

Response to Educational Partner Feedback

San Francisco County Office of Education & San Francisco Unified School District

LCAP 1st Reading, June 6, 2023



SFUSD

SAN FRANCISCO
PUBLIC SCHOOLS

The Local Control and Accountability Plan is designed to lift up voices of unduplicated students- students who are eligible for free or reduced-price meals, English learners, Foster Youth and students who have been marginalized within the system including but not limited to students with disabilities and students representing ethnic subgroups. Throughout the winter and spring of 2023, a series of either one time or ongoing meetings were held with parents/caregivers, students, staff, educational partners and community members to gather their feedback and input on our district's plan. Many of the key takeaways and themes from community engagement over the past years remain largely unchanged. Yet what is new for our work ahead is a Vision, anchored in our Values, with specific and measurable Goals in addition to Guardrails that we will adhere to in pursuit of our goals. *Student outcomes don't change until adult behaviors change* (Cabril) and it is on us, the district and county of San Francisco and our entire community of parents, students, educational partners and community members to work together in service of our mission .

Superintendent Response to 2022-23 LCAP Recommendations:

Assessment: Strengthen progress monitoring and accountability	Over the course of the 22-23 school year, the SFUSD Board of Education, Superintendent and leaders across multiple departments have engaged in a series of governance workshops with the goal of focusing on student outcomes. This work will continue in the school year ahead in order to monitor progress towards our interim goals in order to learn what is working and spread those practices as well as what is not yet working and adjust our practices in pursuit of our goals. In addition, we will present a mid-year update on our LCAP goals in February 2024 before writing a new 3 year LCAP for 2024-2027.
Assessment: District wide dyslexia screening and structured literacy training for all teachers and administrators	SFUSD will be leveraging the Star Assessment suite as part of a multi-element screening for characteristics associated with risk for phonological processing challenges.
Curriculum & Instruction: Increased access to high quality culturally affirming	In looking forward to the 2023-24 school year, we will ramp up our collective efforts on improving outcomes for all students by aligning our priorities and practices towards meeting our SFUSD Goals and Interim Goals. Part of our reorientation calls for reviewing and shifting our curriculum, instruction, and

curriculum & instruction	<p>assessment landscape so that we achieve instructional coherence and can focus on meeting our goals for student learning. We continue to anchor to the SFUSD Deeper Learning Framework to guide the spiraling of experiences that enable students to honor identity and community, build proficiency and create with purpose - in order to support a robust culture of teaching and learning in service of EACH and EVERY student achieving the graduate profile. We will assess Deeper Learning in practice by monitoring how students should be experiencing learning in SFUSD classrooms in real time through the lens of what a student is doing as measured by evidence of student learning and quality of implementation (Core Rubric).</p>
Foster Youth: Opportunity to participate virtually to stay in school of origin towards the end of the semester for foster youth	<p>Independent study may be undertaken at a student's regular K-12 school site under the supervision of their regularly assigned teacher when a student's particular circumstances require them to participate in independent study for a limited period of time. We will review this opportunity on a case by case basis given the specific circumstances of each case.</p>
<p>College & Career:</p> <ul style="list-style-type: none"> • More robust Career Technical Education (CTE) Pathways • Clear guidance on the new Alternative Pathway to Diploma for students with disabilities • Improving transition supports- especially non-traditional transition times (ie mid-semester-esp. important for our 	<p>We have set a north star goal to increase the percentage of all high school 12th graders who are "college/career ready" as defined by the California Department of Education from 57.5% in June 2020 to 70% by June 2027. Next year, we aim to:</p> <ul style="list-style-type: none"> • Decrease the percentage of entering 9th grade students with one or both risk factors from 6% in August 2022 to 3% in August 2024 (9th grade Early Warning Indicators (Based on Gr. 8 GPA below 2.0 and Gr. 8 attendance rate below 87.5%). • Increase the percentage of Grade 10 students who are On-Track to Graduation from 66% in June 2022 to 76% in June 2024. • Increase enrollment in CTE Pathway from 26% in June 2022 to 36% in June 2024 <p>One of our objectives to achieve our CTE pathway goal is to increase the quality of instruction within the CTE pathway courses so that we can both retain <i>and</i> increase student enrollment. The College and Career Readiness team will expand course offerings unique to each site based on data and student need. Each school's needs for credit recovery will be met through a tailored site based program that will be centrally supported. We will advance the partnership and roadmap of dual enrollment for all students by working with sites to embed more dual enrollment during the school day. We intend to increase the number of students from 1,538 students served by roughly 200 students for the 23-24 school year. We are continuing to add classes for next year in collaboration with City College and thus we are expecting</p>

<p>Foster Youth)</p> <ul style="list-style-type: none"> ● Increase credit recovery opportunities 	<p>that number to grow even more.</p> <p>We will offer clear guidance regarding the new pathway to a high school diploma for students with disabilities, as provided in California Education Code (EC) Section 51225.31, which went into effect June 30, 2022. Once developed by the CDE and made available to SFUSD, we will add a new School Completion Status Code for students meeting the criteria for the new pathway to a high school diploma.</p> <p>We will continue with LCAP Action 2.14 by leveraging support by transition specialists who support youth as they transition between court schools and other placements, youth returning from expulsion, and youth placed in neglected shelters. Our work in this regard has improved over the 22-23 school year, specifically for expelled youth, despite the number of students we are serving almost doubling this year.</p>
<p>Serving the Whole Child:</p> <ul style="list-style-type: none"> ● Create a welcoming and inclusive environment for all students ● Clear pathways for African American/Black educators for recruitment and retention ● Full implementation, accountability, and monitoring of safe & supportive school resolution-MANDATED restorative practices training 	<p>In order to achieve our interim goals around Serving the Whole Child, we will ensure that each school creates a welcome environment for all students and their families/caregivers. We will work to ensure we are leveraging parents as partners by holding time and space to learn more about each student's family and identify ways that schools can support partnerships between school and home. Schools will establish a universal attendance campaign to support all students and families to improve attendance by ensuring there are consistent connection points from school staff to each and every student around engagement as well as coherent practices across sites regarding data collection and monitoring to ensure improved outcomes. Coordinated care teams will play a crucial role around developing and implementing interventions in order to increase student engagement through a coordinated care approach.</p> <p>We strive to recruit, support and retain a diverse workforce where employees find a sense of belonging, connection, and resiliency that would retain them in the organization. We have initiated an aspiring teacher series, implemented a process to recruit high performing student teachers and partnered with Institutes of Higher Education (IHE) as well as have explored teacher apprenticeship with UESF and the City of San Francisco. Next year, we intend to more deeply learn about the factors that contribute to educators both leaving and staying as SFUSD employees and develop a specific plan to ensure we can do a better job of retaining our teaching staff. SFUSD Pipeline Programs. The ongoing work of our African American Achievement and Leadership Initiative has played a critical role in supporting our efforts to recruit African American/Black educators to teach Mastering Cultural Identity (MCI) classes designed to simultaneously build a greater sense of cultural self-esteem, identity, and self-efficacy while also increasing students' academic capacity and skills. Practices such as routine affinity space and targeted</p>

<ul style="list-style-type: none"> for all staff • We need more behavioral and mental health support and targeted Tier 2 interventions implemented with fidelity district-wide • Empower students and families we serve with better communication- provide essential resources in the district's major languages- Improve ParentVue!!!!!! Make communication to parents and staff accessible and effective 	<p>professional development can be scaled and spread to ensure all African American/Black teachers see SFUSD as their long term place of employment.</p> <p>While SFUSD has articulated practices designed to create safe and supportive schools and to address the disproportionate suspension of students disproportionately disciplined, these practices are implemented unevenly across schools. We have more work to do to create school environments that promote positive relationships, reduce disciplinary issues, and support the social and emotional well-being of all students so that each and every SFUSD student can reach her/his/their fullest potential. In order for Restorative Practices to work well, we must ensure there is a foundational culture to <i>restore to</i> both in the classroom and throughout the school. We will implement professional development so that site leaders, staff and central office embody a mindset that ensures students feel seen, welcomed, safe and supported. We will support sites to launch or relaunch Coordinated Care Teams as a structure for collaboration around serving the whole child and ensure that each school has a functioning coordinated care team and the appropriate staffing (e.g. social worker) that authentically partners with students and their families to monitor student progress or lack thereof. While we will not implement <i>mandated</i> restorative practices training next year, we will work to reignite this work and build capacity amongst central office and school staff. We recognize that implementing restorative practices is a long-term commitment and our decision to reduce central office support roles to cover other staff shortages has negatively impacted students, staff and school communities. We will continue to implement a prioritization process for assignment of such roles to schools that serve our most marginalized students with the highest need. Furthermore, we will continue to partner with our afterschool programs and leverage the wrap around services afforded to many of our school sites, especially those within our expanding portfolio of community schools and the Expanded Learning Opportunity Program.</p> <p>We intend to increase ParentVue usage and accessibility by learning about what is working and what is not yet working, build awareness of the platform and increase training and support for parents, as well as developing alternative communication options to ensure we have consistent two-way communication with families across multiple languages.</p>
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