. We have included previous years for transparency purposes since data reported previously was not aligned. Here are the disaggregated results by student subgroups. 16-17 English Learners (5 students) Low Socio (151 students) Foster Youth (0 students) Students with Disabilities (5 students) African American (6 students) Hispanic Latino (132 students) 17-18

Expected	Actual
Baseline English Learners: 19 compared to 16 (+3) Low Socio: 164 compared to 150 (+14) Foster Youth: 0 (stayed the same) Special Education: 5 compared to 9 (-4) African American: 3 compared to 5 (-2) Hispanic/Latino: 151 compared to 171 (-20)	English Learners (11 students) Low Socio (191 students) Foster Youth (0 students) Students with Disabilities (5 students) African American (4 students) Hispanic Latino (159 students) 18-19 English Learners (8 students) (-3 from 17-18) Low Socio (172 students) (-19 from 17-18) Foster Youth (0 students) (no change from 17-18) Students with Disabilities (6 students) (+1 from 17-18) African American (7 students) (+3 from 17-18) Hispanic Latino (163 students) (+4 from 17-18)
Baseline	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Teachers will participate in professional development and training through BTSA (new teachers) and will participate in training facilitated by consultants/outside agencies to ensure standards-aligned practices, to support social emotional health and to ensure student access to standards-aligned materials.	1.1 Teachers participated in professional development and training through Teacher Induction (new teachers) and participated in training facilitated by consultants/outside agencies to ensure standards-aligned practices, to support social emotional health and to ensure student access to standards-aligned materials.	1.1 $135,000 Salaries, Benefits, Materials and Supplies and Services 1000,3000,4000 Base $135,000	Salaries, Benefits, Materials and Supplies and Services 1000,3000,4000,5000 1.1 $125,250 from LCAP-Base Base $125,250
		Salaries, Benefits, Materials and Supplies and Services 1000, 3000, 4000 1.1 $135,000 Salaries, Benefits,	Salaries, Benefits 1000, 3000 1.1 $76,557 from Supplemental Supplemental $76,557

PD and instructional support for newer teachers will also come from our BTSA program-services to include 1.0 FTE BTSA lead (TOSA) and a 1.0 FTE BTSA Coordinator. (A percent of the time will be on supporting ELs). $135,000 (LCFF - Base) $135,000 (LCFF - Supplemental) 1.2 Explore contracting with consultants/outside agencies to provide needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, positive behavioral systems) to ensure students and teachers have access to standards-aligned practices and the standards-aligned materials that support these practices and provide social emotional support to students. Staff will identify the best way to monitor implementation. $0.00 (LCFF - Base: Will not be implemented) $102,639 (Title II funds)	PD and instructional support for newer teachers was also provided by BTSA program-services to include 1.0 FTE Teacher Induction lead (TOSA) and a 1.0 FTE Teacher Induction Coordinator. (A percent of the time was focused on supporting ELs). 1.2 We began exploring contracting with consultants/outside agencies to provide needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, positive behavioral systems) to ensure students and teachers have access to standards-aligned practices and the standards-aligned materials that support these practices and provide social emotional support to students. Discussions were held with community stakeholder groups such as African American Parent Advisory Committee (AAPAC) and District English Language Advisory Committee (DELAC) in order to determine how to best serve the needs of our unduplicated students.	Materials and Supplies and Services 1000, 3000, 4000 Supplemental $135,000 1.2 $102,639 Salaries, Benefits, Materials and Supplies and Services 1000, 3000, 4000 Title II $102,639	Salaries, Benefits, Materials and Supplies and Services 1000, 3000, 4000, 5000 1.2 $74,090 from Title II Title II $74,090

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 Teacher Leadership Teams in elementary and secondary ELA/ELD, Math, Science, Social Studies and Instructional	2.1 Teacher Leadership Teams participated with elementary and secondary ELA/ELD, Math, Science, Social Studies and	Educator Effectiveness Funds Budget Code Reference: 1000, 2000, 3000, 4000, 5000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000

Technology will continue to meet 4-6 times during the year to continue to plan scope and sequence, prioritize standards, develop common formative assessments and develop interventions. Work will be focused on alignment and equity for unduplicated students. $304,995 (LCFF - Supplemental) Budget Code Reference: 1000, 2000, 3000, 4000, 5000	Instructional Technology met 4-6 times during the year to plan scope and sequence, prioritize standards, develop common formative assessments and develop interventions. Their work was focused on alignment and equity for unduplicated students.	2.1 $0.00 Restricted $0.00 Salaries, Benefits, Materials and Supplies, and Services Budget Code Reference: 1000, 2000, 3000, 4000, 5000 2.1 $304,995 Supplemental $304,995	2.1 $0.00 Educator Effectiveness Grant (Ended 6/30/18) Restricted $0.00 Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 2.1 $96,571 from Supplemental Supplemental $96,571

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 Training will be provided to EL staff (classified & certificated) on the following: New ELD standards, ELD framework, cycle of inquiry on EL students, and supporting EL students. Specific consultants will provide an instructional focus on supporting EL students. Staff will identify the best way to monitor implementation. $50,000 (LCFF Supplemental)	3.1 Training was provided to EL staff (classified & certificated) on the following: New ELD standards, ELD framework, cycle of inquiry on EL students, and supporting EL students. Specific consultants provided an instructional focus on supporting EL students. Staff identified the best way to monitor implementation. We overestimated this action by $29,000 mainly due to the substitute shortage and pending summer teacher leadership team work.	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 $50,000 Supplemental $50,000	Services 5000 3.1 $21,000 from Supplemental Supplemental $21,000

Action 4

Planned	Actual	Budgeted	Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
4.1 Collaborate with administrators (and they with their staff), and C & I Specialists, to develop a common district-wide walkthrough tool to identify specific look-fors (LCFF Based on PD sessions) to monitor & support implementation of instructional practices and provide feedback to staff. $15,000 (LCFF Supplemental)	4.1 Staff will continue to develop a common district-wide walkthrough tool to identify specific look-fors to monitor & support implementation of instructional practices and provide feedback to staff. This action is ongoing and we have not utilized these funds due to our current planning and development of our Walkthrough Instrument. $15,000 (LCFF Supplemental)	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $15,000 Supplemental $15,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $0.00 from Supplemental Supplemental $0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Increase AVID at both high schools and explore expansion at the middle school to provide unduplicated students with the tools necessary to become successful in college and career. This includes a .2 FTE District AVID coordinator and AVID contracts for the High Schools. $87,100 (LCFF Supplemental)	5.1 We increased AVID at both high schools and explored expansion at the middle school to provide unduplicated students with the tools necessary to become successful in college and career. Although we did not implement AVID sections in middle school, we did fund a .2 FTE District AVID coordinator and supported AVID contracts for the comprehensive High Schools.	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 5.1 $87,100 Supplemental $87,100	Salaries, Benefits, Materials and Supplies, and Services 1000, 3000, 5000 5.1 $33,095 from Supplemental Supplemental $33,095

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

6.1 Provide unduplicated students and SSFUSD target subgroups (English Learners, Low Socioeconomic, Foster Youth, Homeless, Special Education, African American, Hispanic/Latino, and Pacific Islander) with support in entering advanced pathways. $30,000 (LCFF Supplemental)	6.1 We were unable to implement due to lack of staffing.	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 6.1 $30,000 Supplemental $30,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 6.1 $0.00 from Supplemental Supplemental $0.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

South San Francisco Unified School District implemented all of the actions and services as described in our LCAP 2018-2019 (Goal 2)

LCAP Goal 2: Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

Below are the major actions and services that were implemented in order to achieve the SSFUSD LCAP Goal 1:

1) Continued work with our Teacher Leadership Teams to create a guaranteed and viable curriculum by defining (1) Priority Standards (2) Scope and Sequence (3) Common Formative Assessments (4) Instructional Interventions
2) Professional Development opportunities for certificated and classified on the new ELD Framework, ELD Standards and Cycle of Inquiry on ELD standards.
3) Implementation of a District wide walkthrough tool
4) Increased AVID support at both comprehensive high schools

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our district continues be focused on this goal. We are still in the planning and implementation process and will utilize the 2019-2020 school year in order to continue the work. This goal has been effective because we are planning the direction and action steps that are needed in order to support the needs of all of our learners. The focus on our unduplicated and targeted subgroups will contribute to our success with achieving this goal. By standardizing a district wide scope and sequence and common formative assessment, we are setting the groundwork for providing an equitable education to our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For SSFUSD's Goal 2, we had moderate material differences in most of our actions and services over an overestimation of funds. We will review the funding allocation for 2019-2020 and will adjust accordingly in the Goals Actions and Services for our 2019-2020 LCAP.

The actions/services that had a significant material difference were the following:

1) Action 1.1, we overestimated by $68,193 due to varied salary ranges and hourly pay.
2) Action 1.2, we overestimated by $28,549 due to a restructuring of our district wide professional development initiatives.
3) Action 2.1, we overestimated by $208,424 mainly due to the substitute shortage and pending summer teacher leadership team work.
4) Action 3.1, we overestimated by $29,000 mainly due to the substitute shortage and pending summer teacher leadership team work.
5) Action 4.1, we overestimated by $15,000 due to not incurring any costs. Full time teachers worked on this action/service.
6) Action 5.1, at this time, we are demonstrating an overestimation of $54,005, however, this amount does not include the AVID contracts which will be completed by the end of the 2018-2019 academic school year.
7) Action 6.1, we were not able to utilize the $30,000 allocated to support SSFUSD target subgroups with entering advanced pathways. The is mainly due to preSAT programs already being offered to target subgroups at our comprehensive high schools.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our actions and services in goal 2 will remain the same for the upcoming 2019-2020 school year. Our funding allocations will be modified in order to accommodate financial updates such as, salary increases, materials and supplies changes, and increases/decreases due to staffing updates.

Although Goal two of our Local Control Accountability Plan (LCAP) has not changed, we have shifted the numbering of our Actions and Services and have regrouped them in categories that provide further clarification for our community.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator There will be a yearly increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of edcation in the district, and an increase in the number of students who recognize the importance of attending college and who plan to attend. **18-19** There will be a 2% increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of education in the district. There will be a 2% increase in the number of students surveyed who recognize the importance of attending college and plan to attend.	Metric/Indicator There will be a yearly increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of education in the district, and an increase in the number of students who recognize the importance of attending college and who plan to attend. ********** 18-19 Academic School Year 78% of parents surveyed were "Satisfied" or "Very Satisfied" with the quality of education in the district. There was a 4% increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of education in the district. % of students surveyed recognized the importance of attending college and plan to attend.

Expected	Actual
Baseline 75% of parents surveyed were "Satisfied" or "Very Satisfied" with the quality of education in the district. 78% of students surveyed recognized the importance of attending college and plan to attend.	There was a % increase in the number of students surveyed who recognize the importance of attending college and plan to attend. NOTE: the student college survey data is pending the Senior Survey. We will update this section once the data becomes available. **********
Metric/Indicator The number of anti-bullying incidents will decrease each year. **18-19** The number of unique incidents will decrease by 2%. **Baseline** Though anti-bullying efforts were strong with 100% of sites implementing anti-bullying programs, there were 68 unique bullying incidents that involved 145 students.	For the 18-19, the number of unique incidents will decrease by 2%. Baseline Though anti-bullying efforts were strong with 100% of sites implementing anti-bullying programs, there were 68 unique bullying incidents in 17-18. ACTUAL Though anti-bullying efforts were strong with 100% of sites implementing anti-bullying programs, there were 13 unique bullying incidents in 18-19. We reduced the number of bullying incidents substantially (decrease of 55 incidents) in 18-19.
Metric/Indicator Alternative to Expulsion student participation will increase. **18-19** There will be a 1% increase in the number of students who are recommended for expulsion who participate in the Alternative to Expulsion program. **Baseline** 12 students completed the Alternative to Expulsion program.	For the 18-19 Academic School year, our goal was to have a 1% increase in the number of students who are recommended for expulsion who participate in the Alternative to Expulsion program. Baseline (District wide 2016-2017) 12 students completed the Alternative to Expulsion program. (District -wide 2017-18) (5 students) completed the alternative to expulsion program. (District -wide 2018-19) 6 students) completed the alternative to expulsion program. The number of expulsions did increase by 1 to 6 students in the 2018-19 school year. However, we have reduced the number of expulsions (incidents) by 50% since 2016-17.
Metric/Indicator The suspension rate will decrease each year.	Metric/Indicator The suspension rate will decrease each year.

Expected	Actual
18-19 There will be a decrease of minimum 2% suspensions district wide, no more than 285 students. **Baseline** 297 students were suspended during the 2016-2017 school year	18-19 There will be a decrease of minimum 2% suspensions district wide, no more than 285 students. Baseline 297 students were suspended during the 2016-2017 school year ACTUAL For the 2017-2018 school year, 644 suspensions For the 2018-2019 school year, 619 suspensions. SSFUSD reduced the number of suspensions by 25 in 2018-19 which is a 3% decrease from the 2017-18 school year.
Metric/Indicator There will be an increase in the number of parent participation based on the number of meetings per site. **18-19** There will be a 2% increase in the # of parent meetings per site. **Baseline** Increase in parent participation rates using # of meetings per site: ELAC- 6 meetings PTO- 4 meetings Parent Nights (Math, ELA, Back to School Night, Open House)- 4 meetings Conferences - 1 meeting	For the 18-19, there was a 13% increase in the # of parent meetings per site. ELAC- 6 meetings PTO- 4 meetings Parent Nights (Math, ELA, Back to School Night, Open House)- 5 meetings Conferences - 2 meeting
Metric/Indicator Dropout rates will decrease each year. **18-19** There will be a 2% decrease in the number of students who drop out of school. **Baseline** District Wide, 42 students dropped out.	Metric/Indicator Dropout rates will decrease each year. 18-19 There was a decrease of 3 students who dropped out of school. Baseline (District Wide) 2015-2017 - 42 students dropped out ACTUAL 2016-2017 - 24 students dropped out 2017-2018 - 15 students dropped out

Expected	Actual
	2018-2019 - 12 students dropped out Our data demonstrated that our social/emotional initiatives are supporting the students engagement with 3 less students dropping out as compared to 2017-2018.
Metric/Indicator Expulsion rates will decrease each year. **18-19** Districtwide, no more than 3 students will be expelled. **Baseline** Districtwide, 10 students were expelled.	For the 18-19 school year, we had 6 students expelled. This is a -3 decrease from 17-18.
Metric/Indicator Chronic absenteeism will decrease each year. **18-19** District Chronic Absenteeism will decrease by 1%. **Baseline** District chronic absenteeism: 15% of students were considered chronically absent in 16-17.	RYAN SEBERS WILL PROVIDE THE DATA 18-19 District Chronic Absenteeism will decrease by 1%. Baseline District chronic absenteeism: 15% of the students were considered chronically absent in 16-17. ACTUAL For the 2017-2018 school year, 10.1 % of the students were considered chronically absent. NOTE: For the 2018-2019 school year, data will be reported in late June or early July 2019. Once data is reported, we will update our LCAP and inform our SSFUSD communities.
Metric/Indicator Positive attendance rate was 95.3% for the 2016-2017 school year. **18-19** Positive attendance rate will increase by 1%. **Baseline** Positive attendance rate will increase each year.	Positive attendance rate was 95.3% for the 2016-2017 school year. 18-19 Positive attendance rate will increase by 1%. Baseline Positive attendance rate will increase each year. ACTUAL For the 2017-2018 school year, SSFUSD had a 95.11% of positive attendance rate.

Expected	Actual
	NOTE: For the 2018-2019 school year, data will be reported in late June or early July 2019. Once data is reported, we will update our LCAP and inform our SSFUSD communities.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 SSFUSD will develop consistent communication with parents via email, parent surveys, district and site websites, school messenger phone system, mailers, meetings, Facebook, and other social media platforms to keep open lines of communication with parents and to communicate positive news stories. $5,000 (LCFF Base) 1.2 Maintain co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities. $600,000 (LCFF Base) 1.3 Maintain co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary	1.1 SSFUSD developed consistent communication with parents via email, parent surveys, district and site websites, school messenger phone system, mailers, meetings, Facebook, and other social media platforms to keep open lines of communication with parents and to communicate positive news stories. 1.2 Maintained co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities. 1.3 Maintained co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities. 1.4 Began the implementation of the scope and sequence for	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 1.2 $5,000 1.3 $600,000 Base $605,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 1.1 $0.00 Amount Swept from LCAP- Base 1.2 $0.00 Amount Swept from LCAP-Base 1.3 $625,652 from LCAP-Base 1.4 $0.00 Amount Swept from LCAP-Base Base $625,652

music, art, PE, enrichment activities. $600,000 (LCFF Base) 1.4 Implement the scope and sequence for instructional technology and computer applications in grades K-12 – services. This includes professional development, family engagement nights, technology. $39,701 (LCFF Base)	instructional technology and computer applications in grades K-12 – services. This included professional development, family engagement nights, technology.		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.1 To provide Common Core math nights for parents so they can support students at home. $15,000 (LCFF Supplemental)	2.1 Provided Common Core math nights for parents so they can support students at home.	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 2.1 $15,000 Supplemental $15,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 2.1 $0.00 from Supplemental Supplemental $0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.1 To provide elementary and secondary sites with mental health services (including Youth Services Bureau/School safety advocates-secondary); sites will collaborate and develop a method to monitor and evaluate program to ascertain its effectiveness.	3.1 Provided elementary and secondary sites with mental health services (including Youth Services Bureau/School safety advocates-secondary); sites collaborated and developed a method to monitor and evaluate program to ascertain its effectiveness.	Salaries, Benefits, Materials and Supplies, and Services 5000 3.1 $71,061 Base $71,061	Services 5000 3.1 $71,061 from LCAP-Base Base $71,061

$200,000 (LCFF Base)		Salaries, Benefits, Materials and Supplies, and Services 5000 3.1 $128,939 Supplemental $128,939	Services 5000 3.1 $163,755 from Supplemental Supplemental $163,755

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4.1 SFFUSD will expand outreach to unduplicated students, including low-income, EL and Foster Youth outreach, to parents by personally inviting them to upcoming district events, sending fliers home. $10,000 (LCFF Supplemental)	4.1 SSFUSD expanded outreach to unduplicated students, including low-income, EL and Foster Youth outreach, to parents by personally inviting them to upcoming district events, sending fliers home.	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $10,000 Supplemental $10,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $0.00 from Supplemental Supplemental $0.00

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5.1 Maintain and increase current level of Community Liaison positions and meet with them on a monthly/every other month basis. The Liaison will provide services to ELs, Foster Youth and low income students and will develop consistent practices to support district students and families. $178,702 (LCFF Supplemental)	5.1 Maintained and increased current level of Community Liaison positions and met with them every other month to determine how to best meet the needs of ELs, Foster Youth and low income students and families.	Salaries, Benefits, Materials and Supplies, and Services 2000, 3000 5.1 $178,702 Supplemental $178,702	Salaries, Benefits 2000, 3000 5.1 $170,200 from Supplemental Supplemental $170,200

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our district was able to expand our services and outreach to our low income, EL an Foster Youth families by engaging in personal outreach to families. Our Community Liaisons continue to serve as a bridge between our district and families. The promotion of our outreach to our families has assisted us with successfully achieving this goal. Although we increased our parent involvement, we are working on increasing participation by at least 20% overall, in particular unduplicated students.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our district continues be focused on this goal of increasing parent school engagement. This is an area that we continue to focus our efforts to increase participation in district committees and provide input on district plans such as the LCAP. During the 2018-19 school year, another district committee was created in order to represent the needs of our students with disabilities. This new committee called the Special Education Advisory Committee (SPED PAC) was a joint effort of district officials and a group of concerned parents/community members that want to assist the district in providing our students with programs and services to meet the needs of our students with disabilities. Survey data indicates that parents would like the district to continue to work on improving their communication and use multiple ways to communicate with students, families and the community. Therefore, the board of trustees have approved a position called the Public Information Officer to assist the district in developing a communication plan/strategy for the district. The Public Information Officer should start in August 2019.
SSFUSD continues to provide various opportunities at our school sites so students feel connected and engaged at school. An additional allocation is given to school sites to provide Co - curricular opportunities before, during and after school, athletics, music, art and PE enrichment activities are some of the activities at our school sites. In addition, SSFUSD was awarded the Student Support and Academic Enrichment (SSAE) grant which provided additional resources to improve our visual arts programs and purchase materials for the upcoming school year. In addition, staff are being trained on how to infuse visual performing activities into ELA, math and science classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For SSFUSD's Goal 3, we had a slight change in material differences in most of our actions and services over an overestimation of funds. We will review the funding allocation for 2019-2020 and will adjust accordingly in the Goals Actions and Services for our 2019-2020 LCAP.

The actions/services that had a moderate change in material difference were the following:

1) Action 1.1, we did not expend the $5,000 funds because it was swept from LCAP-Base.
2) Action 1.2 and 1.3 were duplicates and these actions have been adjusted for the 2019-2020 LCAP
3) Action 2.1, we did not utilize all of the funds because our sites utilized their site funds to pay for these math nights.

4) Action 3.1, we underestimated this action by $34,816 which was mainly due to increased mental health services at targeted sites.
5) Action 4.1, we did not utilize the $10,000 and will reevaluate the distribution of funds to the site for the 2019-2020 academic school year.

Although Goal one of our Local Control Accountability Plan (LCAP) has not changed, we have shifted the numbering of our Actions and Services and have regrouped them in categories that provide further clarification for our community. In addition, we have changed goal three to include students and parents.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Our actions and services in goal 3 will remain the same for the upcoming 2019-2020 school year. Our funding allocations will be modified in order to accommodate financial updates such as, salary increases, materials and supplies changes, and increases/decreases due to staffing updates.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

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INTRODUCTION

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During the 2018-2019 school year, SSFUSD has continued to involve local stakeholder groups to provide an update on the LCAP, alignment between the LCAP goals, SPSA goals, district plans, and Board values. The Superintendent and the Superintendent designees, Assistant Superintendent of Educational Services, Assistant Superintendent of Business and Directors of Educational Services, facilitated all of the documented stakeholder meetings. The feedback from our stakeholder groups resulted in changes to services that we are providing to our students. Increased mental health services for elementary students, a modified bell schedule for our high schools, increased hours for our bilingual instructional assistants, additional professional development for certificated and classified staff members as well as resources for our Special Education students were modified based upon the recommendations from our community stakeholder meetings. A response to stakeholder input will be reported to the community by June 13, 2019.

LCAP meetings were advertised to students, parents, staff members,and community members through varied forms of messaging which included: (1) Personal Invitations at school sites (2) Announcements on district website (3) Personal invitations at parent group meetings (PTA/PTSA, African American Parent Advisory Committee Meetings (AAPAC), District English Learners Advisory Committee (DELAC), Special Education Parent Advisory Committee Meetings. (4) Staff/ Union Meetings- CAT Meetings, Principal Leadership Meetings, California School Employee Association Meetings, and the California Teachers Association (CTA) meetings. The meetings followed the same protocol in order to capture the valuable input shared by our stakeholders: (1) Review of our district's goals and priorities for student learning. (2) Review of our district's current programs and budgets (3) Round Table discussions where the stakeholder recommendations were recorded. (4) Recommendations from each stakeholder meeting was summarized and posted on the district website. (5) The feedback from our stakeholder meetings was utilized in order to construct our plan. Meetings were held between the months of January through June in order to provide access to our stakeholders and support our efforts to captuee the needs of our stakeholders. The input from our stakeholders serves as the foundation for our plan which is structured to address the needs of all of our learners within the South San Francisco Unified School District.

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COMMUNITY ENGAGEMENT

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The following groups were actively involved in the LCAP development process described below. Translation services were made available to our Spanish speaking parents and included an in person translator and headphones. DELAC meetings were held in Spanish with English headset translation available for non-Spanish speakers.

PARENT AND COMMUNITY LCAP ADVISORY COMMITTEE:

The Parent and Community LCAP Advisory Committee Meetings were held in order to capture feedback from students, parents, staff members, and community members representing all school communities within the South San Francisco Unified School District. At each of the designated meetings, Stakeholder Meetings and/or specific parent advisory groups, stakeholder involvement included reviewing data, reviewing progress on the LCAP, alignment of School Site Council Goals to LCAP goals and the opportunity to provide suggestions for updating and revising the LCAP. Parents of unduplicated students, in particular parents of foster youth and homeless students, received flyers and phone calls as a personal invitation to all parent stakeholder meetings. Parents emphasized and recommended at the various stakeholder meetings the need for school sites to provide academic intervention support for students. The feedback included recommendations for before school tutoring, after school tutoring, digital intervention support materials, and additional professional development training for teachers focused on supporting learners with academic challenges including our Special Education students. Parents were also informed that they could submit feedback via an online survey. The online survey was posted online for a period of 3 weeks. The feedback obtained from these meetings provided specific recommendations to support our unduplicated students and student subgroups. The data reviewed with our Parent and Community LCAP Advisory Committee members identified the need to provide additional resources for our low performing and/or target students. The student groups identified as needing additional support included our English Learners, Socio-Economically Disadvantaged, Foster Youth, Homeless, African American, Latino, Special Education and Pacific Islander students. As a result of the parent group input, as well as input from other stakeholder groups and surveys, the current LCAP will maintain the foci of the 2018-2019 goals; however, we have refined the goals so that they are more specific, targeted and measurable.

The Parent Advisory Committee and District English Learner Parent Advisory Committee was comprised of these groups: our Parent Teacher Association (PTA), African American, Parent Advisory Committee (AAPAC), and District English Learner Advisory Committee (DELAC). Meetings dates were as follows:

March 5, 2019 - Parent Teacher Association (PTA)

March 7, 2019 - Community Meeting, LCAP Progress

March 12, 2019 - District English Learner Advisory Committee (DELAC)

March 19, 2019 - African American Parent Advisory Committee (AAPAC)

April 9, 2019 - Special Education Meeting

April 10 - Community Meeting - Review of LCAP 2019-2023 Goals

April 17 - Community Meeting - Review of LCAP 2019-2023 Goals

June 13 - LCAP 2019-2023 - Public Comment

June 27 - LCAP 2019-2023 - Approval

In addition, District Wide Stakeholder meetings were held and families of Foster Youth, Homeless, Pacific Islander had direct site outreach to attend these meetings in order to provide input on the LCAP development process, data analysis, and revision/update on the LCAP.

March 7, 2019 – Parents, Community and Staff (Parents, DELAC, AAPAC, , English Learners, Low Socioeconomic, Foster Youth, Homeless)

April 17, 2019 – Parents, Community and Staff (Parents, DELAC, AAPAC, , English Learners, Low Socioeconomic, Foster Youth, Homeless)

April 18, 2019 – Parents, Community and Staff (Parents, DELAC, AAPAC, , English Learners, Low Socioeconomic, Foster Youth, Homeless)

April 9 to May 17, 2019 - Community/Parent Online Survey

BARGAINING UNITS:

CALIFORNIA TEACHERS ASSOCIATION (CTA) Union: April 15, 2019

Members of the California Teachers Association were invited to participate with a LCAP Advisory meeting. Meeting participants reviewed the districts goal and priorities along with the budgets attached to each action. CTA members were asked to share their specific recommendations or suggestions for each priority area. The group addressed the needs of our special education students, English Language Learners and students in need of mental health services. Class size reduction and additional supports for positive

behavior programs was also discussed. The recommendations were captured through notes and included in the planning of our LCAP plan.

CALIFORNIA STATE EMPLOYEES ASSOCIATION (CSEA) Union: June 13, 2019

Members of the California State Employees Association attended a LCAP Advisory meeting and were asked to share their recommendations/ suggestions for our district's LCAP. The members were asked to engage with a review of the district's priorities and goals for student achievements. The group engaged with round table discussions focused on providing feedback about our programs. The feedback collected from the meetings included requests for additional professional development for classified staff members, increased hours for instructional assistants and budget suggestions. The feedback collected from the meeting was posted and utilized to update our current LCAP plan.

DISTRICT ADMINISTRATORS, PRINCIPALS, AND CABINET members attend CAT meetings occur monthly for approximately 6 hours for each meeting)

The Educational Services department met with administrators during their monthly leadership meeting in order to obtain feedback.

Administrators, Staff and Cabinet

Jan 2019(Comprehensive Administrative Team) CAT-Overview of CA School dashboard

Feb 2019 CAT- Overview of focus four –EL, SPED, Chronic Absenteeism & Suspensions

- ATSI(Additional Targeted Support Improvement)
- receive direct input from administrators on Scope & Sequence

March CAT-NGSS Implementation plan- Administrators reviewed and discussed the implementation and monitoring support needed in order to support NGSS instruction elementary through secondary levels.The discussion included identifying scope and sequence for science instruction, common formative assessments, and professional development support.

April CAT-SSC proposal form –District leaders reviewed the process for requesting materials and services related to instructional resources. SSC proposal forms are connected to the identified targets identified in our LCAP plan. The proposal form is designed to identify the specific standards, student group, and assessment utilized in order to support high academic achievement levels for all students.

May 2-walkthroughs/monitoring S & S – Our LCAP Goal 1 is focused on providing classrooms that promote high academic standards. Administrators reviewed and planned action steps to implement the utilization of the district's Walkthrough Tool. The tool is designed to support administrators with identifying specific instructional strategies that support the delivery of grade level and content specific standards based curriculum.

PUBLIC HEARING AND APPROVAL

June 13, 2019 – LCAP Public Hearing - Draft LCAP made available to all stakeholder groups- Students, Parents, LCAP Community Advisory Committee, DELAC, AAPAC, Staff Members, Bargaining Units and Community Members.

June 27, 2019 –LCAP and Budget Board Approval

The Board of Trustees reviewed the final version of the LCAP and provided feedback and final recommendations.

In addition, parents are encouraged to submit additional feedback via phone input and email feedback. The survey was posted April 3 - April 21. The feedback from the survey was made available to our stakeholders via our district website.

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LCAP COMMUNITY & STAKEHOLDER - INPUT SUMMARY

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After close analysis of the various community and stakeholder meeting notes/input, below you will find a summary of the major topics recommended to our district for inclusion in the 2019-2020 LCAP.

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PARENT/COMMUNITY

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*Mental health services

*Restorative Practices

*Multitiered Systems of Support

*Universal Design for Learning

*Increase support for students with disabilities

*Wellness center at high needs sites

*Parent support for integration into a US school

*Increased support for English Learner in 4 reading domains (listening/speaking/reading/writing)

*Smaller classes and small group instruction targeted for ELs

*Increased parent training (ex-latino literacy nights, English classes, parenting classes)

*Increased support for students with disabilities and the transition to career (life skills)

*Increased support for special education staff

*Increased support for alternative programs to suspension

*Support to decrease absenteeism

*Increased after school programs

*Increased paraprofessionals

*Increased nursing support

*Look into transportation for students

*Increased job internships

*Increased electives

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STUDENTS

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High School Students participated with a survey in order to provide feedback about programs, school climate, and recommendations for improvement. The survey also asked students to share their future plans as a result of being enrolled in our district. The student feedback was utilized to monitor programs offered to students. The surveys were conducted during the months of April and May.

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TEACHERS

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Assistant Superintendent Irish met with SSFCTA representatives and reviewed the "focus four" with them. In addition, SSFCTA representatives stressed the importance of lengthening the work day for SPED aides and asked the district to focus on providing additional supports with mental health, counseling especially at the elementary sites.

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CLASSIFIED STAFF

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Assistant Superintendent Irish met with SSFCSEA representatives and reviewed the "focus four" with them. In addition, SSFCSEA representatives emphasized the urgency of supporting the sites with a larger population of at-risk students. The team recommended providing additional supports that are focused on mental health, counseling especially at the elementary sites and increased staffing. In addition, they emphasized more training for staff on inputting data into the appropriate fields in our Student Information System (SIS).

Annual Update:

SSFUSD engaged stakeholders, including parents, in a LCAP review process during the months of March through June, 2019. The purpose of the meetings was to gather community recommendations for our LCAP plan . We used the following process to provide the update on our progress, to solicit their feedback about the current status, and to identify additional they believed we needed to focus:

- Engaged stakeholders, including parents in reviewing the annual update – what we've done and still need to accomplish were clearly communicated.
- Provided all parents with a packet of data (LCFF Based on the metrics from last year) and had them analyze the both the LCAP metrics and student data.
- Reviewed current feedback/priorities received from stakeholders, including parents.

- Gathered input in writing and/or verbally from stakeholders, including parents, to help us determine additional needs and recommendations.

For the 2019-2020 school year, the three LCAP goals for SSFUSD have have remained the same. We collected data through our LCAP survey. After analysis of all stakeholder input, we looked at trends that would match the 8 state priorities and adjusted 3 LCAP goals accordingly. The actions and services for our goals were modified in order to support our adjusted LCAP goals. This year, we structured our LCAP meetings to focus on the four areas that are of immediate concern for our district as determined by our district's Dashboard Data. Those areas include the following:

(1) Special Education

(2) English Learner

(3) Suspensions/Expulsions

(4) Chronic Absenteeism

In addition, we engaged sites' entire School Site Council (SSC) during the months of January through April in an alignment process with both the Board Goals, District Strategic Plan, State Eight Priorities, and three LCAP goals. With SSCs, we shared the importance of data to ensure site initiatives supported student outcomes, and, in particular, provided our unduplicated students with the extra support needed to be successful. Based on stakeholder input and a district needs assessment, we have adjusted and narrowed the actions and services to target student needs in a more strategic and cogent manner. We maintained actions and services that produced positive data, and we revised or eliminated actions and services that did not. In addition, we worked to ensure that all actions were clearly articulated, anchored in data, and had a strong connection to the stated goals.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The consultations from our various stakeholder groups had a major impact on the actions and services detailed in our LCAP. Our plan is now inclusive of expanded resources for mental health support, academic intervention and enrichment activities for students and increased opportunities for parental participation through enhanced communication. The feedback obtained from these meetings included providing specific support to the unduplicated students and the student subgroups identified as low performing. The identified groups include: English Learners, Socio-Economically Disadvantaged, Foster Youth, Homeless, African American, Latino, Special Education, and Pacific Islander students. As a result of the feedback obtained from the various stakeholder groups and surveys, the current LCAP will maintain the essence of the three 2018-2019 LCAP goals. The three goals have been modified for the

2019-2020 LCAP in order to provide specific and measurable goals that reflect our District Priorities: Development of scope and sequence for all grade levels and content areas, professional learning and collaboration and leadership capacity.

Parent and Community Groups:
The refined actions and services reflect the following areas:
1. Expansion of EL support
2. Expansion of Mental Health Services
3. Students with Disabilities support.
4. More enrichment opportunities for students.
5. Increased and improved communication from sites and district to parents and community.

After review of the input shared at the parent engagement and CSEA meetings, the superintendent of SSFUSD responded in writing to comments received from the parent advisory committee, English learner parent advisory committee, and the African American parent advisory committee. The response to the parents was posted to the SSFUSD district website on June 27, 2019.

California Teachers Association (CTA) Union:
At the CTA Union Meeting, SSFCTA representatives stressed the importance of lengthening the work day for SPED aides and asked the district to focus on providing additional supports with mental health, counseling especially at the elementary sites.

California State Employees Association (CSEA) Union:
At the CSEA Representative meeting, CSEA representatives emphasized the urgency of supporting the sites with a larger population of at-risk students. The team recommended providing additional supports that are focused on mental health, counseling especially at the elementary sites and increased staffing.

Administrators, Cabinet, and Staff:
At two administrator meetings, district and site leaders representing every school site were present and engaged in an overview of the LCAP, current data trends, including current CAASPP data, and an update on the current LCAP. District and site leaders were given the opportunity to provide input/suggestions on enhancing the LCAP. Some of the suggestions included position restoration, increase hours for paraprofessional educators, increased activities that provide student engagement, increase parent engagement, and enhancement of facilitates.

LCAP Feedback and Superintendent's response:
The Superintendent will be responding in writing to any comments/questions in writing via our website and/or direct email to the appropriate stakeholders between the June 13th and June 27th LCAP meeting. Please see the following link to review the Superintendent's responses:
https://ssfusd-ca.schoolloop.com/pf4/cms2/view_page?d=x&group_id=1521274963439&vdid=47i12ub16tk369aw

Annual Update:

All stakeholder meetings, as mentioned above, provided valuable feedback that impacted the changes in the LCAP for South San Francisco Unified School District (SSFUSD). The superintendent of SSFUSD responded in writing to comments received from all stakeholder groups. All stakeholders and members of the public had an opportunity to provide input by either participating in the stakeholder meetings and/or completing an online survey email. All SSFUSD stakeholders and members of the public received communication regarding LCAP input using the most effective means of notification including School Messenger calls, texts, flyers, and advertisement at each of the local school sites.

Parents of unduplicated students, in particular parents of foster youth and homeless students, received flyers and phone calls as a personal invitation to all parent stakeholder meetings.

In addition, all School Site Councils (SSC) were engaged in an activity which aligned all SSC Single Plan for Student Achievement (SPSA) goals directly to the 3 LCAP goals. The School Board, Superintendent and Assistant Superintendent of Educational Services review and approve all SPSA plans in the Spring of each year and ensure specific actions are included, aligned, and consistent with the LCAP.

All stakeholder meetings supported and improved the outcomes for pupils, including unduplicated pupils, as it relates to the 8 state priorities. The SSFUSD 3 goals were revised so that goals were more specific and had clearer and more measurable outcomes directly linked to student achievement, professional development and parent involvement to increase the academic and social support for unduplicated students and families.

After meeting with stakeholders, obtaining written, verbal and survey input on the LCAP, we gained a better understanding of our community's needs, some things became apparent to us. Our stakeholder involvement process supported and improved the outcomes for pupils, including unduplicated pupils, directly related to the state priorities. For instance, in regards to Goal 1, unduplicated students receiving interventions made significant progress towards the desired academic/social goal. For Goal 2, we offered an implemented teacher leadership teams to support the development of scope and sequence plans for grade levels and content areas. For Goal 3, parent involvement increased at every site/district meeting and communication was strengthened.

After close analysis of stakeholder input, we determined it is important to maintain our current goals while refining, expanding or deleting specific goals and actions based on stakeholder feedback.

These priorities result from important feedback from stakeholders including, but not limited to the following:

Recommendations that actually resulted in modifications additions include the following:

- -Hired additional teachers on special assignment for Scope and Sequence work (including elementary science, high school ELD, elementary mathematics, elementary/middle/high school ELA/ELD)

- -Professional Development focus on Performance Management
- -Instructional Coaches provided by Hulce Consulting Group (HCG)
- -High School Block Schedule
- -Implementation of a High School Advisory/Intervention Period

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

State and/or Local Priorities addressed by this goal:

State Priorities:
Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our students need to prepare for the 21st century and be ready to enter college or careers by the time they graduate. As developed by the Common Core State Standards Initiative, the standards were drafted by experts and teachers from across the country and are designed to ensure students are prepared for the 21st Century. The Common Core is focused on developing successful critical-thinking, problem-solving, and analytical students.

SSFUSD has identified the following needs related to state priorities 1, 2, 4, 7 and 8 across the district:

Students require highly qualified teachers who are skilled in the teaching of state standards.

Students require access to California standards-aligned instructional materials.

Students need access to a comprehensive course of study.

Students require schools that are well-maintained.

Supporting data used to identify needs:

CA Data Dashboard results in ELA and Math: 49.89% of all students met or exceeded standards on the CAASPP ELA exam in spring, 2018. 43.41% of all students met or exceeded standards on the CAASPP Math exam in spring, 2018.

The following needs related to state priority 4 have been identified for all 15 school sites for our English Learners:

Growth in English Language Development

On the 2018 California Dashboard:

- English Language Arts - English learner performance in English Language Arts is 71.5 points below level 3.
- Mathematics - English learner performance in Mathematics 74.4 points below level 3.

Growth in Academic Achievement:

- Performance on CAASPP Smarter Balanced: 21.25% of English Learners met or exceeded proficiency in ELA and 21.07% of English Learners met or exceeded proficiency in Math.
- Performance on CAASPP Smarter Balanced: 35.89% of low income students met or exceeded standards on the CAASPP ELA exam and 30.62% of low income students met or exceeded standards on the CAASPP Math exam.
- Performance on CAASPP Smarter Balanced: 16.53% of students with a disability met or exceeded standards on the CAASPP ELA exam and 17.82% of students with a disability met or exceeded standards on the CAASPP Math exam.

Continued 100% rating (Good or Exemplary) on FIT Compliant tool.

18-19 Ratings:

Buri Buri: Exemplary

Junipero Serra: Exemplary

Los Cerritos: Exemplary

Martin: Exemplary

Monte Verde: Exemplary

Ponderosa: Exemplary

Skyline: Exemplary

Spruce: Exemplary

Sunshine Gardens: Exemplary

Alta Loma Middle: Exemplary

Parkway Middle: Exemplary

Westborough Middle: Exemplary

El Camino HS: Exemplary

South San Francisco HS: Exemplary

UNDUPLICATED STUDENTS COMPLETING Advanced Placement (AP) COURSES - Percentage of Each Subgroup

2016-2017 - 19 % of ALL students completed AP courses

2017-2018 - 21% of ALL students completed AP courses

NOTE: 2018-2019 data will be updated in Fall 2019

NOTE: Our A-G and College Acceptance rate data will be updated by Fall 2019 pending analysis of senior survey results.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Distance from Level 3 on the CA Dashboard in ELA and Math.	CA Dashboard Results in CAASPP ELA and Math ELA Distance from Level 3	CA Dashboard Results in CAASPP ELA and Math ELA Distance from Level 3 All: -9.5 points	CA Dashboard Results in CAASPP ELA and Math: ELA Distance from Level 3	CA Dashboard Results in CAASPP ELA and Math: ELA Distance from Level 3

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	All: -3.5 points EL: -65.2 points (no RFEP) Low Income: -32.3 Students w/Disabilities: -82.5 points Math Distance from Level 3 All: -9.7 points EL: -64.1 Low Income: -39.1 SPED: -97.8	EL: -34.3 points (no RFEP) Low Income: -40.3 Students w/Disabilities: -89.8 points TARGET NOT MET Math Distance from Level 3 All: -11.7 points EL: -37.1 Low Income: -46.5 SPED: -99.0 TARGET NOT MET	All: -5.5 points EL: -22.3 points (no RFEP) Low Income: -25.3 Students w/Disabilities: -62.5 points Math Distance from Level 3 All: -6.7 EL: -25.1 Low Income:-19.1 SPED: -77.8	All: -2.5 points EL: -10.3 points (no RFEP) Low Income: -10.3 Students w/Disabilities: -42.5 points Math Distance from Level 3 All: -1.7 EL: -13.1 Low Income: -9.1 SPED: -57.8
Teacher Retention Rates Highly Qualified Teacher Rates Number of Teachers Misassigned	Teacher Retention Rates: 13% Attrition Highly Qualified Teacher Rates: 92.8% Number of Teachers Misassigned: 0	Teacher Retention Rates: 10% Attrition Highly Qualified Teacher Rates: 100% TARGET MET Number of Teachers Misassigned: 0 TARGET MET	Teacher Retention Rates: 7% Attrition Highly Qualified Teacher Rates: 100% Number of Teachers Misassigned: 0	Teacher Retention Rates: 4% Attrition Highly Qualified Teacher Rates: 100% Number of Teachers Misassigned: 0
Number of unduplicated students who completed A-G Number of unduplicated enrolled in AP classes and test pass rates	Number of unduplicated students and students who completed A-G: EL: 231 students Low Socioeconomic Background: 971 students	Number of unduplicated students and students who completed A-G: EL: 211 students Low Socioeconomic Background: 954 students	Number of unduplicated students who completed A-G will increase by 2%. Number of unduplicated enrolled in AP classes	Number of unduplicated students who completed A-G will increase by 2%. Number of unduplicated enrolled in AP classes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College Acceptance rates	Special Education: 175 students AP enrollment: English Learners: 19 Low Socio: 164 Foster Youth: 0 Special Education: 5 African American: 3 Hispanic/Latino: 151 AP Exam Passing Rates: Using 2015-2016 data as baseline: Out of 903 students taking AP exams SSFUSD had an AP passage rate of 503 students. This is a 55.7% passage rate. \ College Acceptance Rates:	Special Education: 182 students TARGET NOT MET UNDUPLICATED STUDENTS ENROLLED IN AP - Percentage of Each Subgroup Black/African Am: 3 students out of 35 (8.5%) Hispanic: 156 students out of 1271 (12.2%) English Learners: 2 students out of 296 (less than 1%) Special Education: 2 students out of 292 (less than 1%) Foster Youth: 1 student out of 6 (16%) Economically Disadvantaged: 54 students out of 1189 (13%) TARGET NOT MET AP Passing Rates: 2016-2017 Results: Out of 818 students taking	and test pass rates will increase by 2%. AP Exam Passing Rates will increase by 2%. College Acceptance rates will increase by 2%.	and test pass rates will increase by 2%. AP Exam Passing Rates will increase by 2%. College Acceptance rates will increase by 2%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	586 12th graders completed the district survey. 250 were accepted to a college/university. Acceptance rate: 42.6%	AP exams SSFUSD had an AP passing rate of 355 students. This is a 43% passing rate. TARGET NOT MET College Acceptance Rates: College Acceptance Rates: 560 12th graders completed the district survey. 175 were accepted to a four year college/university. Acceptance rate: 31% TARGET NOT MET 346 will attend a 2-year college Overall Acceptance rate: 93%		
Implementation of Common Core Instruction Implementation of Common Core Professional Development	Common Core Instruction Metrics: English Language Arts - Performance on SBAC ELA - Baseline 3.5 points below Medium (Yellow) Mathematics - Performance on SBAC Math Basline 9.7 points below Medium (Yellow)	Common Core Instruction Metrics: English Language Arts - Performance on SBAC ELA - Increase by 3 points to meet 0.5 points below Medium (Yellow) target TARGET MET Mathematics - Performance on SBAC	Common Core Instruction Metrics: English Language Arts - Performance on SBAC ELA - Increase by 3 points to meet 2.5 points above Medium (Yellow) target Mathematics - Performance on SBAC Math Increase to 0.5	Common Core Instruction Metrics: English Language Arts - Performance on SBAC ELA - Increase by 3 points to meet 6.5 points above Medium (Yellow) target Mathematics - Performance on SBAC Math Increase to 3.5

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Number of Common Core-related PD metrics: Math: 14 PD sessions ELA/ELD: 16 PD sessions PLC: 4 PD sessions Common Core Instruction Metrics (based on revised 2017 scores): English Language Arts - Performance on SBAC ELA - Baseline 9.5 points below Medium (Orange) Mathematics - Performance on SBAC Math Baseline 11.7 points below Medium (Yellow)	Math Increase to 3.0 points below Medium (Yellow) TARGET MET Number of Common Core-related PD metrics: Math: 25 PD sessions ELA/ELD: 21 PD sessions PLC: 11 PD sessions Science: 15 PD sessions Social Studies: 3 PD sessions TARGET MET	points above Medium (Yellow) Number of Common Core-related PD metrics: Math: 26 PD sessions ELA/ELD: 22 PD sessions PLC: 12 PD sessions Science: 16 Social Studies: 4	points above Medium (Yellow) Number of Common Core-related PD metrics: Math: 27 PD sessions ELA/ELD: 22 PD sessions PLC: 13 PD sessions Science: 17 PD sessions Social Studies: 5 sessions
English Learner Metrics (1) California School Dashboard 1a. English Language Arts 1b. Mathematics	English Learner Metrics (1) California School Dashboard For the 2017-2018 school year, SSFUSD will have an increase in	English Learner Metrics (1) California School Dashboard (revised based on updated 2017 ratings)	English Learner Metrics (1) California School Dashboard (revised based on updated 2017 ratings)	English Learner Metrics (1) California School Dashboard (revised based on updated 2017 ratings)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1c. Graduation Rate 1d. Suspension Rate (2) Reclassification Rate (3) English learner performance on the new English Language Proficiency Assessment for California	the total number of points under each of the state indicators: 1a. English Language Arts - English learner performance in English Language Arts baseline is 26.9 below level 3. 1b. Mathematics - English learner performance in Mathematics baseline is 32.1 points below level 3. 1c. Graduation Rate - English learner graduation rate baseline is 89.3% 1d. Suspension Rate - English learner suspension rate baseline is 5%.	1a. English Language Arts - English Learner performance in English Language Arts is 34.3 which is a decrease of -7.4 points from the baseline in 2016-2017. TARGET NOT MET 1b. Mathematics - English Learner performance in Mathematics is at 37.1 which is a decrease of -5 points from the 2016-2017 baseline. TARGET NOT MET 1c. Graduation Rate - English Learner graduation rate is 86.9% which is a decrease of -2.4 from the 2016-2017 baseline. TARGET NOT MET 1d. Suspension Rate - English learner suspension rate remains the same and is "High"	1a. English Language Arts - English learner performance in English Language Arts will increase to 28.9. 1b. Mathematics - English learner performance in Mathematics will increase to 35.3% 1c. Graduation Rate - English learner graduation rate will increase to 88.9%. 1d. Suspension Rate - English learner suspension rate will decrease to at 4.3%.	1a. English Language Arts - English learner performance in English Language Arts will increase to 30.9. 1b. Mathematics - English learner performance in Mathematics will increase to 37.3% 1c. Graduation Rate - English learner graduation rate will increase to 90.9%. 1d. Suspension Rate - English learner suspension rate will decrease to 3.9%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		at 4.8% with a 4.8% Suspension Rate. TARGET MET		
	(2) Reclassification Rate English learner reclassification rate baseline is 15%. (3) English learner performance on the new English Language Proficiency Assessment for California (ELPAC) is predicted to have a baseline of 35%.	(2) Reclassification Rate English learner reclassification rate decreased by 14.1%. Please note that the reclassification rate should range from 13-17% each year to be at target. TARGET MET (3) English learner performance on the new English Language Proficiency Assessment for California (ELPAC) will increase from 35% proficient (Early Advanced/Advanced level on CELDT) to 37.5% proficient (Bridging on the ELPAC). At this time, we are waiting for our district wide ELPAC scores and will use this measure as a baseline. TARGET MET	(2) Reclassification Rate English learner reclassification rate will maintain at a 13%-17% reclassification rate. (3) English learner performance on the new English Language Proficiency Assessment for California (ELPAC) will increase from 35% proficient (Early Advanced/Advanced level on CELDT) to 37.5% proficient (Bridging on the ELPAC). At this time, we are waiting for our district wide ELPAC scores and will use this measure as a baseline.	(2) Reclassification Rate English learner reclassification rate will maintain at a 13%-17% reclassification rate. (3) Due the the CDE change in threshold scores, we will continue to use the ELPAC as a baseline until 2020 baseline.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities 100% FIT Compliant at at least a "Good" or "Exemplary" level.	100% FIT Compliant Continued 100% rating (Good or Exemplary) on FIT Compliant tool. 16-17 Ratings: Buri Buri: Exemplary Junipero Serra: Good Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary	100% FIT CompliantContinued 100% rating (Good or Exemplary) on FIT Compliant tool. 17-18 Ratings: Buri Buri: Exemplary Junipero Serra: Exemplary Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary TARGET MET	100% FIT CompliantContinued 100% rating (Good or Exemplary) on FIT Compliant tool. 18-19 Ratings: Buri Buri: Exemplary Junipero Serra: Exemplary Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary	100% FIT CompliantContinued 100% rating (Good or Exemplary) on FIT Compliant tool. 19-20 Ratings: Buri Buri: Exemplary Junipero Serra: Exemplary Los Cerritos: Exemplary Martin: Exemplary Monte Verde: Exemplary Ponderosa: Exemplary Skyline: Exemplary Spruce: Exemplary Sunshine Gardens: Exemplary Alta Loma Middle: Exemplary Parkway Middle: Exemplary Westborough Middle: Exemplary El Camino HS: Exemplary South San Francisco HS: Exemplary

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Public access to standards-aligned materials	100% of CORE standards-aligned materials will be available for all students.	SSFUSD will have 100% of CORE standards-aligned materials for all students. TARGET MET	SSFUSD will have 100% of CORE standards-aligned materials for all students.	SSFUSD will have 100% of CORE standards-aligned materials for all students.
Graduation Rate	Our graduation rate for 16-17 is 96.5%, a 1.4% increase from the previous year.	Updated graduation rate will be added after summer graduation. Our graduation rate on the 2017 School Dashboard is "High" at 93% (based on revised 2017 Dashboard ratings).	SSFUSD will increase the graduation rate 2% to 97% on the 2019 School Dashboard.	SSFUSD will increase the graduation rate 2% to 99% on the 2020 Dashboard.
College and Career Readiness - Access	All students will take at least 2 CTE, Dual enrollment or Advanced Placement classes before they graduate from Baden, El Camino and South San Francisco high schools .			SSFUSD will increase the total percentage of the College and Career Readiness Access rate by 2%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
SERVICES AND SUPPORTS FOR ALL STUDENTS 1.1 All students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas. All students will have sufficient textbooks, instructional materials, and appropriate facilities. 1.2 Provide standards aligned materials to all students. 1.3 All teachers will receive professional development in California Standards Aligned Curriculum and district wide initiatives: ELA/ELD, NGSS, Social Studies, and Mathematics. 1.4 Administrators and classified staff will be trained in the appropriate skills to	SERVICES AND SUPPORTS FOR ALL STUDENTS 1.1 All students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas. All students will have sufficient textbooks, instructional materials, and appropriate facilities. 1.2 Provide standards aligned materials to all students. 1.3 All teachers will receive professional development in California Standards Aligned Curriculum and district wide initiatives: ELA/ELD, NGSS, Social Studies, and Mathematics. 1.4 Administrators and classified staff will be trained in the appropriate skills to	SERVICES AND SUPPORTS FOR ALL STUDENTS ********** ********** *** 1.1.0 (a) Ensure that all students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas. All students will have sufficient textbooks, instructional materials, and appropriate facilities. 1.1.0 (b) Provide standards aligned materials to all students. 1.1.0 (c) All teachers will receive professional development in California Standards Aligned Curriculum and district wide initiatives: ELA/ELD, NGSS, Social Studies, and Mathematics.

provide an optimal learning environment for students and staff, and a welcoming environment for parents. 1.5 Counselors will ensure all students are appropriately assigned and on-course to graduate prepared for college and career. 1.6 Staff will monitor progress of students toward Expected Outcomes through assessments and progress monitoring software. 1.7 Sites will continue to implement a universal reading tool for students in K-2. Student data will be analyzed for growth and intervention. 1.8 Statistician/Data analyst will ensure accurate data, provides student data (specifically unduplicated students) to the site, and facilitate data analysis sessions K-12. 1.9 Illuminate and DNA (data warehouse) will be implemented to ensure ease of reporting, accurate and reliable data and provide user-friendly access features for parents and staff. 1.10 Sites will monitor data on a regular basis in AP courses (HS), ELA, and math courses to ascertain student performance for all students but especially ELs, Foster Youth and Low income students and will provide interventions and supports as needed.	provide an optimal learning environment for students and staff, and a welcoming environment for parents. 1.5 Counselors will ensure all students are appropriately assigned and on-course to graduate prepared for college and career. 1.6 Action not being implemented. 1.7 Action not being implemented. 1.8 Statistician/Data analyst will ensure accurate data, provides student data (specifically unduplicated students) to the site, and facilitate data analysis sessions K-12. 1.9 Illuminate and DNA (data warehouse) will be implemented to ensure ease of reporting, accurate and reliable data and provide user-friendly access features for parents and staff. 1.10 Action not being implemented. 1.11 Action not being implemented. 1.12 Action not being implemented. 1.13 Action not being implemented. 1.14 Human Resources will recruit highly qualified teachers. This will be done through recruitment efforts such as participation in hiring fairs, publication of marketing materials and other outreach efforts.	1.1.0 (d) Administrators and classified staff will be trained in the appropriate skills to provide an optimal learning environment for students and staff, and a welcoming environment for parents. 1.1.0(e) Counselors will ensure all students are appropriately assigned and on-course to graduate prepared for college and career. ********** ********** *** 1.1.1 Recruit and train highly qualified staff ********** ********** *** (a) Provide annual stipend for SPED teachers - $2,000/Teacher for 19-20 (b) Provide funds for teachers to earn CTE credentials for CTE compliance - $1,500 preliminary & $2,500 clear CTE credential (c) Provide ongoing training for administrators in evaluating employee performance (d) Develop training protocols for new certificated and classified staff new to the position

1.11 All staff will be trained in entering student information data in IC, and will participate in new training for the implementation and use of Illuminate (both the SIS and DNA data platform).

1.12 Counselors will closely evaluate transcripts to ensure courses are coded accurately and meet A-G.

1.13 All teachers will engage in PLC meetings where they will be trained to analyze student work and data, disaggregate their data by student (ELs, Foster Youth, low income and AA, PI) and focus on the curriculum, instructional techniques, and assessments which can occur while focusing on the 4 PLC questions to ensure a focus on CC and overall student learning.

1.14 Human Resources will recruit highly qualified teachers. This will be done through recruitment efforts such as participation in hiring fairs, publication of marketing materials and other outreach efforts.

1.15 A .4 CTE Coordinator will help increase participation in and expansion of CTE courses with a focus on unduplicated student enrollment. In addition, staff will be trained on CTE data entry and will work to recruit low unduplicated students for the pathways.

1.16 District will maintain an 8-hour period block schedule to support students at the

1.15 A .8 CTE Coordinator will help increase participation in and expansion of CTE courses with a focus on unduplicated student enrollment. In addition, staff will be trained on CTE data entry and will work to recruit low unduplicated students for the pathways.

1.16 District will maintain an 8-hour period block schedule to support students at the middle school level. This will provide additional time for supports, interventions, and enrichment activities for students. Specific sections will be carved out to support ELs, Foster Youth and low income students.

1.17 A 1.0 RtI2 pull-out reading specialist will support children at each elementary site to support ELs and low income students.

1.18 Support Curriculum and Instruction Specialists (ELA and Math) to provide direct support and professional development to teachers of students who are English Learners, Foster Youth, special needs and low income students in the ELA/ELD and Math Common Core standards.

1.19 The 1.0 FTE Tech TOSA will provide training to staff on how to integrate technology standards to support EL, Foster Youth, low income and under-performing students.

(e) Attend up to 7 job fairs in order to recruit the most qualified staff to SSFUSD (Asst Supt HR)

(f) Provide virtual and face-to-face coaching for administrators (site and district), via Hulce Consulting Group (HCG), focusing on implementing Performance Management at the district and select sites, supporting the implementation of Scope & Sequence, determining rigor and relevance and creating a system of assessments

(g) Continue new teacher induction program, which focuses on new certificated staff members will participate in the District's Induction Program.

middle school level. This will provide additional time for supports, interventions, and enrichment activities for students. Specific sections will be carved out to support ELs, Foster Youth and low income students. 1.17 A 1.0 RtI2 pull-out reading specialist will support children at each elementary site to support ELs and low income students. 1.18 Support Curriculum and Instruction Specialists (ELA and Math) to provide direct support and professional development to teachers of students who are English Learners, Foster Youth, special needs and low income students in the ELA/ELD and Math Common Core standards. 1.19 The 1.0 FTE Tech TOSA will provide training to staff on how to integrate technology standards to support EL, Foster Youth, low income and under-performing students. 1.20 School Facilities are maintained and in good repair. .	1.20 Provide 2.0 FTE for Algebra Intervention at High Schools to provide support to unduplicated students entering 9th grade with below grade level math scores and grades. 1.21 Provide .40 FTE teacher at South San Francisco High School to increase educational opportunities and options for students in Biotechnology. 1.22 School Facilities are maintained and in good repair.	

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$44,684,193	$46,985,340	$50,092,879
Source	Base	Base	Base
Budget Reference	SERVICES AND SUPPORTS FOR ALL STUDENTS Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.1 $39,500,000 (LCFF - Base) 1.2 $2,000,000 (LCFF - Base) 1.3 $250,000 (LCFF - Base) 1.4 $220,000 (LCFF - Base) 1.5 $2,000,000 (LLCFF - Base) 1.6 $33,830 (LCFF - Base) 1.7 $32,000 (LCFF - Base) 1.8 $48,700 (LCFF - Base) 1.9 $146,000 (LCFF - Base) 1.10 $45,000 (LCFF - Base) 1.11 $55,000 (LCFF - Base) 1.12 $10,000 (LCFF - Base) 1.13 $50,000 (LCFF - Base) 1.16 $293,663 (LCFF - Base)	SERVICES AND SUPPORTS FOR ALL STUDENTS Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.1 $42,000,000 (LCFF - Base) 1.2 $2,000,000(LCFF - Base) 1.3 $250,000 (LCFF - Base) 1.4 $220,000 (LCFF - Base) 1.5 $2,000,000 (LLCFF - Base) 1.8 $49,440 (LCFF - Base) 1.9 $150,000 (LCFF - Base) 1.16 $315,900 (LCFF - Base)	SERVICES AND SUPPORTS FOR ALL STUDENTS Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 1.1.0 (a) $45,142,879 (LCFF - Base) 1.1.0 (b) $2,000,000(LCFF - Base) 1.1.0 (c) $700,000 (LCFF - Base) 1.1.0 (d) $250,000 (LCFF - Base) 1.1.0 (e) $2,000,000 (LCFF - Base)

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: Alta Loma, Parkway Heights and Westborough Specific Grade Spans: 6th, 7th, 8th

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
2.1 A Big Lift Pre-K-3rd grade coach will support the Big Lift program and work to ensure that all students are proficient at reading by grade 3 with particular focus on EL and low income students. $25,000 (LCFF Supplemental) $60,000 (Big Lift Grant)	2.1 A Big Lift Pre-K-3rd grade coach will support the Big Lift program and work to ensure that all students are proficient at reading by grade 3 with particular focus on EL and low income students. $33,000 (LCFF Supplemental) $60,000 (Big Lift Grant)	1.2.1 PROVIDE STUDENTS WITH ACCESS TO STANDARDS ALIGNED INSTRUCTIONAL MATERIALS. ********** ********** *** (a) Create a committee in order to adopt Science curriculum at the 6-8 grade span (b) Select and pilot instructional materials with middle school science teachers

		(c) Recommend and adopt middle school science curriculum by June 2020 (d) Recommendation for adoption to board of trustees by June 2021.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$25,000	$33,000	$1,000,000
Source	Supplemental	Supplemental	Base
Budget Reference	Salaries, Benefits 1000,2000,3000 2.1 $25,000	Salaries, Benefits 1000,3000 2.1 $33,000	Materials/Supplies and Services 4000, 5000 1.2.1(a-b) $0 1.2.1(c) $1,000,000 1.2.1(d) $0
Amount	$60,000	$60,000	
Source	Restricted	Restricted	
Budget Reference	Salaries, Benefits 1000,2000,3000 2.1 $60,000 (Big Lift Grant) (Restricted)	Salaries, Benefits 1000,3000,5000 2.1 $60,000 (Big Lift Grant) (Restricted)	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Services for English Language Learners Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 ELD program will be enhanced with an increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities to help EL students' progress in English acquisition. This includes five ELD/Intervention TOSAs at Title I sites. $444,050 (LCFF - supplemental) 3.2 Hire a total of 2.0 elementary and secondary EL/Intervention TOSAs to	Services for English Language Learners Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 ELD program will be enhanced with an increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities to help EL students' progress in English acquisition. This includes five ELD/Intervention TOSAs at Title I sites. $783,771 (LCFF - supplemental) 3.2 Hire a total of 2.0 elementary and secondary EL/Intervention TOSAs to	1.3.1 ENSURE THAT ALL FACILITIES ARE WELL MAINTAINED AND SAFE. ENSURE THAT ALL STAFF AND STUDENTS KNOW HOW TO RESPOND IN CASE OF AN EMERGENCY. ENSURE THAT ALL INTERCOMS, PHONES AND CAMERAS ARE IN WORKING CONDITION. ********** ********** *** (a) Complete all FIT (Facility Inspection Tool Reports) for all school sites to ensure all facilities are safe and well maintained

support schools with intervention supports and EL needs. $188,100 (LCFF - supplemental) 3.3 Newcomer Program (2.0 FTE Certificated and 2.0 Classified) at middle schools to support newcomer students entering the United States 0-12 months with Language and cultural transition. $258,000 (LCFF - supplemental) 3.4 Bilingual paraprofessional hours will increase their hours so they are supporting English Learner students the entire work day. Priority will be given to sites with the largest percentage of English Learner students. $60,000 $305,000 (LCFF - supplemental)	support schools with intervention supports and EL needs. $211,405 (LCFF - supplemental) 3.3 Newcomer Program (2.0 FTE Certificated and 2.0 Classified) at middle schools to support newcomer students entering the United States 0-12 months with Language and cultural transition. $301,929 (LCFF - supplemental) $267,749 (LCFF - base) 3.4 Bilingual paraprofessional hours will increase their hours so they are supporting English Learner students the entire work day. Priority will be given to sites with the largest percentage of English Learner students. $373,860 (LCFF - supplemental)	(b) Evaluate and check all safety equipment (phones, intercom system) annually (c) Train all administrators on how to use all safety equipment in order to be prepared in case of an emergency (d) Conduct all required safety drills (earthquake, duck and cover, intruder) as required by law (Big 5 protocol) (e) Establish and secure centralized security management (f) Ensure designated staff with security camera access have appropriate training (g) Establish security system operation procedure, confidentiality and use policy (h) Allocate monies to the routine maintenance account to ensure that facilities are well maintained, safe, are clean for all students and staff (i) Allocate monies to the deferred maintenance/redeveloping agencies account

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,195,150	$1,670,965	$12,000
Source	Supplemental	Supplemental	Unrestricted
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 $444,050 3.2 $188,100 3.3 $258,000 3.4 $305,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 $783,771 3.2 $211,405 3.3 $301,929 3.4 $373,860	Materials/Supplies 4000, 5000 1.3.1 (a - d) $0 1.3.1(e) $10,000 1.3.1(f) $2,000 1.3.1(g)$0
Amount	225,501	267,749	6,300,000
Source	Base	Base	Base
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.3 $225,501	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.3 $267,749	Salaries, Benefits, Material and Supplies and Services 1000, 2000, 3000, 4000, 5000 1.3.1 (g) $3,000,000 1.3.1 (h) $3,300,000

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
Foster Youth [Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
Interventions for Unduplicated Students Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 4000, 4.1 Maintain and/or increase before, during and after school academic interventions for ELs, Foster Youth, low income, and migrant students who are not performing at grade level. This also includes a summer intervention programs for migrant students. $27,837 (Migrant Ed) 4.2 Increase summer school support for 2nd - 12th grade students to provide English Language Arts, Mathematics and High School credit recovery for our unduplicated students. Programs may also include ESY/Elementary/Middle	Interventions for Unduplicated Students Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 4000, 4.1 Maintain and/or increase before, during and after school academic interventions for ELs, Foster Youth, low income, and migrant students who are not performing at grade level. This also includes a summer intervention programs for migrant students. $22,000 (Migrant Ed) 4.2 Increase summer school support for 2nd - 12th grade students to provide English Language Arts, Mathematics and High School credit recovery for our unduplicated students. Programs may also include ESY/Elementary/Middle	1.4.1 INCREASE COLLEGE AND CAREER READINESS FOR ALL STUDENTS. ********** ********** *** (a) Evaluate College and Career Readiness platforms (Naviance/California College Guidance Initiative) and provide recommendation to Board of trustees for adoption in June 2020 (b) Support District AVID (Advancement Via Individual Determination) program at SSFHS & ECHS (c) Maintain AVID District Coordinator (2 Sections)

School to maintain ELA/ELD and Mathematics skills and to address summer learning loss. $215,000 (LCFF - supplemental) $160,000 (Special Education funds) $238,889 (Title I funds)	School to maintain ELA/ELD and Mathematics skills and to address summer learning loss. $250,000 (LCFF - supplemental) $160,000 (Special Education funds) $238,889 (Title I funds)	(d) Maintain AVID site coordinator - SSFHS (1 Section) (e) Maintain AVID site coordinator - ECHS (1 Section) (f) Continue supporting AVID PD in order to support teachers with the implementation of AVID strategies (g) Increase recruitment efforts at middle schools and high schools in order to increase enrollment in AVID sections to a minimum of 20 students per section. (h) Increase AVID seniors a-g rate by 5% annually until we reach 90%. (2018 a-g rate was 64%) ********** ********** *** 1.4.2 -Credit Recovery - Edgenuity ********** ********** *** (a) Offer online courses and provide credit recovery opportunities for students during the school day as well as after school (b) Continue annual contract with Edgenuity for ECHS, SSFHS & Baden) (c) Create a handbook and update policies for Edgenuity implementation in SSFUSD

		********** ********** *** 1.4.3 - Expand Summer School Opportunities ********** ********** *** (a) Offer Summer School opportunities for all interested students (b) Offer STEAM summer enrichment learning experiences for elementary and middle school students. (c) Enhance STEAM summer school program via Student Support and Academic enrichment (SSAE) grant i. Train for staff (VAPA instructional strategies) Ii. Purchase instructional materials Iii. Extend summer school day to incorporate VAPA instruction (d) For Migrant Education students - all Summer School programs (e) For Special Education students-ESY programs (f) For acceleration for math in Middle School (g) For enrichment for math in middle school - Elevate (h) To make up graduation and/or a-g requirements - core HS Summer school programs

(i) offer SS acceleration class for math in high school - Algebra II

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1.4.4 - Provide students with opportunities to participate in our Middle College program and take classes via Dual enrollment

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(a) Provide dual enrollment opportunities at ECHS, SSFHS & Baden via our partnership with Skyline College

(b) Provide 70 students in SSFUSD the opportunity to participate in the Middle College Program at Skyline College

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1.4.5 - SSFUSD College Fair

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(a) Provide a district College fair in order to share information with students on post secondary options after graduation

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		1.4.6 - Provide additional Academic counseling support ********** ********** *** (a) Meet with Guidance Counselors at least 4-6 times per year to develop and uniform counseling program (b) Support high school counselors to ensure all students enroll in the courses needed to meet graduate requirements and a-g requirements (if applicable) by evaluating and reviewing student transcripts ********** ********** *** 1.4.7 - Utilize the Smarter Balanced System to support teaching and learning ********** ********** *** (a) Administer and review learning data from Interim Assessment Blocks/Interim Comprehensive Assessments and review learning data (b) Utilize Digital Library (d) Monitor completion of CAASPP assessments for all students and all subgroups (e) Provide data from CAASPP assessments in order to assist sites in determining School Plan for Student

Achievement) SPSA goals in alignment with LCAP goals

(f) Provide training to all SPED teachers to upload all accommodations into TOMS (February 2020) before the CAASPP assessment window

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1.4.8 - Utilize data from College Board assessments to measure the essential knowledge and skills for college and career readiness

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(a) Examine AP Potential scores to increase course access for underrepresented groups

(b) Research and discuss the possibility of implementing an open enrollment policy for AP courses to increase access of underrepresented subgroups

(c) Research and possibly purchase a program to provide additional preparation for AP exams (Albert IO)

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1.4.9 -Analyze the district's current system of assessments and monitor student

progress. Share data with staff and stakeholders.

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(a) Create a list of current assessments and create a chart which includes: (Assessment, purpose of assessment, frequency, when data shared, etc.)

(b) Research and purchase a reading and math inventory program to assist in placement of courses at all grade levels (Northwest Evaluation Association - Measures of Academic Progress (NWEA-MAP)

(c) Provide training to administrators in analyzing Literacy data (Fountas and Pinnell, Smarter Balance Assessment Consortium-English/Language Arts and Math(SBAC), Brigance, and English Language Assessments for California(ELPAC) and engage in two Cycles of Inquiry per school year

(d) Monitor student achievement levels on all standardized exams and district benchmark assessments (SBAC, ELPAC, Interim Assessments and District Common Formative Assessments).

(e) Statistician/Data Analyst will ensure accurate CALPADS data, provide student data (specifically for unduplicated students) to the site, and facilitate data learning sessions

		(f) SSFUSD will select a Student Information System and provide training for all stakeholders (g) Provide data literacy training for all staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$27,837	$22,000	$859,242
Source	Restricted	Restricted	Supplemental
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 4000, 4.1 $27,837 (Migrant Ed Funds)	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $22 000 (Migrant Ed Funds)	Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.4.1(a - c)$0 1.4.1(d) $20,000 1.4.1(e) $20,000 1.4.1(g - h) $0 1.4.2 (a)$0 1.4.2(b) $200,000 1.4.2(c)$0 1.4.3(h) $44,242 1.4.3(i) $75,000 1.4.4(a)$0 1.4.4(b) $500,000 1.4.6(a -b)$0 1.4.7(a -f)$0 1.4.8(a - c)$0 1.4.9(a - d)$0 1.4.9 (f - g)$0

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: El Camino and South San Francisco High Schools
Specific Grade Spans: 9th , 10th, 11th, 12th

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
5.1 Provide and increase educational opportunities for 11th and 12th grade students by continuing our partnership with Skyline's Middle College program.	5.1 Provide and increase educational opportunities for 11th and 12th grade students by continuing our partnership with Skyline's Middle College program	1.5.1 PROVIDE STUDENTS WITH A BROAD COURSE OF STUDY IN ORDER TO ENSURE THAT STUDENTS ARE COLLEGE AND CAREER READY WHEN THEY GRADUATE FROM SSFUSD. ********** ********** *** (a) Revise El Camino High School's bell schedule in order to increase student access (Change from 6 period traditional

		schedule to 7 period modified block schedule) (b) Revise South San Francisco High School's bell schedule in order to increase student access (Change from 6 period traditional schedule to 7 period modified block schedule) (c) Implement at ECHS & SSFHS, an Advisory/Intervention period will be put in place to assist students with academic and socio-emotional needs (d) Provide training to sites (if needed and requested) on how to best plan and deliver high quality instruction in a block schedule format (e) Maintain 8 hour period block schedule to support students at the middle school level, which includes additional time for supports, interventions, and enrichment activities for students. (f) Provide master schedule training for counselors and site administrators serving all secondary schools (SIS training & 13 elements of a student centered master schedule) (g) Collaborate with SSFCTA in order to uniform start and end times for all schools in order to ensure that all staff can participate in district collaboration days (by grade span -K-5, 6-8 and 9-12)

		(h) Work with SSFCTA to place three Professional Development days on 2020-2021 district calendar

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$668,000	$668,000	$590,000
Source	Base	Supplemental	Supplemental
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 5000 5.1 $668,000	Salaries, Benefits, Materials and Supplies, and Services 5000 5.1 $668,000	Services 5000 1.5.1(a) $120,000 1.5.1(b) $200,000 1.5.1(d) $10,000 1.5.1(e) $250,000 1.5.1(f) $10,000 1.5.1(g - h)$0
Amount			$20,000
Source			Unrestricted
Budget Reference			Salaries and Benefits 1000, 3000 1.5.1(c) $20,000

Amount			$340,000
Source			Base
Budget Reference			Salaries and Benefits 1000, 3000 1.5.1(e) $340,000

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
	LEA-wide Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.1 Identify, communicate and administer a needs assessment to expand services for Foster Youth and Homeless students and work with sites to identify the best ways in which to support these students.	6.1 Identify, communicate and administer a needs assessment to expand services for Foster Youth and Homeless students and work with sites to identify the best ways in which to support these students.	1.6.1 CAREER TECHNICAL EDUCATION (CTE): SSFUSD WILL STRENGTHEN AND EXPAND THE CAREER TECHNICAL EDUCATION (CTE)

		PATHWAY PROGRAM TO INCREASE BOTH ACCESS AND COLLEGE AND CAREER READINESS. ********** ********** *** (a) Maintain 0.8 CTE Coordinator to oversee implementation of three (3) Year CTE Plan, with specific focus on ensuring all CTE Pathways are high quality, increasing participation in CTE classes and expanding of pathways. (b) Provide stipends for teachers attaining a Designated Subjects Career Technical Education (DSCTE) credential. Teachers will receive a stipend of $1,500 for attaining a preliminary (DSCTE) credential and $2,500 for clearing the credential. (c) Provide support for CTE curriculum development to ensure high-quality curriculum and instruction and alignment to community college courses (d) Initiate process to align CTE facilities to industry standard (e) Fund 1.6 FTE CTE sections to increase CTE pathway access **SSFHS: Biotech (0.2), Media Arts (0.2), Computer Science (0.2) ***ECHS Biotech (0.2) Media Arts (0.2), Culinary/Hospitality (0.2) (f) Deepen relationship with local community colleges and increase CTE dual enrollment

		(g) Continue to submit a minimum of 1 CTE course per high school as an “g” elective course (h) Increase the amount of CTE courses that offer industry recognized certification (i) Explore the feasibility of having an official Career Technical Student Organizations (CTSO) charter and leadership activities are embedded in the CTE curriculum. (j) Ensure all pathways have an Advisory Committees that include Business/Industry Participation (k) Begin exploring the creation and implementation of middle school electives that align to high school CTE pathways (l) Ensure all CTE data is accurately collected and reported so the district meets all reporting requirements to CDE/Federal Government for CTEIG, Strong Workforce Program and Perkins grants.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$493,000
Source	Supplemental	Supplemental	Carl D. Perkins Career and Technical Education
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 6.1 $10,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 6.1 $10,000	Salaries, Benefits, and Capital 1000, 3000, 6000 1.6.1(a) $52,000 1.6.1(b) $12,000 1.6.1(c) $10,000 1.6.1(d) $224,000 1.6.1(e) $190,000 1.6.1(f)$0 1.6.1(h)$0 1.6.1(i) $5,000 1.6.1(j - l)$0

Amount			$53,000
Source			Supplemental
Budget Reference			Salaries and Benefits 1000, 3000 1.6.1(a) $52,000 1.6.1(g) $1,000

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
7.1 Provide financial allocations, above and beyond the base expenditures, to the sites to support programs for school-	7.1 Provide financial allocations, above and beyond the base expenditures, to the sites to support programs for school-	1.7 IMPLEMENT CALIFORNIA STATE STANDARDS AND PROFESSIONAL

dependent (at-risk) youth – for example, items like intervention support, intervention supplemental material, and study skills support materials. These programs will be monitored by collecting pre and post data to measure student progress towards their specific academic or social goal. Principals will provide the district with pre / post data during a predetermined intervention window. These allocations will be monitored through each site's Single Plan for Student Achievement (SPSA) which will be directly aligned to the 3 LCAP goals. Both the LCAP and SPSA goals will be principally directed to serve unduplicated and target students performing below grade level. Budget 180: English learner students Budget 123: Students below grade level in need of strategic and intensive support/intervention SSFUSD Budget 180 = $784,153 SSFUSD Budget 123 = $300,000 180 Buri Buri: $52,926 Junipero Serra: $27,171 Los Cerritos: $26,463 Martin: $38,588 Monte Verde: $49,474 Ponderosa: $37,880 Skyline: $37,526 Spruce: $52,218 Sunshine Gardens: $36,287 Alta Loma: $60,803	dependent (at-risk) youth – for example, items like intervention support, intervention supplemental material, and study skills support materials. These programs will be monitored by collecting pre and post data to measure student progress towards their specific academic or social goal. Principals will provide the district with pre / post data during a predetermined intervention window. These allocations will be monitored through each site's Single Plan for Student Achievement (SPSA) which will be directly aligned to the 3 LCAP goals. Both the LCAP and SPSA goals will be principally directed to serve unduplicated and target students performing below grade level. Budget 180: English learner students Budget 123: Students below grade level in need of strategic and intensive support/intervention SSFUSD Budget 180 = $784,153 SSFUSD Budget 123 = $524,580 180 Buri Buri: $54,211 Junipero Serra: $27,196 Los Cerritos: $27,918 Martin: $37,857 Monte Verde: $48,970 Ponderosa: $37,496 Skyline: $38,309 Spruce: $49,783 Sunshine Gardens: $34,785 Alta Loma: $63,336	LEARNING COMMUNITIES ACROSS ALL CURRICULAR AREAS. ********** ********** *** ********** ********** *** 1.7.1- CCSS ENGLISH LANGUAGE ARTS IMPLEMENTATION: ********** ********** *** Revise and refine TK-11 grades scope and sequence, administer 2 common formative assessments and develop rubrics to score and calibrate student work districtwide. (a) Elementary Grade Level Team Lead (3rd, 4th,5th) (up to 10K per grade level) ***(i) Lead TK-5 Teacher Leadership Teams ***(ii) Oversee creation and assist with implementation of ELA/ELD TK - 5 scope and sequence ***(iii) Oversee creation and administration of common formative assessments ***(iv) Support creation and implementation of common district data analysis protocol ***(v) Provide PD related to scope and sequence implementation ***(vi) Support teachers with instructional shifts to CC (b) Secondary ELA/ELD TOSAs (1.6 FTE or 8 sections)

Parkway: $55,758 Westborough: $58,944 Baden: $8,939 CDS: $177 El Camino: $120,101 South San Francisco: $120,898 123 Buri Buri: $10,000 Junipero Serra: $7,333 Los Cerritos: $16,400 Martin: $40,933 Monte Verde: $16,800 Ponderosa: $12,667 Skyline: $11,067 Spruce: $60,133 Sunshine Gardens: $22,667 Alta Loma: $13,600 Parkway: $31,733 Westborough: $8,400 Baden: $3,333 CDS: $0.00 El Camino: $16,667 South San Francisco: $28,267	Parkway: $55,746 Westborough: $59,089 Baden: $8,403 CDS: $271 El Camino: $115,378 South San Francisco: $125,407 123 Buri Buri: $9,499 Junipero Serra: $4,433 Los Cerritos: $20,106 Martin: $42,744 Monte Verde: $21,689 Ponderosa: $16,148 Skyline: $12,190 Spruce: $61,900 Sunshine Gardens: $21,530 Alta Loma: $11,240 Parkway: $23,430 Westborough: $8,549 Baden: $2,850 CDS: $0.00 El Camino: $10,923 South San Francisco: $32,769 District Office: $224,580	***(i) Lead Middle and High School Teacher Leadership Teams ***(ii) Oversee creation and assist with implementation of middle school ELA/ELD scope and sequence ***(iii) Oversee creation and administration of common formative assessments ***(iv) Support creation and implementation of common district data analysis protocol. ***(v) Lead grade level teams in cycle of inquiry ***(vi) Provide PD related to scope and sequence implementation ***(vii) Support teachers with instructional shift of Common core (c) Elementary grade level TLT(Teacher Leadership Teams) (K-5) will be allocated $12,000 dollars to compensate teachers to attend after school TLT meetings, create assessments and review assessment data to inform instruction and scope and sequence work (d)Secondary grade level TLT teams (6-11) will be allocated $24,000 dollars to compensate teachers to attend after school TLT meetings, create assessments and review assessment data to inform instruction and scope and sequence work (e) TOSA's (Teachers on Special Assignment) will attend professional development opportunities as provided by district

(f) TOSA's will attend the Art of Coaching Teams Institute during the 2019-2020 year

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1.7.2- CCSS - MATHEMATICS IMPLEMENTATION

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Revise and refine 6-12 grades math scope and sequence, administer common assessment and develop rubrics to score and calibrate student work districtwide. (Math K-5 scope and Sequence work will continue in 20-21).

(a) Fund Middle School Math TOSA (1)
***(i) Lead 6-8 Math Teacher Leadership Teams (TLTs)
***(ii) Oversee creation and assist with implementation of middle school math scope and sequence
***(iii) Oversee creation and administration of common formative assessments
***(iv) Support creation and implementation of common district data analysis protocol.
***(v) Oversee and lead grade level teams in cycle of inquiry
***(vi) Provide PD related to scope and sequence implementation
***(vii) Support teachers with instructional shift of CC

(b) Fund High School Math TOSA (1)

		(i) Lead 9-12 Math Teacher Leadership Teams ***(ii) Oversee creation and assist with implementation of middle school math scope and sequence ***(iii) Oversee creation and administration of common formative assessments ***(iv) Support creation and implementation of common district data analysis protocol. ***(v) Oversee and lead grade level teams in PLC cycle of inquiry ***(vi) Provide PD related to scope and sequence implementation ***(vii) Support teachers with instructional shift of CC (c) Fund 6 - 11 TLT Meetings (6 Teams X 18 People X 40 Hours) (d) TOSA's will attend professional development opportunities as provided by district (e) Develop standard placement procedures and criteria for all math courses (f) TOSA's will attend the Art of Coaching Teams Institute during the 2019-2020 year ******* ********** *** 1.7.3 - Next Generation Science Standards (NGSS) Implementation

		********** ********** *** (a) Fund Elementary Science TOSA (1) ***(i) Oversee implementation of NGSS Implementation Plan ***(ii) Lead Elementary Science TLT and support facilitation with Middle School Science TLT ***(iii) Research and recommend the amount of mandatory science minutes in all elementary classes devoted to all students engaging in NGSS aligned learning experiences ***(iv) Revise and assist with implementation of fully integrated 5th-grade NGSS Chocolate Company Unit ***(v) Initiate Elementary NGSS Curriculum Adoption process: Elementary School Pilot: 2020/2021 ***(vi) Draft NGSS professional learning plan (PLP) ***(vii) Provide PD to elementary teachers to support shifts of NGSS ***(viii) Assist with middle school NGSS pilot Middle School: Pilot 2019/2020 school year ***(ix) Assist with Genentech Futurelab programming ***(x) Support teachers with NGSS instructional shifts (b) Fund Secondary Science/Biotechnology TOSA ***(i) Implement adoption of high school 3 year specific model pathway for NGSS (Board approved April 2019)

		***(ii) Oversee implementation of NGSS Implementation Plan ***(iii) Lead Secondary Science TLTs ***(iv) Oversee development of middle and high school science scope and sequence ***(v) Oversee and directly support Biotechnology Pathway ***(vi) Oversee middle school NGSS curriculum pilot ***(vii) Initiate high school NGSS Curriculum Adoption process. H.S. Pilot: 2020/2021 ***(viii) Establish science lab equipment, supplies and consumables funds ***(ix) Provide targeted professional development ***(x) Support teachers with NGSS instructional shift (c) Fund Elementary TLT Meetings (1 Team X 6 People X 15 Hours) (d) Fund Secondary TLT Meetings (2 Teams X 11 People X 15 Hours) (e) Support NGSS Adoption Process (Middle School 19-20) (see 1.2.-1 c) (f) Support 5th grade Chocolate Company science unit Implementation : (25 teachers X 5 Hours) (Supported by San Mateo County Office of Education and Genentech) (g) TOSA's will attend professional development opportunities as provided by district

(h) Fund purchasing of NGSS equipment and materials

(i) Fund annual Biotechnology Pathway Materials and equipment

(j) Expand implementation of "Science from Scientist program" bridge program from 1 elementary school to 6 schools in the district

(k)TOSA's will attend the Art of Coaching Teams Institute during the 2019-2020 year

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1.7.4 - History - Social Science Implementation

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(a) Provide training for IMPACT California via McGraw - Hill for all 6-12 Social Science teachers in order to familiarize staff with social science adoptions and all resources.

(b) Provide PD opportunities for Social Science teachers to assist in the transition to the C3 framework (College, Career and Civil) for the Social Science Standards

(c) Work with Social Science teachers to determine next steps in transitioning to the C3 framework (Scope and Sequence, Inquiry Arc, Dimensions)

		********** ********** *** 1.7.5 Health Implementation ********** ********** *** (a) Partner with Health Connected in order to deliver Comprehensive Sexual Health Education instruction to all 8th grade students as defined by CA Education code. i. 8-10 hours per class for approximately 20 sections ii.Provide 1 Family talk workshop to parents/guardians and community members ********** ********** *** 1.7.6 - Examine and refine district collaboration days ********** ********** *** (a) Create a definition and purpose of collaboration in SSFUSD ********** ********** *** 1.7.7 Professional Learning Communities ********** ********** ***

		(a) Research and determine options for training staff on Professional Learning Communities implementation for 2020-21 ********** ********** *** 1.7.8 - Instructional Framework -Training to begin during Spring/Summer 2020 ********** ********** *** (a) Create an application for staff to apply to be a part of the Instructional Framework/Instructional Coaching committee (b) Meet monthly for 2 hours to determine next steps for implementation and determine a training schedule for district (up to 15 members/9 meetings) (c) Develop a communication process/protocol to share information with all staff ********** ********** *** 1.7.9 - Research and adopt Instructional Coaching model -training to begin during Spring/summer 2020 ********** ********** *** (a) Create Instructional Coaching Committee, that will assist the district in

		determining the Coaching model we will adopt in SSFUSD. (b) Create a job description for an Instructional Coach approved by SSFCTA and Board of Trustees (c) The Low Performing Student Block Grant will be used to fund some Instructional Coaching sections for the 2020-21 school year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,084,153	$1,308,733	$626,500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 7.1 $1,084,153	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 7.1 $1,308,733	Salaries, Benefits and Services 1000, 3000, 5000 1.7.1(a) $30,000 1.7.1(b) $155,000 1.7.1(c) $12,000 1.7.1(d) $24,000 1.7.1(e) $5,000 1.7.1(f) $3,000 1.7.2(a) $118,000 1.7.2(b) $95,000 1.7.2(c) $36,000 1.7.2(d) $5,000 1.7.2(f) $2,000 1.7.3(a) $95,000 1.7.3(c) $4,500 1.7.3(d) $8,500 1.7.3(e) See 1.2.1(c) 1.7.3(g) $3,000 1.7.3(k) $2,000

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	Specific Schools: All Elementary schools-Buri Buri, Los Cerritos, Junipero Serra, Martin, Monte Verde, Ponderosa, Skyline, Spruce, Sunshine Gardens

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
8.1 Students with Disabilities including those eligible for Special Education services and covered under Section 504 of the Rehabilitation Act will be provided the intervention and supports to access the mainstream curriculum within the least restrictive environment. Professional development opportunities will be provided to Special Education teachers in the areas of academic language, social emotional support for students and crisis intervention.	8.1 Students with Disabilities including those eligible for Special Education services and covered under Section 504 of the Rehabilitation Act will be provided the intervention and supports to access the mainstream curriculum within the least restrictive environment. Professional development opportunities will be provided to Special Education teachers in the areas of academic language, social emotional support for students and crisis intervention.	1.8.1 PROVIDE ADDITIONAL ACADEMIC SUPPORTS FOR ALL STUDENTS IN LITERACY AND MATHEMATICS.. ********** ********** *** (a) Provide 1.0 FTE RTI Intervention Specialist at each elementary site (9 total)

	8.2 Transportation is provided to eligible Special Education students.	(b) All students will be tested in grades k-5 at least twice per year using the F & P Benchmark Assessment System (BAS) (c) Purchase (Benchmark Assessment Kits) BAS kits for all certificated members in grades K-5 (d) Students that score 2 or more grade levels will receive additional supports via the RTI Intervention Specialist (LLI-Leveled Literacy Intervention system) (e) RTI Intervention Specialist will report and share data twice a year with District Office (December & May) (f) RTI Intervention Specialist will conduct district wide and on site trainings to ensure that all staff can administer the BAS (g) RTI Intervention Specialist will assist in training staff on calibration of BAS (Reading records) (h) RTI Intervention Specialists will use district data analysis protocol to train staff to analyze student results and inform small group instruction in the classrooms i) Attend or receive professional development opportunities as provided by district for Reading Specialist Intervention staff (j) Provide 1 section at SSFHS & ECHS for Algebra Intervention to support

		unduplicated students entering 9th grade needing math remediation (k) Fund a Pre-K-3rd grade coach to support the Big Lift program and work to ensure that all students are proficient at reading by grade 3 with a particular focus on English Learners and low income students. (l) Research, pilot and select a phonics program. Implementation of the new phonics program will be in 2020-2021

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$19,815,622	$19,915,622	$1,146,000
Source	Special Education	Special Education	Supplemental
Budget Reference	Special Education Federal Funding Resources: 3310: SPED IDEA GRANT 3311: IDEA Part B 3312: SPED: IDEA Local 3315: SPED IDEA Preschool 3318: Preschool Grants Early 3320: SPED IDEA Preschool Local Entitlement 3332: Early Intervening Services 3345: SPED IDEA Preschool Staff Development Special Education State Funding Resources: 6500: Special Education 6512: Special Education: Mental Health Services Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 8.1 $19,815,622 LCFF Base $14,007,343 Federal $1,460,309 State $60,000 Local $222,979 SELPA $4,064,991	Special Education Federal Funding Resources: 3310: SPED IDEA GRANT 3311: IDEA Part B 3312: SPED: IDEA Local 3315: SPED IDEA Preschool 3318: Preschool Grants Early 3320: SPED IDEA Preschool Local Entitlement 3332: Early Intervening Services 3345: SPED IDEA Preschool Staff Development Special Education State Funding Resources: 6500: Special Education 6512: Special Education: Mental Health Services Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 8.1 $19,915,622 LCFF Base $13,725,173 Federal $1,718,654 State $183,825 Local $222,979 SELPA $4,064,991	Salaries, Benefits and Materials/Supplies 1000, 3000, 4000 1.8.1(a) $972,000 1.8.1(c) $100,000 1.8.1(d - h)$0 1.8.1(j) $40,000 1.8.1(k) $34,000 1.8.1(l)$0

Amount	$1,650,000	$1,650,000	$10,000
Source		Base	Unrestricted
Budget Reference		Special Education Transportation 5000 8.2 $1,650,000	Salaries and Benefits 1000, 3000 1.8.1(b) $10,000
Amount			$15,000
Source			Base
Budget Reference			Salaries and Benefits 1000, 3000 1.8.1(i) $15,000
Amount			$61,000
Source			Other
Budget Reference			Salaries and Benefits 1000, 3000 1.8.1(k) $61,000

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Limited to Unduplicated Student Group(s)	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1.9.1 PROVIDE ACADEMIC SUPPORT FOR ENGLISH LEARNERS AND MONITOR PROGRESS. ********** ********** *** (a) Provide a K-12 ELD Curriculum and Instruction Specialist that will assist in supporting schools with intervention supports, monitoring EL student progress, and providing training for the six ELD Intervention TOSA's. (b) Provide six ELD Intervention TOSA's one per each site at (Los Cerritos, Martin, Spruce, Sunshine Gardens, Parkway and SSFHS) to provide intervention supports for EL students. ELD Intervention TOSA's will provide professional development for site staff on instructional supports and strategies during site collaboration at least three times per year.

		(c) Increase hours of Bilingual Aides at Title 1 Sites (6.0 FTE) (d) Fund additional 3.6 FTE certificated positions and 2.4 classified positions for Newcomer program to serve English Learner students that have entered the United States (0-12 months) with language and cultural transition. (Parkway - 1.0/ALMS-1.0/SSFHS-1.6) (e) Increase Bilingual paraprofessional hours so they are supporting English Learner students the entire school day. Priority will be given to sites with the largest percentage of English Learner students (non-Title I sites) (f) Determine placement criteria for all ELD courses at the secondary schools (g) Maintain and/or increase before, during and after school academic interventions for EL's, Foster Youth, Low income and Migrant students (h) Provide academic interventions (Academic Centers) funded by SMCOE at our five Title I schools (We will find out our funding allocation in July/August 2019) (i) Continue to implement the district EL Roadmap plan for 2019-20 (j) Research and determine the Fit and Feasibility of implementing the Sobrato Early Academic Language (SEAL) model

		(k) Fund the training of three ELD Intervention TOSA's to become Guided Language Acquisition on Design (GLAD) certified trainers during the summer of 2019. Trainers will conduct a minimum of three trainings at our schools that have an ELD Intervention TOSA's.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$1,588,514
Source			Supplemental
Budget Reference			Salaries and Benefits 1000 - 3000 1.9.1(a) $103,966 1.9.1(b) $570,000 1.9.1(c)$154,548 1.9.1(d) $350,000 1.9.1(e) $410,000 1.9.1(f)$0 1.9.1(j - k)$0

Amount			$130,452
Source			Title III
Budget Reference			Salaries, Benefits and Services 1000, 3000, 5000 1.9.1(c) $120,452 1.9.1(k) $10,000
Amount			$150,000
Source			Base
Budget Reference			Salaries and Benefits 2000, 3000 1.9.1(d) $150,000
Amount			$22,000
Source			Federal Funds
Budget Reference			Salaries and Benefits 1000, 3000 1.9.1(g) $22,000 (Migrant Ed)

Amount			$36,700
Source			Other
Budget Reference			Salaries and Benefits 1000 - 3000 1.9.1(h) $36,700 (Local - Homework Center)

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
		1.10.1 PROVIDE ACADEMIC SUPPORT FOR FOSTER YOUTH AND HOMELESS STUDENTS AND MONITOR PROGRESS

		********** ********** *** (a) Identify students/families in order to expand Foster Youth and Homeless services to support (use County Office database and obtain information via the enrollment process and interaction with staff) (b) Provide financial allocations for Foster Youth and Homeless students to provide monies for basic needs, school supplies, and transportation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$75,000
Source			Supplemental
Budget Reference			Materials/Supplies and Services 4000, 5000 1.10.1(a)$0 1.10.1(b) $75,000

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1.11.1 PROVIDE ADDITIONAL ALLOCATION WITH LCFF SUPPLEMENTAL MONIES TO SUPPORT OUR AT RISK STUDENTS ACADEMIC, BEHAVIORAL AND SOCIO-ECONOMIC NEEDS. ********** ********** *** (a) Allocate funds to all school sites from the LCFF Supplemental account to support our students in order to meet their academic, behavioral and socio-emotional needs. SITE ALLOCATION Buri $55,693 JS $29,098 LC $28,171

		Martin $37,438 MV $49,114 Pondo $38,086 Skyline $37,252 Spruce $47,817 SG $33,360 Alta Loma $64,867 Parkway $56,898 WMS $56,620 Baden $9,915 ECHS $117,412 SSFHS $122,414

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$784,155
Source			Supplemental
Budget Reference			Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.11.1(a) $784,155

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1.12.1 PROVIDE ADDITIONAL ALLOCATION WITH LCFF SUPPLEMENTAL MONIES TO SCHOOL SITES TO SUPPORT OUR ENGLISH LEARNER STUDENTS' ACADEMIC,BEHAVIORAL, AND SOCIO-EMOTIONAL NEEDS. ********** ********** *** (a) Allocate funds to all school sites from the LCFF Supplemental account to support our English Learner students in order to meet their academic, behavioral and socio-emotional needs. SITE ALLOCATION Buri $19,909 JS $7,828 LC $12,592 Martin $45,094 MV $19,739

		Pondo $13,953 Skyline $20,250 Spruce $45,434 SG $15,995 Alta Loma $12,252 Parkway $33,182 WMS $11,741 Baden $2,893 ECHS $10,550 SSFHS $28,587 District $256,800

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$556,799
Source			Supplemental
Budget Reference			Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.12.1(a) $556,799

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1.13 PROVIDE ACADEMIC SUPPORT FOR STUDENTS WITH DISABILITIES AND MONITOR PROGRESS. ********** 1.13.1 - Increase Base Programs and services for student with disabilities ********** (a) Add a mild to moderate K-5 program at Buri Buri (b) Add a moderate to severe K-2 program at Los Cerritos (c) Add a Speech and Language Therapist (d) Add a School Psychologist (e) Increase all SPED paraeducators to 6 hours

		(f) Provide contracted services including alternative placements (g) Fund Non-Public School program (h) Provide certification training for SSFUSD SPED teacher so she can provide (Non Violent Crisis Prevention) for our SPED paraprofessionals (i) Hire a 0.4 FTE TOSA Special Education to provide mentoring support to new SPED teachers (Intern support) (j) TOSA SPED will conduct monthly teacher leadership team meetings (k) Discuss the possibility of adding a Therapeutic Transitional Support Program (TSS) in the district for 2020-2021(Middle School) (l) Discuss the possibility of adding an Emotional Disturbed (ED) program in the district for 2020-2021(High School) (m) Continue to provide training to all SPED staff (IEP compliance) (n) Define roles of SPED Department head/Lead across all schools in the district in order to support a system of communication and collaboration (o)Define all SPED Programs in the district in order to uniform nomenclature and

provide standardized information to all stakeholders at IEP's

(P)Provide training on IEP compliance and assist in monitoring documents/files

(q)Examine SPED staffing and discuss the possibility of adding the following positions in 2020 -2021:

i.Program Administrator
ii.Occupational Therapist
iii.Mental Health coordinator
iv.Behaviorist (BCBA or ABA)

(r) Examine our current preschool programs and provide the structure to embed more inclusive practices/opportunities for our students with disabilities.

(s).Transportation is provided to eligible special education students

(t) Operation of Special Education Program for students in need

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1.13.2 - Curriculum and Instruction

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(a) Implement Unique curriculum for Life Skills Programs (curriculum + PD)

		(b) Implement SPIRE Curriculum for Reading Intervention and Phonics (c) Implement Goalbook curriculum to promote CCSS aligned IEP goals (d) Create a committee to assist the district in selecting a district wide universal Dyslexia assessment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$628,000
Source			Base
Budget Reference			Salaries, Benefits, Materials/Supplies and Services 1000 - 5000 1.13.1(a) $100,000 1.13.1(b) $100,000 1.13.1(c) $120,000 1.13.1(d) $125,000 1.13.1 (e) TBD 1.13.1(f) TBD 1.13.1(g) TBD 1.13.1(h) $3,000 1.13.1(i) $40,000 1.13.1(j) $5,000 1.13.1(k - l)$0 1.13.1(m) $10,000 1.13.1(n - r)$0 1.13.2(a) $25,000 1.13.2(b) $100,000 1.13.1(c) TBD

Action 14

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1.14.1 INCREASE MENTAL HEALTH SUPPORTS TO ASSIST STUDENTS IN HAVING A SAFE AND HEALTHY LIFESTYLE. ********** ********** *** (a) Continue to partner with Youth Service Bureau's a branch of the YMCA of SF' to provide a school based counseling program at some of our schools in the district.

		(b) Mental Health trainees will be placed on the following elementary and middle school sites (Spruce 5 days/wk)(SG3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk) (The SSFPD pays for 1 counseling day each at SG and LC) (c) Middle School Safety advocates will be placed at our middle schools (ALMS, Parkway & WMS) to provide emotional and behavioral counseling, psycho-social groups, and intervention services focused on crises and violence prevention on campuses. (d) High School Advocates will coordinate school safety activities which include direct services, prevention services, crisis assessment and crisis intervention and response (Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days- 33 hrs/wk) (e)SSFUSD will increase our school based counseling programs with Youth Service Bureau (YSB) by placing clinicians at the following elementary sites (Buri - 2 days)(Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 days) **********

1.14.2 Implement Building Assets Reducing Risks (BARR) at South San Francisco High School

****

(a) At SSFHS only, partner with the Hazelden Betty Ford group to implement the
Building Assets Reducing Risks (BARR).The BARR model is a strengths based model which provides a comprehensive approach to meeting academic, social and emotional needs of all students. The BARR model uses eight interlocking strategies that build intentional relationships, and utilizes real time data to monitor results.

The eight interlocking strategies are:

1) Focus on the whole student
2) Provide professional development for teachers, counselors and administrators
3) Use I-Time Curriculum to foster climate for learning (socio –emotional learning)
4) Create cohort of students
5) Teacher teams will hold weekly meetings to evaluate student's academic progress to determine appropriate interventions
6) Conduct risk review meetings to determine appropriate supports from the community
7) Engage families in student learning – (initial orientation meetings and create a parent advisory committee)

		8) Engage administrators to engage the BARR model into the culture of the school (b) Provide a 0.2 FTE section for a site coordinator for BARR Implementation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$355,267
Source			Base
Budget Reference			Services 5000 1.14.1(a - d) $234,815 1.14.1(e) $120,000
Amount			$149,830
Source			Supplemental
Budget Reference			Services 5000 1.14.1(e) $120,452 1.14.2(a) $29,378

Amount			$15,000
Source			Unrestricted
Budget Reference			Services 5000 1.14.2(a) $15,000 (SSFHS-Site Funds) 1.14.2(b)$20,000 (SSFHS-Site funds)

Action 15

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		Modified Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**

		1.15.1 IMPLEMENT AND MONITOR DISTRICT WIDE ATTENDANCE POLICIES. ********** ********** *** (a) Provide training for all site administrators and classified staff that assist with attendance procedures at the school site level. (b) Provide training with our Student Information System (Infinite Campus) in order to use Attendance module to send out notifications letters as needed. (c)Standardize all attendance codes in Infinite Campus and train staff on the when to use which Attendance code (d) Standardize attendance/truancy letters across all school sites (e) Define the exact number of absences that will trigger an attendance notification (f) Create a process and monitor implementation of our district wide attendance policies

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$5,000
Source			Supplemental
Budget Reference			Salaries, Benefits and Materials/Supplies 1000, 3000, 4000 1.15.1(a - f) $5,000

Action 16

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
		1.16.1 CREATE AN ALTERNATIVE TO SUSPENSION PROGRAM

		********** ********** *** (a)Hire a certificated member to oversee the Alternative to Suspension (ATS) program (b) Partner with Youth Service Bureau to provide direct services (Curriculum and mental health counseling) on the designated one day per week of the ATS program (c) Create an informational document that will outline the purpose of the ATS program, selection criteria regarding what offenses will be referred to ATS, select metrics to measure effectiveness, create a communication process with school sites and the district office (anticipated start date late fall or January 2020)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$120,000
Source			Base
Budget Reference			Salaries, Benefits and Services 1000, 3000, 5000 1.16.1(a) $100,000 1.16.1(b) $20,000 1.16.1(c)$0

Action 17

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

		1.17.1 IMPROVE TECHNOLOGY INFRASTRUCTURE AND TO ENSURE THAT ALL STAFF AND STUDENT STUDENTS HAVE ACCESS TO RELIABLE TECH DEVICES. ********** ********** *** (a) Update server infrastructure and redesign the the network architecture (b) Separate and clearly state our replacement schedule for school sites tech devices (IPADs, Computers, Tablets) (c) Identify & establish system standards and hardware policies (d) Establish monitoring and metrics for the infrastructure

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$168,000
Source			Unrestricted
Budget Reference			Services 5000 1.17.1(a) $168,000 1.17.1(b - d)$0

Action 18

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1.18. SSFUSD WILL ANALYZE CURRENT SYSTEMS, STRUCTURES AND PROCESSES AND DEVELOP TO COMMUNICATE AND IMPLEMENT SYSTEMS TO SUPPORT STUDENT AND STAFF EFFICIENCY AND LEARNING. ********** ********** *** 1.18.1 Technology TOSA will support EDS and SSFUSD staff ********** ********** *** (a) Hire a 0.40 FTE Technology TOSA

		***(i) To Research, identify, and catalog existing instructional software solutions aligned to instructional framework *** (ii) Create a technology skills scope and sequence document for K-5 aligned to CCSS Digital Literacy and technology skills to support students in ELA/ELD, mathematics and the history and technical subject areas. *** (iii) Create a technology skills scope and sequence document for 6-12 aligned to CCSS Digital Literacy and technology skills to support students in ELA/ELD, mathematics and the history and technical subject areas. *** (iv) Assist the district in creating/selecting a digital citizenship curriculum and create an Implementation plan (Common Sense Media) ***(v) TOSA will conduct monthly teacher leadership meetings ***(vi) TOSA and Technology Teacher Leadership teams (TLT) will provide professional development opportunities for staff (b) Document, standardize and systematize processes, protocols, and forms in each department (create a handbook listing all procedures/processes in Educational Services, Business, Human Resources, Student Services) (c) Research and identify common data types and reports required to support student academic success

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***

1.18.2 Create departmental handbooks at district level

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(c) Align and maintain a department handbook with policies and procedures that are inclusive and focus on continuous improvement (Human Resources & Student Services, Business and Educational Services)

(b) Each department (Human Resources & Student Services, Business and Educational Services) will continue to convert at least 3 existing forms/documents from paper to electronic in order to increase efficiency

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***

1.18.3 Increase use of Student Information System and data management system to support student and staff learning

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****
***

(a) Research and identify common data types and reports required to support student academic success

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$20,000
Source			Supplemental
Budget Reference			Salaries and Benefit 1000, 3000 1.18.1(a) $20,000 1.18.1(b - c)$0 1.18.2(a)$0 1.18.3(a)$0

Action 19

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
Specific Student Groups: Elementary Schools
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
Specific Schools: Elementary Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Elementary Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1.19.1 SSFUSD WILL PROVIDE EXPERIENTIAL LEARNING OPPORTUNITIES (OUTDOOR EDUCATION) FOR STUDENTS IN OUR ELEMENTARY SCHOOLS ********** ********** *** (a) SSFUSD will provide a 2,000 allocation to each elementary school site in order to support students having the opportunity to participate in the Outdoor education program at Camp Gulch.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$18,000
Source			Unrestricted
Budget Reference			Services 5000 1.19.1(a) $18,000

Action 20

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
		1.20.1 SSFUSD WILL ANALYZE OUR CURRENT SYSTEM AND MOVE TOWARDS PROVIDING EQUITABLE OUTCOMES FOR OUR STUDENTS AND STAFF BY EXAMINING THE 5 P'S (PEOPLE, PROCESSES, PRACTICES, PROCEDURES, PROGRAMS) ********** ********** *** (a) SSFUSD will look at two existing practices, policies, procedures or

		programs and standardize the practice, policy or procedure throughout the district or grade span (Possible 5 P's: Removing recess for students as a punitive measure (Elementary), non participation in middle and high school graduation activities/ceremonies, Homework policy, placement criteria) (b) SSFUSD Departments (Business, Human Resources & Student Services and Educational Services) will analyze our practices and policies and make the shift towards allocating resources to school sites based on equity rather than equality

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			$0
Budget Reference			1.20.1 (a-b) $0

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Professional Development - Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Our students need highly qualified and appropriately trained staff to support their learning so they can enter college or careers by the time they graduate. As mentioned by respected researchers in education, such as Stanford University and WestEd, evidence based professional development supports with building internal capacity. SSFUSD provides high quality professional development to our staff using a capacity building model by providing training to both classified and certificated staff through high quality professional development experts in the field pertinent to supporting our LCAP goals.

SSFUSD has identified the following needs related to state priorities 1, 2, 4, 5 and 7 across the district:
Students have access to standards-aligned instructional materials and teachers are sufficiently trained in them.
Professional development gives teachers the skills the support EL access to the Common Core academic standards in order to achieve both content proficiency and language acquisition.
Professional development supports unduplicated student achievement in Advanced Placement.
Staff is able to support student access to a broad course of study.

Supporting data used to identify needs:

AVID enrollment:
In 2017-2018, SSFUSD had 11 sections of AVID with an enrollment of 249 students. These sections are under-enrolled and and have the capacity to enroll 30 additional students if sections were staffed at a maximum of 35 students.

In 2017, the number of Unduplicated students who achieved "Readiness for College-level English and Mathematics Coursework" on the EAP is as follows:
EAP - English Language Arts-2016-2017
Status and # of students
Ready - 115 students (-47)
Conditionally Ready - 214 students (-42)
Not Yet Ready - 148 students (-30)
Not Ready - 169 students (+64)

EAP-Math-2016-2017
Status and #of students
Ready - 52 students (-8)
Conditionally Ready - 116 students (-58)
Not Yet Ready - 177 students (-7)
Not Ready - 300 students (+29)

Unduplicated student enrollment in Advanced Placement courses showed limited growth, and unduplicated students are still proportionally unrepresented:
In 16-17, the enrollment of AP courses were as follows:
English Learners: 19 compared to 16 (+3)
Low Socio: 164 compared to 150 (+14)
Foster Youth: 0 (stayed the same)
Special Education: 5 compared to 9 (-4)
African American: 3 compared to 5 (-2)
Hispanic/Latino: 151 compared to 171 (-20)

BTSA program participation:
In 2017-2018, there were 62 teachers in our BTSA program. This is an increase of 4 teachers and also included first year teachers--an improvement from 16-17.

Number of Professional Development sessions in Social Emotional Health and Cultural Competency: 2
Number of social emotional health and cultural competency PD sessions offered will grow 1-2 sessions through 2020.

A consistent and aligned Walkthrough Tool was not developed in 2017-2018.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
To ensure college readiness, the number of students who are college ready as assessed by the EAP will increase by 5% each year.	Student results on the EAP from 2014 to 2016. 2017 EAP results will be available in July, 2017. EAP-Math-2014-2015 Status and # of students Ready - 64 Conditionally Ready - 144 Not Yet Ready - 156 Not Ready - 225 EAP-Math-2015-2016 Status and #of students Ready - 64 (no change) Conditionally Ready - 174 (+30) Not Yet Ready - 184 (+28) Not Ready - 271 (+46)	The number of students who achieved at the "Ready" level on the EAP will increase by 5%. In 2017, the number of Unduplicated students who achieved "Readiness for College-level English and Mathematics Coursework" on the EAP was follows: Readiness for English Coursework: Ready: 17.8% Conditionally Ready: 33.13% Not Yet Ready: 22.9% Not Ready: 26% TARGET NOT MET Readiness for Math Coursework: Ready: 8.06% Conditionally Ready: 17.98% Not Yet Ready: 27.44% Not Ready: 46.51% TARGET NOT MET	The number of students who achieve at the "Ready" level on the EAP will increase by 5%.	The number of students who achieve at the "Ready" level on the EAP will increase by 5%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher Leadership Teams will identify priority standards, develop a guaranteed, viable curriculum in K-12 Math, ELA, Science and Social Studies, create common formative assessments to inform instruction and determine recommended instructional minutes in K-5. This will create equity and alignment between all school sites in the district.	Currently, there are no identified priority standards and no developed Scope and Sequence for ELA and Math, and no common formative assessments to inform instruction as well as no published recommended instructional minutes in K-5.	Teacher Leadership Teams: Priority standards were identified and common assessments and recommended Scope and Sequence were partially developed and in process to be implemented. Common Formative Assessment data by site will be shared once the assessments have been implemented. TLTs completed Scope and Sequence maps in: • -Elementary ELA/ELD • -Middle School ELA/ELD • -Secondary Math TARGET MET	Metric deleted.	Metric deleted.
The number of BTSA participants will increase to now include 1st year teachers in addition to 2nd year teachers resulting in better preparation for more teachers.	Currently, there are 58 teachers in BTSA. 1st year teachers are not allowed to participate.	75 teachers will be on the BTSA caseload. BTSA caseload and includes all 1st and 2nd year teachers. TARGET MET	BTSA caseload will include all 1st and 2nd year teachers.	BTSA caseload will include all first and second year teachers.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
In order to address the whole child, student engagement and overall student achievement, the number of social emotional health and cultural competency PD sessions offered will increase.	Number of social emotional health and cultural competency PD sessions offered: Cultural Competency: 1 session PAX: 4 sessions PBIS: 5 sessions	Number of social emotional health and cultural competency PD sessions offered: Cultural Competency: 2 sessions PAX: 5 sessions PBIS: 6 sessions TARGET MET	Number of social emotional health and cultural competency PD sessions offered: Cultural Competency: 3 sessions PAX: 6 sessions PBIS: 7 sessions	Number of social emotional health and cultural competency PD sessions offered: Cultural Competency: 4 sessions PAX: 7 sessions PBIS: 8 sessions
To further support EL students achievement, the number of EL PD sessions will increase.	Number of EL PD sessions offered: 13 sessions	Number of EL PD sessions offered: 15 sessions TARGET MET	Number of EL PD sessions offered: 17 sessions	Number of EL PD sessions offered: 20 sessions
To focus site efforts and provide principals with a clear guide for feedback, a Walkthrough tool will be developed and used in classrooms to give teachers specific and relevant feedback.	An aligned and common Walkthrough tool has not been developed.	Principals and teachers provided feedback concerning the district's Walkthrough tool. A draft is tentatively scheduled to be developed by December of 2018 and piloted in the Spring of 2019. TARGET NOT MET	Metric deleted.	Metric deleted.
Unduplicated students will be recruited to fill AVID sections to capacity.	Number of AVID sections: El Camino HS: 4 sections South San Francisco High School: 7 sections AVID Enrollment: El Camino HS: 87	AVID enrollment: El Camino HS: 4 sections South San Francisco High School: 7 sections AVID Enrollment: El Camino High: 84 students	Number of AVID sections: El Camino HS: 4 sections South San Francisco High School: 8 sections AVID Enrollment: El Camino HS: 95	Number of AVID sections: El Camino HS: 4 sections South San Francisco High School: 8 sections AVID Enrollment: El Camino HS: 120

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	South San Francisco High School: 170	South San Francisco High: 165 students Grand Total: 249 students TARGET NOT MET	South San Francisco High School: 190	South San Francisco High School: 200
The number of unduplicated students enrolled in Advanced Placement will increase so numbers are proportional to unduplicated student enrollment.	English Learners: 19 compared to 16 (+3) Low Socio: 164 compared to 150 (+14) Foster Youth: 0 (stayed the same) Special Education: 5 compared to 9 (-4) African American: 3 compared to 5 (-2) Hispanic/Latino: 151 compared to 171 (-20)	Number of unduplicated students enrolled in Advanced Placement will increase to: English Learners: 21 Low Socio: 178 Foster Youth: 1 Special Education: 9 African American: 5 Hispanic/Latino: 161 TARGET MET	Number of unduplicated students enrolled in Advanced Placement will increase to: English Learners: 25 Low Socio: 183 Foster Youth: 2 Special Education: 11 African American: 7 Hispanic/Latino: 171	Number of unduplicated students enrolled in Advanced Placement will increase to: English Learners: 30 Low Socio: 190 Foster Youth: 3 Special Education: 13 African American: 9 Hispanic/Latino: 181

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 Teachers will participate in professional development and training through BTSA (new teachers) and will participate in training facilitated by consultants/outside agencies to ensure standards-aligned practices, to support social emotional health and to ensure student access to standards-aligned materials. PD and instructional support for newer teachers will also come from our BTSA program-services to include 1.0 FTE BTSA lead (TOSA) and a 1.0 FTE BTSA Coordinator. (A percent of the time will be on supporting ELs). $125,000 (LCFF - Base) $125,000 (LCFF - Supplemental) 1.2 Explore contracting with consultants/outside agencies to provide needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, positive behavioral systems) to ensure students and teachers have access to standards-aligned practices and the standards-aligned materials that	1.1 Teachers will participate in professional development and training through BTSA (new teachers) and will participate in training facilitated by consultants/outside agencies to ensure standards-aligned practices, to support social emotional health and to ensure student access to standards-aligned materials. PD and instructional support for newer teachers will also come from our BTSA program-services to include 1.0 FTE BTSA lead (TOSA) and a 1.0 FTE BTSA Coordinator. (A percent of the time will be on supporting ELs). $135,000 (LCFF - Base) $135,000 (LCFF - Supplemental) 1.2 Explore contracting with consultants/outside agencies to provide needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, positive behavioral systems) to ensure students and teachers have access to standards-aligned practices and the standards-aligned materials that	2.1 TEACHERS WILL PARTICIPATE IN PROFESSIONAL DEVELOPMENT AND TRAINING THROUGH INDUCTION PROGRAM FACILITATED BY OUR INDUCTION STAFF AND OUTSIDE AGENCIES TO ENSURE STANDARDS ALIGNED PRACTICES, TO SUPPORT SOCIO EMOTIONAL HEALTH AND TO ENSURE STUDENT ACCESS TO STANDARDS ALIGNED MATERIALS. ********** ********** ** 2.1.1 All beginning teachers eligible for the Induction program, will receive support from a mentor to fulfill the requirements for a California Clear Teaching Credential. ********** ********** *** (a) Hire an Induction Coordinator to oversee the District Induction Program (b) Hire and Induction teacher to assist the Induction Coordinator in training, facilitating meetings and providing district support to Induction staff to ensure that

support these practices and provide social emotional support to students. Staff will identify the best way to monitor implementation. $200,000 (LCFF - Base) $102,639 (Title II funds)	support these practices and provide social emotional support to students. Staff will identify the best way to monitor implementation. $0.00 (LCFF - Base: Will not be implemented) $102,639 (Title II funds)	each certificated member meets all the requirements to earn their preliminary credential (c) Induction mentor teachers will attend 6 seminars per year to receive ongoing mentor training and support from the Induction Leadership Team (d) Hire 6 lead mentors to provide ongoing coaching and support. (e) Coordinate and maintain program requirements to adhere to CTC Induction Standards (f) Contract with SMCOE Induction Program for SPED teachers (g) SPED Interns teachers will receive structured support from mentors (h)Provide a series of professional development and training to support best teaching practices to support district's adopted instructional frameworks. (Presenter & teacher stipend) 3 topic focus with a series of 3 sessions each ********** ********** *** 2.1.2 Professional Development ********** ********** *** (a) Explore contracting with outside agencies/consultants to provide needed training to staff and parents (Common

		Core, Cultural Competence, equity work, restorative practices, mindset work, positive behavioral systems, socio-emotional programs such as PAX/Soule Shoppe) to ensure students and teachers have access to standards aligned materials that support those practices and provide emotional support to students. Staff will identify the best way to monitor implementation. ********** ********** *** 2.1.3 District Teacher Leadership Teams and committees ********** ********** ** (a) Teacher Leadership teams in elementary and secondary ELA/ELD, math, science, social studies, Instructional technology, and Special education will meet between 5 and 9 times per year to continue to plan and implement scope and sequence, prioritize standards, develop common formative assessments and interventions. Work will be focused on alignment and equity for unduplicated students. (b) Once the Instructional Framework is approved by the Board of Trustees, a committee will be created to work on the following: ***(i) Research and select an Instructional Coaching Program ***(ii) Create a job description for Instructional Coaches

		***(iii) Create an organizational chart that will explain the hybrid coaching program. Some positions will be a full time release position and while sections/positions will be allocated at school sites. *** (iv) Select the instructional focus (Planning & Preparation, Classroom environment, Instruction or Professional Responsibilities) from one of the domains or a certain number of instructional strategies from each domain to learn and start training staff in 2020-2021 ***(v) Develop training schedule for Instructional Coaches in order to be prepared to implement the Instructional framework in 2020-21 (c) Training will be provided to EL staff (classified and certificated on the following: (New ELD standards, ELD framework, Cycle of inquiry, and supporting EL students). Specific consultants will provide an instructional focus (AVT, GLAD) on supporting EL students. (d) Curriculum and Instruction Specialists (CIS) will meet weekly with Director of Innovation to plan, design, implement Scope and sequence work. Curriculum an Instruction Specialists will also attend monthly Educational Services meetings in order to report out Scope and Sequence implementation. (e) Provide professional development opportunities for classified staff such as:

		*** (i) SPED Paraprofessionals - Trained in nonviolent crisis prevention *** (ii) A proposal form will be created so classified staff can request to attend professional Development workshops/trainings aligned to district LCAP goals and priorities *** (iii) Site administrators and selected classified and certificated staff will be trained in how to use Automated (External Defibrillators (AED's). AED's have been purchased via Heart Project and was funded by Measure K. (f) SSFUSD will send staff to attend the trainings on how to use AEDs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$325,000	$135,000	$317,100
Source	Base	Base	Base
Budget Reference	1.1 $125,000 Salaries, Benefits, Materials and Supplies and Services 1000,3000,4000 1.2 $200,000 Salaries, Benefits, Materials and Supplies and Services 1000,3000, 4000	1.1 $135,000 Salaries, Benefits, Materials and Supplies and Services 1000,3000,4000	Salaries, Benefits and Services 1000, 3000, 5000 2.1.1(a) $82,100 2.1.1(c) $135,000 2.1.1(f) $45,000 2.1.2(a) $50,000 2.1.3(f) $5,000

Amount	$125,000	$135,000	$175,100
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salaries, Benefits, Materials and Supplies and Services 1000, 3000, 4000 1.1 $125,000 Salaries, Benefits, Materials and Supplies and Services 1000, 3000,4000	Salaries, Benefits, Materials and Supplies and Services 1000, 3000, 4000 1.1 $135,000 Salaries, Benefits, Materials and Supplies and Services 1000, 3000, 4000	Salaries, Benefits, Materials/Supplies and Services 1000, 3000, 4000, 5000 2.1.1(a) $82,100 2.1.1(d) $3,000 2.1.1(e) $25,000 2.1.1(a) See Goal 1 Action 7,9,13 2.1.3(b) $15,000 2.1.3(c) $50,000 2.1.3(d)$0
Amount	$102,639	$102,639	$142,500
Source	Title II	Title II	Title II
Budget Reference	1.2 $102,639 Salaries, Benefits, Materials and Supplies and Services 1000, 3000, 4000	1.2 $102,639 Salaries, Benefits, Materials and Supplies and Services 1000, 3000, 4000	Salaries and Benefits 1000, 3000 2.1.1(b) $120,000 2.1.1(g) $10,000 2.1.1(h) $12,500

Amount			$26,000
Source			Restricted
Budget Reference			Services 5000 2.1.3(e) $26,000 (Professional Development Block Grant)
Amount			22,500
Source			Restricted
Budget Reference			Salaries, Benefits and Services 100, 3000, 5000 2.1.1(g)$10,000 2.1.1(h)$12,500

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 Teacher Leadership Teams in elementary and secondary ELA/ELD, Math, Science, Social Studies and Instructional Technology will continue to meet 4-6 times during the year to continue to plan scope and sequence, prioritize standards, develop common formative assessments and develop interventions. Work will be focused on alignment and equity for unduplicated students. $125,000 (Educator Effectiveness Funds) Budget Code Reference: 1000,2000, 3000, 4000, 5000 $275,000 (LCFF - Supplemental) Budget Code Reference: 1000, 2000, 3000, 4000, 5000	2.1 Teacher Leadership Teams in elementary and secondary ELA/ELD, Math, Science, Social Studies and Instructional Technology will continue to meet 4-6 times during the year to continue to plan scope and sequence, prioritize standards, develop common formative assessments and develop interventions. Work will be focused on alignment and equity for unduplicated students. $304,995 (LCFF - Supplemental) Budget Code Reference: 1000, 2000, 3000, 4000, 5000	This action has been moved to Goal #1 Action 1.7 (sub actions 1 thru 4)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$125,000	$0.00	$0.00
Source	Restricted	Restricted	
Budget Reference	Educator Effectiveness Funds Budget Code Reference:1000, 2000, 3000, 4000, 5000 2.1 $125,000	Educator Effectiveness Funds Budget Code Reference: 1000, 2000, 3000, 4000, 5000 2.1 $0.00	
Amount	$275,000	$304,995	$0.00
Source	Supplemental	Supplemental	
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services Budget Code Reference: 1000, 2000, 3000, 4000, 5000 2.1 $275,000	Salaries, Benefits, Materials and Supplies, and Services Budget Code Reference: 1000, 2000, 3000, 4000, 5000 2.1 $304,995	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Students to be Served selection here]	Limited to Unduplicated Student Group(s) [Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	
2017-18 Actions/Services	**2018-19 Actions/Services**	**2019-20 Actions/Services**
3.1 Training will be provided to EL staff (classified & certificated) on the following: New ELD standards, ELD framework, cycle of inquiry on EL students, and supporting EL students. Specific consultants will provide an instructional focus on supporting EL students. Staff will identify the best way to monitor implementation. $50,000 (LCFF Supplemental)	3.1 Training will be provided to EL staff (classified & certificated) on the following: New ELD standards, ELD framework, cycle of inquiry on EL students, and supporting EL students. Specific consultants will provide an instructional focus on supporting EL students. Staff will identify the best way to monitor implementation. $50,000 (LCFF Supplemental)	This action has been moved to Goal #1 Action 1.9

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$50,000	$50,000	$0.00
Source	Supplemental	Supplemental	
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 $50,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 3.1 $50,000	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 Collaborate with administrators (and they with their staff), and C & I Specialists, to develop a common district-wide walkthrough tool to identify specific look-fors (LCFF Based on PD sessions) to monitor & support implementation of instructional practices and provide feedback to staff. $15,000 (LCFF Supplemental)		This action has been eliminated in 2018-19.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$0.00	$0.00
Source	Supplemental		
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $15,000		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

5.1 Increase AVID at both high schools and explore expansion at the middle school to provide unduplicated students with the tools necessary to become successful in college and career. This includes a .2 FTE District AVID coordinator and AVID contracts for the High Schools. $87,100 (LCFF Supplemental)	5.1 Increase AVID at both high schools and explore expansion at the middle school to provide unduplicated students with the tools necessary to become successful in college and career. This includes a .2 FTE District AVID coordinator and AVID contracts for the High Schools. $87,100 (LCFF Supplemental)	This action has been moved to Goal #1 Action 4b (1.7.4(b)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$87,100	$87,100	$0.00
Source	Supplemental	Supplemental	
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 5.1 $87,100	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 5.1 $87,100	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	Limited to Unduplicated Student Group(s)	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
6.1 Provide unduplicated students and SSFUSD target subgroups (English Learners, Low Socioeconomic, Foster Youth, Homeless, Special Education, African American, Hispanic/Latino, and Pacific Islander) with support in entering advanced pathways. $30,000 (LCFF Supplemental)	6.1 Provide unduplicated students and SSFUSD target subgroups (English Learners, Low Socioeconomic, Foster Youth, Homeless, Special Education, African American, Hispanic/Latino, and Pacific Islander) with support in entering advanced pathways. $30,000 (LCFF Supplemental)	This action has been moved to Goal 1 Action 5.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$30,000	$30,000	$0.00
Source	Supplemental	Supplemental	
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 6.1 $30,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 6.1 $30,000	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

Student, Parent & Community Engagement
Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Our students and parents need a stronger connection to the school which will help foster stronger relationships that will assist in supporting student achievement. As stated by the National Education Association, "When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more." That's the conclusion of A New Wave of Evidence, a report from Southwest Educational Development Laboratory (2002).

The report, a synthesis of research on parent involvement over the past decade, also found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Be promoted, pass their classes, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school

- Graduate and go on to postsecondary education (see A New Wave of Evidence, Southwest Educational Development Laboratory, 2002 - in references below).

The school plays an important role in determining the levels of parental involvement in school.

SSFUSD has identified the following needs related to state priorities 2, 3, 5, 6 and 8 across the district:

Parent support allows for increased academic achievement.

Schools must prioritize parent involvement and achievement.

Positive school climate and parent involvement leads to lower absenteeism, suspension, expulsion and dropout rates and overall positive pupil outcomes.

Supporting data used to identify needs:

CA School Dashboard Suspension rates declined, data for unduplicated students showed little decline or an increase.

The following student groups received a Very High Status (Red Rating) for suspension rate:

Foster Youth: 23.8% with a significant increase of 3.8%

Homeless: 18% with a significant increase of 7.1%

Socioeconomically Disadvantaged: 8.1% with an increase of 1.1%

Students with Disabilities: 10.3% with a significant increase of 2.3%

The following student groups received a High Status (Orange Rating) for suspension rate:

Hispanic: 7.7% with an increase of 1.3%

Pacific Islander: 8.7% with a decline of 0.7%

Two or More Races: 5.6%

Site Parent Engagement

Though there was an increase in site parent participation, a continued effort to engage parents is a need at all of our campuses.

Based on parent sign in sheets and other collection methods, sites reported an overall increase in parent participation at parent-focused meetings (ELAC, PTA, Parent Education Nights, etc.)

Elementary School increase: average of 5% increase from previous year

Middle School increase: average of 5% increase from previous year

High School Increase: average of 25% increase from previous year

Though anti-bullying efforts were strong with 100% of sites implementing anti-bullying programs, there were 68 unique bullying incidents that involved 145 students.

Alternative to Expulsion program had 12 students completd the program, which is lower than the number of students who were recommended for expulsion in the 16-17 school year.

Expulsion rates: Though SSFUSD offers an Alternative to Expulsion program, 10 students were expelled from the district in 16-17.

Dropout rates: 42 students dropped out of high school in the 16-17 school year, an increase from 2015-2016.

District Chronic Absenteeism: 15% of students were considered chronically absent in 16-17.

Positive Attendance Rate was 95.3% for the 2016-2017 school year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
There will be a yearly increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of edcation in the district, and an increase in the number of students who recognize the importance of	75% of parents surveyed were "Satisfied" or "Very Satisfied" with the quality of education in the district. 78% of students surveyed recognized the importance of attending	74% of parents were "Satisfied" or "Very Satisfied" with the quality of education in the district. TARGET NOT MET 79% of students surveyed recognized the importance of attending	There will be a 2% increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of education in the district. There will be a 2% increase in the number	There will be a 2% increase in the number of parents who are "Satisfied" or "Very Satisfied" with the quality of education in the district. There will be a 2% increase in the number

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
attending college and who plan to attend.	college and plan to attend.	college and plan to attend. TARGET NOT MET	of students surveyed who recognize the importance of attending college and plan to attend.	of students surveyed who recognize the importance of attending college and plan to attend.
The number of anti-bullying incidents will decrease each year.	Though anti-bullying efforts were strong with 100% of sites implementing anti-bullying programs, there were 68 unique bullying incidents that involved 145 students.	Anti-bullying efforts were strong with 100% of sties implementing anti-bullying programs. There were 10 unique bullying incidents. TARGET MET	The number of unique incidents will decrease by 2%.	The number of unique bullying incidents will decrease by 2%.
Alternative to Expulsion student participation will increase.	12 students completed the Alternative to Expulsion program.	This school year, 7 students participated in Alternative to Expulsion with 7 more students signed up for our next cohort in August, 2018. TARGET MET	There will be a 1% increase in the number of students who are recommended for expulsion who participate in the Alternative to Expulsion program.	There will be a 1% increase in the number of students who are recommended for expulsion who participate in the Alternative to Expulsion program.
The suspension rate will decrease each year.	297 students were suspended during the 2016-2017 school year	295 students were suspended during the 2017-2018 school year.	There will be a decrease of minimum 2% suspensions district	There will be a decrease of minimum 2% suspensions district

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		TARGET NOT MET	wide, no more than 285 students.	wide, no more than 279 students.
There will be an increase in the number of parent participation based on the number of meetings per site.	Increase in parent participation rates using # of meetings per site: ELAC- 6 meetings PTO- 4 meetings Parent Nights (Math, ELA, Back to School Night, Open House)- 4 meetings Conferences - 1 meeting	ELAC - 7 meetings PTO - 5 meetings Parent Nights (Math, ELA, Back to School Night, Open House) - 4 meetings Conferences - 1 meeting TARGET NOT MET	There will be a 2% increase in the # of parent meetings per site.	There will be a 2% increase in the # of parent meetings per site.
Dropout rates will decrease each year.	District Wide, 42 students dropped out.	Dropout rate will be added at the end of the academic year (July, 2018).	There will be a 2% decrease in the number of students who drop out of school.	There will be a 2% decrease in the number of students who drop out of school.
Expulsion rates will decrease each year.	Districtwide, 10 students were expelled.	Districtwide, 4 students were expelled. TARGET MET	Districtwide, no more than 3 students will be expelled.	Districtwide, no more than 2 students will be expelled.
Chronic absenteeism will decrease each year.	District chronic absenteeism: 15% of students were considered chronically absent in 16-17.	11.3% of students were considered chronically absent. Final percentage will be reported during the first week in July, 2018.	District Chronic Absenteeism will decrease by 1%.	District Chronic Absenteeism will decrease by 1%.
Positive attendance rate was 95.3% for the 2016-2017 school year.	Positive attendance rate will increase each year.	Positive attendance rate will increase by 1%. In May, 2018, positive attendance rate is 93%. TARGET NOT MET	Positive attendance rate will increase by 1%.	Positive attendance rate will increase by 1%.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.1 District will increase programs and practices that support students' social emotional health and learning. Supports will focus on reducing disciplinary actions through anti-bullying programs, monitoring of student discipline by subgroup and ethnicity, increasing family engagement, increasing awareness of diverse cultures and perspectives, and implementing restorative justice practices.	1.1 SSFUSD developed consistent communication with parents via email, parent surveys, district and site websites, school messenger phone system, mailers, meetings, Facebook, and other social media platforms to keep open lines of communication with parents and to communicate positive news stories. $5,000 (LCFF Base)	3.3.1 SSFUSD WILL DEVELOP CONSISTENT COMMUNICATION WITH PARENTS VIA EMAIL, PARENT SURVEYS, DISTRICT AND SITE WEBSITES, SCHOOL MESSENGER PHONE SYSTEM, MAILERS, MEETINGS, FACEBOOK, AND OTHER SOCIAL MEDIA PLATFORMS TO KEEP OPEN LINES OF COMMUNICATION WITH PARENTS AND TO COMMUNICATE POSITIVE NEWS STORIES.

$100,000 (LCFF Base) 1.2 SSFUSD will develop consistent communication with parents via email, parent surveys, district and site websites, school messenger phone system, mailers, meetings, Facebook, and other social media platforms to keep open lines of communication with parents and to communicate positive news stories. $5,000 (LCFF Base) 1.3 Maintain co-curricular opportunities at all grade levels- services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities. $600,000 (LCFF Base) 1.4 Implement the scope and sequence for instructional technology and computer applications in grades K-12 – services. This includes professional development, family engagement nights, technology. $39,701 (LCFF Base)	1.2 Maintained co-curricular opportunities at all grade levels- services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities. $600,000 (LCFF Base) 1.3 Maintained co-curricular opportunities at all grade levels- services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities. $600,000 (LCFF Base) 1.4 Implemented the scope and sequence for instructional technology and computer applications in grades K-12 – services. This includes professional development, family engagement nights, technology. $39,701 (LCFF Base)	********** ********** *** (a) Hire a Public Information Officer to assist the district in developing a communication plan/strategy for all stakeholders

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$744,701	$605,000	$138,200
Source	Base	Base	Unrestricted
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000. 6000 1.1 $100,000 1.2 $5,000 1.3 $600,000 1.4 $39,701	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000, 6000 1.2 $5,000 1.3 $600,000	Salaries and Benefits 2000, 3000 3.1.1(a) $138,200

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.1 To provide Common Core math nights for parents so they can support students at home. $15,000 (LCFF Supplemental)	2.1 To provide Common Core math nights for parents so they can support students at home. $15,000 (LCFF Supplemental)	3.2.1 SSFUSD WILL CONTINUE TO PROVIDE VARIOUS OPPORTUNITIES FOR OUR STUDENTS TO INCREASE ENGAGEMENT AND ENHANCE THE SCHOOL CULTURE. ********** ********** *** (a) Provide Co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE enrichment activities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,000	$600,000
Source	Supplemental	Supplemental	Base
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 2.1 $15,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 2.1 $15,000	Salaries, Benefits, Materials/Supplies, and Services 1000 - 5000 3.2.1(a) $600,000

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.1 To provide elementary and secondary sites with mental health services (including Youth Services Bureau/School safety advocates-secondary); sites will collaborate and develop a method to monitor and evaluate program to ascertain its effectiveness. $180, 000 (LCFF Base)	3.1 To provide elementary and secondary sites with mental health services (including Youth Services Bureau/School safety advocates-secondary); sites will collaborate and develop a method to monitor and evaluate program to ascertain its effectiveness. $200,000 (LCFF Base)	3.3.1 IMPROVE PARENT SCHOOL ENGAGEMENT THROUGH AN INCREASE IN PARTICIPATION IN SITE AND DISTRICT PARENT GROUPS SUCH AS SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SPED PAC AS WELL AS IN OTHER PARENT MEETINGS AS MEASURES BY ATTENDANCE SIGN IN SHEETS. ********** ********** *** (a) Continue to have 5-6 District Advisory English Learner Committee(DELAC) meetings in order to provide parents with pertinent information on the district's English learner programs and LCAP. Provide opportunities for parent workshops by outside consultants. (b) Continue to have 5-6 African American Parent Advisory Committee (AAPAC)

		meetings in order to provide information on discipline, district programs, LCAP and ways the district can close the achievement gap. Provide opportunities for outside consultants. (c) Create a Special Education Advisory Committee and have 4-5 meetings in order to provide parents with pertinent information: i.Serve as a resource to the school community on Special education issues ii. Develop a communication structure to inform parents of activities and resources available for students with special needs iii. Increase awareness of available service options iv. Provide parent education opportunities v. Provide direct feedback and support to SSFUSD district administration and the Board of trustees in developing programs (LCAP) and informational materials for parents. (d) All Committees will serve food and provide childcare for our families to attend and be able to participate on our district committees. (e) Provide Common Core math nights for parents so they can support students at home (1,000 to each school site) (f) SSFUSD will provide outreach to unduplicated students, including low income, EL, and Foster Youth to parents by personally inviting them to upcoming district events, sending fliers home.

		(g) Maintain the current level of Community Liaison positions and meet with them on a monthly basis. The Liaison will provide services to EL's, Foster Youth, and low income students and will develop consistent practices to support district students and families. (h) Provide 1 Family talk workshop to parents/guardians and community members

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$71,061	$71,061	$25,000
Source	Base	Base	Unrestricted
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 5000 3.1 $71,061	Salaries, Benefits, Materials and Supplies, and Services 5000 3.1 $71,061	Salaries, Benefits, Materials/Supplies, and Services 2000 - 5000 3.3.1(a - d) $25,000

Amount	$108,939	$128,939	$209,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 5000 3.1 $108,939	Salaries, Benefits, Materials and Supplies, and Services 5000 3.1 $128,939	Salaries, Benefits, Materials/Supplies and Services 2000 - 5000 3.3.1(e) $15,000 3.3.1(f) $10,000 3.3.1(g) $184,000 3.3.1(h) See 1.7.5

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
4.1 SFFUSD will expand outreach to unduplicated students, including low-income, EL and Foster Youth outreach, to parents by personally inviting them to upcoming district events, sending fliers home. $10,000 (LCFF Supplemental)	4.1 SFFUSD will expand outreach to unduplicated students, including low-income, EL and Foster Youth outreach, to parents by personally inviting them to upcoming district events, sending fliers home. $10,000 (LCFF Supplemental)	This action has been moved to Goal #3 Action 3.3.1

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$10,000	$10,000	$0.00
Source	Supplemental	Supplemental	
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $10,000	Salaries, Benefits, Materials and Supplies, and Services 1000, 2000, 3000, 4000, 5000 4.1 $10,000	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
5.1 Maintain current level of Community Liaison positions and meet with them on a monthly/every other month basis. The Liaison will provide services to ELs, Foster Youth and low income students and will develop consistent practices to support district students and families. $122,000 (LCFF Supplemental)	5.1 Maintain and increase current level of Community Liaison positions and meet with them on a monthly/every other month basis. The Liaison will provide services to ELs, Foster Youth and low income students and will develop consistent practices to support district students and families. $178,702 (LCFF Supplemental)	This action has been moved to Goal #3 Action 3.3.1 (g)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$122,000	$178,702	$0.00
Source	Supplemental	Supplemental	
Budget Reference	Salaries, Benefits, Materials and Supplies, and Services 2000, 3000 5.1 $122,000	Salaries, Benefits, Materials and Supplies, and Services 2000, 3000 5.1 $178,702	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$6,828,866	9.70%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 1 Action 4: Increase College and Career Readiness for all students.

1.3-3 C. Enhance STEAM summer school program via SSAE Grant. I. Provide training for staff (VAPA instructional Strategies) II. Purchase instructional materials. III. Extens summer school day to incorporate VAPA instruction.

PRINCIPALLY DIRECTED: Students in grades 3rd through 8th grades participate with STEAM program focused on enhancing their academic skills through visual and performing arts. Students will engage with a full day of instruction which includes targeted enrichment activities.

EFFECTIVENESS: Students will receive extended exposure to mathematical, scientific, and engineering concepts.

RESEARCH: Our research shows that infusing VAPA with STEAM promotes the development of creative problem solving skills. Students who have exposure to visual and performing arts can utilize these skills in order to assist them with increased content acquisition, comprehension, and grade level mastery.

SOURCE: San Diego Unified School District's Visual and performing arts- Http://www.sandi.net/page/2203

Goal 1 Action 5: Provide students with a broad course of study in order to ensure that students are college and career ready when they graduate from SSFUSD. 1.5-1 (a) Revise El Camino High School's bell scheduled in order to increase student access. (Change from 6 period traditional day to 7 period modified block schedule. (b) Revise South San Francisco High School's bell schedule in order to increase student access. (Change from 6 period traditional schedule to 7 period modified block schedule. (c) Provide training to sites on how to plan and deliver high quality instruction in a block schedule format.

PRINCIPALLY DIRECTED: Students will engage with a schedule that will assist them with accessing courses that will prepare them for college and career. Teachers will have access to professional development which supports the implementation and monitoring of the 7th period schedule.

EFFECTIVENESS: The 7th period block schedule provides students increased access to course that prepare them for college and career.

RESEARCH: Research shows that students who participate with block scheduling complete up to 8 course per year compared with the traditional schedule. Students are exposed to instruction for longer periods of time and demonstrate increased comprehension of core content. Block scheduling promotes increased learning for all students.

SOURCE(s): Sally J. Zepeda, R. Stewart Mayers- Research Article: https://doi.org/10.3102/00345443076001137

Goal 1 Action 7: Implement California State Standards and Professional Learning Communities across all curricular areas. 1.7-1 CCSS English Language Arts Implementation: Revise and refine TK-1 Scope and sequence, administer 2 common formative assessments, conduct district supported cycles of inquiry and develop rubrics to score and calibrate student learning district wide. (a) Elementary Grade Level Team Lead (3rd, 4th, 5th) up to $10,000 per grade level. (b) Secondary ELA/ ELD TOSAs (1.6 FTE or 8 sections) (f) Attend the Art of Coaching Teams Institute during the 2019-2020 school year.

PRINCIPALLY DIRECTED: Elementary TOSAs will receive effective professional development which will support them with leading the Scope and Sequence work, creation of common formative assessments, and coaching classroom teachers and monitoring. Both elementary and secondary TOSAs will enhance their professional capacities and contribute to standards based instruction in all classrooms.

EFFECTIVENESS: The TOSAs and Teacher Leadership Teams will assist our district with implementing instructional alignment and student performance analysis through our common formative assessments.

RESEARCH: Educational Research details the importance of having a clear instructional plan across all content areas. Scope and Sequence plans are important because they assist with the design of effective teaching and learning. They summarize what is being taught and the order. An organized instructional plan assists with the promotion of effective teaching and increased levels of academic proficiency for students.

SOURCE(s): DuFour, R., Du Four, R., Easker, R& Many, T. (2006). Learning by Doing: A Handbook for Professional Learning Communities a Work, pp. 2-4.

Goal 1 1.7-2 CCSS Math Implementation/ Revise and refine 6-12 scope and sequence, administer 2 common formative assessments, and develop rubrics to score and calibrate student work district wide. (Math K-5 scope and sequence work will continue in 2020-2021.) (a). Fund Middle School Math TOSA (1). (b) Fund High School Math TOSA (1) (c) Fund 6-11 Teacher Leadership Team Meetings X 18 people X 40 hours. (d) Attend professional development opportunities as provided by district for TOSAs. (e) Develop standard placement procedures and criteria for all math courses. (f) Attend the Art of Coaching Team Institute during the 2019-2020 school year.

PRINCIPALLY DIRECTED: Our LCAP goal 1 is focused on increasing student achievement levels through effective instruction. Our Teacher Leadership Teams will focus on identifying specific standards that will be addressed at all grade levels. Instructional support will be guided in order to promote improved academic levels for all students.

EFFECTIVENESS: Our Teacher Leadership Team leads will assist with implementing and monitoring effective curriculum mapping, assessment alignment, and targeted professional development.

RESEARCH: Educational Research shows that effective instructional planning and professional development contribute to the promotion of classrooms provide standards based instruction and intervention support based on the needs of the students. The implementation of a scope and sequence plan for all content areas as well as common formative assessments positively impacts both instruction and learning.

SOURCE(s): Willis, J.S., & Sandhltz, J.H. (in press). Constrained professionalism: Dilemmas of Teaching in the Face of Test-Based Accountability. Teachers College Record.

Goal 1 1.7.3 Next Generation Science Standards (NGSS) Implementation (a) Fund Elementary Science TOSA (1) i. Oversee implementation of NGSS Implementation Plan ii. Lead Elementary Science Teacher Leadership Team and support facilitation with Middle School Teacher Leadership Team. iii. Research and provide recommendation for the amount of mandatory science minutes in all elementary classes devoted to all students. iv. Revise and assist implementation of fully integrated 5th grade NGSS Chocolate Company Unit. v. Initiate Elementary NGSS Curriculum Adoption process: Elementary Pilot: 2020/2021. vi. Draft NGSS Professional Learning Plan (PLP) vii. Provide professional development to elementary teachers to support the instructional shifts to NGSS. viii. Assist with middle school NGSS piolot: Pilot 2019/2020. ix. Assist with Genentech Futurelab programming. x.Support teachers with NGSS instructional shifts.

PRINCIPALLY DIRECTED: Our LCAP Goal 1 is focused on providing a high quality academic experience for all students and includes professional development opportunities for teachers. We will focus on providing a robust science experience for our students by ensuring that the instructional minutes are mandated for science beginning in the elementary classrooms. Our elementary and secondary teachers will continue to be offered professional development support.

EFFECTIVENESS: Providing professional development for our elementary and secondary teachers will promote full implementation of the NGSS standards across all grade levels and content areas. This will contribute to higher numbers of students achieving academic proficiency in science.

RESEARCH: Research shows that teachers are in need of support with science instruction. Elementary teachers are responsible for several content areas and often have limited instructional time to address science concepts during the instructional day. Support with science instruction benefits all areas of the curriculum including reading comprehension,writing, analytical thinking, and mathematics.

SOURCE(s): 1. Carnegie Corporation of New York-Institute for Advanced Study Commission on Mathematics and Science Education Executive Summary (2) Science and Engineering Indicators: 2012. National Science Foundation. http:www.nsf.gov/statistics/seind12/c6h.htm#s4 (3) 2011 NAEP Science Assessment Report http://nationsreportcard.gov/science 2011/science_2011_report/

Goal 1 1.7-4 History Social Science Implementation - (a) Provide training for IMPACT California via Mc Graw-Hill for all 6-12 Social Studies Science Teachers in order to familiarize staff with social science adoptions and all resources.

PRINCIPALLY DIRECTED: Our LCAP Goal 1 focuses on providing a high quality curricular experience for all students. Our teachers must receive training with our new adoption so that they are able to deliver effective instruction that addresses the standards and familiarizes them with their new instructional resources.

EFFECTIVE: Professional Development provided for the new Social Studies adoption will promote instructional alignment and assist with effective lesson planning and student achievement monitoring.

RESEARCH: Educational research shows that teachers who receive professional development enhance their instructional practices and learn additional strategies that support their practices while building their professional confidence. Student achievement levels are positively impacted by teachers who receive professional development.

SOURCE(s): Timperley, H., Wilson, A., Barrar, H., & Fung, I (2007) Teacher Professional Learning and Development: Best Evidence Synthesis Iteration. Wellington Ministry of Education.

Goal 1.7-8 Instructional Framework (b) Meet monthly for 2 hours to determine next steps for implementation and determine a training schedule.

PRINCIPALLY DIRECTED: Our LCAP Goal 1 focuses on providing instruction that promotes higher student achievement levels. The implementation of an Instructional Framework will ensure that we have instruction that is designed to meet the needs of all of our learners. Professional development is needed in order to support the effective implementation of our Instructional Framework.

EFFECTIVENESS: Professional Development and coaching will assist with an aligned roll out and institution of our Instructional Framework. Teacher district wide will receive support with an effective roll out.

RESEARCH: Educational research shows that an effective Instructional Framework provides a structure for teachers to design and deliver instruction that assist students with grade level and content area mastery.

SOURCE(s): (1) https://danielsongroup.org.framework/framework-teaching (2) https:www.K-12leadership.org/content/service/50-dimension-of-teaching-and-learning.

Goal 1- Action #9 Provide academic support for English Learners and Monitor Progress- (c) Increase hours of Bilingual aides at Title 1 sites (6.0 FTE)

PRINCIPALLY DIRECTED: In order to support instruction for our English Learners at our Title 1 sites, the hours for the Bilingual Aides needs to be increased. Their academic support provides our students with additional resources to access the core curriculum

EFFECTIVENESS: Increasing the hours for our Bilingual Aides will provide needed academic support for our English Learners who need additional targeted academic instruction.

RESEARCH: Research shows that English Learners benefit from the support provided by bilingual classroom aides. This additional support contributes to supporting the students with language acquisition and reclassification.

SOURCES(s): https://www.researchgate.net/publication/48336099 Bilingual Aides in the Language Classroom.

Goal 1- Action #10 Provide academic support for foster youth and homeless students and monitor progress. (b) Provide financial allocations for Foster Youth and Homeless students to provide monies for basic needs, school supplies, and transportation.

PRINCIPALLY DIRECTED: LCAP Goal 1 focuses on improving student achievement levels for all students. Our district is committed to ensuring that our foster youth and homeless students receive the resources that they need in order to be successful.

EFFECTIVENESS: Providing resources for our homeless and foster youth students will assist them with having their basic needs addressed so that they are afforded access to the curriculum and academic success.

RESEARCH: Research shows that homeless and foster youth students must have support with their basic needs in order to participate in school. It is critical that support is provided so that our students have their basic needs met. Assisting students with their basic needs contributes to a positive learning experience and encourages academic excellence.

SOURCE(s): (1) https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidanceupated082718.docx (2) https://www.2.edgov/policy/eles/leg/essa/hhsedfostercarewebinarppt72716.pdf.

Goal 1- Action #14

1.14-1 Increase mental health supports to assist students with having a safe and healthy lifestyle. SSFUSD will increase our school based counseling programs with Youth Services Bureau (YSB) at Buri, Skyline, Ponderosa, Monte Verde, and Martin. At South San Francisco High School only, partners with the Hazelden Betty Ford Group to implement the Building Assets Reducing Risks program. B. Provide a 0.2 FTE section of a site coordinator for BARR Implementation

PRINCIPALLY DIRECTED: LCAP Goal 1 is focused on ensuring that students are receiving high quality instruction. Students who are in need of socio-emotional support require assistance so that they are able to fully engage with classroom instruction.

EFFECTIVENESS: Providing students with mental health support provides them with tools to support both their well being and learning.

RESEARCH; Research shows that students must have their socio-emotional needs addressed in order for them to have success in school.

SOURCE(S): Addressing Students Emotional Needs: https:www.edweek.org/ew/articiles/2013/01/10/16environmebnt.h32.html

Goal 1- Action #15 Implement and Monitor district wide attendance policies. 15.1-a. Provide a training for all site administrators and classified staff members with attendance procedures.

PRINCIPALLY DIRECTED: LCAP Goal 1 is focused on giving high quality instructional access to all students. Students must be present in order to access learning. Out staff members need effective tools in order to support them with addressing attendance challenges.

EFFECTIVENESS: Providing staff members with strategies to improve attendance will contribute to students having more exposure to curriculum and improve their academic performance levels.

RESEARCH: Research shows that students who attend school on a regular basis have a higher chance of achieving academic success. Students who are absent from the classroom are often unable to makeup the instructional minutes that they lost due to excessive absences.

SOURCE(s): Evaluating the Relationship Between Student Absences and Achievement in Urban Elementary and Middle Schools. Michael A. Gottfied Volume: 47 issue: 2, page(s) 434-465. Article first published online: June 1, 2010; Issue published: June 1, 2010.

Goal 1- Action #18 SSFUSD will analyze current systems, structure and processes and develop, communicate and implement systems to support student and staff efficiency and learning. 1.18 Hire a 0.40 FTE Technology TOSA

PRINCIPALLY DIRECTED: LCAP Goal 1 focuses on providing high quality instruction. Students need access to technology skills. Providing technology support for our teachers will ensure that our students have exposure to these important skills.

EFFECTIVENESS: Creating a scope and sequences for technology skills and providing professional development for teachers focused on technology strategies will support our students with learning effective technological strategies that support their leaning. Increasing the technological capacity of our teachers will increase student proficiency with technology.

RESEARCH: Research shows that exposing students to technology skills can assist them with their learning. Teachers need continued support with learning effective instructional strategies that utilize technology.

SOURCE(s): (1) http://www.ed.gov/technology/ntep-2010 (2) http://www.projectred.org/

Goal 2- Action #1 All teachers will engage with professional development focused on Common Core, Cultural Competence, equity work, restorative practices, mindset work, positive behavioral systems, socio-emoitional program, English Learner services, and Special Education Services. For those teachers that are new to the field of education, the Induction Program will provide necessary supports to assist our new teachers with earning their credentials. 2.1.1 (d) Hire 6 lead mentors to provide ongoing coaching and support.

PRINCIPALLY DIRECTED: Our LCAP Goal 2 is principally focused on increasing professional development for both classified and certificated employees in order to build internal capacity of best instruction. Our district will focus on equity work that is designed to close the learning gaps that exist for our unduplicated students.

EFFECTIVENESS: Coaching and mentorship is a strategy that supports educational leaders with learning best instructional practices.

RESEARCH: According to Success Factors, mentorship can positively support the development of employees. Whether improving employee engagement, commitment, inclusion, or retention is your organization's goal, mentoring may provide a valuable solution.

SOURCE; Success Factors.com

Goal 2- Action#2- Professional Development- Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work)

2.1.3 (a) Teacher Leadership Teams in elementary and secondary ELA/ELD, math, science, social studies, Instructional Technology, and Special Education will meet between 5 and 9 times per year to continue to plan and implement scope and sequence, prioritize

standardsx, develop common formative assessments and intervention. Work will be focused on alignment and equity for unduplicated students.

2.1.3 (c) Training will be provided to EL staff (classified and certificated) on the following: (New ELD standards, ELD framework, Cycle of Inquiry, and supporting EL students.) Specific consultants will provide an instructional focus (AVT, GLAD) on supporting EL students.

PRINCIPALLY DIRECTED: Our LCAP Goal 2 is principally focused on increasing professional development for both classified and certificated in order to build internal capacity of best instruction. This includes the development of teacher leadership teams which will support ELA/ ELD instruction, development of Scope and Sequence, Common Formative Assessments, and Interventions.

EFFECTIVENESS: Professional development is an effective strategy that can increase student achievement while building the capacity of our staff. Research demonstrates that professional development can significantly impact student learning when the professional development is delivered by professionals that are well respected by their colleagues.

RESEARCH: According to the Learning Policy Institute, "Educators and policymakers are increasingly looking to teacher professional learning as an important strategy for supporting the complex skills students need to be prepared for further education and work in the 21st century. For students to develop mastery of challenging content, problem solving, effective communication and collaboration, and self-direction , teachers must employ more sophisticated forms of teaching. Effective professional development is key to teachers' learning and refining the pedagogies required to teach these skills.

SOURCE: Learning Policy Institute

Goal 3-Action #3 Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SPED PAC as well as other parent meetings as measured by attendance sign in sheets. 3.3.1 (f) SSFUSd will expand outreach to uncduplicated students including low income, EL, and Foster Youth through outreach to parents by personally inviting them to upcoming district events, sending fliers home.

PRINCIPALLY DIRECTED: By increasing and improving parent/school engagement, we will positively impact our unduplicated students (Low income, EL, and Foster Youth). In collaboration with student services, educational services, and site principals, we will create an outreach plan that will include direct communication with the families of our unduplicated services.

EFFECTIVENESS: As a district, we have improved parent engagement plan, our data demonstrates their continues to be a gap with regards to the participation of our unduplicated families. Parent engagement within a school culture will ultimately support a student's academic and social growth.

RESEARCH: A strong partnership with parents results in higher student achievement levels and stronger social emotional health. This is an important characteristic of a strong school community and has a significant impact on student risk factors such as truancy and dropout rates.

SOURCE: http.neatoday.org/2014/11/18/the-denduring-importance-of-parent-involvement-2/.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$6,808,555	9.80%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

OVERVIEW

In the 2018-2019 school year, South San Francisco (SSFUSD) will spend its LCFF Supplemental funds on actions and services primarily focused on student groups that are considered unduplicated (English Learners, Foster Youth and low income) and student groups performing below grade level standards (African American, Hispanic/Latino, Special Education, Pacific Islander). At SSFUSD, we do not receive additional funds for supplemental or concentration. We are required to use 9.8% (MPP) from the general fund to use as LCFF Supplemental funds. This is a total of $6,808,555 LCFF Supplemental to support actions and services for English Learner, Foster Youth, and Low Socio Economic Status.

The actions and services at SSFUSD will support both district and site initiatives beyond the LCFF Base to support academic and social needs of the unduplicated pupils. We will utilize a Cycle of Inquiry to identify the unduplicated students performing below grade level. This data will assist our district with implementing instructional strategies and intervention support for all learners.

The South San Francisco Unified School District is currently at 49.02% of unduplicated student count district-wide. Due to being under the 55 percent unduplicated count districtwide, we do not receive additional LCFF Concentration funding. In 2017-2018, our unduplicated count was 48.12% percent districtwide. It is important to note that we anticipate an increase of approximately 1% of the unduplicated student count over the next few years.

There are currently five sites designated as Title I schools; Martin Elementary, Spruce Elementary, Los Cerritos Elementary, Sunshine Gardens Elementary, and Parkway Heights Middle School. Our LCFF Supplemental Actions and Services will support all students at the Title I sites, however, these funds will also support our unduplicated pupils at the non-Title I sites.

The South San Francisco Unified School District will utilize research, stakeholder input, formative and summative assessment indicators including, CA School Dashboard, CAASPP, ELPAC, and district benchmarks to determine the services that will best meet the needs of our students and our LCAP Goals.

INCREASE IN SERVICES:

- Teacher Leadership Teams (TLT) will continue to work towards order through the construction and implementation of a guaranteed, aligned curriculum (scope and sequence), priority standards and common assessments. The district Scope and sequence maps will be finalized for the following content areas: elementary ELA/ELD, middle school mathematics, middle school ELA/ELD and 9th and 10th grade mathematics (Algebra, Geometry). TLTs will continue to meet 4-6 times during the year to continue to plan scope and sequence, prioritize standards, develop common formative assessments and develop interventions. Work will be focused on alignment and equity for unduplicated students. (Goal 2, Action 2.1, $ $304,995)

- A student Panorama survey will be administered to students, including Foster Youth and Homeless students. Specific data will be gathered in order to help support these groups and Unduplicated students in general. (Goal 1, Action 6.1, $10,000)

- Bilingual paraprofessional hours will increase their hours so they are supporting English Learner students the entire work day. Priority will be given to sites with the largest percentage of English Learner students. This year, we added 1.0 FTE at Ponderosa Elementary School, due to rapidly increasing percentage of English Learners. (Goal 1, Action 3.4, $305,000)

- Professional Development is instrumental to ensure our teachers are equipped with the tools and strategies to support the learning of all of our students. Professional development sessions will be held throughout the year with additional targeted trainings in ELA/ELD and on the current adopted instructional materials (with a focus on differentiation and EL). This included ELD sessions on ELD Task Types, Priority standards, Best Practices, English 3D, Academic Vocabulary Toolkit, GLAD and Integrated vs. Designated ELD. Professional Development trainings on core instructional materials including ELA Wonders and Study Sync and Math Expressions (elementary math). (Goal 2, Action 1.2, $102,639)

IMPROVEMENT IN SERVICES:

- Hire a total of 2.0 elementary and secondary EL/Intervention TOSAs to support schools with intervention supports and EL needs. (Goal 1, Action 3.2 - $188,100)

- Increase AVID at both high schools to provide unduplicated students with the tools necessary to become successful in college and career. This includes a .2 FTE District AVID coordinator, AVID contracts for the High Schools, and 1 additional section at SSFHS. (LCAP Goal 2, Action 5.1, $87,100)

- SSFUSD continued to use email, mailers, the school messenger system, Facebook and Twitter to communicate positive news as well as develop consistent communication. Additionally, the Peachjar digital flier platform was implemented and used. (Action 3, Goal 1.2, $5,000)

- Our district provided intervention support for unduplicated students through strategic programs such as before/after school intervention to provide individualized tutoring in Math and ELA/ELD, summer school for K-12th/Adult students, intervention professional development for staff and adoption of intervention curriculum. These programs included the utilization of the following intervention programs: Reading Partners, Learning A-Z, Read Naturally and Academic Centers. Summer intervention programs were increased to enroll more Unduplicated students in STEM Enrichment as well as to serve our Migrant Education students in partnership with SMCOE and SCCOE. (Goal 1, Actions 4.1 and 4.2: $22,029, $208,099, $160,440, $198,000).

- In an effort to support robust offerings of courses designated for college and career pathways, our CTE Coordinator will increase from a .4 to a .8 FTE to aid in retention, recruitment and completion of CTE courses to meet College and Career Indicator. (Goal 1, Action 1.15, $61,585)

- To address the development and retention of our new teachers, our BTSA program expanded the number of cohort teachers served. For the 2018-2019 school year, our accredited BTSA program will serve first year teachers in addition to second year teachers. (Goal 1, Action 15, $47,104).

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$4,706,338	7.02%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

INCREASE IN SERVICES:

- A 1.0 RtI2 pull-out reading specialist will support children at each elementary site to support ELs and low income students (Goal 1, Action 17, $947,280)

- Support Curriculum and Instruction Specialists (ELA and Math) to provide direct support and professional development to teachers of students who are English Learners, Foster Youth, special needs and low income students in the ELA/ELD and Math Common Core standards (Goal 1, Action 18, $107,312)

- EL programs in the district have been prioritized by increasing staffing to support students. At our Title I sites, there will be an increase of support through the placement of 5 ELD/Intervention. TOSAs will provide one on one and small group instruction,

and will follow the progress of ELs at the site. In addition, they will provide coaching and professional development to teachers that are designed to support language acquisition and literacy support (Goal 1, Action 3.1, $444,050).

- In 2016-2017, SSFUSD had one EL/Intervention TOSA for K-12. In 2017-2018, a second EL/Intervention TOSA will be hired to better serve the needs of the whole district. The TOSAs will be divided between K-5 and 6-12. This is a 50% increase in services for English Learners (Goal 1, Action 3.2, $188,100).

- In order to provide our Newcomer English Learners with language and cultural transition, we are expanding our Newcomer program by 1.0 FTE at the middle school. This is a 50% increase in services (Goal 1, Action 3.3, $258,000)
- In order to provide small group support and one on one instruction for our English Learners, we will increase hours for our bilingual paraeducators. This will allow for a smaller ratio of adult to student, and was a 25% increase in paraeducator hours (Goal 1, Action 3.4, $305,000).

- Principals have been tasked to identify and increase before, during and after school academic interventions for unduplicated students, including migrant students who are not performing at grade level. This will include additional summer intervention programs that can accommodate approximately 100 unduplicated students above last year's enrollment. (Goal 1, Action 4.2, $215,000)

- In order to increase services, programs and intervention for unduplicated students, we will provide financial allocations above and beyond the base expenditures to the sites to support programs for school-dependent (at-risk) youth – for example, items like intervention support, intervention supplemental material, and study skills support materials. These programs will be monitored by collecting pre/post data to measure student progress towards their specific academic or social goal. Principals will provide the district with pre / post data during a predetermined intervention window. These allocations will be monitored through each site's Single Plan for Student Achievement

(SPSA) which will be directly aligned to the 3 LCAP goals. Both the LCAP and SPSA goals will be principally directed to serve unduplicated and target students performing below grade level (Goal 1, Action 7.1, $1,084,153).

- Though SSFUSD utilizes many forms of communication to parents, we have set aside a budget in the LCAP to strategically target unduplicated students and their families, and to personally invite them to upcoming district events (Goal 3, Action 4, $10,000).

IMPROVEMENT IN SERVICES:

- SSFUSD realizes the importance of primary literacy. As such, a 1.0 Big Lift Pre-K-3rd grade coach has been hired to support the Big Lift program and work to ensure that all students are proficient at reading by grade 3 with particular focus on EL and low income students (Goal 1, Action 2.1, $25,000).

- Training for teachers in the areas of the new ELD standards, framework, cycle of inquiry on EL students and supporting EL students is imperative to their increased growth. We will hire specific consultants to provide an instructional focus on supporting EL students, and staff will identify the best way to monitor implementation (Goal 2, Action 3.1, $50,000).

- We will increase AVID at both high schools and explore expansion at the middle school to provide unduplicated students with the tools necessary to become successful in college and career. This will include a .2 FTE District AVID coordinator and AVID contracts for the High Schools. Our goal is to enroll the AVID program to its capacity (Goal 2, Action 5.1, $87,100).

- SSFUSD will work to provide both accessibility and support for unduplicated students so that they may access and complete successfully Advanced Placement courses. This would include academic counseling as well as after school tutorial support for students (Goal 2, Action 6.1, $30,000).

- Community Liaisons will allow sites to reach out to unduplicated students and to personally invite them to events such as math parent nights. The Liaison will provide services to ELs, Foster Youth and low income students and will develop consistent practices to support district students and families (Goal 3, Action 5.1, $122,000).

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, enter “Limited to Unduplicated Student Group(s)”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**.** Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:
    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
    b. Mathematics – CCSS for Mathematics
    c. English Language Development (ELD)
    d. Career Technical Education
    e. Health Education Content Standards
    f. History-Social Science
    g. Model School Library Standards
    h. Physical Education Model Content Standards
    i. Next Generation Science Standards
    j. Visual and Performing Arts
    k. World Language; and
B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
B. How the school district will promote parental participation in programs for unduplicated pupils; and
C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;
B. The Academic Performance Index;
C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
E. The English learner reclassification rate;
F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:
  (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      (i) are enrolled in a Non-Public School
      (ii) receive instruction through a home or hospital instructional setting
      (iii) are attending a community college full-time.
  (2) The number of students who meet the enrollment requirements.
  (3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:
  (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  (2) The total number of cohort members.
  (3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:
  (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
  (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      (i) a regular high school diploma
      (ii) a High School Equivalency Certificate
      (iii) an adult education diploma
      (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  (3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:
  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual school sites?
10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	82,485,946.00	80,787,524.00	76,918,457.00	82,470,946.00	93,349,255.00	252,738,658.00
	0.00	0.00	1,650,000.00	0.00	0.00	1,650,000.00
Base	52,014,150.00	52,326,400.00	46,718,456.00	52,014,150.00	60,007,146.00	158,739,752.00
Carl D. Perkins Career and Technical Education	0.00	0.00	0.00	0.00	493,000.00	493,000.00
Federal Funds	0.00	0.00	0.00	0.00	42,000.00	42,000.00
Governors CTE Initiative: California Partnership Academies	74,000.00	83,780.00	61,585.00	74,000.00	0.00	135,585.00
Other	0.00	5,000.00	0.00	0.00	665,458.00	665,458.00
Restricted	3,038,091.00	2,860,127.00	3,168,928.00	3,038,091.00	48,500.00	6,255,519.00
Special Education	20,075,622.00	19,160,000.00	19,975,622.00	20,075,622.00	22,588,859.00	62,640,103.00
Supplemental	6,808,555.00	6,000,468.00	4,868,338.00	6,793,555.00	6,838,140.00	18,500,033.00
Title I	238,889.00	150,000.00	238,889.00	238,889.00	98,000.00	575,778.00
Title II	236,639.00	189,237.00	236,639.00	236,639.00	142,500.00	615,778.00
Title III	0.00	0.00	0.00	0.00	205,452.00	205,452.00
Unrestricted	0.00	12,512.00	0.00	0.00	2,220,200.00	2,220,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	82,485,946.00	80,787,524.00	76,918,457.00	82,470,946.00	93,349,255.00	252,738,658.00
	82,485,946.00	80,782,524.00	76,918,457.00	82,470,946.00	93,349,255.00	252,738,658.00
1000-1999: Certificated Personnel Salaries	0.00	5,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	82,485,946.00	80,787,524.00	76,918,457.00	82,470,946.00	93,349,255.00	252,738,658.00
		0.00	0.00	1,650,000.00	0.00	0.00	1,650,000.00
	Base	52,014,150.00	52,326,400.00	46,718,456.00	52,014,150.00	60,007,146.00	158,739,752.00
	Carl D. Perkins Career and Technical Education	0.00	0.00	0.00	0.00	493,000.00	493,000.00
	Federal Funds	0.00	0.00	0.00	0.00	42,000.00	42,000.00
	Governors CTE Initiative: California Partnership Academies	74,000.00	83,780.00	61,585.00	74,000.00	0.00	135,585.00
	Other	0.00	0.00	0.00	0.00	665,458.00	665,458.00
	Restricted	3,038,091.00	2,860,127.00	3,168,928.00	3,038,091.00	48,500.00	6,255,519.00
	Special Education	20,075,622.00	19,160,000.00	19,975,622.00	20,075,622.00	22,588,859.00	62,640,103.00
	Supplemental	6,808,555.00	6,000,468.00	4,868,338.00	6,793,555.00	6,838,140.00	18,500,033.00
	Title I	238,889.00	150,000.00	238,889.00	238,889.00	98,000.00	575,778.00
	Title II	236,639.00	189,237.00	236,639.00	236,639.00	142,500.00	615,778.00
	Title III	0.00	0.00	0.00	0.00	205,452.00	205,452.00
	Unrestricted	0.00	12,512.00	0.00	0.00	2,220,200.00	2,220,200.00
1000-1999: Certificated Personnel Salaries	Other	0.00	5,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	80,617,510.00	79,330,293.00	74,712,017.00	80,617,510.00	91,693,855.00	247,023,382.00
Goal 2	859,734.00	426,563.00	1,134,739.00	844,734.00	683,200.00	2,662,673.00
Goal 3	1,008,702.00	1,030,668.00	1,071,701.00	1,008,702.00	972,200.00	3,052,603.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

South San Francisco Unified School District
Goals, Actions and Services 2019-2020

GOAL # 1	Academic Achievement- The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, Interim Assessment Data and ELPAC/ Reclassification Data.

Base Program for all students (Services and supports)

	Action/Service	Cost	Funding Source
1.1-0	1.1.0 (a) Ensure that all students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas. All students will have sufficient textbooks, instructional materials, and appropriate facilities.	a. 45,142,879	a. LCFF Base
	1.1.0 (b) Provide standards aligned materials to all students.	b. 2,000,000	b. LCFF Base
	1.1.0 (c) All teachers will receive professional development in California Standards Aligned Curriculum and district wide initiatives: ELA/ELD, NGSS, Social Studies, and Mathematics.	c. 700,000	c. LCFF Base
	1.1.0 (d) Administrators and classified staff will be trained in the appropriate skills to provide an optimal learning environment for students and staff, and a welcoming environment for parents.	d. 250,000	d. LCFF Base
	1.1.0 (e) Counselors will ensure all students are appropriately assigned and on-course to graduate prepared for college and career.	e. 2,000,000	e. LCFF Base

ACTION # 1 Ensure that all students will be served by teachers who are appropriately trained, assigned and fully credentialed in their subject areas.

	Action/Service	Cost	Funding Source
1.1-1	Recruit and retain highly qualified staff a. Provide annual stipend for SPED teachers ($2,000/Teacher for 19-20) b. Provide funds for teachers to earn CTE credentials for CTE compliance ($1,500 preliminary & $2,500 clear CTE credential) c. Provide ongoing training for administrators in evaluating employee performance d. Develop training protocols for new certificated and classified staff new to the position e. Attend up to 7 job fairs in order to recruit the most qualified staff to SSFUSD (Asst Supt HR) f. Provide virtual and face-to-face coaching for administrators (site and district), via Hulce Consulting Group (HCG), focusing on implementing Performance Management at the district and select sites, supporting the implementation of Scope & Sequence, determining rigor and relevance and creating a system of assessments g. Continue new teacher induction program, which focuses on new certificated staff members will participate in the District's Induction Program.	a. 130,000 b. See 1.6.-1 b c. No Additional Cost d. No Additional Cost e. No Additional Cost f. 225,700 g. See 2.1-1& 2.1-2	a. General Fund b. CTE Incentive Grant(CTEIG) Strong Workforce Program(SWP) c. N/A d. N/A e. N/A f. LCFF Base g.LCFF Base/Supplemental

ACTION # 2 Provide students with access to standards aligned instructional materials

	Action/Service	Cost	Funding Source
1.2-1	a. Create a committee in order to adopt science curriculum at the 6-8 grade span b. Select and pilot instructional materials with middle school science teachers c. Recommend and adopt middle school science curriculum by June 2020 d. Recommended and adopt Elementary and high school recommendation and adoption to board of trustees by June 2021.	a .No Additional Cost b. No Additional Cost c. 1,000,000 d. 2,000,000	a. N/A b. N/A c. General Fund d. General Fund

ACTION # 3 Ensure that our facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency. Ensure that all intercoms, phones and cameras are in working condition.

	Action/Service	Cost	Funding Source
1.3.-1	a. Complete all FIT (Facility Inspection Tool Reports) for all school sites to ensure all facilities are safe and well maintained b. Evaluate and check all safety equipment (phones, intercom system) annually c. Train all administrators on how to use all safety equipment in order to be prepared in case of an emergency d. Conduct all required safety drills (earthquake, duck and cover, intruder) as required by law (Big 5 protocol) e. Establish and secure centralized security management f. Ensure designated staff with security camera access have appropriate training g. Establish security system operation procedure, confidentiality and use policy h. Allocate monies to the routine mainentance account to ensure that facilities are well maintained, safe, are clean for all students and staff i. Allocate monies to the deferred maintenance/redeveloping agencies account	a. No Additional Cost b. No Additional Cost c. No Additional Cost d No Additional Cost e.10,000 f. 2,000 g. No Additional Cost h. 3,000,000 i. 3,300,000	a.N/A b.N/A c.N/A d.N/A e.General Fund f. General Fund g.N/A h. LCFF Base i. LCFF Base

ACTION # 4 Increase College and Career Readiness for all students.

	Action/Service	Cost	Funding Source
1.4.-1	a. Evaluate College and Career Readiness platforms (Naviance/California College Guidance Initiative) and provide recommendation to Board of trustees for adoption in June 2020 b. Support District AVID (Advancement Via Individual Determination) program at SSFHS & ECHS c. Maintain AVID District Coordinator (2 Sections) d. Maintain AVID site coordinator - SSFHS (1 Section) e. Maintain AVID site coordinator - ECHS (1 Section) f. Continue supporting AVID PD in order to support teachers with the implementation of AVID strategies g. Increase recruitment efforts at middle schools and high schools in order to increase enrollment in AVID sections to a minimum of 20 students per section. h. Increase AVID seniors a-g rate will increase by 5% annually until we reach 90%. (2018 a-g rate was 64%)	a.No Additional Cost b. Costs broken down c-e c. .0 (Assign to District Office) d.20,000 e.20,000 f.TBD g.No cost h.No Additional Cost	a.N/A b.LCFF Supplemental c.LCFF Supplemental d.LCFF Supplemental e.LCFF Supplemental f.Site funds g.N/A h.N/A
1.4.-2	a. Offer online courses and provide credit recovery opportunities for students during the school day as well as after school school	a.No Additional Cost	a.N/A

	b. Continue annual contract with Edgenuity for ECHS, SSFHS & Baden c. Create a handbook and update policies for Edgenuity implementation in SSFUSD	b.200,000 c.No Additional Cost	b.LCFF Supplemental c.N/A
1.4.-3	a. Offer Summer School opportunities for all interested students b. Offer STEAM summer enrichment learning experiences for elementary and middle school students. c. Enhance STEAM summer school program via SSAE grant i. Train for staff (VAPA instructional strategies) Ii. Purchase instructional materials Iii. Extend summer school day to incorporate VAPA instruction d. For Migrant Education students - all SS programs e. For Special Education students-ESY programs f. For acceleration for math in Middle School g. For enrichment for math in middle school - Elevate h. To make up graduation and/or a-g requirements - core HS SS programs i. For acceleration for math in high school - Algebra II	a.-i. 1,000,000 (total)	a.-i. SSAE 481,777 Title IV - SSAE 61,581 Migrant- 20,000 SPED - 160,000 Title I - 83,000 Title III - 75,000 LCFF Supplemental - 119,242
1.4.-4	a. Provide dual enrollment opportunities at ECHS, SSFHS and Baden via our partnerships with the San Mateo Community College District b. Provide 70 students in SSFUSD the opportunity to participate in the Middle College Program at Skyline College	a.No Additional Cost b.500,000	a.N/A b.LCFF Supplemental
1.4.-5	a. Provide a district College Fair in order to share information with students on post secondary options after graduation	a.20,000	a.LCFF Base
1.4.-6	a. Meet with guidance counselors at least 4-6 times per year to develop a comprehensive counseling program b. Support high school counselors to ensure all students enroll in the courses needed to meet graduate requirements and a-g requirements (if applicable) by evaluating and reviewing student transcripts	a.No Additional Cost b.No Additional Cost	a.N/A b.N/A
1.4.-7	Utilize the Smarter Balanced System to support teaching and learning a. Administer and review learning data from Interim Assessment Blocks b. Administer and review learning data from Interim Comprehensive Assessments c. Utilize Digital Library d. Monitor completion of CAASPP assessments for all students and all subgroups e. Provide data from CAASPP assessments in order to assist sites in determining SPSA goals in alignment with LCAP goals f. Provide training to all SPED teachers to upload all accommodations into TOMS (February 2020) before the CAASPP assessment window	a.-f. No Additional Cost	a-f. N/A
1.4.-8	Utilize data from College Board assessments to measure the essential knowledge and skills for college and career readiness		

	a. Examine AP Potential scores to increase course access for underrepresented groups b. Research and discuss the possibility of implementing an open enrollment policy for AP courses to increase access of underrepresented subgroups c. Research and possibly purchase a program to provide additional preparation for AP exams (Albert IO)	a.-c. No Additional Cost	a.-c. N/A
1.4.-9	Analyze the district's current system of assessments and monitor student progress. Share data with staff and stakeholders. a. Create a list of current assessments and create a chart which includes: (Assessment, purpose of assessment, frequency, when data shared, etc.) b. Research and purchase a reading and math inventory program to assist in placement of courses at all grade levels (NWEA-MAP) c. Provide training in analyzing Literacy data (F&P, SBAC-ELA, Brigance, and ELPAC) and engage in two Cycles of Inquiry per school year d. Monitor student achievement levels on all standardized exams and district benchmark assessments (SBAC, ELPAC, Interim Assessments and District Common Formative Assessments). e. Statistician/Data Analyst will ensure accurate CALPADS data, provide student data (specifically for unduplicated students) to the site, and facilitate data learning sessions f. SSFUSD will select a Student Information System and provide training for all stakeholders g. Provide data literacy training for all staff	a.-d. No Additional Cost e. 35,000 f. No Additional Cost g. No Additional Cost	a.-d. N/A e.LCFF Base f.N/A g.N/A

ACTION # 5 Provide students with a broad course of study in order to ensure that students are college and career ready when they graduate from SSFUSD.

	Action Services	Cost	Funding Source
1.5.-1	a. Revise El Camino High School's bell schedule in order to increase student access (Change from 6 period traditional schedule to 7 period modified block schedule b. Revise South San Francisco High School's bell schedule in order to increase student access (Change from 6 period traditional schedule to 7 period modified block schedule c. Implement At ECHS & SSFHS, an Advisory/Intervention period will be put in place to assist students with academic and socio-emotional needs d. Provide training to sites (if needed and requested) on how to best plan and deliver high quality instruction in a block schedule format	a.120,000 (up to 10 additional sections @ ECHS) b. 200,000 (up to 10 additional sections @ SSFHS) c.Up to 10,000 per site d.10,000	a.LCFF Supplemental b.LCFF Supplemental c.Site funds d.LCFF Supplemental

	e. Maintain 8 hour period block schedule to support students at the middle school level, which includes additional time for supports, interventions, and enrichment activities for students. f. Provide master schedule training for counselors and site administrators serving all secondary schools (SIS training & 13 elements of a student centered master schedule) g. Collaborate with SSFCTA in order to uniform start and end times for all schools in order to ensure that all staff can participate in district collaboration days (by grade span -K-5, 6-8 and 9-12) h. Work with SSFCTA to place three Professional Development days on 2020-2021 district calendar	e.340,000 250,000 f.10,000 g.No Additional Cost h.No Additional Cost	e.LCFF Base LCFF Supplemental f.LCFF Supplemental g.N/A h.N/A

ACTION #6 Career Technical Education (CTE): SSFUSD will strengthen and expand the Career Technical Education (CTE) pathway program to increase both access and college and career readiness.

	Action Services	Cost	Funding Source
1.6.-1	Career Technical Education (CTE) a. Maintain 0.8 CTE Coordinator to oversee implementation of three (3) Year CTE Plan, with specific focus on ensuring all CTE Pathways are high quality, increasing participation in CTE classes and expanding of pathways. b. Provide stipends for teachers attaining a Designated Subjects Career Technical Education (DSCTE) credential. Teachers will receive a stipend of $1,500 for attaining a preliminary (DSCTE) credential and $2,500 for clearing the credential. c. Provide support for CTE curriculum development to ensure high-quality curriculum and instruction and alignment to community college courses d. Initiate process to align CTE facilities to industry standard e. Fund 1.6 FTE CTE sections to increase CTE pathway access ● SSFHS: Biotech (0.2), Media Arts (0.2), Computer Science (0.2) ● ECHS Biotech (0.2) Media Arts (0.2), Culinary/Hospitality (0.2) f. Deepen relationship with local community colleges and increase CTE dual enrollment g. Continue to submit a minimum of 1 CTE course per high school as an "g" elective course h. Increase the amount of CTE courses that offer industry recognized certifications. i. Explore the feasibility of having an official Career Technical Student Organizations (CTSO) charter and leadership activities are embedded in the CTE curriculum. j. Ensure all pathways have an Advisory Committees that include Business/Industry Participation k. Begin exploring the creation and implementation of middle school electives that align to high school CTE pathways l. Ensure all CTE data is accurately collected and reported so the district meets all reporting requirements to CDE/Federal Government for CTEIG, Strong Workforce Program and Perkins grants.	a. 104,000 b. 12,000 c. 10,000 d. 325,000 e. 190,000 f. No Additional Cost g. 1,000 h. No Additional Cost i. 5,000 j. No Additional Cost k. No Additional Cost l. No Additional Cost (CTE Coordinator)	a. Split between LCFF Supplemental & SWP(52,000 each funding source) b.CTEIG c. (SWP) d. CTEIG (224,000)Fund 40(101,000) e. SWP f. N/A g. LCFF Supplemental h. N/A i.CTEIG j.N/A k.N/A l.N/A

ACTION #7 Implement California State Standards and Professional Learning Communities across all curricular areas.			
	Action Services	Cost	Funding Source
1.7.-1	CCSS English Language Arts Implementation: Revise and refine TK-11 scope and sequence, administer 2 common formative assessments, conduct two district supported cycles of inquiry and develop rubrics to score and calibrate student learning data districtwide. a. Elementary Grade Level Team Lead (3rd, 4th , 5th) (up to 10K per grade level) i. Lead TK-5 Teacher Leadership Teams ii. Oversee creation and assist with implementation of ELA/ELD TK - 5 scope and sequence iii. Oversee creation and administration of common formative assessments iv. Support creation and implementation of common district data analysis protocol v. Lead grade level teams in PLC cycle of inquiry vi. Provide PD related to scope and sequence implementation vii. Support teachers with instructional shifts of Common Core b. Secondary ELA/ELD TOSAs (1.6 FTE or 8 sections) i. Lead Middle and High School Teacher Leadership Teams ii. Oversee creation and assist with implementation of middle school math scope and sequence iii. Oversee creation and administration of common formative assessments iv. Support creation and implementation of common district data analysis protocol. v. Lead grade level teams in cycle of inquiry vi. Provide PD related to scope and sequence implementation vii. Support teachers with instructional shift of CC c. Elementary grade level TLT(Teacher Leadership Teams) (K-5) will be allocated $12,000 dollars to compensate teachers to attend after school TLT meetings, create assessments and review assessment data to inform instruction and scope and sequence work d. Secondary grade level TLT teams (6-11) will be allocated $24,000 dollars to compensate teachers to attend after school TLT meetings, create assessments and review assessment data to inform instruction and scope and sequence work e. TOSA's (Teachers on Special Assignment) will attend professional development opportunities as provided by district f. TOSA's will attend the Art of Coaching Teams Institute during the 2019-2020 year	a. 30,000 b. 155,000 c. 12,000 d. 24,000 e.5,000 f.3,000	a.LCFF Supplemental b.LCFF Supplemental c.LCFF Supplemental d.LCFF Supplemental e.LCFF Supplemental f.LCFF Supplemental
1.7.-2	CCSS - Mathematics Implementation Revise and refine 6-12 scope and sequence, administer 2 common formative assessments and develop rubrics to score and calibrate student work districtwide. (Math K-5 scope and Sequence work will continue in 20-21).		

	a. Fund Middle School Math TOSA (1) i. Lead 6-8 Math Teacher Leadership Teams (TLTs) ii. Oversee creation and assist with implementation of middle school math scope and sequence iii. Oversee creation and administration of common formative assessments iv. Support creation and implementation of common district data analysis protocol. v. Oversee and lead grade level teams in cycle of inquiry vi. Provide PD related to scope and sequence implementation vii. Support teachers with instructional shift of CC b. Fund High School Math TOSA (1) i. Lead 9-12 Math Teacher Leadership Teams ii. Oversee creation and assist with implementation of middle school math scope and sequence iii. Oversee creation and administration of common formative assessments iv. Support creation and implementation of common district data analysis protocol. v. Oversee and lead grade level teams in PLC cycle of inquiry vi. Provide PD related to scope and sequence implementation vii. Support teachers with instructional shift of CC c. Fund 6 - 11 TLT Meetings (6 Teams X 18 People X 40 Hours) d. Attend professional development opportunities as provided by district for TOSA's e. Develop standard placement procedures and criteria for all math courses f. Attend the Art of Coaching Teams Institute during the 2019-2020 year	a. 118,000 b. 95,000 c. 36,000 d. 5,000 e.No Additional Cost f.2,000	a.LCFF Supplemental b.LCFF Supplemental c.LCFF Supplemental d.LCFF Supplemental e.N/A f.LCFF Supplemental
1.7.-3	Next Generation Science Standards (NGSS) Implementation a. Fund Elementary Science TOSA (1) i. Oversee implementation of NGSS Implementation Plan ii. Lead Elementary Science TLT and support facilitation with Middle School Science TLT iii. Research and provide recommendation for the amount of mandatory science minutes in all elementary classes devoted to all students engaging in NGSS aligned learning experiences iv. Revise and assist with implementation of fully integrated 5th-grade NGSS Chocolate Company Unit v. Initiate Elementary NGSS Curriculum Adoption process: Elementary School Pilot: 2020/2021 vi. Draft NGSS Professional Learning Plan (PLP) vii. Provide PD to elementary teachers to support the instructional shifts of NGSS viii. Assist with middle school NGSS pilot Middle School: Pilot 2019/2020 school year	a. 95,000	a. LCFF Supplemental

	ix. Assist with Genentech Futurelab programming x. Support teachers with NGSS instructional shifts b. Fund Secondary Science/Biotechnology TOSA i. Solidify adoption of high school 3 year specific model pathway for NGSS (April 2019) ii. Oversee implementation of NGSS Implementation Plan iii. Lead Secondary Science TLTs iv. Oversee development of middle and high school science scope and sequence v. Oversee and directly support Biotechnology Pathway vi. Oversee middle school NGSS curriculum pilot vii. Initiate high school NGSS Curriculum Adoption process. H.S. Pilot: 2020/2021 viii. Establish science lab equipment, supplies and consumable funds ix. Provide targeted professional development x. Support teachers with NGSS instructional shift c. Fund Elementary TLT Meetings (1 Team X 6 People X 15 Hours) d. Fund Secondary TLT Meetings (2 Teams X 11 People X 15 Hours) e. Support NGSS Adoption Process (Middle School 19-20) (see 1.2.-1 c) f. Support 5th grade Chocolate Company science unit Implementation : (25 teachers X 5 Hours) (Supported by San Mateo County Office of Education and Genentech) g. TOSA's will attend professional development opportunities as provided by district for TOSAs h. Fund purchasing of NGSS equipment and materials i. Fund annual Biotechnology Pathway Materials and equipment j. Expand implementation of Science from Scientist elementary science bridge program from 1 school to 6 schools k. Tosa's will attend the Art of Coaching Teams Institute during the 2019-2020 year	b. 97,500 c. 4,500 d. 8,500 e. see 1.2.-1 c f. 6,500 g. 3,000 h.10,000 i. 25,000 j. 40,000 k. 2,000	b.Genentech Grant c. LCFF Supplemental d. LCFF Supplemental e. see 1.2.-1 c f. Genentech Grant g. LCFF Supplemental h. Genentech Grant i. Genentech Grant j. Genentech Grant (25,000) Title I (15,000) k. LCFF Supplemental
1.7.-4	History - Social Science Implementation a. Provide training for IMPACT California via McGraw - Hill for all 6-12 Social Science teachers in order to familiarize staff with social science adoptions and all resources. b. Provide PD opportunities for Social Science teachers to assist in the transition to the C3 framework (College, Career and Civil) for the Social Science Standards c. Work with Social Science teachers to determine next steps in transitioning to the C3 framework (Scope and Sequence, Inquiry Arc, Dimensions)	a.15,000 b. No Additional Cost c.No Additional Cost	a.LCFF Supplemental b.N/A c.N/A
1.7.-5	Health Implementation a. Partner with Health Connected in order to deliver Comprehensive Sexual Health Education instruction to all 8th grade students as defined by CA Education code.	a.33,900	a.LCFF Base

	i. 8-10 hours per class for approximately 20 sections ii.Provide 1 Family talk workshop to parents/guardians and community members		
1.7.-6	Examine and refine district collaboration days a. Create a definition and purpose of collaboration in SSFUSD	a.No Additional Cost	a.N/A
1.7.-7	a. Research and determine options for training staff on Professional Learning Communities implementation for 2020-21	a.No Additional Cost	a.N/A
1.7.-8	Instructional Framework - start training in spring 2020 or fall 2020 a. Create an application for staff to apply to be a part of the Instructional Framework/Instructional Coaching committee b. Meet monthly for 2 hours to determine next steps for implementation and determine a training schedule for district (up to 15 members/9 meetings) c. Develop a communication process/protocol to share information with all staff	a.No Additional Cost b.13,500 c.No Additional Cost	a.N/A b.LCFF Supplemental c.N/A
1.7.-9	Research and adopt Instructional Coaching model -training to begin during Spring/summer 2020 a. Create Instructional Coaching Committee, that will assist the district in determining the Coaching model we will adopt in SSFUSD. b. Create a job description for an Instructional Coach will need to be created and approved by SSFCTA and Board of Trustees c. The Low Performing Student Block Grant will be used to fund some Instructional Coaching sections for the 2020-21 school year	a.No Additional Cost b.No Additional Cost c. No Additional Cost in 2019-20	a.N/A b.N/A c.N/A
ACTION # 8 Provide additional academic supports for all students in literacy and mathematics.			
	Sub-Action/Service	Cost	Funding Source
1.8.-1	a. Provide 1.0 FTE RTI Intervention Specialist at each elementary site (9 total) b. All students will be tested in grades k-5 at least twice per year using the F & P Benchmark Assessment System (BAS) c. Purchase BAS kits for all certificated members in grades K-5 d. Students that score 2 or more grade levels will receive additional supports via the RTI Intervention Specialist (LLI-Leveled Literacy Intervention System) e. RTI Intervention Specialist will report and share data twice a year with District Office (December & May) f. RTI Intervention Specialists will conduct district wide and on site trainings to ensure that all staff can administer the BAS g. RTI Intervention Specialists will assist in training staff on calibration of BAS (Reading records) h. RTI Intervention Specialists will use district data analysis protocol to train staff to analyze student results and inform small group instruction in the classrooms	a.972,000 b.10,000 (pay for subs) c. 100,000 d.No Additional Cost e.No Additional Cost f.No Additional Cost g.No Additional Cost h. No Additional Cost	a.LCFF Supplemental b.General Fund c.LCFF Supplemental d.N/A e.N/A f.N/A g.N/A h.N/A

	i. Attend or receive professional development opportunities as provided by district for Reading Specialist Intervention staff j. Provide 1 section at SSFHS & ECHS for Algebra Intervention to support unduplicated students entering 9th grade needing math remediation k. Fund a Pre-K-3rd grade coach will support the Big Lift program and work to ensure that all students are proficient at reading by grade 3 with a particular focus on English Learners and low income students. l. Research, pilot and select a phonics program. Implementation of the new phonics program will be in 2020-2021	i. 15,000 j. 40,000 k. 95,000 l. No Additional Cost	i. LCFF Base j.LCFF Supplemental k.34,000 (LCFF Supplemental) & 61,000 (Big Lift) l. N/A
ACTION # 9 Provide Academic support for English Learners and monitor progress.			
	Sub-Action/Service	Cost	Funding Source
1.9.-1	a. Provide a K-12 ELD Curriculum and Instruction Specialist that will assist in supporting schools with intervention supports, monitoring EL student progress, and providing training for the six ELD Intervention TOSA's. b. Provide six ELD Intervention TOSA's one per each site at (Los Cerritos, Martin, Spruce, Sunshine Gardens, Parkway and SSFHS) to provide intervention supports for EL students. ELD Intervention TOSA's will provide professional development for site staff on instructional supports and strategies during site collaboration at least three times per year. c. Increase hours of Bilingual aides at Title I sites (6.0 FTE) d. Fund additional 3.6 FTE certificated sections and 2.4 classified sections for Newcomer program to serve English Learner students that have entered the United States (0-12 months) with language and cultural transition. (Parkway -1.0/ALMS-1.0/SSFHS-1.6) e. Increase Bilingual paraprofessional hours so they are supporting English Learner students the entire school day. Priority will be given to sites with the largest percentage of English Learner students (non-Title I sites) f. Determine placement criteria for all ELD courses at the secondary schools g. Maintain and/or increase before, during and after school academic interventions for EL's, Foster Youth, Low income and Migrant students h. Provide academic interventions (Academic Centers) funded by SMCOE at our five Title I schools (We will find out our funding allocation in July/August 2019) i. Continue to implement the district EL Roadmap plan for 2019-20 j. Research and determine the Fit and Feasibility of implementing the Sobrato Early Academic Language (SEAL) model k. Fund the training of three ELD Intervention TOSA's to become Guided Language Acquisition on Design (GLAD) certified trainers during the summer of 2019. Trainers will conduct a minimum of up to three trainings at our schools that have an ELD Intervention TOSA's.	a.103,966 b.570,000 c. 154,548 120,452 d. 350,000 (Certificated) 150,000 (Classified)(0 .8 @ALMS, Parkway, SSFHS) e.410,000 f.No Additional Cost g.22,000 h.26,478 LC-2,360 Martin-4,788 Spruce-10,966 SG-3,276 Parkway-5,088 i.-j. No Additional Cost k. 10,000	a.LCFF Supplemental b.LCFF Supplemental c.LCFF Supplemental Title III d.LCFF Supplemental LCFF Base e.LCFF Supplemental f.N/A g.Migrant Education h.Local Categorical - SMCOE i.-j. N/A k.Title III

ACTION # 10 Provide academic support for foster youth and homeless students and monitor progress.

	Sub-Action/Services	Cost	Funding Source
1.10.-1	a. Identify students/families in order to expand Foster Youth and Homeless services to support (use County Office database and obtain information via the enrollment process and interaction with staff) b. Provide financial allocations for Foster Youth and Homeless students to provide monies for basic needs, school supplies, and transportation	a.No Additional Cost b.75,000	a.N/A b.LCFF Supplemental

ACTION # 11 Provide additional allocation with LCFF supplemental monies to support our at risk students academic, behavioral and socio-economic needs.

	Sub-Action/Services	Cost	Funding Source
1.11.-1	a. Allocate funds to all school sites from the LCFF Supplemental account to support our students in order to meet their academic, behavioral and socio-emotional needs.	a.784,155	a.LCFF Supplemental

Site	*Allocation*
Buri	55,693
JS	29,098
LC	28,171
Martin	37,438
MV	49,114
Pondo	38,086
Skyline	37,252
Spruce	47,817
SG	33,360
Alta Loma	64,867
Parkway	56,898
WMS	56,620

		Baden 9,915 ECHS 117,412 SSFHS 122,414	

ACTION # 12 Provide additional allocation with LCFF supplemental monies to support our English learner students behavioral and socio-economic needs.

	Sub-Action/Service	Cost	Funding Source
1.12.-1	a. Allocate funds to all school sites from the LCFF Supplemental account to support our English Learner students in order to meet their academic, behavioral and socio-emotional needs.	a.556,799 Site: Allocation Buri 19,909 JS 7,828 LC 12,592 Martin 45,094 MV 19,739 Pondo 13,953 Skyline 20,250 Spruce 45,434 SG 15,995 Alta Loma 12,252 Parkway 33,182 WMS 11,741	a.LCFF Supplemental

		<table><tr><td>Baden</td><td>2,893</td></tr><tr><td>ECHS</td><td>10,550</td></tr><tr><td>SSFHS</td><td>28,587</td></tr><tr><td>District</td><td>256,800</td></tr></table>	

Action # 13 Provide academic support for students with disabilities and monitor progress.

	Sub-Action/Services	Cost	Funding Source
1.13.-1	Increase Base Programs and services for student with disabilities		
	a. Add a mild to moderate K-5 program at Buri Buri	a.100,000	a-g. LCFF Base
	b. Add a moderate to severe K-2 program at Los Cerritos	b.100,000	
	c. Add a Speech and Language Therapist	c.120,000	
	d. Add a School Psychologist	d.125,000	
	e. Increase all SPED paraeducators to 6 hours	e.TBD	
	f. Contracted services including alternative placements	f.TBD	
	g. Non-Public School program	g.TBD	
	h. Provide certification training for SSFUSD SPED teacher so she can provide (Non Violent Crisis Prevention) for our SPED paraprofessionals	h.3,000	h.LCFF Base
	i. Hire a 0.4 FTE TOSA Special Education to provide mentoring support to new SPED teachers (Intern support)	i.40,000	i.LCFF Base
	j. TOSA SPED will conduct monthly teacher leadership team meetings	j.5,000	j.LCFF Base
	k. Discuss the possibility of adding a Therapeutic Transitional Support Program (TSS) in the district for 2020-2021(Middle School)	k.No Additional Cost	k.N/A
	l. Discuss the possibility of adding an Emotional Disturbed (ED) in the district for 2020-2021(High School)	l.No Additional Cost	l.N/A
	m. Continue to provide training to all SPED staff	m.10,000	m.LCFF Base
	n. Define roles of SPED Department head/Lead across all schools in the district in order to support a system of communication and collaboration	n.No Additional Cost	n.N/A
	o. Define all SPED Programs in the district in order to uniform nomenclature and provide standardized information to all stakeholders at IEP's	o.No Additional Cost	o.N/A
	p. Provide training on IEP compliance and assist in monitoring documents/files	p.No Additional Cost	p.N/A
	q. Examine SPED staffing and discuss the possibility of adding the following positions in 2020 -2021:	q.No Additional Cost	q.N/A

	i.Program Administrator ii.Occupational Therapist iii.Mental Health coordinator iv.Behaviorist (BCBA or ABA) r. Examine our current preschool programs and provide the structure to embed more inclusive practices/opportunities for our students with disabilities. s. Transportation is provided to eligible special education students t. Allocations for Special Education programs (Base, Federal, State and SELPA)	r.No Additional Cost s.1,700,000 t.15,747,772 1,651,953 76,500 4,596,914	r.N/A s. Restricted Special Education t.LCFF Base Federal State SELPA
1.13.-2	Curriculum and Instruction a. Implement Unique curriculum for Life Skills Programs (curriculum + PD) b. Implement SPIRE Curriculum for Reading Intervention and Phonics c. Implement Goalbook curriculum to promote CCSS aligned IEP goals d. Create a committee to assist the district in selecting a district wide universal Dyslexia assessment	a. 25,000 b. 100,000 c. TBD d. No Additional Cost	a.LCFF Base b.LCFF Base c.TBD d.N/A
ACTION # 14 Increase mental health supports to assist students in having a safe and healthy lifestyle.			
1.14.-1	a.Continue to partner with Youth Service Bureaus a branch of the YMCA of SF to provide a school based counseling program at some of our schools in the district. b.Mental Health trainees will be placed at the following elementary and middle school sites (Spruce 5 days/wk)(SG 3 days/wk)(LC 2 days/wk)(ALMS 1 day/wk)(WMS 1 day wk)(Parkway 1 day/wk) (The SSFPD pays for 1 counseling day each at SG and LC) c.Middle School Safety advocates will be placed at our middle schools (ALMS, Parkway & WMS) to provide emotional and behavioral counseling, psycho-social groups, and intervention services focused on crises and violence prevention on campuses. d. High School Advocates will coordinate school safety activities which include direct services, prevention services, crisis assessment and crisis intervention and response (Baden 2 days-17 hrs/wk and ECHS/SSFHS-4 days- 33 hrs/wk) e.SSFUSD would like to increase our school based counseling programs with Youth Service Bureau (YSB) in order to place clinicians at the following elementary sites that did not have any counseling services in previous years. (Buri - 2 days)	a.-d. 234,815 e. 120,000 120,452	a.-d. LCFF Base e.LCFF Base LCFF Supplemental

	(Skyline - 2 days)(Ponderosa- 2 days)(JS-2 days)(Monte Verde - 2 days)(Martin-2 days)		
1.14.-2	a.At SSFHS only, partner with the Hazelden Betty Ford group to implement the Building Assets Reducing Risks (BARR). The BARR model is a strengths based model which provides a comprehensive approach to meeting academic, social and emotional needs of all students. The BARR model uses eight interlocking strategies that build intentional relationships, and utilizes real time data to monitor results. The eight interlocking strategies are: 1) Focus on the whole student 2) Provide professional development for teachers, counselors and administrators 3) Use I-Time Curriculum to foster climate for learning (socio –emotional learning) 4) Create cohort of students 5) Teacher teams will hold weekly meetings to evaluate student's academic progress to determine appropriate interventions 6) Conduct risk review meetings to determine appropriate supports from the community 7) Engage families in student learning – (initial orientation meetings and create a parent advisory committee) 8) Engage administrators to engage the BARR model into the culture of the school b.Provide a 0.2 FTE section for a site coordinator for BARR Implementation	a.44,000 b. 20,000	a. LCFF Supplemental (29,378) Site Funds (15,000) b.Site funds
Action # 15 Implement and monitor district wide attendance policies.			
1.15.-1	a. Provide training for all site administrators and classified staff that assist with attendance procedures at the school site level. b.Provide training with our Student Information System (Infinite Campus) in order to use Attendance module to send out notifications letters as needed. c. Uniform all attendance codes in Infinite Campus and train staff on the when to use which Attendance code d. Standardize attendance/truancy letters across all school sites e. Define the exact number of absences that will trigger an attendance notification f. Create a process and monitor implementation of our district wide attendance policies	a. -f.5,000	a-f.LCFF Supplemental
Action # 16 Create an Alternative to Suspension Program.			
1.16.-1	a.Hire a certificated member to oversee the Alternative to Suspension (ATS) program b.Partner with Youth Service Bureau to provide direct services (Curriculum and mental	a.100,000 b.20,000	a.LCFF Base b.LCFF Base

	health counseling) one day per week of the ATS program c.Create an informational document that will outline the purpose of the ATS program, selection criteria regarding what offenses will be referred to ATS, select metrics to measure effectiveness, create a communication process with school sites and the district Office (anticipated start date late fall or January 2020)	c.No Additional Cost	c.N/A

ACTION # 17 Improve technology infrastructure to ensure that all staff and students have access to reliable tech devices.			
	Sub-Action/Service	Cost	Funding Source
1.17-1	a. Update server infrastructure and redesign the the network architecture b. Separate and clearly state our replacement schedule for school sites tech devices (IPADs, Computers, Tablets) c.Identify & establish system standards and hardware policies d.Establish monitoring and metrics for the infrastructure	a. 168,000 b. No Additional Cost c. -d. No Additional Cost	a. General Fund b.N/A c. -d. N/A

ACTION # 18 SSFUSD will analyze current systems, structures and processes and develop, communicate and implement systems to support student and staff efficiency and learning.			
	Sub-Action/Service	Cost	Funding Source
1.18-1	a. Hire a 0.40 FTE Technology TOSA i. To Research, identify, and catalog existing instructional software solutions aligned to instructional framework ii. Create a technology skills scope and sequence document for K-5 aligned to CCSS Digital Literacy and technology skills to support students in ELA/ELD, mathematics and the history and technical subject areas. iii. Create a technology skills scope and sequence document for 6-12 aligned to CCSS Digital Literacy and technology skills to support students in ELA/ELD, mathematics and the history and technical subject areas. iv. Assist the district in creating/selecting a digital citizenship curriculum and create an implementation plan (Common Sense Media) v. TOSA will conduct monthly teacher leadership meetings	a. 20,000	a. LCFF Supplemental

	vi. TOSA and Technology Teacher Leadership teams (TLT) will provide professional development opportunities for staff b. Document, standardized and systemize the system of systems (create a handbook listing all procedures/processes in EDS, Business, HR, Student Services) c. Research and identify common data types and reports required to support student academic success	b.-c. No Additional Cost	b.-c. N/A
1.18-2	a. Align and maintain a department handbook with policies and procedures that are inclusive and focus on continuous improvement (Human Resources & Student Services, Business and Educational Services) b. Each department ((Human Resources & Student Services, Business and Educational Services) will continue to convert at least 3 existing forms/documents from paper to electronic in order to increase efficiency	a. No Additional Cost	a. N/A
1.18-3	a. Research and identify common data types and reports required to support student academic success	a. No Additional Cost	a. N/A
ACTION # 19 SSFUSD will provide experiential learning opportunities (Outdoor Education) for students in our elementary schools.			
	Sub-Action/Service	Cost	Funding Source
1.19.-1	a.SSFUSD will provide a 2,000 allocation to each elementary school site in order to support students having the opportunity to participate in the Outdoor education program at Camp Gulch.	a. 18,000	a.Unrestricted
ACTION # 20 SSFUSD will analyze our current system and move towards providing equitable outcomes for our students and staff by examining the 5 P's (People, Processes, Practices, Procedures, Programs).			
	Sub-Action/Service	Cost	Funding Source
1.20-1	a. SSFUSD will look at two existing practices, policies, procedures or programs and standardize the practice, policy or procedure throughout the district or grade span (Possible 5 P's: Removing recess for students as a punitive measure (Elementary), non participation in middle and high school graduation activities/ceremonies, Homework policy, placement criteria)	a.No Additional Cost b.No Additional Cost	a. N/A b.N/A

	b. SSFUSD Departments (Business, Human Resources & Student Services and Educational Services) will analyze our practices and policies and make the shift towards allocating resources to school sites based on equity rather than equality		

GOAL # 2	Professional Development - Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

ACTION # 1 All teachers will engage with professional development focused on Common Core, Cultural Competence, equity work, restorative practices, mindset work, positive behavioral systems, socio-emotional programs, English Learner services, and Special Education Services. For those teachers that are new to the field of education, the Induction program will provide necessary supports to assist our new teachers in earning their clear credential.

	Sub-Action/Service	Cost	Funding Source
2.1-1	All beginning teachers eligible for the induction program, will receive support from a mentor to fulfill the requirements for a California Clear Teaching Credential. a. Hire an Induction Coordinator to oversee the District Induction Program b. Hire and Induction teacher to assist the Induction Coordinator in training, facilitating meetings and providing district support to Induction staff to ensure that each certificated member meets all the requirements to earn their preliminary credential c. Induction mentor teachers will attend 6 seminars per year to receive ongoing mentor training and support from the Induction Leadership Team d. Hire 6 lead mentors to provide ongoing coaching and support. e. Coordinate and maintain program requirements to adhere to CTC Induction Standards f. Contract with SMCOE Induction Program for SPED teachers g. SPED Interns teachers will receive structured support from mentors h. Provide a series of professional development and training to support best teaching practices to support district's adopted instructional frameworks. (Presenter & teacher stipend) 3 topic focus with a series of 3 sessions each	a.164,200 b.120,000 c.135,000 d.3,000 e.25,000 f.45,000 g.10,000 h.12,500	a. LCFF Base - 82,100 LCFF Supplemental - 82,100 b. Title II c.LCFF Base d.LCFF Supplemental e.LCFF Supplemental f. LCFF Base g.General Fund h. General Fund

2.1-2	a. Explore contracting with outside agencies/consultants to provide needed training to staff and parents (Common Core, Cultural Competence, equity work, restorative practices, mindset work, positive behavioral systems, socio-emotional programs such as PAX/Soule Shoppe) to ensure students and teachers have access to standards aligned materials that support those practices and provide emotional support to students. Staff will identify the best way to monitor implementation.	a.50,000	a.LCFF Base
2.1.-3	a. Teacher Leadership teams in elementary and secondary ELA/ELD, math, science, social studies, Instructional technology, and Special education will meet between 5 and 9 times per year to continue to plan and implement scope and sequence, prioritize standards, develop common formative assessments and interventions. Work will be focused on alignment and equity for unduplicated students. b. Once the Instructional Framework is approved by the Board of Trustees, a committee will be created to work on the following: i. Research and select and Instructional Coaching Program ii.Create a job description for Instructional Coaches iii. Create an organizational chart that will explain the hybrid coaching program Some positions will be a full time release position and while sections/positions will be allocated at school sites. iv.Select the instructional focus (Planning & Preparation, Classroom environment, Instruction or Professional Responsibilities) from one of the domains or a certain number of instructional strategies from each domain to learn and start training staff in 2020-2021 v.Develop training schedule for Instructional Coaches in order to be prepared to implement the Instructional framework in 2020-21 c. Training will be provided to EL staff (classified and certificated on the following: (New ELD standards, ELD framework, Cycle of inquiry, and supporting EL students). Specific consultants will provide an instructional focus (AVT, GLAD) on supporting EL students. d. Curriculum and Instruction Specialists (CIS) will meet weekly with Director of Innovation to plan, design, implement Scope and sequence work. Curriculum & Instruction Specialists will also attend monthly Educational Services meetings in order to report out Scope and Sequence implementation. e. Provide professional development opportunities for classified staff such as: i. SPED Paraprofessionals - Participated training in nonviolent crisis prevention ii A proposal form will be created so classified staff can request to attend professional Development workshops/trainings aligned to district LCAP goals and priorities Iii. Site administrators and selected classified and certificated staff will be	a.See goal 1 action 7,9,13 b. 15,000 c. 50,000 d. No Additional Cost e. 26,000	a.LCFF Supplemental b. LCFF Supplemental c.LCFF Supplemental d.N/A e.Classified Professional Block Grant

	trained in how to use Automated External Defibrillators (AED's). AED's have been purchased via Heart Project and was funded by Measure K. f. SSFUSD will train staff to attend the trainings on how to use AED's.	f. 5,000	f.LCFF Base

Goal #3	Student, Parent & Community Engagement Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

ACTION # 1 SSFUSD will develop consistent communication with parents via email, parent surveys, district and site websites, school messenger phone system, mailers, meetings, Facebook, and other social media platforms to keep open lines of communication with parents and to communicate positive news stories.

	Sub-Action/Service	Cost	Funding Source
3.1-1	a. Hire a Public Information Officer to assist the district in developing a communication plan/strategy for all stakeholders	a.138,200	a.General fund

ACTION # 2 SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture.

	Sub-Action/Service	Cost	Funding Source
3.2-1	a. Provide Co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE enrichment activities.	a.600,000	a.LCFF Base

ACTION # 3 Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SPED PAC as well as in other parent meetings as measured by attendance sign in sheets.

	Action/Service	Cost	Funding Source
3.3.-1	a. Continue to have 5-6 District Advisory English Learner Committee(DELAC) meetings in order to provide parents with pertinent information on the district's English learner programs and LCAP. Provide opportunities for parent workshops by outside consultants. b. Continue to have 5-6 African American Parent Advisory Committee (AAPAC) meetings in order to provide information on discipline, district programs, LCAP and ways the district can close the achievement gap. Provide opportunities for outside consultants. c. Create a Special Education Advisory Committee and have 4-5 meetings in order to provide parents with pertinent information: i.Serve as a resource to the school community on Special education issues ii. Develop a communication structure to inform parents of activities and resources available for students with special needs iii. Increase awareness of available service options iv. Provide parent education opportunities v. Provide direct feedback and support to SSFUSD district administration and the Board of trustees in developing programs (LCAP) and informational materials for parents. d. All Committees will serve food and provide childcare for our families to attend And be able to participate on our district committees. e. Provide Common Core math nights for parents so they can support students at home (1,000 to each school site) f. SSFUSD will expand outreach to unduplicated students, including low income, EL, and Foster Youth outreach, to parents by personally inviting them to upcoming district events, sending fliers home. g. Maintain the current level of Community Liaison positions and meet with them on a monthly basis. The Liaison will provide services to EL's, Foster Youth, and low income students and will develop consistent practices to support district students and families. h. Provide 1 Family talk workshop to parents/guardians and community members	a. - d. 25,000 e. 15,000 f. 10,000 g. 184,000 h. See Goal 1, Action 1.7.5	a. - d. General Fund e. LCFF Supplemental f.LCFF Supplemental g. LCFF Supplemental h. LCFF Base