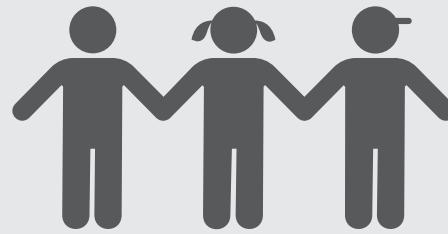


# Local Control and Accountability Plan



## Plan Summary, 2021-22



**51,756** PreK-12 STUDENTS



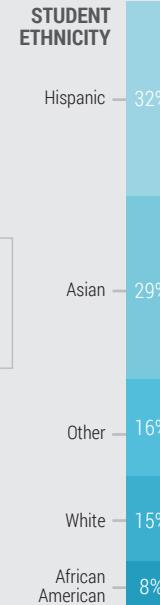
**136** SCHOOLS

Elementary: 75 Alternative Ed: 7  
High Schools: 19 Early Ed: 11  
Middle Schools: 16

**9,837** EMPLOYEES

**16** STUDENTS PER TEACHER

**47** DISTINGUISHED Schools



## Student Achievement

**GOAL #1**

### Highlighted Actions & Expenditures

1.04 - Invest in technology infrastructure	\$13,310,465
1.05 - Provide multiple credit recovery options and a 9th grade transition program	\$18,837,349
1.08 - Review curriculum for cultural responsiveness	\$8,066,654

## LCAP HIGHLIGHTS



## Access & Equity

**GOAL #2**

### Highlighted Actions & Expenditures

2.01 - Improve and expand the Coordinated Care Team across all school sites	\$13,546,639
2.10 - Strengthen transportation services	\$31,301,201
2.11 - Ensure access to healthy food & nutrition	\$32,193,993

## Continuous Improvement

SFUSD is committed to using continuous improvement strategies to promote systems change in service of our equity vision.



## Vision of Student Success

Every student who attends SFUSD schools will discover his or her spark, along with a strong sense of self and purpose.



## District Mission

Every day we provide each and every student the quality instruction and equitable support required to thrive in the 21st Century



## Accountability

**GOAL #3**

### Highlighted Actions & Expenditures

3.02 - Strengthen structures for shared responsibility across different departments	\$14,831,743
3.06 - Recruit and retain diverse talent	\$8,498,317
3.07 - Transform SFUSD into a digital district	\$16,439,953

REFLECTIONS: SUCCESSES		REFLECTIONS: IDENTIFIED NEEDS		PERFORMANCE GAPS	
	<b>Overall Academic Performance</b>  Indicator: Local Assessments Students meeting/exceeding standard <b>55% Math 69% ELA</b>		<b>Kindergarten Readiness</b>  Indicator: Kindergarten Readiness Inventory <b>59%</b> Students ready for kindergarten Change: Declined		Subgroup in Need:  State Indicators:  1. Chronic Absenteeism 2. Suspension Rate 3. Graduation Rate 4. College/Career Readiness 5. ELA Assessment 6. Math Assessment
<b>4-Year Graduation Rate</b>  	Indicator: CDE Reports <b>87.3%</b> Change: Increased		Indicator: Middle School Grade Data <b>60%</b> Students ready for High School Change: Declined		<b>2+ Races</b>
	<b>Suspension Rate</b>  Indicator: CDE Reports <b>↓ 1.5%</b> Change: Declined		<b>Chronic Absenteeism</b>  Indicator: Attendance Data <b>↓ 14.2%</b> Change: Declined		<b>African American</b>
<b>Planned Actions to Maintain Progress:</b>		<b>Planned Actions to Address Needs:</b>		<b>Planned Actions to Address Performance Gaps:</b>	
1.05 - Provide instructional materials and resources that support the PK-12 Core Curriculum.		1.03 - Ensure access for teachers and administrators to summative and formative assessment results in order to identify student needs and guide lessons.		1.09 - Focus professional development & technical assistance on Universal Design for Learning & a coherent literacy framework, including tiered levels of support for students with disabilities.	
1.06 - Continue to build professional learning systems to expand the capacity of all staff to increase student achievement, with an emphasis on supporting team-based learning.		1.05 - Offer engaging instruction in all classes, as well as multiple credit recovery options & a 9th grade transition program.		1.11 - Monitor the progress of foster youth & ensure priority access to tutoring and other academic and social/emotional supports, after school and summer enrichment programs, & extracurricular activities.	
2.02 - Implement target strategies to address needs of under served students through a multi-tiered system of academic and behavioral supports.		2.03 - Develop systems to better track & monitor attendance, suspensions, discipline, out of class time and interventions to understand implementation and impact.		2.07 - Provide professional development focused on social emotional & cultural awareness for staff working with English Learners.	

COMPREHENSIVE SUPPORT & IMPROVEMENT		
<b>9 SCHOOLS IDENTIFIED</b> for Comprehensive Support & Improvement  	<b>PROVIDE SUPPORT FOR SCHOOLS</b>  San Francisco USD supported these schools in developing CSI plans through:  <ul style="list-style-type: none"><li>Additional Resources, Training, &amp; Support</li><li>Utilization of state indicators</li><li>Identification of resource inequities</li><li>School-level needs assessments</li></ul> 	<b>MONITOR &amp; EVALUATE EFFECTIVENESS</b>  Implementation & effectiveness of the CSI plan will be monitored through:  <ul style="list-style-type: none"><li>Review of SPSAs</li><li>Analysis of formative data</li><li>Data Conferences to understand the connections between practices and outcomes</li></ul> 

GOAL #1		STUDENT ACHIEVEMENT	Actual 2019-20 Expenditures			Overall Status:		
			\$756,230,000				In Progress	
 <b>Outcomes</b> - Highlighted Achievements		Expected Metrics	Actual Metrics	Achieved	Progress	8 planned	2 achieved	4 progressed
- Increase preschool students ready for kindergarten		70.72%	64.09%					
- Increase High School readiness		73%	75.3%					
- Maintain access to standards-aligned materials		90%	100%					
 <b>Actions</b> - Highlighted Achievements		Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals		
1.01 - Coherent preschool to 3rd grade instruction continuum		\$12,900,000	\$12,900,000		100%	\$770,130,000	Budgeted Expenditures	
1.06 - Credit recovery options supporting college/career readiness		\$13,200,000	\$13,600,000		103%	\$756,230,000	Actual Expenditures	
1.11 - Properly identify & place English Learners		\$4,500,000	\$4,800,000		94%			

GOAL #2		ACCESS & EQUITY	Actual 2019-20 Expenditures			Overall Status:		
			\$269,170,000				In Progress	
 <b>Outcomes</b> - Highlighted Achievements		Expected Metrics	Actual Metrics	Achieved	Progress	18 planned	6 achieved	7 progressed
- Reduce suspension rate		< 0.6%	2%					
- Maintain low expulsion rate		0%	0%					
- Increase positive culture/climate student survey responses		69%	79.7%					
 <b>Actions</b> - Highlighted Achievements		Budgeted Expenditures	Actual Expenditures	Spent	% Spent	Action Totals		
2.02 - Implement multi-tiered academic & behavioral supports		\$28,800,000	\$22,100,000		77%	\$298,940,000	Budgeted Expenditures	
2.03 - Target strategies to address under served students needs		\$115,700,000	\$115,700,000		100%	\$269,170,000	Actual Expenditures	
2.08 - Improve District school site facilities		\$72,200,000	\$66,600,000		92%			



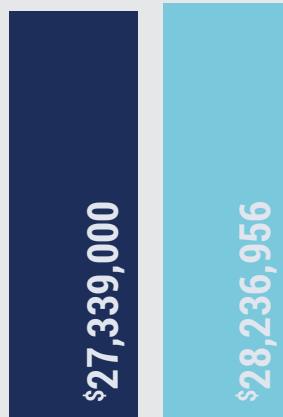
GOAL <b>#3</b>		<b>ACCOUNTABILITY</b>	Actual 2019-20 Expenditures			Overall Status:	
			\$91,470,000			 In Progress	
 <b>Outcomes</b> - Highlighted Achievements		Expected Metrics	Actual Metrics	Achieved	Progress	<b>Outcome Totals</b>	
- Increase teacher retention rate		89.1%	88%	 		9 planned	2 achieved
- Maintain low teacher vacancy rate		< 5%	5%	 		4 progressed	46%
- Increase positive culture/climate family survey responses		95.50%	92.75%	 			
 <b>Actions</b> - Highlighted Achievements		Budgeted Expenditures	Actual Expenditures	Spent	% Spent	<b>Action Totals</b>	
3.01 - Actively engage students in leadership opportunities		\$2,200,000	\$3,600,000	 	164%	\$90,970,000 Budgeted Expenditures	
3.03 - Strengthen structures for shared responsibility		\$5,600,000	\$6,100,000	 	109%	\$91,470,000 Actual Expenditures	
3.06 - improve African American student support systems		\$1,000,000	\$1,400,000	 	140%		101%



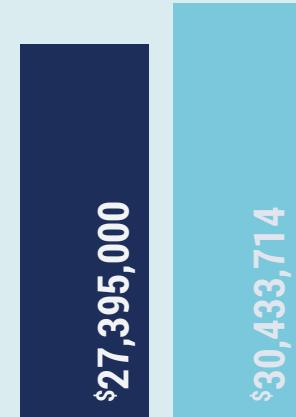
## LEARNING CONTINUITY PLAN EXPENDITURES



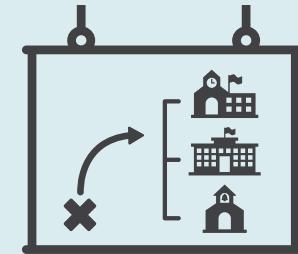
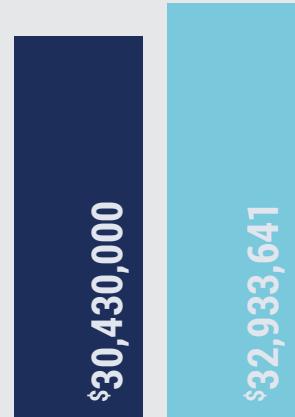
### IN-PERSON INSTRUCTIONAL OFFERINGS



### DISTANCE LEARNING PROGRAM



### LEARNING RECOVERY



### ADDITIONAL ACTIONS AND PLAN REQUIREMENTS



TOTAL  
LCP  
SPENDING

Total Planned 2020-21 LCP Expenditures

**\$110,867,348**

VS.

Total Actual 2020-21 LCP Expenditures

**\$122,591,761**

Total % Spent

**111%**

Exceeded Full Spending



# Stakeholder Engagement

San Francisco Unified School District & County Office of Education 2021-22 LCAP

Page 6



**STAKEHOLDER SURVEYS**  
Conducted



**LCAP TASK FORCE**  
Convened



**COMMUNITY CONVERSATIONS**  
Held



**JOINT ADVISORY REPORT**  
Created



**13 GROUPS**  
Involved

**Groups include:**  
Families, Students,  
Teachers, Staff,  
Administrators, Board  
of Education, PAC,  
DELAC, AAPAC, CAC,  
SAC, Bargaining Units,  
Community Organizations



## Checklist of Items Shared:

- District Profile Data
- State Education Priorities
- LCAP & LCFF Overview
- School Site Plans
- California School Dashboard



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



Website, email, phone, word of mouth, virtual & in-person meetings, social media.

# Budget Overview & Service Improvement



California law mandates Local Control Funding Formula consisting of the following tiers...



<b>Concentration Grant</b>	\$56,004,739
<b>Supplemental Grant</b>	
<b>Baseline Grant</b>	\$495,272,625
<b>Other Revenue (state &amp; local)</b>	\$369,977,169
<b>Federal Revenue</b>	\$184,301,338
<b>Total Revenue:</b>	<b>\$1,105,555,871</b>

...targeting disadvantaged students...



...resulting in increased service of...

**12%**  
2021-22 Expected Service Improvement Using:  
**\$56,004,739**  
In Total Concentration & Supplemental Grants

LCAP Expenditures for High Needs Students:  
**\$186,191,869**

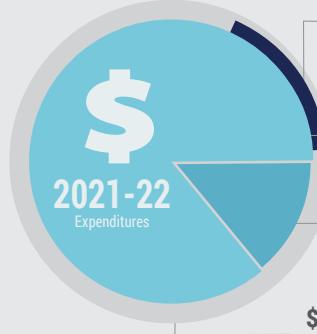
LCAP Expenditures:  
**\$928,296,016**

Expenditures not included in the LCAP:  
**\$144,066,683**

Total General Fund Expenditures:  
**\$1,072,362,699**

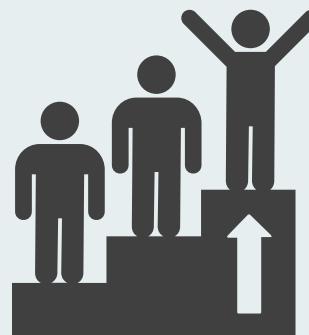
Expenditures for High Needs Students:  
Budgeted      Actual

2020-21	\$66,349,783	\$68,547,660
---------	--------------	--------------



...which is reported on the following year

## GOAL #1



# Student Achievement

GOAL DETAILS

## WHY WAS THIS GOAL DEVELOPED?

*This goal was developed to capture the District's efforts to address the following:*



College & Career Readiness



Professional Learning



Achievement Gaps

## STATUS



New



Modified



Unchanged

## EXPECTED 2023-24 MEASURABLE OUTCOMES



INCREASE STUDENTS PREPARED FOR KINDERGARTEN



INCREASE ELA PROFICIENCY AS MEASURED BY SBAC



INCREASE MATH PROFICIENCY AS MEASURED BY SBAC



INCREASE HIGH SCHOOL READINESS RATE



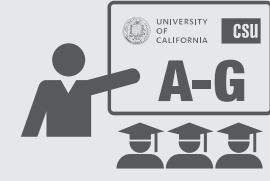
INCREASE HIGH SCHOOL STUDENTS ON TRACK TO GRADUATE



INCREASE RATE OF COLLEGE & CAREER READINESS



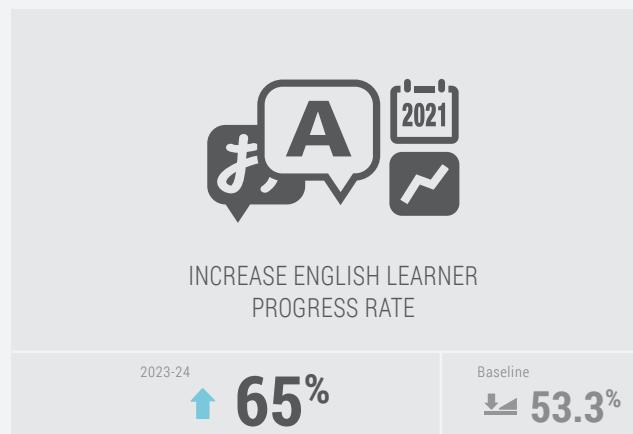
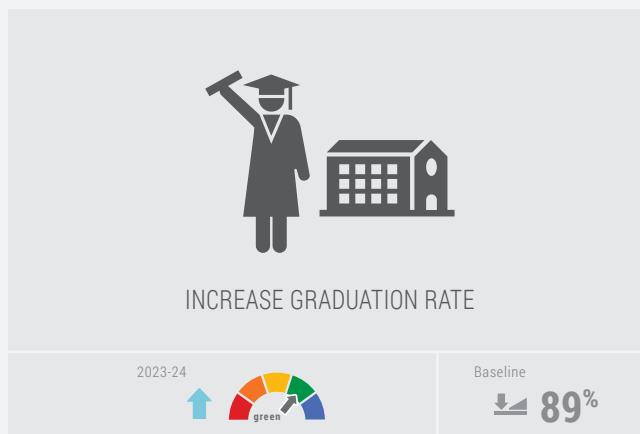
INCREASE PUPILS WHO HAVE PASSED AN AP TEST WITH A SCORE OF 3 OR HIGHER



INCREASE 12TH GRADERS WHO GRADUATE UC/CSU ELIGIBLE



## EXPECTED 2023-24 MEASURABLE OUTCOMES



## EXPECTED 2021-22 ACTIONS &amp; EXPENDITURES

Goal # 1	Action / Service	Amount
1.01 - Create a coherent Pre-K-12 continuum of instruction which includes an instructional literacy framework, aligned curricular resources, materials and assessments and professional development for both Tier 1 and Tier 2 instruction.		\$8,484,764
1.02 - Provide instructional materials and resources that support the PK-12 Core Curriculum (Curriculum Maps, Interdisciplinary Units, lesson templates, instructional software, etc.).		\$288,400,201
1.03 - Ensure access for teachers and administrators to summative and formative assessment results in order to identify student needs and guide lessons.		\$5,928,274
1.04 - Ensure all students benefit from investments in technology infrastructure (increased device access and internet connectivity, expand Personalized Learning Pilot Program, etc.).		\$13,310,465
1.05 - Offer engaging instruction in all classes, as well as multiple credit recovery options and a 9th grade transition program.		\$18,837,349
1.06 - Continue to build professional learning systems to expand the capacity of all staff to increase student achievement, with an emphasis on supporting team-based learning.		\$12,022,463
1.07 - Provide supplemental targeted support to schools for the purpose of augmenting core instruction for English Learners and students with IEPs (targeted instructional learning materials, academic intervention support staff, literacy software, etc.).		\$20,804,297
1.08 - Review existing curriculum for cultural responsiveness and identify opportunities for alignment and support.		\$8,066,654

## EXPECTED 2021-22 ACTIONS &amp; EXPENDITURES

 Goal # 1	 Action / Service	 Amount
1.09 - Focus professional development and technical assistance on <b>Universal Design for Learning and a coherent literacy framework</b> , including tiered levels of support for students with disabilities.		\$5,332,896
1.10 - Support for English Language Learners by ensuring that <b>students are properly identified and placed in effective language pathways</b> and that educators receive professional development to effectively provide ELD instruction.		\$5,728,641
1.11 - <b>Monitor the progress of foster youth</b> and ensure priority access to tutoring and other academic and social/ emotional supports, after school and summer enrichment programs, and extracurricular activities..		\$325,388
1.12 - <b>Maintain student to teacher ratios</b> at or below 15:1 with increased specialist and co-teaching support.		\$301,562
1.13 - Maintain and <b>expand personalized learning and highly differentiated instruction and intervention</b> across all programs for focal populations including English Learners, students with IEPs, foster, homeless, justice involved, detained, parenting youth.		\$4,595,643
1.14 - <b>Enhance and formalize the ILP system</b> to increase specificity and ongoing monitoring.		\$329,229





## Access & Equity

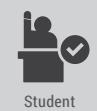
GOAL DETAILS

### WHY WAS THIS GOAL DEVELOPED?

*This goal was developed to capture the District's efforts to address the following:*



Differentiated Supports



Student Attendance



Student Equity

### STATUS



New



Modified



Unchanged

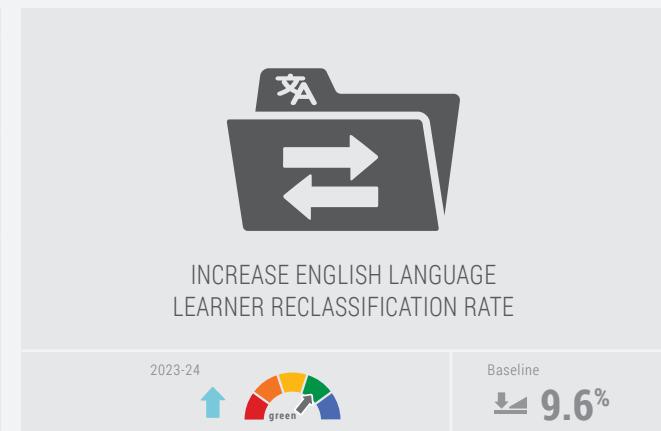
### EXPECTED 2023-24 MEASURABLE OUTCOMES

	2023-24	Baseline
	<b>79%</b>	69% Growth Mindset
	<b>67%</b>	57% Self Efficacy
	<b>77%</b>	67% Self Management
	<b>75%</b>	65% Social Awareness

INCREASE POSITIVE RESPONSE RATE AMONG ELEMENTARY STUDENTS ON SOCIAL-EMOTIONAL LEARNING SURVEY

	2023-24	Baseline
	<b>78%</b>	68% Growth Mindset
	<b>62%</b>	52% Self Efficacy
	<b>80%</b>	70% Self Management
	<b>72%</b>	62% Social Awareness

INCREASE POSITIVE RESPONSE RATE AMONG SECONDARY STUDENTS ON SOCIAL-EMOTIONAL LEARNING SURVEY



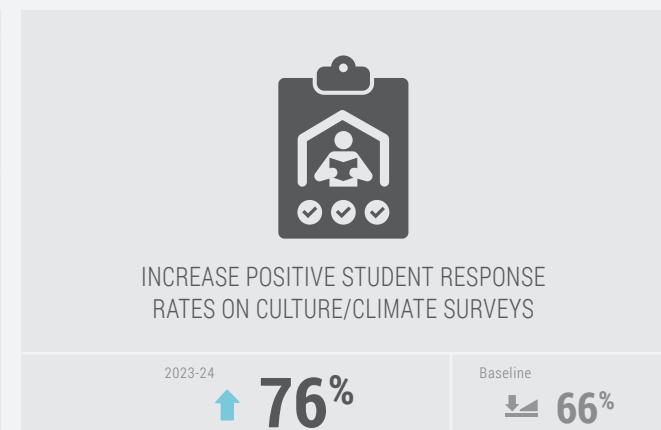
INCREASE ENGLISH LANGUAGE LEARNER RECLASSIFICATION RATE

	2023-24	Baseline
	TBD	Elementary School
	TBD	Middle School
	TBD	High School

REDUCE CHRONIC ABSENTEEISM

	2023-24	Baseline
		2% Overall
		9% African American
		2.9% Homeless

REDUCE SUSPENSION RATE



## EXPECTED 2021-22 ACTIONS &amp; EXPENDITURES

 Goal # 2	 Action / Service	 Amount
2.01 - Improve and expand the <b>Coordinated Care Team</b> across all school sites in order to monitor and address student absences, suspensions, discipline, out of class time, and interventions.		\$13,546,639
2.02 - Implement target strategies to address needs of under served students through a <b>multi-tiered system of academic and behavioral supports</b> (provide additional support staff, develop return to school launch materials, roll out SEL curriculum, etc.).		\$91,791,208
2.03 - Develop <b>systems to better track and monitor attendance, suspensions, discipline, out of class time and interventions</b> to understand implementation and impact.		\$3,147,995
2.04 - Continue to <b>expand access to technology</b> with the goal of providing device access for 100% of students and internet connectivity for all students that need it.		\$9,395,366
2.05 - Provide <b>targeted supports and comprehensive wraparound services</b> to help all students (specialty programming for African American students supporting college preparation, health & wellness services for Native Hawaiian/Pacific Islander, and American Indian students).		\$6,251,924
2.06 - <b>Provide students with IEPs with targeted, appropriate supplemental support</b> using RtI2 framework and Universal Design for Learning.		\$130,741,134
2.07 - Provide <b>professional development focused on social emotional and cultural awareness</b> for staff working with English Learners, including Newcomer ELs.		\$69,270,906
2.08 - Continue to support the infrastructure necessary to <b>support and monitor the educational success of Foster Youth</b> .		\$398,055
2.09 - Create environments that will stimulate interest in learning and help students and teachers to perform at their best by <b>designing and constructing new school facilities</b> , and improving the District's school sites.		\$91,009,659
2.10 - Strengthen <b>transportation services</b> to ensure equitable access to opportunities available to students.		\$31,301,201
2.11 - Ensure <b>access to healthy food and nutrition</b> for all students PreK - 12 (remove barriers to food access, expand breakfast in the classroom, ensure access to meals for students in distance learning, partner with School Health programs, etc.).		\$32,193,993
2.12 - Maintain <b>increased staffing ratio of counselors, school psychologists, and school nurses</b> at sites serving the majority of expelled and foster youth.		\$1,810,026
2.13 - Maintain <b>comprehensive, licensed on-site childcare</b> to pregnant and parenting teens.		\$348,236
2.14 - Continue role of <b>Transition Specialist</b> who supports youth as they transition between court schools and other placements, youths returning from expulsion, and youth placed in neglected shelters.		\$126,156
2.15 - Implement Board Policy 5101.2, which is designed to <b>create integrated elementary schools</b> , offer families a high degree of predictability about where their children will be enrolled, and facilitate enrollment within a reasonable geographic distance from home.		\$1,144,067



## Accountability



### WHY WAS THIS GOAL DEVELOPED?

*This goal was developed to capture the District's efforts to address the following:*



Stakeholder Engagement



Open & Inclusive Communication



Diverse Staff

### STATUS



New

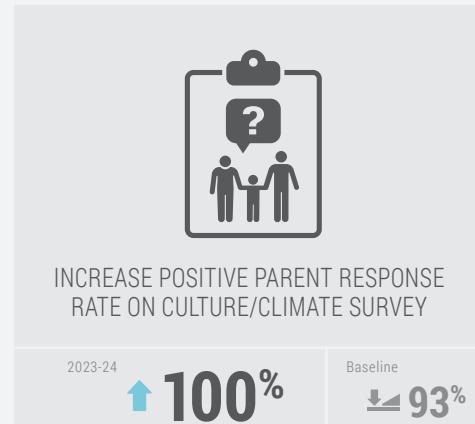
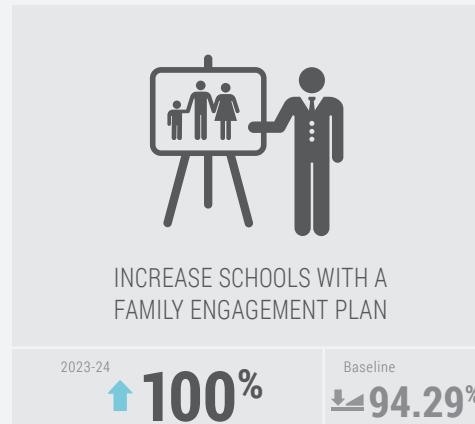
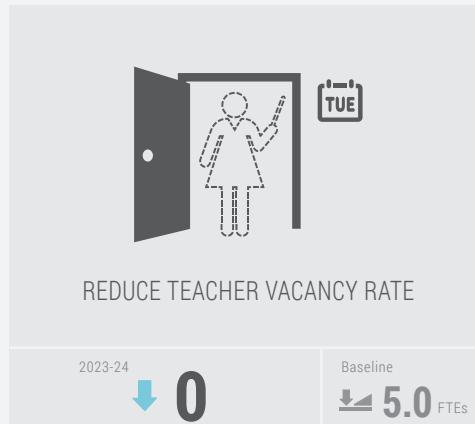


Modified



Unchanged

### EXPECTED 2023-24 MEASURABLE OUTCOMES



## EXPECTED 2021-22 ACTIONS &amp; EXPENDITURES

 Goal # 3	 Action / Service	 Amount
3.01 - <b>Engage students in leadership opportunities</b> that allow them to voice concern and priorities, as well as participate in site planning in a meaningful way.		\$19,884,673
3.02 - <b>Strengthen the structures for shared responsibility across different departments</b> in the district to lead practices that inform, engage, and empower students and families (culturally competent professional development, Family Wellness Check ins, etc.).		\$14,831,743
3.03 - Develop <b>systems to communicate</b> clear expectations, measures, and districtwide accountability, including building capacity to communicate with families through email and text message.		\$2,761,568
3.04 - Provide <b>additional targeted supports for focal student subgroups</b> by investing in additional staff supports, additional professional development, increased materials and food for family events, and additional translation services.		\$6,948,922
3.05 - Provide <b>outreach and engagement opportunities</b> for focal student populations.		\$5,508,110
3.06 - <b>Recruit and retain diverse talent</b> reflective of our school community and support staff in building capacity to deliver on our promise to provide a quality education for each and every student.		\$8,498,317
3.07 - Develop critical tools and systems, build a resilient infrastructure, and redefine the classroom experience to <b>transform SFUSD into a digital district</b> that prepares students for college and career success in the 21st century.		\$16,439,953
3.08 - Support <b>core operations</b> (manage and prevent district liability, provide financial operations, etc.).		\$47,866,490
3.09 - Ensure all SFCOE schools <b>progress from initial accreditation to full accreditation</b> .		\$83,631
3.10 - Provide all families entering the county community and opportunity programs with <b>personalized orientation, including advising, resources, and introductions to key staff</b> .		\$349,117
3.11 - Continue to integrate county schools into the <b>SFUSD Student Information Systems Build Synergy master schedules and attendance systems</b> .		\$213,083



## Abbreviations:

**AA** (African American)  
**AAPAC** (African American Parent Advisory Council)  
**AP** (Advanced Placement)  
**AVID** (Advancement Via Individual Determination)  
**CAC** (Community Advisory Committee)  
**CCSS** (Common Core State Standards)  
**CDE** (California Department of Education)  
**COE** (County Office of Education)  
**CTE** (Career Technical Education)  
**DELAC** (District English Learner Advisory Committee)  
**EL** (English Learner)  
**ELA** (English-Language Arts)

**ELAC** (English Learner Advisory Committee)  
**ELD** (English Language Development)  
**FTE** (Full-time Equivalency)  
**FY** (Foster Youth)  
**IEP** (Individualized Education Program)  
**ILP** (Individualized Learning Plans)  
**LCAP** (Local Control Accountability Plan)  
**LCFF** (Local Control Funding Formula)  
**LCP** (Learning Continuity & Attendance Plan)  
**LI** (Low Income)  
**MTSS** (Multi-Tiered System of Supports)  
**PAC** (Parent Advisory Council)

**PK** (Pre Kindergarten)  
**PLC** (Professional Learning Communities)  
**SBAC** (Smarter Balanced Assessment Consortium)  
**SEL** (Social Emotional Learning)  
**SFUSD** (San Francisco Unified School District)  
**SFCOE** (San Francisco County Office of Education)  
**SSC** (School Site Council)  
**SPED** (Special Education)  
**SPSA** (School Plan for Student Achievement)  
**SWD** (Students with Disabilities)  
**UC/CSU** (University of California/California State University)  
**WASC** (Western Association of Schools & Colleges)

Legend	
↑ - Increase	— - Maintain
↓ - Decrease	=/↑ - Maintain / Increase
+ - Increase BY	⬇️ - Baseline
— - Decrease BY	✓ - Completed
	⌚ - In progress



## For More Details

This infographic provides a high-level summary only and is based on the full



**153**  
page text LCAP

For additional LCAP resources  
scan or click the QR code  
or go to [www.goboinfo.com](http://www.goboinfo.com)  
& search for your district.

