Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

RED = Supplemental

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) “Consult with pupils,” as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

(b) “English learner parent advisory committee,” as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

(c) “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.

(d) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

(e) “Parents” means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

(f) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(h) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to

operate and deliver educational instruction and related services.

(i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

(m) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and

concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to

upgrade the entire educational program of a school site, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a

schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction: **LEA: South San Francisco Unified School District**

Contact (Name, Title, Email, Phone Number): Shawnterra Moore, Superintendent, smoore@ssfusd.org, (650) 877-8709 **LCAP Year: 2016-2017**

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 its goals with the eight State priority areas.

This LCAP is our roadmap for improved outcomes for students. It is designed around aligning the five values established by the Board of Trustees on February 27, 2014, the eight State priorities, and the SSFUSD Strategic Plan Goals as described below. The focus of this year's LCAP continues to maintain at 3 goals that we believe directly impact student learning, 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 2016-2017 LCAP, we have adjusted our metrics to better measure our progress towards our desired goals. In addition, we have added additional LCAP goals pertinent to our LCAP Base program.

The goals for the 2016-2017 LCAP are:

Student Achievement

BOARD VALUE: Each student will be provided with an array of rigorous academic learning experiences that will allow them to become well-rounded citizens of the community

LCAP GOAL: The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students.

STRATEGIC PLAN GOALS: Experience / Explore / Embrace / Excel

Professional Development

BOARD VALUE: The District will plan and implement a coherent staff development program for classified employees, certificated staff members, and the district's leadership that will be aligned with the components of the Board's vision and goals

LCAP GOAL: Identified classified staff, certificated and administrative staff will participate in professional development trainings that will assist in 1. Preparing our students for college, career and lifelong readiness and/or 2. Provide on-going support for learning and growth within the professional to increase skills to better support all students.

STRATEGIC PLAN GOALS: Experience / Explore / Embrace / Excel

Communication

BOARD VALUE: The District will cultivate a caring and inclusive relationship with the community, engaging parents to become active participants in their children's learning

LCAP GOAL: The district will increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home.

STRATEGIC PLAN GOALS: Experience / Explore / Embrace / Excel

NOTE: Actions/services stemming from federal revenue listed in the LCAP is not accounted for in our LCFF LCAP supplemental funding.

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

South San Francisco Unified School District
Strategic Plan



PROVIDE RELEVANT LEARNING EXPERIENCES

Students will…

- Thrive as learners by engaging in experiences driven by intellectual curiosity, desire for cultural competence, and discovery.
- Learn in welcoming environments that provide differentiated approaches, experiences, and opportunities.

CULTIVATE INNOVATION AND COLLABORATION

Students will…

- Explore the possibilities of connecting interests and talents to result in viable college and career options.
- Share and collaborate with peers and adults of varying cultural backgrounds to attain personal and academic growth.

FOSTER DIVERSITY OF PEOPLE & DIVERSITY OF THOUGHT

Students will…

- Respect cultures, values, traditions, and points of view that are not their own.
- Connect with and contribute to communities and cultures beyond the classroom.

GROW RESILIENT AND CONFIDENT PEOPLE

Students will…

- Engage in programs that promote their development as well rounded members of the local and global communities.
- Accept that failure is a vital part of becoming an independent thinker while not accepting failure as the final result.
- Succeed as an individual thinker and as part of a culturally diverse group.
- Tackle complex problems and acquire the skills and knowledge that qualify them for their chosen future.

South San Francisco Unified School District
Plan Estratégico



DAR ESPERIENCIAS DE APRENDIZAJE RELEVANTES

Los estudiantes...

- Prosperarán al participar en experiencias adquiridas por su curiosidad intelectual, y a la vez descubrir y desarrollar una competencia cultural.
- Aprenderán a obtener diferentes enfoques, experiencias y oportunidades en un ambiente acogedor y seguro.

CULTIVAR LA INNOVACION Y COLABORACION

Los estudiantes...

- Explorarán las posibilidades de conexión de intereses y talentos que puedan ofrecerles opciones viables para ingresar a la Universidad y hacer una carrera profesional.
- Compartir y colaborar con sus compañeros y adultos de distintos orígenes culturales, para alcanzar el crecimiento personal y académico.

FOMENTAR LA DIVERSIDAD DE LA GENTE Y DE PENSAMIENTO

Los estudiantes...

- Aceptarán y respetarán las culturas, valores, tradiciones y los puntos de vista de otras personas.
- Se conectarán y contribuirán en las comunidades y culturalmente más allá del salón de clases.

CRECER COMO PERSONAS FUERTES Y SALUDABLES

Los estudiantes...

- Participarán en programas que promueven su desarrollo y sus habilidades dentro de sus comunidades locales y globales.
- Aceptarán que los errores son una parte vital para convertirse en su analista independiente y que por medio de estos se esforzaran para alcanzar sus metas.
- Tener éxito como un analista individual y ser parte de un grupo culturalmente diverso.
- Enfrentarán problemas complejos y adquirirán las destrezas y conocimientos que los califica el futuro que elijan.

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
During the 2015-2016 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. ➢ **June 25, 2015 –**Board approval of the 2015-2016 LCAP and next steps for implementation of the LCAP **Parent Groups:** As presented and approved by the board on June 25, 2016, the Parent Advisory Committee and District English Learner Parent Advisory Committee were identified as our Parent Teacher Organization (PTO), African American, Parent Advisory Committee (AAPAC), and District English Learner Advisory Committee (DELAC). ➢ **October 6, 2016 –** Parent, Community and Staff (African American Parent Advisory Committee) ➢ **March 15, 2016 –** Parents, Community and Staff (DELAC) ➢ **May 3, 2016 –** Parent Teacher Organization (PTO) In addition, District Wide Stakeholder meetings were held 3 times per year and all PAC, DELPAC, 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. ➢ **October 29, 2015 –** Parents, Community and Staff (Parents, DELAC, AAPAC, , English Learners, Low Socioeconomic, Foster Youth, Homeless) ➢ **February 17, 2016 –** Parents, Community and Staff (Parents, DELAC, AAPAC, , English Learners, Low Socioeconomic, Foster Youth, Homeless) ➢ **April 7, 2016 –** Parents, Community and Staff (Parents, DELAC, AAPAC, Parent Teacher Organization (PTO) Leaders, English Learners, Low Socioeconomic, Foster Youth, Homeless) ➢ **April 4 – April 20th -** Community/Parent Online Survey	During the 2015-2016 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 and Assistant Superintendent of Business, facilitated all of the stakeholders meetings mentioned below. **Parent Groups:** 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 providing suggestions on how to update/revise 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. At all meetings, it was reinforced by parent feedback, the support for student interventions. In addition, parents had requested how to submit additional feedback. We informed parents they can submit feedback via an online survey, written feedback, and email feedback. The survey was posted online for a period of 2 ½ weeks. The feedback obtained from these meetings included providing specific support to the unduplicated students, plus the student subgroups which data demonstrated also low performing and/or target students. This included, English Learners, Low-Socio, Foster Youth, Homeless, African American, Latino, Special Education and Pacific Islander. As a result of the parent group input, as well as input from other stakeholder groups and surveys, the current LCAP will maintain the 2015-2016 3 overarching goals; however, we have added new Actions and Services to reflect the suggestions obtained from the parent stakeholder group. We will be increasing the intervention support by increasing the current RTI/Intervention specialists at all 9 elementary sites from .6 to 1.0 at every site. In addition, we will increase English Learner support at the secondary level, as state in the new actions in Goal 1. The current LCAP Actions and Services will maintain in order to continue to support after-school tutoring, summer school, and interventions supports for our unduplicated group of students and focal subgroups. In addition, we will continue to support the community liaison positions and increase our

	incentives for family engagement. The DELAC and AAPAC groups emphasized increased opportunities to support the unduplicated students and focal subgroups with opportunities that will support entering colleges/universities, AP courses, and advanced placements. An action/service has been added, to provide the unduplicated student and focal subgroups with opportunities to AVID, summer SAT preparation, and additional parent training to support college/university and advanced placement. After review of the comments mentioned at the parent engagement meetings and review of the online survey data, 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 shared via email and through the SSFUSD district website on June 3, 2016.
Pupils: One of the most critical groups for LCAP feedback and in order to ensure we obtain feedback in regards to how we are meeting their social and academic needs for students, is our student group. We met students 3 times per year, the meeting in February included student presidents from each of our comprehensive high schools. This meeting was followed up with a presentation to the entire student council at each of the comprehensive high schools. At these meetings, we presented the purpose of the LCAP, the overall goals of the LCAP, and student CAASPP data. Students were asked to analyze the data and provide input on how to enhance or adjust the goals, actions and services to support ➢ **February 11, 2016 –** Student Voice (Student Leaders) ➢ **March 23, 2016 –** El Camino High School Student Input ➢ **April 28, 2016 –** South San Francisco High School – Student Input ➢ **April 4 – April 20 –** Student Online Survey	**Pupils:** LCAP input obtained from the 3 meetings held along with student survey data showed a direct need to increase supports for students in the areas of academic/social intervention, summer school opportunities, and counseling support. Suggestions include exploring an expansion of second language instruction, mathematics interventions, and an increase in mental health services. As a result of this input, we have added additional mathematics summer school interventions offered K-12th and continued counseling support. Students also suggested an increased in monitoring classroom instruction and consistent program offerings throughout all schools. After review of the comments mentioned at the student meetings and review of the online survey data, the superintendent of SSFUSD responded in writing to comments received from the student advisory committee. The response to the student groups shared via email and through the SSFUSD district website on June 3, 2016.

California Teachers Association (CTA) Union: The Educational Services department met at the CTA monthly meeting in order to obtain feedback from the CTA member group. ➢ **March 14, 2016 –** California Teachers Association (CTA) Union Meeting	**California Teachers Association (CTA) Union:** At the CTA Representative meeting, CTA leaders representing every school site were present and engaged in an overview of the LCAP, current data trends, including CAASPP data, and an update on the current LCAP. CTA leaders were given the opportunity to provide input/suggestions on enhancing the LCAP. Some of the suggestions included smaller class sizes, increased services for intervention, math intervention specialists, increased summer school support, teacher retention, and teacher salaries. After review of the comments mentioned at the CTA meeting and review of the online survey data, the superintendent of SSFUSD responded in writing to comments received from the CTA stakeholder group. The response to the CTA group was shared via email and through the SSFUSD district website on June 3, 2016.
California State Employees Association (CSEA) Union: The Educational Services department met at the CSEA monthly meeting in order to obtain feedback from the CSEA member group. ➢ **April 14, 2016 –** CSEA Union Meeting	**California State Employees Association (CSEA) Union:** At the CSEA Representative meeting, CSEA leaders representing every school site were present and engaged in an overview of the LCAP, current data trends, including CAASPP data, and an update on the current LCAP. CSEA 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. After review of the comments mentioned at the CSEA meeting and review of the online survey data, the superintendent of SSFUSD responded in writing to comments received from the CSEA stakeholder group. The response to the CSEA group was shared via email and through the SSFUSD district website on June 3, 2016.

Administrators, Cabinet, and Staff:

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

- **September 17, 2015 –** Administrators, Staff and Cabinet
- **December 10, 2015 –** Administrators, Staff and Cabinet

Public Hearing and Approval

- **June 9, 2016 –** LCAP Pubic Hearing
- **June 23, 2016 –**LCAP and Budget Board Approval

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 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.

After review of the comments mentioned multiple administrator meetings and review of the online survey data, the superintendent of SSFUSD responded in writing to comments received from the CSEA stakeholder group. The response to the CSEA group was shared via email and through the SSFUSD district website on June 3, 2016.

Public Hearing and Approval

The Superintendent will be responding to any Public Hearing comments/questions in writing via our website and/or direct email to the appropriate stakeholders between the June 9th and June 23rd LCAP meeting.

OVERALL LCAP Analysis:

The new themes that have been suggested for the 16-17 LCAP, as per stakeholder feedback are as follows:

STAKEHOLDER THEMES	Parents (ELs/Foster Youth/Homeless)	Pupils	School Personnel	Local Bargaining Units (CTA / CSEA)	Community
Increase support with parent involvement, in	x		x	x	x

particular with the Common Core State Standards in Mathematics					
Academic Intervention Support	x				
Early Literacy	x				
Site Allocations to support student learning specific to community		x	x	x	x
Staff development and training support (including additional staff)	x	x	x	x	
Socio-emotional behavior support	x	x	x	x	x
College and Career support	x	x	x	x	x
Parent and student involvement	x	x	x	x	x
Programs to support College entrance and Honors Pathways for target subgroups (Low socioeconomic, English Learners, Foster Youth, African American, Hispanic/Latino, Special Education and Pacific Islander)	x	x	x		x
Summer School Interventions	x	x	x	x	x

From these stakeholder meetings, in particular our English Learner Advisory Council and our Parent Advisory Council, specific priorities directed us to the following: academic intervention support social-emotional support, culturally sensitivity/relevance training, and EL academic support.

Annual Update: SSFUSD engaged stakeholders, including parents in several things when we met with them (dates coincide with those above). When we met with stakeholders, including parents, 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 ➢ 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. ➢ Stakeholders, including parents, in writing and/or verbally submitted their suggestions to help us determine additional needs and to communicate any recommendations for us. For the 2016-2017 school year, the 3 LCAP goals for SSFUSD will remain the same. We have slightly adjusted the actions and services to reflect a large portion of our LCFF Base Program and have also included a few additional services to meet the increase in the new MPP formula. In addition to stakeholder meetings, we also 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 our LCAP accordingly. In addition, we engaged site's entire School Site Council (SSC) in an alignment process with both the Board Goals, District Strategic Plan, State 8 priorities, and 3 LCAP goals. We shared with the SSC groups the importance to use data to ensure site initiatives supported student outcomes, in particular, provided our unduplicated students with the extra support needed to be successful.	**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 from April 4 through April 20th, 2016. All SSFUSD stakeholders and members of the public received communication regarding LCAP input using the most effective means of notification including robo 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 January 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 are 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 update and student data, we gained a better understanding of what they wanted and needed, 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 double the amount of professional opportunities for both certificated and classified. For Goal 3, parent involvement increased a minimum of at least 5% at every site/district meeting. South San Francisco Unified School District put countless hours into providing an updated LCAP with 3 clearly aligned goals. For the 2015-2016 school year, after multiple Stakeholder Meetings, we determined many of our Actions and Services had

	a positive effect on the desired goals and student outcomes. The reason SSFUSD is deciding to maintain most of our Actions and Services for the 2016-2017, is the importance for us to use our 2015-2016 Actions Services as a baseline and use metrics for the 2016-2017 Actions and Services is to make a data driven decision regarding the impact of the Actions and Services on the desired metric and outcome. After close analysis of stakeholder input, we determined it is important to increase the amount of intervention, professional development, and staffing to support academic and social interventions. Our new goals can be noted with the asterisk *. All of these actions/services were added to continue to meet our LCAP goals.

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

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are LCFF Based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

> When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the school sites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district wide, school wide, countywide, or charter wide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?

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 schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL1:	**The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students.**	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____

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.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	In 2018-2019 SSFUSD students will increase from 2014-2015 45% to 2015-2016 48% (3% growth) in meeting the A-G requirement.
	SSFUSD's reclassification rate in 15-16 was 13 % and will increase by minimally, 1% (in 16-17) from the previous year's reclassification rate and at least 1% annually in future years.
	*AMAO 1 –English Learners in SSFUSD will increase the AMAO from 61% to minimum 62% *AMAO 2- English Learners in SSFUSD will increase AMAO (less than 5 years) from 25% to minimum 26% *AMAO 2 –English Learners in SSFUSD will meet this AMAO (5 or more years) from 53% to minimum 54%
	Baseline Data will be used for the new CELDT, English Learner Proficiency Assessment of California (ELPAC)
	Career Technical Education (CTE) – SSFUSD will grow the CTE program from 3 Pathways by adding at least 1 new course in a year to either grow a pathway or create a new pathway
	AP courses will maintain and passage rate will increase by 5% in all offered AP courses; The 2015-2016 AP passage rate is 91% and will increase to 96% in 2016-2017. AP calculus will increase by 5% or higher. AP Calculus passage rate was 82% and will increase to 87% in 2016-2017.
	District-wide AP course enrollment will increase by 2% in targeted ethnic subgroups (African American, Special Education, Latino, etc..). In 2015-2016, the ethic subgroup enrollment was: English Learners: 16 Low Socio: 150 Foster Youth: 0 Special Education: 9 African American: 5 Hispanic/Latino: 171 In 2016-2017, we will expect to see a minimum of a 2% increase in unduplicated and target subgroup enrollment.
	ELA/math Assessments: Will administer and analyze data in at least 2 assessments/benchmarks in ELA and math in 16-17 as a baseline.
	At least 3 times a year, elementary sites will monitor student progress and implement additional supports for students receiving pull-out reading support.
	*Three times a year, site/grade level/dept. PLCs in English and math will self-report on the implementation of Common Core aligned curriculum, instructional practices, and state/district assessments.
	Highly qualified teacher rate* - 97.6% Highly qualified teachers in 2015-2016 to minimally 98% highly qualified in 2016-2017.
	Teacher retention rate – Employee retention rate will increase from 86% to 88%.
	College acceptance rates will increase by a minimum of 94.9% in 2014-2015 to 96% in 2015-2016. (Data is still being calculated by CDE and will revise once final data is uploaded to CDE)
	SSFUSD will use baseline EAP data in 16-17 to assess college readiness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 1, Action 1: Highly Qualified Certificated and Classified staff providing instruction and support to all students, including ELs.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $39,500,000 LCFF base Certificated & Classified salaries & benefits object code: 1000,2000, 3000
Goal 1, Action 2: Provide standards aligned materials to all students.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $2,000,000 LCFF base Curriculum materials object code: 4000
Goal 1, Action 3: Professional Development in California Standards Aligned Curriculum and district wide initiatives.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	Approximately $250,000 LCFF base, Title II Stipends for teachers, consultant agreements object code: 1000, 3000
Goal 1, Action 4: Counselors will ensure all students are appropriately assigned and on-course to graduate prepared for college and career.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $2,500,000 LCFF base Certificated salaries & benefits object code: 1000, 3000
Goal 1, Action 5: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $220,000 LCFF base Title II Certificated salaries, consultant agreements, materials object code: 1000, 2000, 3000,4000
Goal 1, Action 6: Monitor progress of students toward Expected Outcomes through assessments and progress monitoring software.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$33,830 LCFF Base Object code: 1000,2000,3000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 1: Action 7: Purchase, implement, and analyze student data for growth on a reading universal screening tool for students in K-2 and at a later date phase in 3-5.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$32,000 LCFF Base $30,000 CEIS funds (Significant Disproportionality) Object Code 4000
Goal 1, Action 8*: Explore and possibly implement RtI2, pull-out reading specialist (1.0FTE) at all elementary sites to support school-dependent children particularly for ELs and low income students.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$676,605 LCFF Supplemental Object Code 1000.3000
Goal 1, Action 9: Provide a Big Lift Pre-K-3rd grade coach to support the implementation of Big Lift (including upgrades to the facility) and ensure all students are proficient at reading by grade 3. Particularly, attention and focus will be on our ELs, low income students.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$25,000 LCFF Supplemental & $60,000 Big Lift Grant Object Code 1000,3000
Goal 1, Action 10: Enhance ELD program with increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities and the newcomer pathway) to help EL students' progress in English acquisition.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$342,000 LCFF Supplemental Object Code 1000,3000
Goal 1, Action 11: Support Curriculum and Instruction Specialists (ELA and Math) to provide direct support and PD to teachers of students who are English Learners, Foster youth, special needs and low income students in the areas of Language Arts and Mathematics Common Core State Standards	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify) sped	$112,500 LCFF Supplemental $112,500 Title II Object Code 2000,3000

Goal 1, Action 12: Statistician/Data analyst ensures accurate data, provides student data(specifically unduplicated students) to the site, and facilitate data analysis sessions K-12.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	$48,700 LCFF Base/ $48,700 CEIS funds (disproportionality) Object Code 1000,3000
Goal 1, Action 13: Explore and possibly implement a new SIS system to assure ease of reporting, ensure accurate and reliable data and will provide user-friendly features for parents and staff.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$75,000.00 LCFF Base Object Code 4000
Goal 1, Action 14: HR will monitor retention rates and assignments of teachers. We will continue to implement practices that will assist in retaining and attracting highly qualified employees. One way to retain our paraprofessionals is to increase their hours so they are supporting students the entire school day.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$ 485,981.00 LCFF supplemental Object Code 1000,2000,3000
Goal 1, Action 15: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	Refer to G1/A1 Base Program
Goal 1, Action 16: The high schools will monitor and increase course enrollment in AP courses and CTE courses, in order to increase participation of underrepresented students in the class. Increasing by a .2 for a total of a .4 CTE Coordinator to help increase participation and expansion of CTE courses, in particular enrollment in CTE for unduplicated students. In addition, we will also train staff on CTE data entry and work with the committee to recruit SES students for pathways and to identify programs that will support our ELs, low income and foster youth.	High School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$23,500 LCAP Supplemental (47% Unduplicated Students) $26,500 CTE Incentive Grant (53%) Object Code 1000,3000

Goal 1, Action 17: Train all staff that enters student information data into IC.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 1, Action 18: Counselors will closely evaluate transcripts to ensure courses are coded accurately to ensure A-G criteria are met.	High School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 1, Action 19: District will maintain an 8-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-SES students.	Middle School	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$241,250 LCFF Supplemental $271,500 LCFF Base Object Code 1000,3000
Goal 1, Action 20: Continue to implement common core using district focused strategies. We will implement assessments, and will provide access to standards- aligned instructional materials to students. Services include contracting with outside consultants for professional development and to purchase instructional materials.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$250,000 LCFF Base Object Code 4000,5000
Goal 1, Action 21: Maintain and/or increase before, during, and after school academic interventions for ELs, low income, Foster Youth, migrant and low-income students who aren't performing at grade level. This also includes a possible summer intervention program for migrant students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☒Other Subgroups:(Specify)__migrant_____	$175,000 LCFF supplemental $27,837 migrant Object Code 2000,3000
Goal 1, Action 22*: Increase Summer School support for 2nd – 12th grade to provide English Language Arts, Mathematics, and High School credit recovery for our unduplicated students (English Learners, Low Socioeconomic, and Foster Youth) Programs may include ESY/Elementary/Middle School to maintain learning skills in ELA/ELD and Math.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify) migrant, sped,	$238,889 LCFF supplemental $160,000.00 Special Education $20,000.00 Migrant Education $238,889.00 Title I Object Code 1000,2000,3000

Goal 1, Action 23: To increase educational opportunities and options for students (Biotechnology Partners and Skyline Middle College); district will also research and explore enrichment opportunities for proficient/advanced students.	High School	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Biotech $41,500.00 LCFF Supplemental Skyline LCFF supplemental Object Code 1000,2000,3000
Goal 1, Action 24: All teachers will engage in PLC meetings where they will be trained to analyze student work and data, disaggregate their data by student (ELs, Foster Youth, low income and AA, PI) and focus on the curriculum, instructional techniques, and assessments which can occur while focusing on the 4 PLC questions to ensure a focus on CC and overall student learning.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify):	Refer to G1/A1 Base Program
Goal 1, Action 25: Develop and implement a scope and sequence for instructional technology and computer applications in grades K-12 – services include .4 FTE for coding at all 3 Middle Schools. Part of this action is that the administration will propose and the Board will adopt policies that address proper use of technology**.**	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	**$** 120,000.00 LCFF Base Object Code 1000,2000,3000,5000
Goal 1, Action 26: The 1.0 FTE Tech TOSA will provide training to staff on how to integrate technology standards to support EL students, low income students and other underperforming students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$101,000.00 LCFF supplemental Object Code 1000,3000
Goal 1, Action 27: 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.	Elementary	☐ALL	$10,000.00 LCFF supplemental Object Code,1000,3000

Goal 1, Action 28: 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, an EL software program, 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 the 3 LCAP goals. Both the LCAP and SPSA goals will be principally directed to serve unduplicated and target students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)__Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$784,155.00 LCFF supplemental Object Code 1000,2000,3000,4000,5000
Goal 1, Action 29: Maintain current level of Community Liaison positions and meet with them (on a monthly/every other month basis) who provide services to ELs, low-SES and foster youth and will develop consistent practices to support district students and families.	Elementary and Middle	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$250,000.00 LCFF Supplemental Object Code 2000,3000
Goal 1, Action 30: Add an additional 2.0 EL/intervention TOSAs to support schools with intervention supports and EL needs.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$188,100.00 LCFF supplemental Object Code 1000,3000
Goal 1: Action 31: Increase library media support at the elementary sites with new Measure J buildings.	Elementary School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$51,377 LCFF Base Object Code 2000,3000

Goal 1: Action 32: Maintain secondary counseling support services which will focus on EL, foster youth and low-income students for a portion of their time.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$300,280.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1: Action 33: Newcomer Program at Middle School and High School to support newcomer students entering the United States 0-12 months with Language and cultural transition.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$258,000.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1, Action 34*: Algebra Intervention at High Schools to provide support to unduplicated students entering 9th grade with below grade level math scores and grades.	High Schools	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$117,887.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1, Action 35*: Contract with an outside organization to help evaluate the effectiveness of programs directly related to student achievement.	LEA Wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$28,200.00 LCFF Supplemental (47% Unduplicated) $31,800 LCFF Base (53%) $28,200 Suppl.(42%) Object Code 5000

GOAL1:	**The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students.**	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
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.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All students	

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	In 2018-2019 SSFUSD students will increase from 2014-2015 45% to 2015-2016 48% (3% growth) in meeting the A-G requirement.
	SSFUSD's reclassification rate in 15-16 was 13 % and will increase by minimally, 1% (in 16-17) from the previous year's reclassification rate and at least 1% annually in future years.
	*AMAO 1 –English Learners in SSFUSD will increase the AMAO from 61% to minimum 62% *AMAO 2- English Learners in SSFUSD will increase AMAO (less than 5 years) from 25% to minimum 26% *AMAO 2 –English Learners in SSFUSD will meet this AMAO (5 or more years) from 53% to minimum 54%
	Baseline Data will be used for the new CELDT, English Learner Proficiency Assessment of California (ELPAC)
	Career Technical Education (CTE) – SSFUSD will grow the CTE program from 3 Pathways by adding at least 1 new course in a year to either grow a pathway or create a new pathway
	AP courses will maintain and passage rate will increase by 5% in all offered AP courses; The 2015-2016 AP passage rate is 91% and will increase to 96% in 2016-2017. AP calculus will increase by 5% or higher. AP Calculus passage rate was 82% and will increase to 87% in 2016-2017.
	District-wide AP course enrollment will increase by 2% in targeted ethnic subgroups (African American, Special Education, Latino, etc..). In 2015-2016, the ethic subgroup enrollment was: English Learners: 16 Low Socio: 150 Foster Youth: 0 Special Education: 9 African American: 5 Hispanic/Latino: 171 In 2016-2017, we will expect to see a minimum of a 2% increase in unduplicated and target subgroup enrollment.
	ELA/math Assessments: Will administer and analyze data in at least 2 assessments/benchmarks in ELA and math in 16-17 as a baseline.
	At least 3 times a year, elementary sites will monitor student progress and implement additional supports for students receiving pull-out reading support.
	*Three times a year, site/grade level/dept. PLCs in English and math will self-report on the implementation of Common Core aligned curriculum, instructional practices, and state/district assessments.
	Highly qualified teacher rate* - 97.6% Highly qualified teachers in 2015-2016 to minimally 98% highly qualified in 2016-2017.
	Teacher retention rate – Employee retention rate will increase from 86% to 88%.
	College acceptance rates will increase by a minimum of 94.9% in 2014-2015 to 96% in 2015-2016. (Data is still being calculated by CDE and will revise once final data is uploaded to CDE)
	SSFUSD will use baseline EAP data in 16-17 to assess college readiness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 1, Action 1: Highly Qualified Certificated and Classified staff providing instruction and support to all students, including ELs.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $39,500,000 LCFF base Certificated & Classified salaries & benefits object code: 1000,2000, 3000
Goal 1, Action 2: Provide standards aligned materials to all students.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $2,000,000 LCFF base Curriculum materials object code: 4000
Goal 1, Action 3: Professional Development in California Standards Aligned Curriculum and district wide initiatives.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	Approximately $250,000 LCFF base, Title II Stipends for teachers, consultant agreements object code: 1000, 3000
Goal 1, Action 4: Counselors will ensure all students are appropriately assigned and on-course to graduate prepared for college and career.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $2,500,000 LCFF base Certificated salaries & benefits object code: 1000, 3000
Goal 1, Action 5: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $220,000 LCFF base Title II Certificated salaries, consultant agreements, materials object code: 1000, 2000, 3000,4000
Goal 1, Action 6: Monitor progress of students toward Expected Outcomes through assessments and progress monitoring software.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$33,830 LCFF Base Object code: 1000,2000,3000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 1: Action 7: Purchase, implement, and analyze student data for growth on a reading universal screening tool for students in K-2 and at a later date phase in 3-5.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$32,000 LCFF Base $30,000 CEIS funds (Significant Disproportionality) Object Code 4000
Goal 1, Action 8*: Explore and possibly implement RtI2, pull-out reading specialist (1.0FTE) at all elementary sites to support school-dependent children particularly for ELs and low income students.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) sped	$676,605 LCFF Supplemental Object Code 1000.3000
Goal 1, Action 9: Provide a Big Lift Pre-K-3rd grade coach to support the implementation of Big Lift (including upgrades to the facility) and ensure all students are proficient at reading by grade 3. Particularly, attention and focus will be on our ELs, low income students.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$25,000 LCFF Supplemental & $60,000 Big Lift Grant Object Code 1000,3000
Goal 1, Action 10: Enhance ELD program with increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities and the newcomer pathway) to help EL students' progress in English acquisition.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$342,000 LCFF Supplemental Object Code 1000,3000
Goal 1, Action 11: Support Curriculum and Instruction Specialists (ELA and Math) to provide direct support and PD to teachers of students who are English Learners, Foster youth, special needs and low income students in the areas of Language Arts and Mathematics Common Core State Standards	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify) sped	$112,500 LCFF Supplemental $112,500 Title II Object Code 2000,3000

Goal 1, Action 12: Statistician/Data analyst ensures accurate data, provides student data(specifically unduplicated students) to the site, and facilitate data analysis sessions K-12.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$48,700 LCFF Base/ $48,700 CEIS funds (disproportionality) Object Code 1000,3000
Goal 1, Action 13: Explore and possibly implement a new SIS system to assure ease of reporting, ensure accurate and reliable data and will provide user-friendly features for parents and staff.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$75,000.00 LCFF Base Object Code 4000
Goal 1, Action 14: HR will monitor retention rates and assignments of teachers. We will continue to implement practices that will assist in retaining and attracting highly qualified employees. One way to retain our paraprofessionals is to increase their hours so they are supporting students the entire school day.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$ 485,981.00 LCFF supplemental Object Code 1000,2000,3000
Goal 1, Action 15: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	Refer to G1/A1 Base Program
Goal 1, Action 16: The high schools will monitor and increase course enrollment in AP courses and CTE courses, in order to increase participation of underrepresented students in the class. Increasing by a .2 for a total of a .4 CTE Coordinator to help increase participation and expansion of CTE courses, in particular enrollment in CTE for unduplicated students. In addition, we will also train staff on CTE data entry and work with the committee to recruit SES students for pathways and to identify programs that will support our ELs, low income and foster youth.	High School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$23,500 LCAP Supplemental (47% Unduplicated Students) $26,500 CTE Incentive Grant (53%) Object Code 1000,3000

Goal 1, Action 17: Train all staff that enters student information data into IC.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 1, Action 18: Counselors will closely evaluate transcripts to ensure courses are coded accurately to ensure A-G criteria are met.	High School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 1, Action 19: District will maintain an 8-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-SES students.	Middle School	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$241,250 LCFF Supplemental $271,500 LCFF Base Object Code 1000,3000
Goal 1, Action 20: Continue to implement common core using district focused strategies. We will implement assessments, and will provide access to standards- aligned instructional materials to students. Services include contracting with outside consultants for professional development and to purchase instructional materials.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$250,000 LCFF Base Object Code 4000,5000
Goal 1, Action 21: Maintain and/or increase before, during, and after school academic interventions for ELs, low income, Foster Youth, migrant and low-income students who aren't performing at grade level. This also includes a possible summer intervention program for migrant students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☒Other Subgroups:(Specify)__migrant_____	$175,000 LCFF supplemental $27,837 migrant Object Code 2000,3000
Goal 1, Action 22*: Increase Summer School support for 2nd – 12th grade to provide English Language Arts, Mathematics, and High School credit recovery for our unduplicated students (English Learners, Low Socioeconomic, and Foster Youth) Programs may include ESY/Elementary/Middle School to maintain learning skills in ELA/ELD and Math.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify) migrant, sped,	$238,889 LCFF supplemental $160,000.00 Special Education $20,000.00 Migrant Education $238,889.00 Title I Object Code 1000,2000,3000

Goal 1, Action 23: To increase educational opportunities and options for students (Biotechnology Partners and Skyline Middle College); district will also research and explore enrichment opportunities for proficient/advanced students.	High School	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Biotech $41,500.00 LCFF Supplemental 17-18-$541,000.00 Skyline $541,000.00 LCFF supplemental Object Code 1000,2000,3000
Goal 1, Action 24: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify):	Refer to G1/A1 Base Program
Goal 1, Action 25: Develop and implement a scope and sequence for instructional technology and computer applications in grades K-12 – services include .4 FTE for coding at all 3 Middle Schools. Part of this action is that the administration will propose and the Board will adopt policies that address proper use of technology.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$ 120,000.00 LCFF Base Object Code 1000,2000,3000,5000
Goal 1, Action 26: The 1.0 FTE Tech TOSA will provide training to staff on how to integrate technology to support EL students, low income students and other underperforming students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$101,000.00 LCFF supplemental Object Code 1000,3000
Goal 1, Action 27: 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.	Elementary	☐ALL OR: ☐Low Income pupils ☐English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless	$10,000.00 LCFF supplemental Object Code,1000,3000

Goal 1, Action 28: 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, an EL software program, 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 the 3 LCAP goals. Both the LCAP and SPSA goals will be principally directed to serve unduplicated and target students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)__Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$784,155.00 LCFF supplemental Object Code 1000,2000,3000,4000,5000
Goal 1, Action 29: Maintain current level of Community Liaison positions and meet with them (on a monthly/every other month basis) who provide services to ELs, low-SES and foster youth and will develop consistent practices to support district students and families.	Elementary and Middle	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$250,000.00 LCFF Supplemental Object Code 2000,3000
Goal 1, Action 30: Add an additional 2.0 EL/intervention TOSAs to support schools with intervention supports and EL needs.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$188,100.00 LCFF supplemental Object Code 1000,3000
Goal 1: Action 31: Increase library media support at the elementary sites with new Measure J buildings.	Elementary School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$51,377 LCFF Base Object Code 2000,3000
Goal 1, Action 32*:			

Goal 1: Action 32: Maintain secondary counseling support services which will focus on EL, foster youth and low-income students for a portion of their time.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$300,280.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1: Action 33: Newcomer Program at Middle School and High School to support newcomer students entering the United States 0-12 months with Language and cultural transition.	LEA-wide	☐ALL OR: ☐Low Income pupils ☒English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$258,000.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1, Action 34*: Algebra Intervention at High Schools to provide support to unduplicated students entering 9th grade with below grade level math scores and grades.	High Schools	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$117,887.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1, Action 35*: Contract with an outside organization to help evaluate the effectiveness of programs directly related to student achievement.	LEA Wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$28,200.00 LCFF Supplemental (47% Unduplicated) $31,800 LCFF Base (53%) $28,200 Suppl.(42%) Object Code 5000

GOAL1:	**The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students.**	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5__ 6__ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
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.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All students	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	In 2018-2019 SSFUSD students will increase from 2014-2015 45% to 2015-2016 48% (3% growth) in meeting the A-G requirement.
	SSFUSD's reclassification rate in 15-16 was 13 % and will increase by minimally, 1% (in 16-17) from the previous year's reclassification rate and at least 1% annually in future years.
	*AMAO 1 –English Learners in SSFUSD will increase the AMAO from 61% to minimum 62% *AMAO 2- English Learners in SSFUSD will increase AMAO (less than 5 years) from 25% to minimum 26% *AMAO 2 –English Learners in SSFUSD will meet this AMAO (5 or more years) from 53% to minimum 54%
	Baseline Data will be used for the new CELDT, English Learner Proficiency Assessment of California (ELPAC)
	Career Technical Education (CTE) – SSFUSD will grow the CTE program from 3 Pathways by adding at least 1 new course in a year to either grow a pathway or create a new pathway
	AP courses will maintain and passage rate will increase by 5% in all offered AP courses; The 2015-2016 AP passage rate is 91% and will increase to 96% in 2016-2017. AP calculus will increase by 5% or higher. AP Calculus passage rate was 82% and will increase to 87% in 2016-2017.
	District-wide AP course enrollment will increase by 2% in targeted ethnic subgroups (African American, Special Education, Latino, etc..). In 2015-2016, the ethic subgroup enrollment was: English Learners: 16 Low Socio: 150 Foster Youth: 0 Special Education: 9 African American: 5 Hispanic/Latino: 171 In 2016-2017, we will expect to see a minimum of a 2% increase in unduplicated and target subgroup enrollment.
	ELA/math Assessments: Will administer and analyze data in at least 2 assessments/benchmarks in ELA and math in 16-17 as a baseline.
	At least 3 times a year, elementary sites will monitor student progress and implement additional supports for students receiving pull-out reading support.
	*Three times a year, site/grade level/dept. PLCs in English and math will self-report on the implementation of Common Core aligned curriculum, instructional practices, and state/district assessments.
	Highly qualified teacher rate* - 97.6% Highly qualified teachers in 2015-2016 to minimally 98% highly qualified in 2016-2017.
	Teacher retention rate – Employee retention rate will increase from 86% to 88%.
	College graduation rates will increase by a minimum1.1% from 94.9% in 2014-2015 to 96% in 2015-2016. (Data is still being calculated by CDE and will revise once final data is uploaded to CDE)
	SSFUSD will use baseline EAP data in 16-17 to assess college readiness.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 1, Action 1: Base Program which includes, Highly Qualified Certificated, Classified staff, facilities, and instructional materials.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $39,500,000 LCFF base Certificated & Classified salaries & benefits object code: 1000,2000, 3000
Goal 1, Action 2: Provide standards aligned materials to all students.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $2,000,000 LCFF base Curriculum materials object code: 4000
Goal 1, Action 3: Professional Development in California Standards Aligned Curriculum and district wide initiatives.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	Approximately $250,000 LCFF base, Title II Stipends for teachers, consultant agreements object code: 1000, 3000
Goal 1, Action 4: Counselors will ensure all students are appropriately assigned and on-course to graduate prepared for college and career.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $2,500,000 LCFF base Certificated salaries & benefits object code: 1000, 3000
Goal 1, Action 5: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Approximately $220,000 LCFF base Title II Certificated salaries, consultant agreements, materials object code: 1000, 2000, 3000,4000
Goal 1, Action 6: Monitor progress of students toward Expected Outcomes through assessments and progress monitoring software.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$33,830 LCFF Base Object code: 1000,2000,3000

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 1: Action 7: Purchase, implement, and analyze student data for growth on a reading universal screening tool for students in K-2 and at a later date phase in 3-5.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$32,000 LCFF Base $30,000 CEIS funds (Significant Disproportionality) Object Code 4000
Goal 1, Action 8*: Explore and possibly implement RtI2, pull-out reading specialist (1.0FTE) at all elementary sites to support school-dependent children particularly for ELs and low income students.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) sped	$676,605 LCFF Supplemental Object Code 1000.3000
Goal 1, Action 9: Provide a Big Lift Pre-K-3rd grade coach to support the implementation of Big Lift (including upgrades to the facility) and ensure all students are proficient at reading by grade 3. Particularly, attention and focus will be on our ELs, low income students.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$25,000 LCFF Supplemental & $60,000 Big Lift Grant Object Code 1000,3000
Goal 1, Action 10: Enhance ELD program with increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities and the newcomer pathway) to help EL students' progress in English acquisition.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$342,000 LCFF Supplemental Object Code 1000,3000
Goal 1, Action 11: Support Curriculum and Instruction Specialists (ELA and Math) to provide direct support and PD to teachers of students who are English Learners, Foster youth, special needs and low income students in the areas of Language Arts and Mathematics Common Core State Standards	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify) sped	$112,500 LCFF Supplemental $112,500 Title II Object Code 2000,3000

Goal 1, Action 12: Statistician/Data analyst ensures accurate data, provides student data(specifically unduplicated students) to the site, and facilitate data analysis sessions K-12.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	$48,700 LCFF Base/ $48,700 CEIS funds (disproportionality) Object Code 1000,3000
Goal 1, Action 13: Explore and possibly implement a new SIS system to assure ease of reporting, ensure accurate and reliable data and will provide user-friendly features for parents and staff.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	$75,000.00 LCFF Base Object Code 4000
Goal 1, Action 14: HR will monitor retention rates and assignments of teachers. We will continue to implement practices that will assist in retaining and attracting highly qualified employees. One way to retain our paraprofessionals is to increase their hours so they are supporting students the entire school day.	Elementary	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$ 485,981.00 LCFF supplemental Object Code 1000,2000,3000
Goal 1, Action 15: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_ __	Refer to G1/A1 Base Program
Goal 1, Action 16: The high schools will monitor and increase course enrollment in AP courses and CTE courses, in order to increase participation of underrepresented students in the class. Increasing by a .2 for a total of a .4 CTE Coordinator to help increase participation and expansion of CTE courses, in particular enrollment in CTE for unduplicated students. In addition, we will also train staff on CTE data entry and work with the committee to recruit SES students for pathways and to identify programs that will support our ELs, low income and foster youth.	High School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$23,500 LCAP Supplemental (47% Unduplicated Students) $26,500 CTE Incentive Grant (53%) Object Code 1000,3000

Goal 1, Action 17: Train all staff that enters student information data into IC.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 1, Action 18: Counselors will closely evaluate transcripts to ensure courses are coded accurately to ensure A-G criteria are met.	High School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 1, Action 19: District will maintain an 8-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-SES students.	Middle School	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$241,250 LCFF Supplemental $271,500 LCFF Base Object Code 1000,3000
Goal 1, Action 20: Continue to implement common core using district focused strategies. We will implement assessments, and will provide access to standards- aligned instructional materials to students. Services include contracting with outside consultants for professional development and to purchase instructional materials.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$250,000 LCFF Base Object Code 4000,5000
Goal 1, Action 21: Maintain and/or increase before, during, and after school academic interventions for ELs, low income, Foster Youth, migrant and low-income students who aren't performing at grade level. This also includes a possible summer intervention program for migrant students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☒Other Subgroups:(Specify)__migrant_____	$175,000 LCFF supplemental $27,837 migrant Object Code 2000,3000
Goal 1, Action 22*: Increase Summer School support for 2nd – 12th grade to provide English Language Arts, Mathematics, and High School credit recovery for our unduplicated students (English Learners, Low Socioeconomic, and Foster Youth) Programs may include ESY/Elementary/Middle School to maintain learning skills in ELA/ELD and Math.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify) migrant, sped,	$238,889 LCFF supplemental $160,000.00 Special Education $20,000.00 Migrant Education $238,889.00 Title I Object Code 1000,2000,3000

Goal 1, Action 23: To increase educational opportunities and options for students (Biotechnology Partners and Skyline Middle College); district will also research and explore enrichment opportunities for proficient/advanced students.	High School	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Biotech $41,500.00 LCFF Supplemental Skyline $541,000.00 18-19-$541,000.00 LCFF supplemental Object Code 1000,2000,3000
Goal 1, Action 24: All teachers will engage in PLC meetings where they will be trained to analyze student work and data, disaggregate their data by student (ELs, Foster Youth, low income and AA, PI) and focus on the curriculum, instructional techniques, and assessments which can occur while focusing on the 4 PLC questions to ensure a focus on CC and overall student learning.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify):	Refer to G1/A1 Base Program
Goal 1, Action 25: Develop and implement a scope and sequence for instructional technology and computer applications in grades K-12 – services include .4 FTE for coding at all 3 Middle Schools. Part of this action is that the administration will propose and the Board will adopt policies that address proper use of technology**.**	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	**$** 120,000.00 LCFF Base Object Code 1000,2000,3000,5000
Goal 1, Action 26: The 1.0 FTE Tech TOSA will provide training to staff on how to integrate technology to support EL students, low income students and other underperforming students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$101,000.00 LCFF supplemental Object Code 1000,3000
Goal 1, Action 27: 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.	Elementary	☐ALL OR: ☐Low Income pupils ☐English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)__Homeless	$10,000.00 LCFF supplemental Object Code,1000,3000

Goal 1, Action 28: 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, an EL software program, 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 the 3 LCAP goals. Both the LCAP and SPSA goals will be principally directed to serve unduplicated and target students.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)__ Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$794,155.00 LCFF supplemental Object Code 1000,2000,3000,4000,5000
Goal 1, Action 29: Maintain current level of Community Liaison positions and meet with them (on a monthly/every other month basis) who provide services to ELs, low-SES and foster youth and will develop consistent practices to support district students and families.	Elementary and Middle	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$250,000.00 LCFF Supplemental Object Code 2000,3000
Goal 1, Action 30: Add an additional 2.0 EL/intervention TOSAs to support schools with intervention supports and EL needs.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$188,100.00 LCFF supplemental Object Code 1000,3000
Goal 1: Action 31: Increase library media support at the elementary sites with new Measure J buildings.	Elementary School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$51,377 LCFF Base Object Code 2000,3000

Goal 1: Action 32: Maintain secondary counseling support services which will focus on EL, foster youth and low-income students for a portion of their time.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$300,280.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1: Action 33: Newcomer Program at Middle School and High School to support newcomer students entering the United States 0-12 months with Language and cultural transition.	LEA-wide	☐ALL OR: ☐Low Income pupils ☒English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$258,000.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1, Action 34*: Algebra Intervention at High Schools to provide support to unduplicated students entering 9th grade with below grade level math scores and grades.	High Schools	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$117,887.00 LCFF Supplemental Object Code 1000,2000,3000
Goal 1, Action 35*: Contract with an outside organization to help evaluate the effectiveness of programs directly related to student achievement.	LEA Wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$28,200.00 LCFF Supplemental (47% Unduplicated) $31,800 LCFF Base (53%) $28,200 Suppl.(42%) Object Code 5000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2	Identified classified staff, certificated and administrative staff will participate in professional development trainings that will assist in: 1. Preparing our students for college, career and lifelong readiness and/or 2. Providing on-going support for learning and growth within the profession to increase skills to better support the engagement and attendance of all students.	Related State and/or Local Priorities: 1_x_ 2_x_ 3___ 4_x_ 5_x_ 6___ 7_x_ 8___ COE only: 9___ 10___ Local : Specify _____

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.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Administration of surveys to all staff (including identified classified staff) after Common Core PD/training sessions to gauge their learning and participation will increase from 56.3 % to 60%.
	Certificated staff participation in Common Core PD sessions and sharing resources within their PLCs, what they've learned and implemented at their school will stay maintain from 100% in 2015-2016 to 100% in 2016-2017.
	Administrator participation in PD sessions and sharing within their PLCs, what they've learned and implemented at their school will increase from 68.8% to 75%.
	Identified classified staff participation in PD sessions aligned to the goals of the District and LCAP will increase from 75% to 80%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 2, Action 1: 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).	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$125,000.00 LCFF Base $125,000.00 LCFF supplemental Object Code 1000,3000
Goal 2, Action 2: Administer needs assessment to departments and then communicate to all staff throughout the year appropriate PD opportunities via email and department newsletters.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 2, Action 3: Explore contracting with consultants/outside agencies to provide needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, Facing History and Ourselves assessments systems, data systems) to assist in ensuring students and teachers have access to standards-aligned resources and materials. Staff will identify the best way to monitor implementation.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$200,000 LCFF Base Object Code 5000
Goal 2, Action 4a: Specific consultants will provide an instructional focus on supporting EL students. Staff will identify the best way to monitor implementation. Goal 2, Action 4b: 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.	LEA-wide	☐ALL ☐Low Income pupils ☒English Learners ☐Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$50,000 LCFF supplemental Object Code 5000

Goal 2, Action 5*: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$15,000 LCFF Supplemental Object Code 5000
Goal 2, Action 6*: 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.	LEA- wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$60,000 LCFF Supplemental Object Code 5000
Goal 2, Action 7*: 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.	LEA-wide $30,000 for 2016-2017	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$30,000 LCFF Supplemental Object Code 4000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Identified classified staff, certificated and administrative staff will participate in professional development trainings that will assist in: 1. Preparing our students for college, career and lifelong readiness and/or 2. Providing on-going support for learning and growth within the profession to increase skills to better support the engagement and attendance of all students.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5_x_ 6__ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

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.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All students

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Administration of surveys to all staff (including identified classified staff) after Common Core PD/training sessions to gauge their learning and participation will increase from 56.3 % to 60%.
	Certificated staff participation in Common Core PD sessions and sharing resources within their PLCs, what they've learned and implemented at their school will stay maintain from 100% in 2015-2016 to 100% in 2016-2017.
	Administrator participation in PD sessions and sharing within their PLCs, what they've learned and implemented at their school will increase from 68.8% to 75%.
	Identified classified staff participation in PD sessions aligned to the goals of the District and LCAP will increase from 75% to 80%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 2, Action 1: 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).	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$125,000.00 LCFF Base $125,000.00 LCFF supplemental Object Code 1000,3000
Goal 2, Action 2: Administer needs assessment to departments and then communicate to all staff throughout the year appropriate PD opportunities via email and department newsletters.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 2, Action 3: Explore contracting with consultants/outside agencies to provide needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, Facing History and Ourselves assessments systems, data systems) to assist in ensuring students and teachers have access to standards-aligned resources and materials. Staff will identify the best way to monitor implementation.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$200,000 LCFF Base Object Code 5000
Goal 2, Action 4a: Specific consultants will provide an instructional focus on supporting EL students. Staff will identify the best way to monitor implementation. Goal 2, Action 4b: 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.	LEA-wide	☐ALL ☐Low Income pupils ☒English Learners ☐Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$50,000 LCFF supplemental Object Code 5000

Goal 2, Action 5*: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$15,000 LCFF Supplemental Object Code 5000
Goal 2, Action 6*: 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.	LEA- wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$60,000 LCFF Supplemental Object Code 5000
Goal 2, Action 7*: 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.	LEA-wide $30,000 for 2016-2017	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$30,000 LCFF Supplemental Object Code 4000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Identified classified staff, certificated and administrative staff will participate in professional development trainings that will assist in: 1. Preparing our students for college, career and lifelong readiness and/or 2. Providing on-going support for learning and growth within the profession to increase skills to better support the engagement and attendance of all students.	Related State and/or Local Priorities: 1_x_ 2_x_ 3___ 4_x_ 5_x_ 6___ 7_x_ 8___ COE only: 9___ 10___ Local : Specify _____

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.
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All students

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	Administration of surveys to all staff (including identified classified staff) after Common Core PD/training sessions to gauge their learning and participation will increase from 56.3 % to 60%.
	Certificated staff participation in Common Core PD sessions and sharing resources within their PLCs, what they've learned and implemented at their school will stay maintain from 100% in 2015-2016 to 100% in 2016-2017.
	Administrator participation in PD sessions and sharing within their PLCs, what they've learned and implemented at their school will increase from 68.8% to 75%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Goal 2, Action 2: Administer needs assessment to departments and then communicate to all staff throughout the year appropriate PD opportunities via email and department newsletters.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 2, Action 3: Explore contracting with consultants/outside agencies to provide needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, Facing History and Ourselves assessments systems, data systems) to assist in ensuring students and teachers have access to standards-aligned resources and materials. Staff will identify the best way to monitor implementation.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$200,000 LCFF Base Object Code 5000
Goal 2, Action 4a: Specific consultants will provide an instructional focus on supporting EL students. Staff will identify the best way to monitor implementation. Goal 2, Action 4b: 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.	LEA-wide	☐ALL ☐Low Income pupils ☒English Learners ☐Foster Youth ☒Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$50,000 LCFF supplemental Object Code 5000

Goal 2, Action 5*: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$15,000 LCFF Supplemental Object Code 5000
Goal 2, Action 6*: 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.	LEA- wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$60,000 LCFF Supplemental Object Code 5000
Goal 2, Action 7*: 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.	LEA-wide $30,000 for 2016-2017	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☒Redesignated fluent English proficient ☒Other Subgroups:(Specify)_____	$30,000 LCFF Supplemental Object Code 4000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	**Goal 3: The district will increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home.**	Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4__ 5_x_ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

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.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	Minimally, parent and student survey data will indicate a level of satisfaction with their feeling connected with the school and will increase a minimum of 5% from 83% to 88%.
	Anti-bullying efforts will continue at all schools and SSFUSD will see a minimum of 5% decrease in bullying incidents from 435 bullying incidents to 413 bullying incidents.
	College graduation rates will increase by a minimum 1.1% from 94.9% in 2014-2015 to 96% in 2015-2016.
	Increase participation of at least 2% in the Alternative to Expulsion Program, and other restorative interventions, when students are recommended for expulsion per CA Ed. Code § 48900/48915 from 15 in 2016-2017 to 17 students.
	Suspension rate will decrease by a minimum of 5% overall and in ethnic subgroups. We will use the data below as a baseline for 2015-2016 and will measure growth in 2016-2017: SSFUSD Total Suspension Rate (435 of 8999 students) = 4.8% in 2015-2016 to 3.8% in 2016-2017 African American (33 of 435) = 8 % in 2015-2016 to 7.6% in 2016-2017 Hispanic/Latino (274 of 435) = 63% in 2015-2016 to 59.8% in 2016-2017 Pacific Islander (17 of 435) = 4% in 2015-2016 to 3.7% in 2016-2017

Sign in sheets (total participants at each site and district facilitated meetings) will be used to quantify an increase in parent engagement. SSFUSD will see an increase in parent engagement of at least 5%. 100% of sites will increase their parent engagement from their 2015-2016 base to a 5% increase in 2016-2017.

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Skyline ES	Baseline	
Los Cerritos ES	Baseline	
Buri Buri ES	Baseline	
Sunshine Gardens ES	Baseline	
El Camino HS	Baseline	
Westborough MS	Baseline	
Parkway Heights MS	Baseline	
Monte Verde ES	Baseline	
South San Francisco HS	Baseline	
Martin ES	Baseline	
Junipero Serra ES	Baseline	

The overall dropout rate will decrease by minimally 1% for middle and high school. Data is still being calculated and is pending end of school reporting. Once reported, the 2015-2016 data will be the baseline and the growth will be measured with 2016-2017 data.

Chronic absenteeism and school attendance rates will decrease by a minimum of 5% from 15.9% in 2015-2016 to 10.9% in 2016-2017.

Expulsion rates will decrease by a minimum of 10% from 15 students expelled in 2015-2016 to 14 students expelled in 2016-2017.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 3, Action 1: School staff (with support of DO staff) will maintain/or increase a system of positive discipline practices at the school, will review suspension data, analyze suspension and expulsion data on a monthly basis and identify interventions to support students in positive school attendance and behavior.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)___ _____	$387,828 LCFF Base Object Code 1000,3000
Goal 3, Action 2: School staff will analyze suspension and expulsion data and disaggregate by ethnicity and subgroup (Ex: EL, low income, and foster youth) and identify interventions to support students in positive school attendance and behavior.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)__Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$10,000 LCFF supplemental Object Code 1000,3000
Goal 3, Action 3: Site staff (including counselors at the secondary level) will be trained to enter and monitor discipline incidents in a consistent manner.	Middle and High School	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)___ _____	Refer to G1/A1 Base Program
Goal 3, Action 4: To provide Common Core math nights for parents so they can support students at home.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$15,000 LCFF Supplemental Object Code 1000,3000
Goal 3, Action 5: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)___ _____	$180,000 LCFF Supplemental Object Code 5000
Goal 3, Action 6: To provide resources on social/emotional support to students and families to use during non-school hours.	LEA-wide	☒ALL ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program

Goal 3, Action 7: All sites in SSFUSD will continue to promote anti-bullying activities that include increasing awareness of diverse cultures and perspectives. Sites will also begin implementation of restorative justice practices at the high school level.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 3, Action 8: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
Goal 3, Action 9: SSFUSFD 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 flyers home.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$10,000 LCFF Supplemental Object Code 4000
Goal 3, Action 10: Maintain co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____ OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$500,000 LCFF Base Object Code 1000,3000
Goal 3: Action 11: Implement the scope and sequence for instructional technology and computer applications in grades K-12 – services. This includes professional development, family engagement nights, technology.	LEA-wide	☒ALL ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$39,701 LCFF Base Object Code 1000,3000
Goal 3, Action 12: Implement an action plan to decrease chronic absenteeism at all sites.		☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$10,000 LCFF Supplemental Object Code 1000, 3000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	**Goal 3: The district will increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home.**	Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4__ 5_x_ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

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. 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.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	Minimally, parent and student survey data will indicate a level of satisfaction with their feeling connected with the school and will increase a minimum of 5% from 83% to 88%.
	Anti-bullying efforts will continue at all schools and SSFUSD will see a minimum of 5% decrease in bullying incidents from 435 bullying incidents to 413 bullying incidents.
	College graduation rates will increase by a minimum 1.1% from 94.9% in 2014-2015 to 96% in 2015-2016.
	Increase participation of at least 2% in the Alternative to Expulsion Program, and other restorative interventions, when students are recommended for expulsion per CA Ed. Code § 48900/48915 from 15 in 2016-2017 to 17 students.
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Goal 3, Action 1: School staff (with support of DO staff) will maintain/or increase a system of positive discipline practices at the school, will review suspension data, analyze suspension and expulsion data on a monthly basis and identify interventions to support students in positive school attendance and behavior.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)___ _____	$387,828 LCFF Base Object Code 1000,3000

Goal 3, Action 2: School staff will analyze suspension and expulsion data and disaggregate by ethnicity and subgroup (Ex: EL, low income, and foster youth) and identify interventions to support students in positive school attendance and behavior.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$10,000 LCFF supplemental Object Code 1000,3000
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Goal 3, Action 4: To provide Common Core math nights for parents so they can support students at home.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$15,000 LCFF Supplemental Object Code 1000,3000
Goal 3, Action 5: 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.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)___ _____	$180,000 LCFF Supplemental Object Code 5000
Goal 3, Action 6: To provide resources on social/emotional support to students and families to use during non-school hours.	LEA-wide	☒ALL ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program

Goal 3, Action 7: All sites in SSFUSD will continue to promote anti-bullying activities that include increasing awareness of diverse cultures and perspectives. Sites will also begin implementation of restorative justice practices at the high school level.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	Refer to G1/A1 Base Program
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Goal 3, Action 9: SSFUSFD 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 flyers home.	LEA-wide	☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$10,000 LCFF Supplemental Object Code 4000
Goal 3, Action 10: Maintain co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities.	LEA-wide	☒ALL OR: ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____ OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$500,000 LCFF Base Object Code 1000,3000
Goal 3: Action 11: Implement the scope and sequence for instructional technology and computer applications in grades K-12 – services. This includes professional development, family engagement nights, technology.	LEA-wide	☒ALL ☐Low Income pupils ☐English Learners ☐Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify)_____	$39,701 LCFF Base Object Code 1000,3000
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GOAL 3:	**Goal 3: The district will increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home.**	Related State and/or Local Priorities: 1__ 2_x_ 3_x_ 4__ 5_x_ 6_x_ 7__ 8_x_ COE only: 9__ 10__ Local : Specify _____

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	Applicable Pupil Subgroups:	All students

LCAP Year 3: 2018-2019

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Goal 3, Action 12: Implement an action plan to decrease chronic absenteeism at all sites.		☐ALL OR: ☒Low Income pupils ☒English Learners ☒Foster Youth ☐Redesignated fluent English proficient ☐Other Subgroups:(Specify) Homeless, Special Education, African American, Hispanic/Latino, and Asian Pacific Islander	$10,000 LCFF Supplemental Object Code 1000, 3000

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) LCFF Based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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 Education Code 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	**The district will provide a high quality educational program that focuses on raising the overall academic achievement and social learning environment for all students.**	Related State and/or Local Priorities: 1 x 2 x 3 4 x 5 x 6 x 7 x 8 x COE only: 9 10 Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	1. In 2015-16 SSFUSD students will increase from 42% to 45% (3% growth) in meeting the A-G requirement. 2. SSFUSD's reclassification rate in 12-13 was 8.4% and in 13-14 was 12.7%. SSFUSD's reclassification rate will increase by minimally, 4.3% from the previous year's reclassification rate and at least 1% annually in future years. 3. AMAOs *AMAO 1 –60.5 % of English Learners in SSFUSD will meet this AMAO. *AMAO 2- 24.2% of English Learners in SSFUSD will meet this AMAO (less than 5 years) *AMAO 2 – 50.9% of English Learners in SSFUSD will meet this AMAO (5 or more years) *AMAO3- LCFF Based on calculation and target established by the state of California; postponed until 2016-17. 4. Career Technical Education (CTE) – SSFUSD will grow the CTE program by a minimum of 1 new course a year 5. API- LCFF Based on calculation and target established by the state of California; postponed until 2016-17. 6. AP courses will maintain and passage rate will increase by 5% in all offered AP courses; AP calculus will increase by 10% or higher. 7. District-wide AP course enrollment will increase by 2% in targeted ethnic subgroups (African American, Special Education, Latino, etc..) 8. ELA/math Assessments: Will administer and analyze data in at least 2 assessments/benchmarks in ELA and math in 15-16. 9. At least 3 times a year, elementary sites will monitor student progress and implement additional supports for students receiving pull-out reading support. *Three times a year, site/grade level/dept. PLCs in English and math will self-report on the implementation of Common Core aligned curriculum, instructional practices, and state/district assessments. 10. Highly qualified teacher rate* - 100% of teachers will be highly qualified. 11. Teacher retention rate – employee retention rate will increase by <u>10%.</u> 12. Hire a 1.0 Instructional technologist position to provide Professional Development and support to classroom teachers on how to integrate technology into their lessons and how to engage students. 13. SSFUSD will use college acceptance rate data (self-reported) as a LCFF Baseline for 15-16. 14. Administer stakeholder needs assessment survey regarding current student information system. 15. SSFUSD will use EAP data in 15-16 (as a LCFF Baseline) to assess college readiness.	Actual Annual Measurable Outcomes:	1. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016. 2. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016. 3. SSFUSD is pleased to share our district met exceeded the 2015-2016 target for AMAO 1 by (INSERT) and AMAO 2 by (INSERT). We are one of the few districts who have met this target and are reassured the LCAP Goals Actions and Services are targeting one of our target subgroups, English Leaners. AMAO 3 was not measured due to the frozen status of being in Program Improvement until a new criteria is chosen by the California Department of Education. 4. SSFUSD exceeded the metric of growing our CTE Pathways. We have added two new courses: Auto 1 at El Camino High School and Advanced Digital Photography at South San Francisco High School. 5. API continues to be frozen and is postponed until 2017-2018. 6. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016. 7. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016. 8. 75% of sites administered at least 2 local assessments in Mathematics and 81% of sites administered at least 2 local assessments in Language Arts. Although 100% of sites were able to administer assessments, 2 sites were unable to administer a common site assessment in both ELA and Mathematics. 9. 100% of sites held a minimum of 3 PLCs in English Language Arts and Math 10. Pending HR Report. 11. Pending HR Report 12. SSFUSD hired a 1.0 Instructional Technologist 13. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016. 14. SSFUSD began the process of exploring a Student Information System 15. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Goal 1, Action 1: Purchase, implement, and analyze student data for growth on a reading universal screening tool for students in K-2 and at a later date phase in 3-5.	$32,000 LCFF Base	Goal 1, Action 1: Purchased, implemented, and analyzed student data for growth on a reading universal screening tool for students in K-2 and at a later date phase in 3-5. This action proved to increase student achievement through both qualitative and quantitative measures.	$60,000 LCFF Base
Goal 1, Action 2: Explore and possibly implement RtI2, pull-out reading specialist (.60FTE) at all elementary sites to support school-dependent children particularly for ELs and low income students.	$539,084 LCFF supplemental	Goal 1, Action 2: Explored and implement RtI2, pull-out reading specialist (.60FTE) at all elementary sites to support school-dependent children particularly for ELs and low income students. This action proved to increase student achievement through both qualitative and quantitative measures. We had a hard time filling positions and that is why we did not spend the entire amount.	$256,489 LCFF supplemental
Goal 1, Action 3: Provide a Big Lift Pre-K-3rd grade coach to support the implementation of Big Lift (including upgrades to the facility) and ensure all students are proficient at reading by grade 3. Particularly, attention and focus will be on our ELs, low income students.	$21,252 LCFF supplemental	Goal 1, Action 3: Provided a Big Lift Pre-K-3rd grade coach to support the implementation of Big Lift (including upgrades to the facility) and ensured all students are proficient at reading by grade 3. Particularly, attention and focus will be on our ELs, low income students. We had a hard time filling positions and that is why we did not spend the entire amount.	$0 LCFF supplemental
Goal 1, Action 4: Enhance ELD program with increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities and the newcomer pathway) to help EL students' progress in English acquisition.	$400,068 LCFF supplemental	Goal 1, Action 4: Enhanced ELD program with increase in staffing support for English Learners K-12 (this includes providing supplemental EL immersion opportunities and the newcomer pathway) to help EL students' progress in English acquisition. This action proved to increase student achievement through both qualitative and quantitative measures.	$308,363 LCFF supplemental
Goal 1, Action 5: Support Curriculum and Instruction Specialists to provide direct support and PD to teachers of students who are English Learners, Foster youth, special needs and low income students.	$103,321 Title II	Goal 1, Action 5: Supported Curriculum and Instruction Specialists and provided direct support and PD to teachers of students who are English Learners, Foster youth, special needs and low income students. This action proved to increase student achievement through both qualitative and quantitative measures. Due to sub shortage, we did not expend the entire allocated amount.	$43,275 Title II
Goal 1, Action 6: Statistician/Data analyst ensures accurate data, provide student data (specifically unduplicated students) to the site, and facilitate data analysis sessions K-12.	$92,774 LCFF Base/ CEIS funds	Goal 1, Action 6: Statistician/Data analyst ensured accurate data, provided student data (specifically unduplicated students) to the site, and facilitated data analysis sessions K-12. Due to unqualified candidates, we were unable to fill this position, but will continue to post due to the critical need for accurate data to drive instructional decisions.	$0 LCFF Base/ CEIS funds
Goal 1, Action 7: Explore and possibly implement a new SIS system to assure ease of reporting, ensure accurate and reliable data and will provide user-friendly features for parents and staff.	$75,000 LCFF Base	Goal 1, Action 7: Explored and implemented a new SIS system to assure ease of reporting, ensured accurate and reliable data and provided user-friendly features for parents and staff. We began a committee to explore this and will continue in 16-17. Data drives instruction and it is important to have a system that can provide accurate data to support instruction.	$0 LCFF Base

Goal 1, Action 7a: Specific actions will be taken to generate reports and analyze data for low income, foster youth, and EL students as well as Sped, AA, and Pi students.	$75,000 LCFF supplemental	Goal 1, Action 7a: Specific actions were taken to generate reports and analyzed data for low income, foster youth, and EL students as well as Sped, AA, and Pi students. This was connected to the new SIS system and will continue to be a focus to provide us with details on specific data pertinent to our unduplicated and target subgroups.	$0 LCFF supplemental
Goal 1, Action 8: HR will monitor retention rates and assignments of teachers. We will continue to implement practices that will assist in retaining and attracting highly qualified employees. One way to retain our paraprofessionals is to increase their hours so they are supporting students the entire school day.	$195,981 LCFF supplemental	Goal 1, Action 8: HR monitored retention rates and assignments of teachers. We continue to implement practices that assisted in retaining and attracting highly qualified employees. One way we retained our paraprofessionals was to increase their hours so they are supporting students the entire school day. The increased hours of our paraprofessionals proved to support instruction and interventions specific to our unduplicated and target group of students.	$195,981 LCFF supplemental
Goal 1, Action 9: 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.	$0	Goal 1, Action 9: Sites monitored 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. Monitoring data specific to AP, ELA and math is a continued focus at all sites and the district level.	$0
Goal 1, Action 10: The high schools will monitor and increase course enrollment in AP courses and CTE courses, in order to increase participation of underrepresented students in the class. Possible exploration of a .2 CTE Coordinator to help increase participation and expansion of CTE courses. In addition, we will also train staff on CTE data entry and work with the committee to recruit SES students for pathways and to identify programs that will support our ELs, low income and foster youth.	$23,749 LCFF Base	Goal 1, Action 10: The high schools monitored and increased course enrollment in AP courses and CTE courses, in order to increase participation of underrepresented students in the class. Exploration of a .2 CTE Coordinator to help increase participation and expansion of CTE courses. In addition, we also trained staff on CTE data entry and worked with the committee to recruit SES students for pathways and identified programs that supported our ELs, low income and foster youth. The .2 CTE coordinator position proved to be effective by ensuring we provide additional opportunities for our unduplicated and target subgroup students to enter CTE pathways.	$21,250 LCFF Base
Goal 1, Action 11: Train all staff that enters student information data into IC.	$0	Goal 1, Action 11: Trained all staff that entered student information data into IC.	$0
Goal 1, Action 12: Counselors will closely evaluate transcripts to ensure courses are coded accurately to ensure A-G criteria are met.	$0	Goal 1, Action 12: Counselors closely evaluated transcripts to ensure courses were coded accurately and ensured A-G criteria were met. A-G is a metric for student achievement and we will continue to monitor data specific to the unduplicated and target subgroup of students.	$0
Goal 1, Action 13: District will maintain an 8-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-SES students.	$137,209.44 LCFF Base	Goal 1, Action 13: District maintained an 8-period block scheduled to support students at the middle school level. This provided additional time for supports, interventions, and enrichment activities for students. Specific sections were carved out to support ELs, foster youth and low-SES students. An 8-Block period supported additional sections to support academic and enrichment activities for our unduplicated and target subgroup of students.	$231,420 LCFF Base
Goal 1, Action 14: Continue to implement common core using district focused strategies (including the expansion of AVID strategies at the middle school level). We will implement assessments, and will provide access to standards- aligned instructional materials to students. Services include contracting with outside consultants for professional development and to purchase instructional materials.	$250,000 LCFF Base	Goal 1, Action 14: Continued to implement common core using district focused strategies (including the expansion of AVID strategies at the middle school level). We implemented assessments, and provided access to standards- aligned instructional materials to students. Services included contracting with outside consultants for professional development and purchased instructional materials. AVID continues to provide support for our unduplicated and target subgroup of students. Data has shown this course increases the GPA of unduplicated and target subgroup of students and	$200,000 LCFF Base

		provides academic and social opportunities for growth.	
Goal 1, Action 15: Maintain and/or increase before, during, and after school academic interventions for ELs, low income, Foster Youth, migrant and low-income students who aren't performing at grade level. This also includes a possible summer intervention program for migrant students.	$175,000 LCFF supplemental	Goal 1, Action 15: Maintained and/or increased before, during, and after school academic interventions for ELs, low income, Foster Youth, migrant and low-income students who weren't performing at grade level. This also included a summer intervention program for migrant students. Due to shortage of teachers for afterschool interventions, we were unable to support interventions during the regular school year. However, we will be targeting the unduplicated and target subgroup of students this summer school and the estimated funding will change after July of 2016.	$24,035.48 LCFF supplemental
Goal 1, Action 16: Explore maintaining a summer program for credit recovery (which may include ESY/KTK to maintain learning skills from Big Lift preschools).	$304,352 LCFF supplemental	Goal 1, Action 16: Explored maintaining a summer program for credit recovery (which includes ESY/KTK to maintain learning skills from Big Lift preschools). This is a continued intervention that has proven to support our unduplicated and target subgroup of students. However, we will be targeting the unduplicated and target subgroup of students this summer school and the estimated funding will change after July of 2016.	$189,937 LCFF supplemental
Goal 1, Action 17: To increase educational opportunities and options for students (Biotechnology Partners and Skyline Middle College); district will also research and explore enrichment opportunities for proficient/advanced students.	$0 LCFF supplemental	Goal 1, Action 17: increased educational opportunities and options for students (Biotechnology Partners and Skyline Middle College); district also researched and explore enrichment opportunities for proficient/advanced students. We provided enrichment opportunities for our unduplicated and target subgroup with success. We will continue to offer these opportunities.	$22,376 LCFF supplemental
Goal 1, Action 18: 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.	$0	Goal 1, Action 18: All teachers engaged in PLC meetings where they were trained to analyze student work and data, disaggregated their data by student (ELs, Foster Youth, low income and AA, PI) and focused on the curriculum, instructional techniques, and assessments while focusing on the 4 PLC questions to ensure a focus on CC and overall student learning. This opportunity provided validating data to ensure our unduplicated and target subgroup of students received interventions in specific academic and social goals	$0
Goal 1, Action 19: Develop and implement a scope and sequence for instructional technology and computer applications in grades K-12 – services include .4 FTE for coding at Middle Schools and increase to a 1.0 FTE Tech integration TOSA. Part of this action is that the administration will propose and the Board will adopt policies that address proper use of technology**.**	$51,468 LCFF Base	Goal 1, Action 19: Developed and implemented a scope and sequence for instructional technology and computer applications in grades K-12 – services included .4 FTE for coding at Middle Schools and increased to a 1.0 FTE Tech integration TOSA. Part of this action was that the administration proposed and the Board adopted policies that address proper use of technology**. STEM and technology continue to be a focus and area to increase support to our** unduplicated and target subgroup of students. This action was affirmed with the increase in the unduplicated and target subgroup of students receiving specific technology/STEM instruction.	$39,701.28 LCFF Base
Goal 1, Action 20: The Tech TOSA will provide training to staff on how to integrate technology to support EL students, low income students and other underperforming students.	$35,079 LCFF supplemental	Goal 1, Action 20: The Tech TOSA provided training to staff on how to integrate technology to support EL students, low income students and other underperforming students. AS stated earlier, this action was affirmed with the increase in the unduplicated and target subgroup of students receiving specific technology/STEM instruction.	$45,236 LCFF supplemental
Goal 1, Action 21: Identify, communicate, and administer a needs assessment to expand services for foster youth students and work with sites to identify the best ways in which to support these students.	$10,000 LCFF supplemental	Goal 1, Action 21: Identified, communicated, and administered a needs assessment to expand services for foster youth students and worked with sites to identify the best ways in which to support these students. We need to increase the outreach to our unduplicated and target subgroup of students.	$1000 LCFF supplemental

		Although we reached out through phone calls and flyers, we might need to embed incentives to obtain larger participation.	
Goal 1, Action 22: 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, an EL software program, 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.	$841,865 LCFF supplemental	Goal 1, Action 22: 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, an EL software program, 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. Sites directly aligned all of their Single Plan for Student Achievement (SPSA) with the LCAP goals to ensure all funding was directly connected to supporting our unduplicated and target subgroup of students. This action was successful due to the site involvement of parents, staff and local stakeholders in implementing actions and services that support the instruction of unduplicated and target subgroup of students specific to the site. As per survey data and qualitative data, there was both academic and social growth of unduplicated and target subgroup of students.	$841,865 LCFF supplemental
Goal 1, Action 23: Maintain current level of Community Liaison positions and meet with them (on a monthly/every other month basis) who provide services to ELs, low-SES and foster youth and will develop consistent practices to support district students and families.	$195,793 LCFF Supplemental	Goal 1, Action 23: Maintained current level of Community Liaison positions and met with them (on a monthly/every other month basis) who provided services to ELs, low-SES and foster youth and developed consistent practices to support district students and families. Community liaisons are integral in the outreach and involvement of parents from unduplicated and target families. Due to their outreach, we have increased a minimum of 5% parent involvement district wide.	$194,904 LCFF Supplemental
Goal 1, Action 24: Add an additional 2.0 EL/intervention TOSAs to support schools with intervention supports and EL needs.	$185,545 LCFF supplemental	Goal 1, Action 24: Added an additional 2.0 EL/intervention TOSAs to support schools with intervention supports and EL needs. Due to the outreach of our EL TOSA at both site professional development events and parent involvement events, we have increased our PD and ELD support by providing research based strategies to our staff and families.	$81,881 LCFF supplemental
Goal 1: Action 25: Increase library media support at the elementary sites with new Measure J buildings.	$51,377 LCFF Base	Goal 1: Action 25: Increased library media support at the elementary sites with new Measure J buildings. Technology and reading are a focal as we embrace CCSS. The increased library support through technology has allowed additional access to STEM and Reading to our unduplicated and target subgroup of students.	$83,000 LCFF Base
Goal 1: Action 26: Maintain secondary counseling support services which will focus on EL, foster youth and low-income students for a portion of their time.	$540,280 LCFF supplemental	Goal 1: Action 26: Maintained secondary counseling support services which focused on EL, foster youth and low-income students for a portion of their time. Counselors continue to support unduplicated and target subgroup of students through 1 to 1 support and ensuring our students are able to obtain opportunities to enter pathways to be successful in college and beyond.	$0 LCFF supplemental
Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After close analysis of the metrics that were met from the specified Actions and Services, it is clear the majority of our Actions and Services helped to support meeting or exceeding the majority of our metrics. For example, more than 80% of our Actions and Services are centered around the support for our unduplicated students, in particular, English Learners. SSFUSD exceeded the state required AMAO goal and RFEP percentage in comparison to San Mateo County and California. After analysis of our expenditures, we noticed our expenditures were less than the projected expenditures. This mainly was due to a shortage in qualified staff or lack of applicants for the desired positions as well as both new staff and short staff within both the Educational Services and Business Department during the 2015-2016. In regards to the shortage of staff, we hope to post early Summer 2016 to increase our chances in obtaining qualified candidates. The major changes in our 2016-2017 were additional actions and services to support unduplicated and target subgroup of students. As per the results of us meeting more than 90% of our metrics, we affirm the 2016-2017 LCAP goals will directly impact unduplicated and target subgroup of students.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Identified classified staff, certificated and administrative staff will participate in professional development trainings that will assist in: 1. Preparing our students for college, career and lifelong readiness and/or 2. Providing on-going support for learning and growth within the profession to increase skills to better support the engagement and attendance of all students.	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	1. Administer surveys to all staff (including identified classified staff) after Common Core PD/training sessions to gauge their learning and participation. 2. All certificated staff will have the opportunity to participate in Common Core PD sessions and will share within their PLCs what they've learned and implemented at their school. 3. 100% of administrators will have the opportunity to participate PD sessions and will share within their PLCs what they've learned and implemented at their school. 4. Identified classified staff will have the opportunity to participate in PD sessions aligned to the goals of the District and *LCAP.* 5. SSFUSD will have, minimally, a 45% survey completion rate for district-wide staff development PD surveys. Of that group, minimally, 80% of completed surveys indicate that they learned something from the PD and will implement in their classroom.	Actual Annual Measurable Outcomes:	1. 56% of SSFUSD administered received staff feedback surveys to all staff after Professional Development sessions. Next year, support administrators to provide incentives or a hard copy of the feedback survey to increase the feedback. 2. 100% of certificated staff had an opportunity to participate in Common Core PD sessions and shared leanings within their PLCs 3. 70% of administrators had the opportunity to participate in PD sessions. SSFUSD will ensure administrators participate in at least 1 PD session. 4. 75% of sites provided classified staff with the opportunity to participate in a PD session aligned to the goals of the District and LCAP 5. SSFUSD had a minimum of 56% completions rate for district-wide staff development PD surveys with an indication of 80% of staff learning something from the PD which can be implemented in their classroom/site.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Goal 2, Action 1: 2 Curriculum and Instruction Specialists will provide direct support and PD to administrators, teachers and students of English Learners, Foster youth, and low income students. Goal 2, Action 1a: 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).	$422,635 Title II LCFF Base LCFF supplemental	Goal 2, Action 1: 2 Curriculum and Instruction Specialists provided direct support and PD to administrators, teachers and students of English Learners, Foster youth, and low income students. Goal 2, Action 1a: PD and instructional support for newer teachers also came from our BTSA program-services and included 1.0 FTE BTSA lead (TOSA) and a 1.0 FTE BTSA Coordinator. (A percent of the time was on supporting ELs). Positive feedback from trainings and PD offered by the specific TOSAs offer affirmation of the action supporting the LCAP goals. In addition, PD was always linked to supporting our unduplicated and target subgroup of students.	$211,272 Title II LCFF Base LCFF supplemental
Goal 2, Action 2: Administer needs assessment to departments and then communicate to all staff throughout the year appropriate PD opportunities via email and department newsletters.	$0	Goal 2, Action 2: Administered needs assessment to departments and then communicated to all staff throughout the year appropriate PD opportunities via email and department newsletters. Analysis of professional development training feedback affirmed a needs assessment of all of our triangins and programs is integral in determining if we are meeting the goals and actions targeting unduplicated and target subgroup of students.	$0
Goal 2, Action 3: Explore contracting with consultants/outside agencies to provide needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, Facing History and Ourselves assessments systems, data systems) to assist in ensuring students and teachers have access to standards-aligned resources and materials. Staff will identify the best way to monitor implementation.	$200,000 LCFF Base	Goal 2, Action 3: Explored contracting with consultants/outside agencies and provided needed training to staff and parents (Common Core, Cultural competence, equity work, restorative practices, mindset work, Facing History and Ourselves assessments systems, data systems) and assisted in ensuring students and teachers had access to standards-aligned resources and materials. Staff identified the best way to monitor implementation.	$50,000 LCFF Base
Goal 2, Action 4: Specific consultants will provide an instructional focus on supporting EL students. Staff will identify the best way to monitor implementation.	$100,000 LCFF supplemental	Goal 2, Action 4: Specific consultants provided an instructional focus on supporting EL students. Staff identified the best way to monitor implementation. Professional Development offered at SSFUSD was always research based and recommended by trustworthy resources such as, California Department of Education, WestEd, Stanford, and San Mateo County of Education. We will continue to reach out to these consultants to support us in research that has been proven to be effective. In addition, our professional development feedback data affirmed the quality of the PD and ease of implementation at the sites.	$30,000 LCFF supplemental
Goal 2, Action 5: 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.	$0	Goal 2, Action 5: Collaborated with administrators (and they with their staff), and C & I Specialists, and developed a common district-wide walkthrough tool to identify specific look-fors (LCFF Based on PD sessions) and monitored & supported implementation of instructional practices and provided feedback to staff. As stated above, valid and reliable professional development will support our unduplicated and target subgroup of students.	$0

Goal 2, Action 6: 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. We will Institute elevation, a data system tool to analyze progress of El students towards language proficiency and provide training on that as well.		$65,000 LCFF supplemental	Goal 2, Action 6: 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. We Instituted elevation, a data system tool to analyze progress of El students towards language proficiency and provided training on that as well. As stated previously, data monitoring will support staff in ensuring we address specific academic and social needs for our unduplicated and target subgroup of students.		$65,000 LCFF supplemental
Scope of service:	LEA-wide		Scope of service:	LEA-wide	
X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After close analysis of the metrics that were met from the specified Actions and Services and staff surveys, it is clear the majority of our Actions and Services helped to support meeting or exceeding the majority of our metrics. For example, we were able to provide an array of professional development services through on site training, PLC, and Summer 2016 professional development opportunities. After analysis of our expenditures, we noticed our expenditures were less than the projected expenditures. This mainly was due to a shortage substitutes which changed our professional development plan which at first was included substitute days for full day staff trainings. In the upcoming 2016-2017 school year, we will maintain most of our goals, however, we will embed site specific professional development and arrange training during early release day, after school and summer school. The major changes in our 2016-2017 were additional actions and services to support unduplicated and target subgroup of students. As per the results of us meeting more than 90% of our metrics, we affirm the 2016-2017 LCAP goals will directly impact unduplicated and target subgroup of students.				

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	**The district will increase student, parent, and community engagement and support programs that foster a stronger, more positive, connection between school and home.**	Related State and/or Local Priorities: 1_x_ 2_x_ 3__ 4_x_ 5_x_ 6_x_ 7_x_ 8_x_ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: All	

Expected Annual Measurable Outcomes:	1. Parent and student surveys will be disseminated to assess their connection and engagement to their school. 2. Minimally, 80% of parent and student survey data will indicate a level of satisfaction with their feeling connected with the school. 3. Mental health surveys will be disseminated to school community to ascertain if students feel more positive about and connected to their school. 4. Anti-bullying efforts will continue at all schools and SSFUSD will see a decrease in bullying incidents. 5. The graduation rate will increase from 92.6% to 93.6% or more. 6. Increase participation in the Alternative to Expulsion Program, and other restorative interventions, when students are recommended for expulsion per CA Ed. Code § 48900/48915. 7. Continue to increase/maintain the successful completion rate of students participating in the Alternative to Expulsion Program, and reduce the subsequent recidivism rate of participants. 8. Suspension rate will decrease by 5% overall and in ethnic subgroups 9. Sign in sheets (total participants at each site and district facilitated meetings) will be used to quantify an increase in parent engagement. 10. The overall dropout rate will decrease by minimally 1% for middle and high school. 11. Sites will complete a truancy rate survey to measure chronic absenteeism and school attendance rates.	Actual Annual Measurable Outcomes:	1. Parents and students completed surveys in April 2016 to assess their connection and engagement to their school. 2. Approximately 80% of parents and students feel connected to their school. 3. Mental health surveys were disseminated to students to determine if students felt more positive about their connectedness to school. 4. Anti-bullying efforts continue to be a focus at every site in an effort to decrease bullying incidents. Our total number of Bullying Incidents increased by 4. Although there appear to be increased incidents, the difference can stem from some issues being coded under a more serious primary code affecting the total number reported in this section. Also, Suspensions have been significantly reduced from 606 to 435 from 2014-15 to 2015-16 school year (as of 3/11/16). 5. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016. 6. Our participation in the Alternative to Expulsion decreased from 87% to 60%. Although the rate appears lower, Expulsions are currently reduced by 50% from 32 to 15 from 2014-15 to 2015-16 school year (as of 3/11/16) 7. 100% of students successfully completed the Alternative to Expulsion Program. 8. Our overall suspension rate decreased from 6% to 4.8% with a decrease of at least 1% in all noted subgroups. 9. Overall 100% of sites had an increase in parent participation from a minimum of 1% to a maximum of 50%. 10. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016. 11. This data will be available after the culmination of the 2015-2016 school year (May 26, 2016). We will report this data to the SSFUSD Board of Trustees and stakeholders during the month of June/July 2016.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Goal 3, Action 1: School staff (with support of DO staff) will maintain/or increase a system of positive discipline practices at the school, will review suspension data, analyze suspension and expulsion data on a monthly basis and identify interventions to support students in positive school attendance and behavior.	$387,828 LCFF Base	Goal 3, Action 1: School staff (with support of DO staff) maintained/or increased a system of positive discipline practices at the school, reviewed suspension data, analyzed suspension and expulsion data on a monthly basis and identified interventions to support students in positive school attendance and behavior. Restorative practices have proven to support our unduplicated and target subgroup of students by decreasing the number of students recommended for expulsion and/or suspension.	$0 LCFF Base
Goal 3, Action 2: School staff will analyze suspension and expulsion data and disaggregate by ethnicity and subgroup (EL, low income, and foster youth) and identify interventions to support students in positive school attendance and behavior.	$387,828 LCFF supplemental	Goal 3, Action 2: School staff analyzed suspension and expulsion data and disaggregated by ethnicity and subgroup (EL, low income, and foster youth) and identified interventions to support students in positive school attendance and behavior. Restorative practices have proven to support our unduplicated and target subgroup of students by decreasing the number of students recommended for expulsion and/or suspension. We did not expend the funds due to not adopting a restorative practice program and training.	$0 LCFF supplemental
Goal 3, Action 3: Site staff (including counselors at the secondary level) will be trained to enter and monitor discipline incidents in a consistent manner.	$0	Goal 3, Action 3: Site staff (including counselors at the secondary level) were trained to enter and monitor discipline incidents in a consistent manner. Analysis of restorative practices have proven to support our unduplicated and target subgroup of students by decreasing the number of students recommended for expulsion and/or suspension.	$0
Goal 3, Action 4: To provide Common Core math nights for parents so they can support students at home.	$5,000 LCFF Base	Goal 3, Action 4: Provided Common Core math nights for parents so they can support students at home. Families and students of unduplicated and target subgroup of students were successfully engaged in math and family parent nights. For the 16-17 school year, we will increase the cost for these nights due to under budgeting in 15-16.	$0 LCFF Base
Goal 3, Action 5: 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.	$78,000 LCFF Base	Goal 3, Action 5: 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. Social support for our unduplicated and target subgroup of students is a crucial component in the success of our students. Due to stakeholder input, we will continue to support mental health services for our unduplicated and target subgroup of students.	$173,328 LCFF Base
Goal 3, Action 6: To provide resources on social/emotional support to students and families to use during non-school hours.	$0	Goal 3, Action 6: Provided resources on social/emotional support to students and families to use during non-school hours. As mentioned earlier, due to stakeholder input, we will continue to support mental health services	$0

		for our unduplicated and target subgroup of students.	
Goal 3, Action 7: All sites in SSFUSD will continue to promote anti-bullying activities that include increasing awareness of diverse cultures and perspectives. Sites will also begin implementation of restorative justice practices at the high school level.	$0	Goal 3, Action 7: All sites in SSFUSD continue to promote anti-bullying activities that include increasing awareness of diverse cultures and perspectives. Sites also began implementation of restorative justice practices at the high school level.	$0
Goal 3, Action 8: 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.	$0	Goal 3, Action 8: 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. Parent involvement is a crucial component in a child's success. We will continue to ensure parents are involved in the LCAP stakeholder process. Parent involvement will support the success of unduplicated and target subgroup of students.	$0
Goal 3, Action 9: SSFUSFD will expand low-income, EL and Foster youth outreach to parents by personally inviting them to upcoming district events, sending flyers home.	$30,000 LCFF Supplemental	Goal 3, Action 9: SSFUSFD expanded low-income, EL and Foster youth outreach to parents by personally inviting them to upcoming district events, sending flyers home. Parent involvement will support the success of unduplicated and target subgroup of students.	$0 LCFF Supplemental
Goal 3, Action 10: Maintain co-curricular opportunities at all grade levels-services include athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities.	$500,000 LCFF Base	Goal 3, Action 10: Maintained co-curricular opportunities at all grade levels-services including athletics, coaching stipends, 1.2 FTE elementary music, art, PE, enrichment activities. Enrichment opportunities, which otherwise won't be available to our unduplicated and target subgroup of students.	$0 LCFF Base
Goal 3, Action 11: To purchase additional translation kit(s) to support parent engagement and participation at our Title I Parent Meetings, ELAC meetings, DELAC meetings, Board Meetings, and other district-facilitated or site facilitated meetings.	$7,734 LCFF Supplemental	Goal 3, Action 11: Purchased additional translation kit(s) to support parent engagement and participation at our Title I Parent Meetings, ELAC meetings, DELAC meetings, Board Meetings, and other district-facilitated or site facilitated meetings. As stated above, research states parent involvement supports student achievement. Offering translation services has increased the amount of involvement from bilingual parents.	$7,734 LCFF Supplemental
Goal 3, Action 12: Develop and implement a scope and sequence for instructional technology and computer applications in grades K-12 – services include .4 FTE for coding at Middle Schools.	$39,701 LCFF Base	Goal 3, Action 12: Developed and implemented a scope and sequence for instructional technology and computer applications in grades K-12 – services include .4 FTE for coding at Middle Schools. Unduplicated and target subgroup of students don't have as many opportunities for STEM. Creating a Middle School pathway to support unduplicated and target subgroup of students will support closing the achievement gap, as per our stakeholder feedback and research based practices.	$39,701 LCFF Base
Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: LEA-wide X ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After close analysis of the metrics that were met from the specified Actions and Services and staff surveys, it is clear the majority of our Actions and Services helped to support meeting or exceeding the majority of our metrics. For example, we were able to to purchase translation devices to support our family engagement nights and maintain co-curricular activities to support to social/emotional development of students. After analysis of our expenditures, we noticed a major delta in one expenditure, Goal 3 Action 2, to increase a system of positive discipline practices. During the 2015-2016 school year, we researched many restorative justice programs which cost significantly more than the amount that was allocated on the LCAP. For this reason, we want to further our research and adopt a district wide program that is in alignment with a positive discipline practice such as Positive Behavior Interventions Systems (PBIS), which was piloted by a few schools this year. In the upcoming 2016-2017 school year, we will determine if PBIS, along with other programs such as 2nd Step, were successful, and we will explore district wide implementation. The major changes in our 2016-2017 were additional actions and services to support unduplicated and target subgroup of students. As per the results of us meeting more than 90% of our metrics, we affirm the 2016-2017 LCAP goals will directly impact unduplicated and target subgroup of students.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	$ 4,904,847

South San Francisco Unified School District has a total of 47% unduplicated district wide, with high concentrations

In the 2016-2017 school year, South San Francisco Unified School District will continue to focus on the 3 LCAP goals around (1) student achievement (2) professional development (3) community outreach and will spend the amount set aside from its LCDD Supplemental funds on actions and services directly supporting our unduplicated student groups (English Learners, low income, and foster youth) and our district target groups (African American, Hispanic/Latino, Special Education, and Homeless).

SSFUSD is a Basic Aid District (Community Funded), we do not receive additional supplemental and/or concentration funding. The Supplemental amounts have been set aside from our general fund. For this reason, our new/revised actions and services will be confirmed once the final budget revision occurs in June 2016 and can be found with an asterisk. Our district has projected deficit spending within 3 years and we need to make sure our final budget revision in June 2016 will allow for the suggested new Actions and Services as described above.

South San Francisco Unified School District completed a comprehensive data analysis and stakeholder input process that is outlined in Section I. The data chart will outline commonalities between the suggestions from multiple stakeholder groups. Through data analysis, the South San Francisco Unified School District demonstrates a substantial achievement gap throughout the grades between the unduplicated count of students (low socio-economic, English Learners, and Foster Youth, along with additional subgroups which are also our target (African American, Hispanic/Latino, Pacific Islander, Special Education and Homeless).

Basis for the Rationale and Prioritizing of the 2016-2017 LCAP Actions

Our district used both external and internal research in determining the best actions that will support the unduplicated and target subgroups. This included the California Department of Education, Common Core State Standards for ELA/ELD and Math, ELA/ELD Framework, Next Generation Science Standards and the current state standards for Social Studies, Science, Career Technical Education, and Physical Education, West Ed, and Stanford University as a basis of research in determining topics of instructional design, professional development and coaching priorities for our school sites.

Based on the diverse demographics of our schools and communities, the following actions and rationale are explained below. At this time, 47% of our students are considered Unduplicated Pupils.

Below you will find a summary description highlighting district initiatives that will support the needs of both our unduplicated pupils and target subgroups:

LCFF Supplemental funds will be used to:

- Expand Summer School to support unduplicated students in CCSS ELA/ELD and Math as well as exposure to pathways in STEM (Goal 1, Action 36)
- Utilize general and bilingual paraprofessionals to support students in their home language (Goal 1, Action 14)
- Provide beginning teacher support through our BTSA program and offer professional development opportunities to support unduplicated students (Goal 2 Action 1)
- Provide support at each school site that will include Teachers on Special Assignment (TOSAs), Literacy Intervention coaches, ELD Intervention Teachers, and classified staff that will train teachers, coordinate programs, monitor student progress and provide small group instruction (Goal 1, Action 20, 24, 34)
- Support parents and guardians of unduplicated pupils through counselors and community liaisons to support unduplicated students and their families by offering parent workshops and opportunities to provide input on decision making (Multiple Actions and Services in Goal 1 and Goal 3)

Justification for the expenditure of these funds:
South San Francisco Unified School District has revised the LCAP in response to multiple stakeholder input session, analysis of student data, and current research that supports the interventions, actions and services described. This includes additional staff to support the academic and social development of unduplicated students, home language support, and coaches to support both classified and certificated staff.

Stakeholder Meetings:

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 are directly linked to student achievement, professional development and parent involvement to increase the academic and social support for unduplicated students and families. These are apparent due to our entire 8.64% of supplemental funding supporting actions and services above and beyond our base program.

The use of District and site Coaches and Intervention teachers to work directly with both classified and certificated staff:

- Implementation of CCSS in ELA/ELD and STEM to increase access for unduplicated students to STEM and Advanced Placement Pathways
- Implementation of PLC using early reading intervention systems and assessments (Fountas and Pinnell)

- Increase in both after school and summer school interventions to support the academic and social needs of our unduplicated students
- Increase in EL support and interventions for Long Term English Learners (LTELs)
- Beginning Teacher Support Program (BTSA) to support new teachers and foster teacher leadership

Rationale:
In order to directly support teacher collaboration time and our Response to Intervention Systems during, site and district coaches support site teachers by collaboratively determining best practices when working with our unduplicated and target students. Using an intervention system like Fountas and Pinnell, teachers and teacher leaders will be able to determine the exact gap in a student's reading achievement and will be able to provide the appropriate intervention to support the student's instructional growth. The BTSA program will help retain teachers new to the profession by providing an internal mentor who will meet with the new teacher on a regular basis and provide ongoing support and guidance, with a target on supporting our unduplicated and target students. Professional development for site and district initiatives is also a component of the BTSA program. In addition, our BTSA program fosters internal mentors and provides training to teacher leaders through trainings on how to support new teachers working with our unduplicated student group.

Course Access for all students:

- All students receive engaging and effective learning opportunities as part of our Base Program, in addition to the Base Program, Supplemental Funds have been set aside to provide support the unduplicated group of students in ensuring they have the resources needed to be academically and socially successful in the programs at South San Francisco Unified School District. This includes intervention programs at the sites both afterschool and summer school, parent engagement nights to support families from unduplicated student groups, technology access to unduplicated students and restorative practices to provide alternatives to expulsion and suspension.

Rationale:
Goal 1 of our LCAP has included multiple Actions and Services that have provided specific interventions to support our unduplicated students and target student subgroups. Actions and Services include during and after school interventions, an increase in paraprofessional hours, an increase from a .6 RTI/Intervention Teacher to a 1.0 Intervention teacher at every elementary site, and an expansion of summer school by adding summer school for 2^{nd} – 8^{th} grade students. Interventions are an integral piece to ensuring students are able to get the support needed in either ELA/ELD, Math, and/or social-emotional support.

Professional Learning Communities:

- Using Student Achievement Data to Support Instructional Decision Making

Rationale:
Professional Learning communities are at the center of all interventions. Goal 2 has multiple Actions and Services which support teachers through Professional Development opportunities to grow as a grade level/site PLC, review and analyze data, write student goals, and measure if the goal was successful after a given intervention. We have used the Dufour's PLC 4 essential questions to ensure we ask the 4 questions and adjust instruction accordingly:

1. What do we expect our students to learn? – Goals and Expectations
2. How will we know they are learning? - Assessment
3. How will we respond when they don't learn? – intervention
4. How will we respond if they already know it? Gifted

Counselors and Homeless Liaisons:

- Focus on building Family-School Partnerships with outreach from sites

Rationale:
Involvement at school is imperative to met growth goals for students; primarily outreach to our unduplicated students, homeless, and target subgroups. Our counselors and community liaisons reach out to our unduplicated and target families as well as coordinate with outside agencies to target our unduplicated group, in particular our foster youth and homeless. The district strives to maintain high daily attendance and our community liaisons help with supporting attendance as well. Goal 3 has actions and services to support fostering a positive Family-School partnership.

Other Pupil Outcomes:

- Increase restorative practices to provide social interventions to our unduplicated and target student subgroups
- Increase technology opportunities for our unduplicated and target subgroups

Rationale:
In addition to academic success, we strive to support the social emotional side of a student. Our site leaders and staff are being trained on multiple restorative practices to provide social interventions to our unduplicated and target subgroups. Positive Behavior Intervention System (PBIS) has been used at multiple sites to support the social learning of students. Goal 1 and 2 have actions and services that have allowed sites to implement restorative practices, such as PBIS.

Site allocations:

- Every site will receive LCFF Supplemental Funds. However, due to the high concentration of unduplicated pupils at 7 schools, LCFF EL Intervention teachers and additional supplemental funds have been set aside for Spruce ES, Martin ES, Los Cerritos ES, Sunshine Gardens ES, Parkway MS, South San Francisco HS, and Baden HS.

Rationale:
School Site Councils, in addition to the district wide initiatives, will determine how the additional LCFF supplemental funds will be spent, based on their local context and an analysis of school data. District oversight and Board approval of the schools' Single Plans for Student Achievement (SPSA) will ensure adherence to the intent of the LCFF S/C expenditures and monitor expenses. All stakeholders and district Leadership Team will meet 3 times per year to discuss expenditures, actions and services and metrics results. Each site plan will contain a description of the expenditures and a justification for the selected services and actions, aligned with district LCAP goals.

Although our Goals remained the same, the major changes in the LCAP were the addition of actions and services were the addition of staff to support interventions at the sites, increased professional development and site allocations to support unduplicated students, and increased classified paraprofessionals and trainings.
SSFUSD is a Basic Aid District (Community Funded), we do not receive additional supplemental and/or concentration funding. The Supplemental amounts have been set aside from our general fund. For this reason, our new/revised actions and services will be confirmed once the final budget revision occurs in June 2016 and can be found with an asterisk. Our district has projected deficit spending within 3 years and we need to make sure our final budget revision in June 2016 will allow for the suggested new Actions and Services as described above.

In addition to a substantial and effective base program offered to all of the students of South San Francisco Unified School District (SSFUSD), we have provided a minimum of 7.28% of our funding as LCFF Supplemental in order to provide additional services to support the success of unduplicated and target subgroup of students. The actions and services provided to our unduplicated and target students are the most effective use of supplemental funding due to actions and services being research based instructional practices supported and/or recommended by our stakeholder groups. The actions and services provided to our unduplicated and target groups of students are services and supports above and beyond our substantial and effective base program.

The stakeholder involvement process will be continued and supported beginning August 2016 in order to keep stakeholders apprised of progress towards our metrics and obtain input on actions and services.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

MPP	7.28%

Services for unduplicated and target students will be increased or improved at least by 7.28% compared to the services provided to all pupils, through implementation of the targeted LCFF supplemental funding. The supplemental funds in the amount of $ 4,904,847 will serve our English learners, low income and foster youth and increase services by Minimally Proportionality Percentage of 7.28%.

These increases can be seen through the increase/adding of intervention specialist, EL specialist, increased hours for paraprofessionals, during school/summer school intervention programs for at risk, parent engagement techniques, and enhancement of our ELD program will improve services for unduplicated students and target students compared to services for all students because of our specific efforts. Staff will use Professional Learning Communities to look at specific data to determine if these targeted interventions are meeting the needs of our unduplicated students. In addition, SSFUSD will be working with our families and staff to ensure we support the academic and social needs of our unduplicated students. Unduplicated students will now have a reading support person at the elementary level improve their reading and comprehension in the earlier grades. Increasing hours for our paraprofessionals means that students will continue to receive targeted support from the paraprofessionals during the school day. The social and academic intervention programs will assist students because they will be given the highest priority and served first to maximize their learning and performance in school. By focusing resources on our LCAP actions and services, we aim to raise academic and social emotional skills for our target students, while alleviating suspension rates. These services and allocations are designed to help ensure they support our unduplicated and target students.

We continue to adopt Professional Learning Communities to monitor implementation and track/analyze data to understand outcomes and impact. Through our findings we can systematically review assess and support these services appropriately to help ensure they support our unduplicated and target students in meeting our desired outcomes. The actions and services provided to our unduplicated and target groups of students are services and supports above and beyond our substantial and effective base program.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.

(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).

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) "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).

(d) "High school graduation rate" shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) “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).

(f) “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).

8-22-14 [California Department of Education]