

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

San Francisco's decisions on resource use pertaining to funding from California's 2021-22 Budget Act and the federal American Rescue Plan Act of 2021 represent the culmination of months of discussion about district values amid the COVID-19 pandemic and a structural budget deficit. SFCOE/SFUSD has sought opportunities for input that connect across multiple plans, including but not limited to the [Learning Continuity and Attendance Plan](#), the [Local Control and Accountability Plan](#) (document & translations available on the SFUSD website), the [Expanded Learning Opportunities Grant Plan](#), and the [ESSER III Expenditure Plan](#).

The portion of SFCOE and SFUSD's ARP funds dedicated to learning recovery were not included in the 2020-21 LCAP. They will be used to continue the investments funded by the Expanded Learning Opportunities Grant to maintain services and programming beyond August 2022, when ELO funds expire. As the grant period draws to a close, investments will be evaluated for successful implementation and meaningful impact; those of the highest value to SFCOE/SFUSD students will be extended over the duration of the ESSER III grant period. The evaluation of learning recovery investments will include both data analysis and feedback from education partners, particularly the students and families participating in and benefiting from additional services. We anticipate including these conclusions in Expanded Learning Opportunities Grant reporting to create continuity between school years, funding sources, and the programming supported by these additional funds.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Due to San Francisco's structural budget deficit, increasing staffing levels is not possible in the current year; however, staffing levels have been maintained as enrollment has declined. While this does not correspond to an increase based on additional concentration grant add-on funding, the staffing ratios compared to student enrollment have improved due to sharp enrollment declines.

In the 2022-23 school year, the District's Weighted Student Formula will reincorporate a specific concentration grant allocation to ensure that funds are used to supplement core instruction and school operations. These funds, allocated on a per-pupil basis to sites with greater than 55% UPP, will increase the focus and clarity around the use of concentration grant funding to bolster existing strategies in a meaningful and equity-oriented manner, including to fund staff providing direct services to students on school campuses.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The American Rescue Plan was signed into law after months of discussion and deliberation to develop priorities and prepare for budget development. The adverse impacts of the COVID-19 pandemic paired with the prospect of significant expenditure reductions led to the decision that SFCOE/SFUSD would utilize ESSER III funds to ensure stability and continuity of services for school sites and staff. This decision was informed by the feedback that the loss of services to school sites as a result of expenditure reductions would compound the trauma and challenge faced by students throughout and because of COVID-19.

Much of the work that is shared in SFCOE/SFUSD's planning documents and expenditure plans is designed to be in alignment with other district initiatives which have also been informed by multiple stakeholders and community members to drive our work. The following entities have been instrumental to develop learning goals and our implementation plan to move toward them:

- SF Board of Education
- Parent Advisory Committees
- LCAP Task Force
- Site Level Bodies (School Site Councils and PTSAs)
- United Educators of San Francisco

Further, SFCOE/SFUSD has well established systems for communicating information to the diverse community that makes up our District. Forums for ongoing, two-way communication loops include (but are not limited to):

- Board of Education meetings and forums
- Direct communications and announcement by our formal Office of Public Outreach and Communications
- District website and individual school site web pages

- Town hall meetings to be held during the year either virtually or in different SF locations to maximize outreach
- Parent advisory groups that target specific student populations (African American students, Special Education students, etc.)
- General advisory committees (Public Education Enrichment Fund, Parcel Tax Oversight, etc.)
- School Site Councils
- Parent-Teacher-Student Associations
- Contact by programs to potential participating families (such as ESY, EED, HS Credit Recovery)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Due to the structural budget deficit that SFCOE/SFUSD has been navigating since the 2019-20 school year and a practice of deficit spending in multiple preceding years, the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief Fund have been utilized to afford a longer term discussion about budget priorities to ensure that expenditure reductions are aligned to the District and County's core values. Due to the reliance on these funds to provide continuity of services during the COVID-19 pandemic, the [ESSER III Expenditure Plan](#) illustrates the extent to which SFCOE/SFUSD have infused these funds into the essential work of the District & County: approximately one-third of San Francisco's LCAP actions rely on ESSER III funding in the 2022-23 school year.

**Implementation successes have included expanded learning opportunities for students and high participation in online learning options - in addition to keeping physical school buildings open.**

Our original plan was to support a small online learning option for students who were medically fragile or had a contraindication to the COVID vaccine. This was our Online Learning Program (OLP) for TK-8 students and expanded capacity in our already existing independent high school program. Initial plans were outlined to support about 1% of our student population or approximately 450 students. As we approached the beginning of the school year, it was evident that there was greater demand for an online learning option with over 2,000 applications submitted. In response to the increased demand we designed a second alternative program, the On Demand Learning Program or ODLP. After over 1,100 students enrolled in OLP and ODLP in the fall, those numbers have fluctuated throughout the school year with a current enrollment of 269 students in OLP and 389 in ODLP. We have staffed these programs with an administration team and full time teachers.

**Challenges experienced during implementation include higher-than-average levels of staff vacancies and continuing difficulties with COVID-19 response.** Vacancies in classroom teaching positions and critical student support roles impedes the learning recovery around which San Francisco has organized itself. Funds were used to stabilize the student experience across San Francisco schools, yet the impact of COVID-19 on educators has resulted in a staffing shortage that works counter to that goal of stabilization.

As case rates have ebbed and flowed and as new variants have emerged, SFCOE/SFUSD has attempted to navigate changing needs related to testing access, contact tracing, provision of PPE, availability of substitutes to fill absences, and student and staff

isolation after exposures, among others. While we have learned from the past two years and have become more prepared and responsive with time, the unpredictability of the virus and the risk it presents to students and staff continues to present difficulties.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

San Francisco continues to work towards realizing Vision 2025. The LCAP is organized around SFCOE/SFUSD's three Universal Goals: Achievement, Access & Equity, and Accountability. The 40 actions housed within these goals and approximately 183 activities embedded within these actions create a comprehensive picture of the work underway at all levels of the organization to move the District closer to accomplishing its Mission & Vision. Across all funding sources incorporated into SFCOE/SFUSD's LCAP (inclusive of funding from California's 2021–22 Budget Act and the federal American Rescue Plan Act of 2021), spending thus far in 2021-22 aligns with LCAP goals, actions, and activities as well as the Safe Return and ESSER III Expenditure Plan.

Staff engaged in a mid-year review of all LCAP Goals, Actions, and Activities to assess progress so far. Nearly 60% of 183 activities are reported as making substantial progress so far this year, and 71% of those being implemented have reached more than half or all of their intended audience. Building upon the quality of implementation across activities, 41% are reported as being implemented with consistent fidelity and 29% are being implemented with consistent fidelity and systemic adaptations. Using a lens of continuous improvement, actions were also evaluated for their ongoing value and need. Most of the current LCAP actions will continue or see some degree of adaptation in 2022-23; a small number may be discontinued pending further review.

SFCOE/SFUSD has increased its focus on fiscal solvency and financial stability. A high level of implementation and consistent fidelity across LCAP Actions indicates that resources are appropriately aligned to ensure that those activities can be carried out effectively. Although the District & County still struggle with evolving needs due to and as a result of COVID-19 and reductions to budgeted expenditures planned for the 2022-23 school year, anticipation of those reductions does not appear to have hindered the level of service provided for students in 2021-22.

Due to the close proximity between the LCAP Supplement and the Second Interim Financial Report, a detailed expenditure update pertaining to the LCAP will be included in presentation and discussion of the Second Interim Report in March.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
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