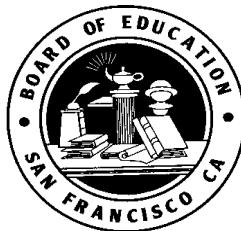


OFFICE OF THE CHIEF FINANCIAL OFFICER
BUDGET DIVISION
135 VAN NESS AVENUE
SAN FRANCISCO, CA 94102

BOARD OF EDUCATION
OFFICE OF THE SUPERINTENDENT
555 FRANKLIN STREET
SAN FRANCISCO, CA 94102

**SAN FRANCISCO COUNTY OFFICE OF EDUCATION &
SAN FRANCISCO UNIFIED SCHOOL DISTRICT**

**LOCAL CONTROL & ACCOUNTABILITY PLAN
AND
RECOMMENDED BUDGET
For Fiscal Year
2022-2023**



**JUNE 28, 2022
(2nd Reading)**

**VOLUME I OF II
DISTRICT & COUNTY
LOCAL CONTROL & ACCOUNTABILITY PLAN**

BOARD OF EDUCATION
Jenny Lam, President
Kevine Boggess, Vice President
Matthew Alexander, Commissioner
Ann Hsu, Commissioner
Lainie Motamedi, Commissioner
Mark Sanchez, Commissioner
Lisa Weissman-Ward, Commissioner

RECOMMENDED BY
VINCENT MATTHEWS, ED.D.
SUPERINTENDENT OF SCHOOLS
JUNE 2022

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Francisco Unified

CDS Code: 38684780000000

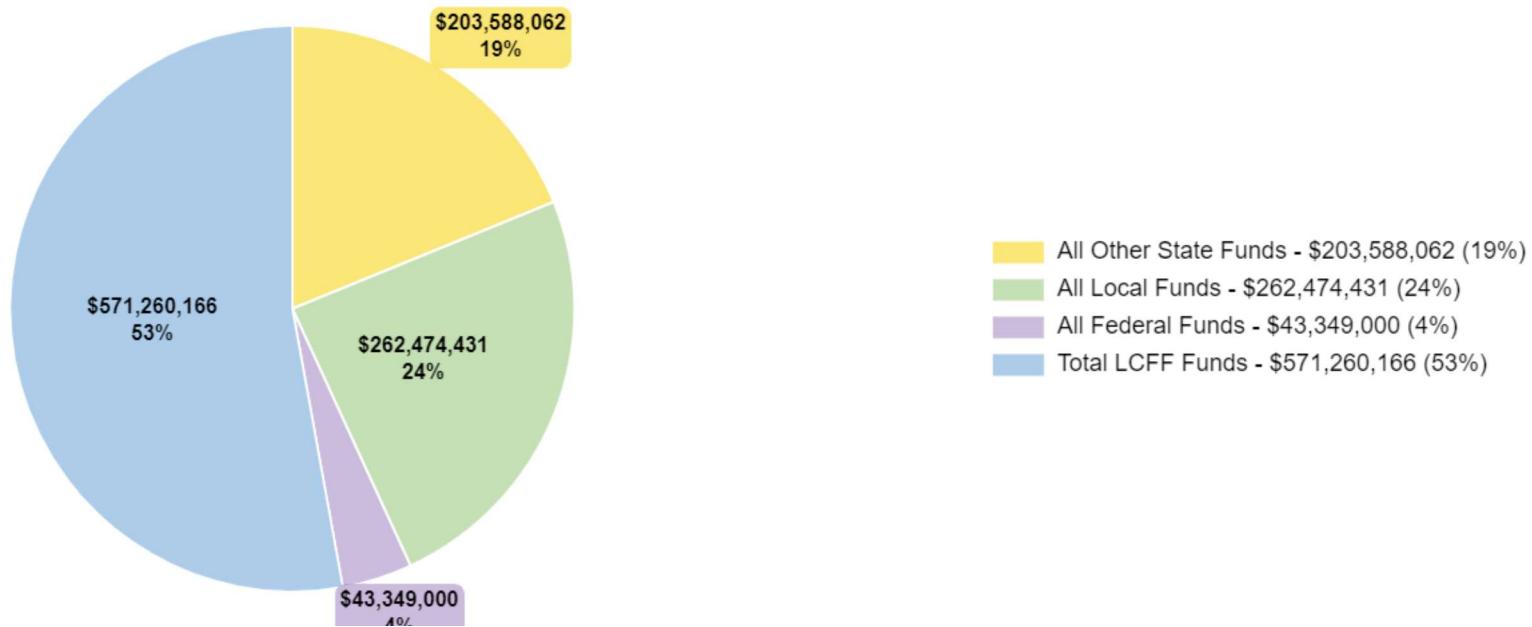
School Year: 2022-23

LEA Contact Information: Anne Marie Gordon | gordona1@sfusd.edu | 4152416187

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

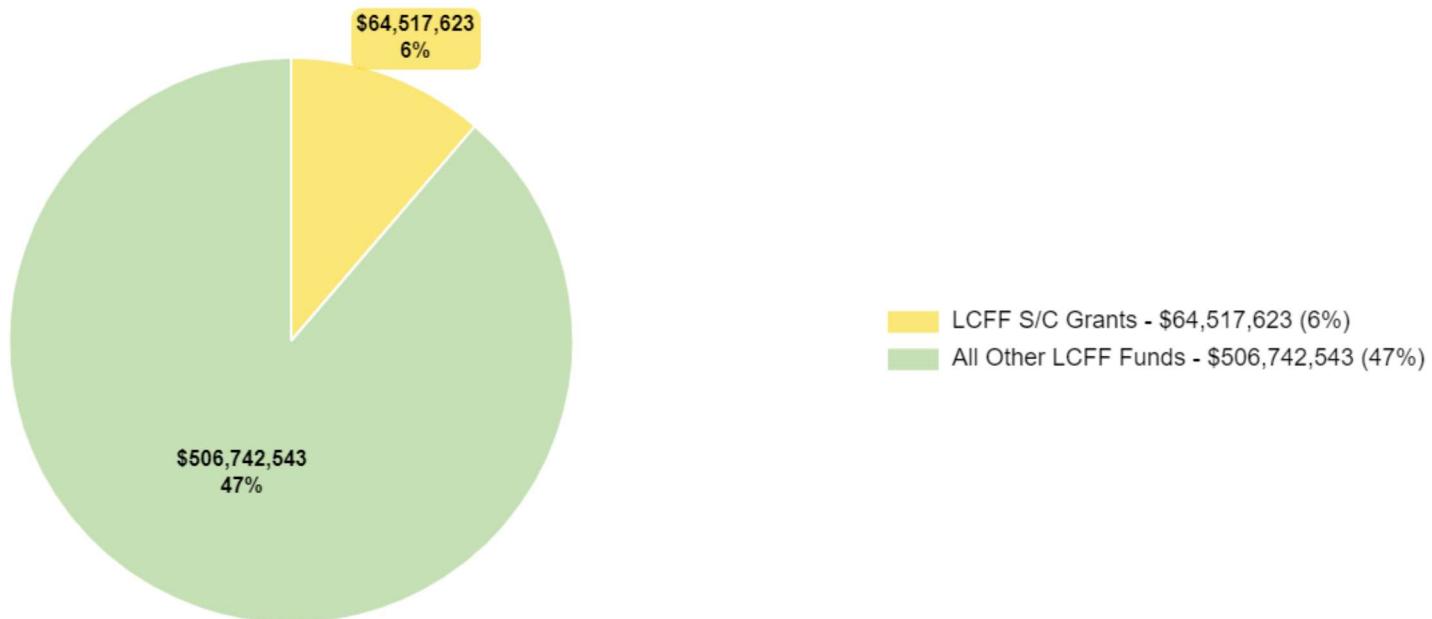
Budget Overview for the 2022-23 LCAP Year

Projected Revenue by Fund Source



Source	Funds	Percentage
All Other State Funds	\$203,588,062	19%
All Local Funds	\$262,474,431	24%
All Federal Funds	\$43,349,000	4%
Total LCFF Funds	\$571,260,166	53%

Breakdown of Total LCFF Funds



Source	Funds	Percentage
LCFF S/C Grants	\$64,517,623	6%
All Other LCFF Funds	\$506,742,543	47%

These charts show the total general purpose revenue San Francisco Unified expects to receive in the coming year from all sources.

The total revenue projected for San Francisco Unified is \$1,080,671,659, of which \$571,260,166 is Local Control Funding Formula (LCFF), \$203,588,062 is other state funds, \$262,474,431 is local funds, and \$43,349,000 is federal funds. Of the \$571,260,166 in LCFF Funds, \$64,517,623 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much San Francisco Unified plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

San Francisco Unified plans to spend \$1,072,362,699 for the 2022-23 school year. Of that amount, \$1,046,384,745 is tied to actions/services in the LCAP and \$25,977,954 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

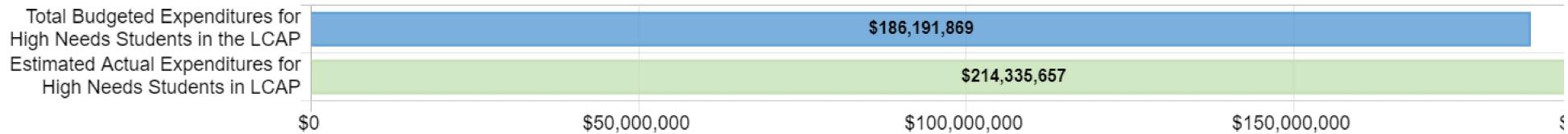
Additional Budgeted Expenditures primarily include support for Special Education and Early Education, facilities and maintenance revenue contributions, and ongoing salary increases for staff funded by parcel tax revenue

Increase or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, San Francisco Unified is projecting it will receive \$64,517,623 based on the enrollment of foster youth, English learner, and low-income students. San Francisco Unified must describe how it intends to increase or improve services for high needs students in the LCAP. San Francisco Unified plans to spend \$189,250,593 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2021-22

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

In 2021-22, San Francisco Unified's LCAP budgeted \$186,191,869 for planned actions to increase or improve services for high needs students. San Francisco Unified actually spent \$214,335,657 for actions to increase or improve services for high needs students in 2021-22.

Instructions

LCFF Budget Overview for Parents Data Entry Instructions

These instructions are for the completion of the Local Control Funding Formula (LCFF) Budget Overview for Parents.

*NOTE: The "High Needs Students" referred to below are Unduplicated Students for LCFF funding purposes.

LEA Information

The LEA must enter the LEA name, county district school (CDS) code (14 digits), and LEA contact information (name, phone number and email address) in the corresponding blue boxes.

Coming School Year: This information is automatically generated.

Current School Year: This information is automatically generated.

Projected General Fund Revenue for the 2022–23 School Year

All amounts should be entered in the boxes below the corresponding amount title. The coming school year (as indicated above) means the fiscal year for which an LCAP is adopted or updated by July 1.

- *Total LCFF Funds:* This amount is the total amount of LCFF funding (including supplemental & concentration grants) the LEA estimates it will receive pursuant to California Education Code (EC) sections 2574 (for county offices of education) and 42238.02 (for school districts and charter schools), as applicable for the coming school year. This amount is the amount indicated in the Standardized Account Code Structure (SACS) Budget Fund Form 01, Column F, row A.1 (LCFF Sources).
- *LCFF Supplemental & Concentration Grants:* This amount is the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5), pursuant to EC sections 2574 and 42238.02, as applicable for the coming school year.
- *All Other State Funds:* This amount is the total amount of other state funds (do not include LCFF funds) the LEA estimates it will receive.
- *All Local Funds:* This amount is the total amount of local funds and entitlements the LEA estimates it will receive.
- *All Federal Funds:* This amount is the total amount of federal funds (including all Every Student Succeeds Act Title funds) the LEA estimates it will receive.

The total of the Projected General Fund Revenue should equal the amount indicated in the SACS Budget Fund Form 01, Column F, row A.5 (Total Revenues).

- *Brief description for General Fund Expenditures:* Briefly describe any of the General Fund Budget Expenditures for the current school year that are not included in the Local Control and Accountability Plan. The LEA's response for this prompt is limited to 450 characters.

Total Budgeted Expenditures for the 2022–23 School Year

- *Total Budgeted General Fund Expenditures:* This amount is the LEA's total budgeted General Fund expenditures for the coming school year as indicated on SACS Budget Fund Form 01, column F, Row B.9 (Total Expenditures). The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the California School Accounting Manual (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- *Total Budgeted Expenditures in the LCAP:* This is the total amount of budgeted expenditures for the planned actions to meet the goals included in the LCAP for the coming school year.

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07.
- *Expenditures Not in the LCAP:* This amount is automatically calculated.
- *Brief description for High Needs Students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” is less than the amount in “LCFF Supplemental & Concentration Grants”, a prompt will appear and the LEA must provide a brief description of the additional actions it is taking to meet its requirement to increase or improve services for high needs students.
Note: If no prompt appears, the LEA is not required to supply a description.

Expenditures for High Needs Students in the 2021–22 School Year

- *Total Budgeted Expenditures for High Needs Students in the LCAP:* This is the total amount of the LCFF funds budgeted to implement the planned actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07 for the current school year.
- *Actual Expenditures for High Needs Students in the LCAP:* This is the total of the estimated actual expenditures of LCFF funds to implement the actions and services included in the LCAP that are identified as contributing to the increased or improved services for high needs students pursuant to EC Section 42238.07, as reflected in the Annual Update for the current LCAP year.
- *Brief description for actual expenditures for high needs students:* If the amount in “Total Budgeted Expenditures for High Needs Students in the LCAP” for the 2021–22 school year is greater than the amount in “Actual Expenditures for High Needs Students in LCAP”, a prompt will appear and the LEA must provide a brief description of how the difference impacted the actions and services and overall increased or improved services for high needs students in the current fiscal year pursuant to EC Section 42238.07.
Note: If no prompt appears, the LEA is not required to supply a description.

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
San Francisco County Office of Education	Anne Marie Gordon Executive Director, Budget Services	gordona1@sfusd.edu (415) 241-6187

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 2021–22 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.

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 2021–22 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.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Francisco County Office of Education	Anne Marie Gordon Executive Director, Budget Services	gordona1@sfusd.edu (415) 241-6187

Plan Summary 2022-23

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The San Francisco Unified School District (“SFUSD” or the “District”) educates 50,566 of San Francisco’s preK, kindergarten, elementary, middle, and high school age children through a network of 136 preK– 12 schools located throughout the City and County of San Francisco. San Francisco is both a city and a county; therefore, SFUSD’s 9,199 employees administer both the school district and the San Francisco County Office of Education (SFCOE), which makes SFCOE a single district office of Education.

SFUSD and SFCOE are governed by an elected seven member Board of Education:

Jenny Lam, President

Kevine Boggess, Vice President

Matt Alexander, Commissioner

Ann Hsu, Commissioner

Lainie Motamedi, Commissioner

Mark Sanchez, Commissioner

Lisa Weissman-Ward, Commissioner

Our Foundation:

The SFUSD mission, vision, goals, and beliefs continue to serve as guiding principles to our work.

Mission Statement:

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

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. Each and every student will graduate from high school ready for college and career and equipped with the skills, capacities and dispositions outlined in SFUSD's Graduate Profile.

The Strategic Plan:

We strive to be an exemplary learning organization. Our strategic plan, Transform Learning. Transform Lives., built upon the previous version Impact Learning. Impact Lives., which developed from the original plan Beyond the Talk: Taking Action to Educate Every Child Now. The initial plan explicitly called for a commitment to equity and social justice.

These respective multi year plans are meant to scaffold our intentional work toward: exploring and instituting models that accelerate learning; closing and eliminating achievement gaps; ensuring that every single child is equitably supported to realize high levels of achievement and the Vision of Student Success; and evolving into a world class school system that operationalizes and embodies Vision 2025.

Our Universal Goals:

Achievement: Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching their potential.

Access & Equity: Make social justice a reality by ensuring every student has access to high-quality teaching and learning.

Accountability: Keep district promises to students and families and enlist everyone in the community to join in doing so.

Theory of Action:

If we ...

...Engage our students to learn via a rigorous Common Core-based curriculum in a safe and supportive classroom environment;
...Invest in building and developing the capacity of teachers, leaders and school staff;

...Enlist our partners and empower families in a community schools approach;

...And coherently align supports and resources to execute our strategies in action at all levels of the organization (classroom, school and central office, along with supportive policy and governance);

Then, every student who enrolls in our schools will graduate prepared to succeed in college, career and life.

Our Strategies in Action:

SFUSD has organized around a set of strategies to achieve our goals in the classroom, at our schools, and in the central office. These strategies represent an aligned approach for impact at all levels of the system and provide a shared roadmap for raising student achievement. Additionally, they are the framework for the actions and services articulated in the LCAP.

The COVID-19 pandemic has called on us to respond to unprecedented challenges, while our goal of serving each and every student has remained steadfast. While we have been able to return to in-person instruction, the impact of the pandemic on student learning, student and family engagement and social emotional well-being require specific attention and support.

We continue to anchor our work in key concepts that were derived from hearing from our stakeholders as we shifted to respond to the pandemic and these concepts continue to guide our work:

Deeper Learning - Deeper Learning is the spiraling of experiences that enable students to honor identity and community, build proficiency and create with purpose in order to achieve the graduate profile. Learning should be student-centered, strengths-based, and engage each and every student as active learners of critical content. Deeper Learning shifts the focus of instruction from teacher to student, requiring students to be active, empowered participants in their own learning. Students engage in demanding tasks, work collaboratively on issues they are passionate about, and develop their own drive to extend their knowledge and skills in new ways.

Anti-Racist Practice - We must view all learning through the lens of antiracism to avoid reproducing the same racialized patterns in opportunity, achievement, and school experience of the last several centuries. Anti-racism is the active, conscious, and non-neutral process of identifying and eliminating racism by changing systems, organizational structures, policies, practices, and attitudes, so that power is redistributed and shared equitably. The heart of an anti-racist system is personal, professional, and system-wide accountability. That is the pedagogy we apply as personalized instructional decisions are made for EACH and EVERY student.

Wellness and Authentic Partnership - Learning should be varied, relevant, and engage students authentically through regular whole group learning, small differentiated group learning, and collaboration between peers. School sites will continue to engage families as partners throughout the year to support families as students' "first educators" and gather feedback about what is working and how we can improve support for each and every student and family.

While the challenges for families, students, educators, and staff to navigate through the uncertainties of the pandemic and pandemic recovery are very real, there are continued opportunities to accelerate the big shifts that are called out in our north star, Vision 2025.

Our MultiTiered System of Supports

Introduced in Fall 2012, Multi-Tiered System of Supports (MTSS) is a comprehensive district-wide reform strategy to address equity across schools throughout SFUSD. Every year, each school site's INPUTS – or student and teacher characteristics – are analyzed to create three tiers; school sites are ranked relative to one another on their inputs, and the resulting tiers are used to differentiate resource allocation and additional site supports. Using this methodology, schools with more need (as determined by the inputs) receive additional resources and site support, thereby providing each and every child access to the same quality of education irrespective of which school they attend. Each school site's placement into one of the three tiers is updated annually when the most recent inputs are available.

MEASURES

SFUSD relies on two categories of data for providing Multi-Tiered System of Supports (MTSS): student and teacher characteristics at the school level. Student characteristics include school demographics, such as race/ethnicity, program designation, socio-economic indicators, and incoming student readiness. Teacher characteristics include teacher experience and stability.

School Inputs are based on an analysis of student and teacher characteristics (leading indicators) that the school does not control, but are critical factors for determining how SFUSD “levels the playing field” for supporting student wellness and academic success. Each characteristic is weighted equally; the plus (+) and minus (-) notation indicates whether a measure impacts a school's MTSS calculation positively or negatively (described in more detail in the Calculations section). Student characteristics are generally more current than teacher characteristics; typically, the student characteristics are from the same school year or the previous school year (depending on when the calculations are done) while the teacher characteristics are calculated using the previous year's data.

Student Characteristics (n=10)

Teacher Characteristics (n=4)

of AA, L, and Samoan students (-)

% of AA, L, and Samoan students (-)

% EL (-)

% SpEd (-)

% F/R Lunch (-)

% Homeless (-)

% Foster Youth (-)

% Public Housing (-)

% Newcomers (-)

% Incoming Grade Readiness* (+)

Teacher Avg Yrs Experience (+)

% 1st/2nd Yr Teachers (-)

Turnover Rate (-)

3-Yr Turnover Rate (-)

*Incoming Grade Readiness definition varies by grade level. ES: Kindergarten Readiness Inventory (KRI), a diagnostic administered at the beginning of the year to Kindergarten students. MS: Reading Inventory (RI) results from 5th grade, for those entering 6th grade; HS: Reading Inventory (RI) results from 8th grade, for those entering 9th grade. In all previous years, SBAC results were used instead of RI.

CALCULATIONS FOR EACH MEASURE

Each of the above measures is standardized at the elementary, middle, or high school level to eliminate the different scales and ranges of variation across measures. For each school level (Gr K-5, 6-8, 9-12), the District's average for each measure is centered at zero, and forms the baseline upon which each school's average is compared. The plusses (+) and minuses (-) in the table above indicate the direction in which each measure contributes to the calculation of the standardized score. Within each column, values are color-coded based on their standardized input scores (compared to the District average, which equals 0).

Minimal School Challenges - standardized input score is greater than or equal to 1.0.

Below Average Challenges - standardized input score is greater than or equal to 0.5 and less than 1.0.

Average School Challenges - standardized input score is between -0.5 and 0.5 (District average = 0).

Above Average Challenges - standardized input score is greater than -1.0 and less than or equal to -0.5.

Very Substantial Challenges - standardized input score is less than or equal to -1.0.

DEVELOPING TIERS BASED ON DISTRICT AVG INDEX

After measures are standardized, they are averaged across columns with equal weight to create a single score for each school site, Total Inputs (see table below). For each school level (Gr K-5, 6-8, 9-12), the District's Average Index, centered at zero, forms the baseline upon which each school's index is compared. Schools that are farther below the District's Average Index define a greater level of need:

Tier 1 - Schools above the District's Average Index (Total Inputs > 0)

Tier 2 - Schools below the District's Average Index (Total Inputs = 0 and >-0.75)

Tier 3 - Schools below the District's Average Index (Total Inputs = -0.75)

ALIGNING RESOURCES TO NEEDS THROUGH SYSTEMIC FRAMEWORK

Based on Bryk's "Five Essentials" framework SFUSD allocates resources to support school needs, distributed across the five essentials: school leadership, professional capacity, instructional guidance, student-centered learning climate, and family-community ties. SFUSD provides a range of additional resources targeted toward serving schools in Tiers 2 and 3, adjusting for other school factors such as total enrollments, split campuses, number of additional language pathways, and other determinants of need. When Tier 2 and 3 schools receive MTSS funding, those funds are kept in place for at least three years. In the event that a school moves from Tier 3 to Tier 2 or Tier 2 to Tier 1, a transition policy scales the change in resources over multiple years.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The following section highlights areas of progress, including an analysis of performance on LCAP measures that were collected in the 2020-21 academic year in which most to all instruction was virtual. We know that these indicators will continue to serve as primary components of the California School Dashboard and will guide our work for future plans.

2020-21 LCAP Areas of Greatest Progress

OVERALL ACADEMIC PERFORMANCE

Source: SFUSD District Data Summary Newsletter 2021

In lieu of SBAC assessments (suspended during the COVID pandemic), SFUSD continued to utilize our local assessments for reflection and planning purposes.

More than 40,000 students in grades K-12 participated in local district assessments (Reading Inventory and a curriculum embedded Mathematics performance task administered to students in the Fall and Spring of 2020. Reading Inventory (administered in grades 3-10) is a computer adaptive language arts assessment that highly correlates to SBAC ELA. The Math Milestone Performance task is part of the district math curriculum (administered in all grades K-12) that are scored by teachers and have a strong correlation to SBAC Math results. While local district assessments are not comparable statewide, the Spring 2021 results for SFUSD show more than half of district students are at or above grade level in either ELA or Math. In ELA, 55% of students overall are now meeting or exceeding the standards and in Math, 69% of students are now meeting or exceeding the standards in grades 3-12.

4-Year Graduation Rate

Source: CDE reports on DataQuest

SFUSD's Cohort Graduation Rate has improved from 87.3% in the previous year to 88.3% in Spring 2021. It is noteworthy when looking at our results in graduation rates, we have been seeing positive

trends in the rates for our targeted subgroups.

UC Readiness Trends

From the CDE reports on DataQuest, SFUSD's UC Ready rate 3 year trend has been mixed, with a large increase from 2019-20 to 2020-21.

2018-19 = 67.3%

2019-20 = 60.4%

2020-21 = 70.9%

BEHAVIORAL & SOCIAL EMOTIONAL/CULTURE CLIMATE INDICATORS

We have included Social Emotional Learning (SEL) and Culture Climate measures in addition to the behavioral measures (attendance and suspension) as key indicators for our work. The measures include:

Chronic Absenteeism

Suspensions

SEL Surveys for students in grades 4-12

Culture-Climate Surveys for students in grades 4-12, school staff and families

Suspension Rate

Source: CDE reports on DataQuest

The overall rate for SFUSD is low relative to the state average. For 2020-21, the district wide suspension rate was 0.0%, down from 1.5% the previous year. This number should be interpreted with care considering that most SFUSD students were engaged in distance learning for the entirety of the 2020-21 school year. The suspension rate across the state for 2020-21 was 0.2%.

Student SEL Surveys

Source: SFUSD's District Data Summary Newsletter 2021

In Spring 2016, SFUSD implemented for the first time a Social-Emotional Learning (SEL) survey for students in grades 4-12 and has been administered annually since then.

SEL refers to a broad set of skills that students need in order to be successful as learners. Based on compelling research and experience, SFUSD believes that SEL competencies are an important complement to academic preparation in helping our students succeed in college, career, and life. SEL skills cover four domains: Growth Mindset, Self-Efficacy, Self-Management, and Social Awareness. The two domains with the strongest positive responses from the Spring 2021 survey administration are Self-Management and Growth Mindset, which were also the two strongest domains in the previous two years.

Self-Management: The ability to manage one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals. Across the four SEL domains, Self-Management is the strongest area for secondary SFUSD students, with a 72% favorability rating, and the second strongest area among elementary students, with a 68% favorability score. While the average Self-Management score has remained stable among elementary students over the years, the score of 72% among secondary students represents an increase of 6 percentage points year-over-year and matches a high from 2015-16 and 2016-17. The favorability rate for Growth Mindset in 2020-21 was 69% among secondary students and 68% among elementary students, numbers that have remained stable over the past few years.

Culture Climate Surveys

Source: SFUSD's District Data Summary Newsletter 2021

Culture-Climate refers to the aspects of a school environment that make it a place that encourages engagement in learning. The surveys are administered to staff and families as well as students, and the aggregated measure for each of these three groups consists of four constructs:

Climate of Support for Academic Learning: Students and adults feel that there is a climate conducive to learning and that teachers use supportive practices.

Sense of Belonging/School Connectedness: Students and adults have a positive sense of being accepted, valued, and included, by others (teachers and peers) in all school settings.

Sense of Safety: Students and adults report feeling safe at school and around school, including feeling safe from verbal abuse, teasing, or exclusion by others in the school.

Knowledge and Fairness of Discipline, Rules and Norms: Students and adults report that rules and expectations about student and adult behavior are clearly communicated and consistently enforced.

Culture-Climate Families Overall: Families in SFUSD have a highly favorable view of the Culture-Climate of their children's schools with a 94% positive average in 2020-21, up from 93% in 2019-20. Staff ratings are lower over that same time period with a favorability rating of 85% for 2020-21 and students lower still at 75%.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following section highlights areas of progress, including an analysis of performance on LCAP measures that would have appeared in the 2020-21 LCAP plan prior to the State's shift to the Learning Continuity and Attendance Plan. We know that these indicators will continue to serve as primary components of the California School Dashboard and will guide our work for future plans.

Overall, while there has been focused attention on addressing achievement gaps for our students, we know that gaps for some of our students have been persistent and we need to better understand how we need to adjust our current strategies to change these outcomes. We will also need to address the growing achievement gap for identified student groups including our African American, Latinx, and Pacific Islander student groups, along with focused attention on our English Learners, Students with IEPs and homeless and foster youth. We need to invest in bolstering our tiered approach to academic support to meet the needs of focal student groups and accelerate achievement. This needs to be coupled with continued professional development opportunities and targeted intervention supports for students.

Kindergarten Readiness

Source: SFUSD District PreK Data Summary Newsletter 2020

Starting in 2017-18, kindergarten readiness in SFUSD is measured by the Kindergarten Readiness Inventory (KRI), an assessment administered during the first month of kindergarten. Districtwide, 59%

of students were identified as ready for kindergarten a drop from 64% in 2018-19 and 61% in 2017-18. KRI data are not available for the 2020-21 school year due to the COVID-19 pandemic.

There is focused attention on our youngest learners, particularly our students in PK who we know have been impacted through the challenges of distance learning. The Early Education Department identified specific areas for improvement prior to COVID-19 that included increasing the performance of our African American in literacy and improving attendance. Focused strategies included a focus on oral language development, instructional coaching, use of instructional rounds to inform practices and direct monitoring and follow up of student attendance. We recognize that we will need to continue these focused efforts.

High School Readiness

Source: SFUSD's District Middle Grades (Grades 6-8) Data Summary Newsletter 2021

To be high school ready, a student must have an 8th grade GPA of 2.5 or better with no letter grade of 'D' or 'F' in English or Math. Daily attendance must be at 96% or better, and no suspensions may have occurred. Districtwide, 60% of students were high school ready in 2020-21. The 3 year trend has been stable: 61% in 2018-19 and 60% in 2019-20.

There have been focused efforts to attend to High School Readiness through our work through the Middle Grades Redesign Initiative which engages educators, school leaders, students, families, central departments, and community partners to redesign the middle grades experience so that each and every student has access to world-class 21st century teaching and learning and equitable, personalized support throughout their school day, school year, and beyond in order to acquire the knowledge, skills, and dispositions of SFUSD's

Graduate Profile.

This multi-year initiative is intended to:

Remove existing institutional barriers for all students to a universal set of learning opportunities, regardless of race, gender, language, or background, and

Provide professional collaboration and development opportunities for teachers to reimagine and redesign teaching and learning across all subject areas so that students will accelerate and exercise choice in a rigorous, relevant, and interdisciplinary education that prepares them for high school, college, and career in the 21st century.

Some successes through the initiative include a move to modify the block schedule to provide opportunities for students to benefit from an expanded range of classes and programs and opening opportunities for our English Learners and students with learning challenges to engage in electives in ways they had not had access to before. We know that to improve High School Readiness we will need to further assess and address our engagement practices and academic and wellness support for students. To support this effort, 100% of students will participate in Advisory where they receive social and emotional learning and academic support; they are connected to the community of their peers and are connected to one pairing of an adult as well as collect evidence of their Literacy growth throughout the year. Staff professional development will be focused on collaboration, reflection, feedback and the literacy strategy: levels of questioning.

Chronic Absenteeism

SFUSD continues to struggle with Chronic Absenteeism. Chronic Absenteeism measures the percent of students who attend school less than 90% of the school days (absent for 18 or more days). Our rate for 2020-21 was 14.6%, slightly higher than the statewide rate of 14.3%.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

SFUSD has held to Vision 2025 and a commitment to helping all students develop academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years.

The 3 district goals have grounded our work and focused our efforts:

Achievement: Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching their potential.

Access & Equity: Make social justice a reality by ensuring every student has access to high-quality teaching and learning.

Accountability: Keep district promises to students and families and enlist everyone in the community to join in doing so.

While the Vision and goals have remained constant, the context of our work has changed over time. Our community has navigated a global

pandemic, suffered the negative impacts of systemic racism and is facing a growing deficit in an era of increasing need. Our commitment to equity and social justice is steadfast. The Board of Education prioritized budget stability with particular interest in prioritizing and preserving site-based funding.

SFUSD projects an estimated \$125 million operating budget deficit in Fiscal Year 2022-23 that continues to deepen in the District's multi-year projections. In its September 15, 2021 letter, the CDE directed SFUSD to develop a balancing plan by December 2021, and submit a balanced budget by July 1, 2022. Additionally, CDE assigned two fiscal experts to help guide the District through the budget balancing process. The District is preparing to meet these requirements by following a Zero-Based Budgeting process to prioritize expenditures, as well as to explore opportunities to seek additional revenues.

The Zero-Based Budget process aimed to prioritize District spending in three categories: Core Services, District Priorities, and Service Enhancements. Budget reductions were targeted to scale back Service Enhancements, identify ways to configure the delivery of Core and Priority services more efficiently, and preserve high leverage and high impact investments. Through this process, staff has maintained a commitment to engaging with school site leaders, labor partners, parent groups, and other stakeholders who offer valuable perspectives that inform our strategies.

On December 14, 2021, the Board of Education first adopted a FY 2022-23 & FY 2023-24 Budget Balancing Plan for inclusion in the FY 2021-22 First Interim Report to address projected budget deficits of \$125 million in FY 2022-23 and \$140 million in FY 2023-24. The LCAP and Budget reflect the Board of Education's commitment to a balanced budget, aligning resources to supports and services to SFUSD's students and families.

We continue to iterate on LCAP actions to realign with the priorities and actions that result from this year's budgeting process and the community engagement inputs. This has resulted in our desire to focus on key priority actions in the coming year (as outlined in the Annual Update section above) and, in some cases, the need to scale back particular actions due to resource constraints.

The LCAP is also situated in an ecosystem of other district plans, including School Plans for Student Achievement (SPSA), the Extended Learning Opportunity funding, Comprehensive Coordinated Early Intervening Services (C-CEIS) plan, emerging work to support a community school model through the California Community Schools Partnership Program (CCSPP), along with Board of Education priorities and resolutions. The intention is that these plans complement one another and articulate a range of supports, interventions and opportunities that help us realize our mission towards meeting the needs of each and every student.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Glen Park Elementary
Mission Education Center Elementary
San Francisco Community K-8
Paul Revere (Elementary site)
James Lick Middle
Willie Brown Jr. Middle
Thurgood Marshall High

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

SFUSD's State & Federal Programs department works with the LEAD department - this includes our Assistant Superintendents and Directors who directly supervise schools - to inform CSI sites of their designation and describe eligibility. With the support of the LEAD staff, sites develop and continuously revise their SPSAs. We have supported schools to use a continuous improvement framework to understand the challenges facing their schools and identify areas for support, answering our three improvement questions: What are you trying to improve? What change might you make and why? And, how would you know your change led to an improvement?

As part of this cohort, schools receive additional resources, training and support. The professional development support this year included a specific focus on learning to use and engage school teams in equity conversations, understanding transforming mindsets, establishing a positive, student-centered learning climate for our underperforming students that is culturally responsive, celebrates success, and reduces negative effects of bias and stereotype.

SFUSD employs a multi-tiered system of support that applies additional site-based interventions and supports to identified schools. This is taken into consideration when determining how to provide additional resources to CSI schools.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Reviews of CSI SPSAs will sync with the review cycle of all SPSAs at the LEA level, which occurs twice a year.

Schools receive direct support from both LEAD staff and from our Research Planning and Assessment department to monitor formative data and conduct data conferences to understand connections between practices and outcomes. In the context of our continuous improvement framework, we will continue to build our collective capacity to identify and monitor implementation and impact measures and use PDSA cycles to test and study improvement efforts.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Since 2014, SFUSD/SFCOE has convened district staff and representatives of advisory groups, labor partners, and community organizations to work collaboratively and support transparency related to the District's Local Control and Accountability Plan, as the LCAP Task Force.

SFUSD staff, district-level advisory groups, labor partners and community organizations have worked collaboratively as the LCAP Task Force, with an explicit focus on the equitable use of resources and on hearing from educational partners who reflect and represent SFUSD's focal student populations. The LCAP Task Force leads SFUSD/SFCOE's LCAP stakeholder engagement process, including developing content; conducting outreach; facilitating conversations; and presenting Findings and Considerations to the Board of Education and district staff.

Participants on SFUSD/SFCOE's LCAP Task Force include:

SFUSD Departments and Labor Partners

African American Achievement and Leadership Initiative

Community Schools and Family Partnerships

Early Education Division

Foster Youth Services

Multilingual Pathways

Policy and Operations
Public Education Enrichment Fund
Students and Families Experiencing Homelessness
United Educators of San Francisco

SFUSD Advisory Committees
African American Parent Advisory Council (AAPAC)
Community Advisory Committee for Special Education (CAC)
Community Advisory Committee for the Public Education Enrichment Fund (PEEF-CAC)
District English Learner Advisory Committee (DELAC)
Early Education District Parent Advisory Committee (DPAC)
Parent Advisory Council (PAC)
Student Advisory Council (SAC)

Community Partners
Chinese for Affirmative Action
Coleman Advocates for Children and Youth
Mission Graduates
Parents for Public Schools-SF (PPS)
Peer Resources
2nd District PTA
SEO Scholars
Support for Families of Children with Disabilities
Urban Ed Academy

The LCAP Task Force met on a monthly basis during the 2021-22 school year to receive important LCAP and budget developments; reflect on how students, families, and school sites experience the actions set forth in the LCAP; and discuss opportunities to recommend and advocate for improvements and change. Meetings took place on the following dates:

August 31
September 20
October 18
November 15
January 18

February 28

March 21

May 16

Due to the \$125 million projected deficit at the beginning of the school year, community engagement events and Board discussion through the fall focused on the development of a Budget Balancing Plan to ensure fiscal solvency. After the Board adopted a Stabilization Plan in December, focus shifted to the LCAP. Both Board meetings and community engagement sessions are listed below.

November 2 - Introduction of the Budget Balancing Plan, part 1 (BOE)

November 9 - Introduction of the Budget Balancing Plan, part 2 (BOE)

November 17 - Introduction of the Budget Balancing Plan, part 3 (BOE)

November 30 - Budget Town Hall and release of community input survey

December 3 - Mission Graduates Facebook Live Q&A

December 1 - Discussion of anticipated Proposition G revenues and Balancing Plan tradeoffs (BOE)

December 7 - Discussion of anticipated Proposition G revenues and Balancing Plan tradeoffs (BOE)

December 15 - Board Adoption of Budget Balancing Plan (BOE)

January 19 - LCAP and Budget Development at DELAC Meeting

February 11 - Mission Graduates Facebook Live Q&A

February 24 - LCAP at Special Education Community Advisory Committee

February 29 - Midyear Update to the 2021-22 LCAP (BOE)

March 5 - School Planning Summit

April 7 - PAC Meeting

April 12 - Foster Youth Executive Advisory

April 20 - DELAC Meeting

May 20 - African American Parent Advisory Council

May 11 - LCAP discussion at Budget and Business Services Subcommittee Meeting (BOE)

June 14 - Joint Advisory Recommendations presented to the public (BOE)

June 22 - Discussion of the 2022-23 LCAP and Budget (BOE)

LCAP-focused community engagement centered on two key factors: the felt experience of students, families, and community members at schools sites; and a proposed subset of Actions selected as “Focus Actions” for 2022-23. Our Task Force has consistently shared that uneven experiences at school sites causes a loss of faith and trust in the equity vision and social justice orientation of the District; Staff are seeking opportunities to strengthen connections between the LCAP, Site Plans for Student Achievement, and the day-to-day work of teachers, principals, and other school staff. An important conclusion drawn from San Francisco’s Mid-Year Update was that narrowing the

scope of LCAP priorities could help the District & County center the LCAP more meaningfully. The Superintendent's Leadership Team identified 7 LCAP Actions around which to rally; during engagement discussions with educational partners, staff and advisory leaders sought feedback on and reactions to these seven actions.

A summary of the feedback provided by specific educational partners.

Recommendations from SFCOE/SFUSD's Joint Advisories will be presented publicly on June 14, 2022, the same day that the 2022-23 Local Control and Accountability Plan will be introduced for First Reading. Specific recommendations will be incorporated in advance of Second Reading on June 28, 2022.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

For the development of the 2021-24 LCAP, SFUSD considered stakeholder feedback over the course of the pandemic and consistent themes identified during prior year LCAP development, in addition to inputs shared in the 2020-21 school year to inform LCAP development for 2021-24.

Although SFUSD began its process of creating a new 3-year LCAP in the 2019-20 school year, those efforts were quickly put on hold when the COVID-19 pandemic began in March 2020. At that point, District collaboration and partnership with stakeholders shifted to focus on distance learning; availability of devices, meals, and other services normally offered at school sites; and a coordinated care approach to physical, mental, and social-emotional wellbeing.

While the three District goals of the 2021-24 LCAP remain unchanged, the actions within them and their implementation have evolved in response to stakeholder feedback. SFUSD continues to balance its support for LCFF unduplicated pupils with other focal student groups; we have revised actions to add specificity to those student subgroups. After reopening school sites in spring 2021, we incorporated lessons learned and actions connected to data conclusions and we continue to align our plans around learning recovery to the goals and actions in the LCAP. Further, our learning recovery strategy leans heavily on data and evaluation to monitor the implementation and impact of interventions - this is reflected in the 2021-22 mid-year reflections.

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 the February 24, 2022 Regular Board of Education meeting, the staff report included 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.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval. For reference: <http://go.boarddocs.com/ca/sfusd/Board.nsf/goto?open&id=CBWUF678DF7E>

Finally, SFUSD is navigating a structural budget deficit and embarked upon a variety of community engagement discussions as part of a zero-based budgeting process. These discussions included a series of eight public Board meetings between September and December 2021, as well as a Budget Town Hall on November 30, multiple presentations with the Second District PTA, learning sessions in Spanish with the community based organization Mission Graduates, Lunch & Learn discussions with school site leaders, and regular updates and discussion at monthly LCAP Task Force meetings.

Goals and Actions

Goal

Goal #	Description
Goal 1	Student Achievement: Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching her or his potential.

An explanation of why the LEA has developed this goal.

Goal 1 and the actions here focus on academic instruction, the resources students need for learning, monitoring student learning and the professional capacity building for staff to support students in meeting academic outcomes.

SFUSD is committed to helping all students develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years. Our goal is that every SFUSD student to possess the capacities in our graduate profile by the time they graduate high school: content knowledge, creativity, career & life skills, global, local & digital identity, leadership, empathy & collaboration, sense of purpose & sense of self.

We hold that students learn in the powerful ways envisioned by Vision 2025 and our SFUSD core curriculum when they experience classrooms that are consistently high quality. The quality of teachers' professional learning matters and our central office supports play a role in our ability to strengthen the instructional core.

While SFUSD has made gains in our graduation rates, including positive trends for targeted subgroups, there is a persistent achievement gap between subgroups. Additionally, the 3-year trend for Kindergarten readiness and high school readiness measures has been mixed. Learning recovery will be a focus to address inequities exacerbated during the pandemic.

All data used for baseline reporting is inclusive of District and County from 2018-19 (pre-pandemic year), unless indicated otherwise. The baseline for attendance and expulsion data will be derived from the 2021-22 data. Data for SBAC results will be included in Year 2 Outcome because State testing was put on pause during the pandemic and did not resume until Spring 2022.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SBAC Performance & Growth* (Grades 3-8 and 11) Math proficiency rate	53.10% (Yellow on CA Dashboard)	N/A (no State testing until Spring 2022)	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
High school readiness rate	60.70%	60.02%	[Intentionally Blank]	[Intentionally Blank]	66.00%
% of HS students on-track	75.30%	76.7%	[Intentionally Blank]	[Intentionally Blank]	80.00%
College and Career readiness rate	62.30% (Green on CA Dashboard)	[State has not calculated]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
% of Advanced Placement Tests taken with score of 3 or higher	65%	64%	[Intentionally Blank]	[Intentionally Blank]	70%

% of SFUSD 12th graders graduating UC/CSU eligible	60.40%	70.9%	[Intentionally Blank]	[Intentionally Blank]	68.00%
Graduation rate	86.4% (Green on CA Dashboard)	88.3%	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
English Learner Progress rate (CA Dashboard measure)	53.30%	[State has not calculated]	[Intentionally Blank]	[Intentionally Blank]	65%
% of SFUSD preschool students ready for kindergarten	64.09%	[not administered during distance learning]	[Intentionally Blank]	[Intentionally Blank]	70.00%
SBAC Performance & Growth* (Grades 3-8 and 11) ELA proficiency rate	56.40% (Green on CA Dashboard)	N/A [no State testing until Spring 2022]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard

Actions

Action #	Title	Description	Total Funds Contributing
Action #1	1.01 Teaching & Learning: PK-12 Continuum of Instruction	Instructional teams will continue to strengthen cross departmental collaboration and create coherent Pre-K - 12 continuum of instruction that is developmentally appropriate, culturally relevant, research and standards based and aligned to SFUSD's graduate profile. This coherence will be accomplished by ensuring that the continuum of instruction includes an instructional literacy framework, aligned curricular resources, materials and assessments and professional development for both Tier 1 and Tier 2 instruction. The goals of the Literacy Framework are highlighted below. Within our Literacy Framework, we have the following Goals in alignment	\$12,045,266.27 No

Action #	Title	Description	Total Funds	Contributing
		<p>with our Response to Intervention 1) Encompass Universal Design for Learning (UDL) and SFUSD's Deeper Learning Framework 2) Provide explicit and systematic Foundational Skills Instruction to include phonics and word study, phonemic awareness and transference to reading and writing. 3) Differentiate reading instruction through small group instruction and guided reading to meet the needs of all students. 4) Provide students access to quality and culturally relevant text to access and read independently 5) Address language structures and vocabulary development (How English Works, CA ELD Standards Part II) with explicit resources to foster simultaneous biliteracy development for multilingual students 6) Develop an approach towards assessment for learning - analysis of literacy learning to observe, adapt and respond to students individual strengths and needs to inform instruction To ensure that educators have a deep understanding of the Literacy framework, practice and strong implementation, Professional Development for Tier 1 classroom instruction and Tier 2 intensive supports will be provided to school staff to meet the needs of the general education population and to accelerate the academic growth for children who require it toward ensuring all SFUSD students graduate college and career ready.</p> <p>Professional Development will be in the form of seminars, workshops and training, as well as coaching and collaboration/planning time. In addition to the assessment calendar that outlines the dates and local assessments that are mandated for the coming year there will be optional assessments listed. Teachers and site leaders will also be provided with an assessment matrix that provides guidance on various assessment tools for diagnostic, formative and</p>		

Action #	Title	Description	Total Funds	Contributing
		assessments of and for learning to support and inform Tier 1 and 2 instruction.		
Action #2	1.02 Teaching & Learning: Instructional Materials & Resources	Provide instructional materials and resources that support the PK-12 Core Curriculum. In Language Arts, this includes Interdisciplinary Units, Unit Plans, lesson templates, writing prompts and other formative assessments, anchor papers, and professional development videos. In Science, Computer Science and Math, this includes electronic and paper teaching materials, student materials, and a rich set of curriculum-embedded instructional software. Teachers of History/Social Studies will engage in ongoing planning related to California's new History/Social Studies Framework. The Ethnic Studies program will continue to expand course offerings and offer professional development in this area. Continue to build access and equity in arts teaching and learning and attend to fitness and wellness through physical education courses. Classroom libraries will be expanded in our elementary schools to ensure equitable access for students. Backpacks will be provided in elementary grades to offer summer resources supporting learning at home. Provide a core suite of digital learning applications aligned to the core curriculum and instructional priorities.	\$316,514,422.68	No

Action #	Title	Description	Total Funds Contributing
Action #3	1.03 Teaching & Learning: Summative & Formative Assessments	Ensure access for teachers and administrators summative and formative assessment results for the purpose of learning about students' needs, incorporating learning from data into lessons and units so that students are engaged and learning at high levels, and differentiating instruction. Data- driven practices are promoted through many structures - Admin Institute data session, Data conferences and grade level collaborations. In order to ascertain the extent to which data has informed planning and improvement, gathering artifacts of implementation and use of data across schools and classrooms is necessary to both scale efforts and institutionalize them.	\$5,629,325.33 No
Action #4	1.04 Teaching & Learning: Technology Access	Ensure all students benefit from the investment in technology infrastructure, with increased device access and internet connectivity, SFUSD will provide professional learning and district-wide support on Digital Learning as described in the CDE Digital Learning Integration Standards and Guidance and the SFUSD Digital Learning Scope and Sequence. Maintain and expand the Personalized Learning Pilot Program. Continue to build on research from the Stanford/SFUSD partnership and identified high-priority practices in leveraging technology, increasing student agency, increasing family partnerships, and designing for focal populations, in order to further personalize learning access within and beyond pilot schools.	\$16,314,262.00 No

Action #	Title	Description	Total Funds Contributing	
Action #5	1.05 Teaching & Learning: College & Career Readiness	Ensure that all students are college or career ready by offering engaging instruction in all classes, as well as multiple credit recovery options and a 9th grade transition program. In addition, SFUSD will offer a range of programs and experiences to support struggling students, including Career Technical Education pathways, AVID, AVID ExCEL in middle schools for English Learners, integrated course offerings, Dual Enrollment at City College of San Francisco, and Extended Learning and Support programs during the school year and summer. Through supplemental staffing allocations to schools, SFUSD will provide counselors, support staff, and training related to course placement and student counseling.	\$17,998,116.84	No

Action #	Title	Description	Total Funds Contributing
Action #6	1.06 Talent & Culture: Staff Capacity	<p>Continue to build professional learning systems to expand the capacity of all staff to increase student achievement (e.g. new teacher support, new coach network, teacher leader fellows, Peer Assistance and Review, coordinating professional learning), with an emphasis on supporting team-based learning for all educators, including teachers and paraprofessionals.</p> <p>SFUSD will leverage a new system-wide early release day to further enhance professional development and collaborative efforts for educators. SFUSD will continue to invest in programs such as SF Pathway to Teaching, our internal Residency programs, Para to Teacher Program and our Transforming Leadership for Equity and Excellence (TLEE) , so that we maximize existing talent grounded in SFUSD vision and culture.</p> <p>We now offer a 4 day summer institute for para educators, early release for para educators alongside their certificated colleagues and a para leadership network. SFUSD also will intentionally build the capacity and calibration of site leaders and content coaches to support implementation and quality instruction in the classroom. These groups will participate in professional development, PLCs and direct coaching around the instructional framework, deeper learning, high quality observation and feedback and data informed instruction.</p> <p>SFUSD will continue to invest in and build programs for site leaders at different stages in their careers including TLEE, Superintendent's Fellows, All Admin Institute and Aspiring Administrators Program.</p>	\$12,564,969.97 No

Action #	Title	Description	Total Funds Contributing
Action #7	1.07 Teaching & Learning: Supplemental Support	1.07 Teaching & Learning (SCG): SFUSD will provide supplemental targeted support to schools for the purpose of augmenting core instruction for English Learners, students with IEPs, and other students who may struggle to master grade-level standards. These supplements include targeted instructional learning materials, guidance on acceleration in Math and Language Arts, academic intervention support staff (literacy coaches, bilingual teachers, additional class-size reduction staff, instruction reform facilitators, additional special education staff), increased professional development, and literacy software. In keeping with new state legislation (AB1369), SFUSD will continue to engage stakeholders and begin this year with a pilot project in some elementary schools to screen and support students who struggle with phonological processing in reading.	\$17,045,378.79 Yes
Action #8	1.08 Teaching & Learning: Ethnic Focal Groups	In addition to the supports mentioned in the sections above, SFUSD will continue steps to support focal students' learning by focusing on the rigor and relevance of instruction and academic supports. This includes reviewing existing curriculum for cultural responsiveness and identify opportunities for alignment and support: African American: - Ensure African American students receive culturally responsive, rigorous instruction through support and growth of Manhood Development Programs at our elementary and middle schools, including one alternative county program, with focused support in literacy. Support increased participation in AP courses and sponsor Black Star Rising summer program, Ethnic Studies, and other programs to increase high school on-time graduation rates and credit recovery. - Continue Black Family K-readiness Workshops: 3 Workshops facilitated by EED's Family Support Specialist with	\$6,211,513.60 Yes

Action #	Title	Description	Total Funds	Contributing
		<p>content related to Math, Social Emotional and Wellness. - Continue PK-3rd grade Bayview Schools Professional Learning Community: 4 schools with teaching staff ranging from PK-2nd grades convened quarterly to learn and share best practices including: anti-racist teaching practices, language and literacy development,& Family Engagement geared towards African American students and families. Next year will expand to 3rd grade. Latinx: - Continue to increase Latinx students in the Dual Enrollment Program. - Increase participation in the Newcomers summer program. - DELAC/ELAC committees provide feedback and thought partnership on curricular programming and community support as needed. Native Hawaiian / Pacific Islander: - Begin building the Native Hawaiian / Pacific Islander pathway in early education and support post-secondary readiness through dual enrollment, and extended learning opportunities for credit recovery, internships and STEM enrichment. - Mentoring and tutoring services, which provide additional support to students beyond the school day. American Indian: - Continue to provide after school enrichment and academic support. - Increase community services to include wellness support, health services and wrap around supports. - Continue to partner with the Indian Ed PAC to receive feedback on curricular programming.</p>		

Action #	Title	Description	Total Funds Contributing
Action #9	1.09 Teaching & Learning: Special Education	In addition to the supports described above, our collaboration efforts with our instructional colleagues will focus professional development and technical assistance on Universal Design for Learning and a coherent literacy framework including tiered levels of support for students with disabilities. Our PD offerings for all educators will focus on inclusive practices and Tier 3 literacy supports and specially designed academic instruction in the least restrictive environments for special educators. We will continue behavioral support training for special education teachers serving students in our Success, Opportunity, Achievement, Resilience (SOAR) and Autism Focus programs. (e.g., Inclusive Practices, Ability Awareness, Social Emotional and Behavioral supports, Sensory Awareness, Literacy, Imagine Learning for ELs with IEPs, etc.)	\$2,327,422.40 No

Action #	Title	Description	Total Funds Contributing	
Action #10	1.10 Teaching & Learning: English Learners / Newcomers:	SFUSD will continue to ensure that mandated requirements such as properly identified and placed in effective language pathways and/or specialized programs and services and employing designated English Language Development (ELD) instruction leveled by proficiency and Integrated ELD, and English Language Development Standards integrated during content instruction are in place. Additionally, the district will provide teachers and site administrators professional development to consistently and effectively implement California English Language Development (ELD) standards in tandem with content standards; invest in resources and professional development to provide focused support for Spanish-speaking ELs to build their home language assets and ensure equitable access to curriculum in order to increase English language proficiency/reclassification; and invest in resources to provide high quality and engaging summer programs for ELs.	\$4,073,164.95	Yes
Action #11	1.11 Teaching & Learning: Foster Youth	In addition to the aforementioned supports, SFUSD will regularly monitor the progress of foster youth, and will ensure priority access for foster youth to tutoring and other academic and social/emotional supports, afterschool and summer enrichment programs, and extracurricular activities. SFUSD will continue work to connect every foster youth with a supportive adult at school.	\$637,051.58	Yes

Action #	Title	Description	Total Funds Contributing	
Action #12	1.12 SFCOE: Standard Achievement	Maintain student to teacher ratios at or below 15:1 with increased specialist and co-teaching support. Continue to ensure that all students - even those in very small programs – have access to a full course of study for graduation and credit recovery. Adapt specific programming locations to meet emerging needs in the community, including shifts in response to changes in the juvenile justice system, youth immigration, and pandemic recovery.	\$301,562.83	No
Action #13	1.13 SFCOE: Standard Achievement	Maintain and expand personalized learning and highly differentiated instruction and intervention across all programs for focal populations including English Learners, students with IEPs, foster, homeless, justice involved, detained, parenting youth. Build on capacities developed during emergency remote teaching to further personalize learning and school structures to accelerate learning.	\$3,262,130.54	Yes
Action #14	1.14 SFCOE: Standard Achievement	Enhance and formalize the ILP system to increase specificity and ongoing monitoring. ILP data reviews will include review of transcripts and of student profile data from Illuminate. Each will contain individualized graduation, skill building, and transition planning.	\$695,672.42	Yes

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

SFUSD staff shared this information at the February 24, 2022 Special Meeting of the Board of Education.

A summary of SFUSD's assessment of specific actions taken toward Goal 1 - Student Achievement is shown on the graph on slide 6 of the

February 24, 2022 presentation: [https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/\\$file/22%20-%2002.22%20LCAP%20Mid-Year%20Update.pdf](https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/$file/22%20-%2002.22%20LCAP%20Mid-Year%20Update.pdf)

Data conclusions for Goal 1 are summarized here:

- There are 61 activities included in the 14 actions in Goal 1.
- SFUSD has implemented 68% of the actions, reaching more than half or all of intended audiences.
- 25% of the activities are being implemented in a sustainable way with consistent fidelity and systemic adaptations, 48% of the activities are being integrated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

San Francisco does not, at present, anticipate significant variances between Budgeted Expenditures and Estimated Actual Expenditures. SFCOE/SFUSD is currently experiencing challenges with the posting of salary and benefit charges to its General Ledger; as a result, Estimated Actual Expenditures reflect an approximation. Should any patterns emerge that indicate notable discrepancies, the Budgeted Expenditures for 2023-24 will be updated to reflect spending practices that it has not been possible to track in detail during the 2021-22 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

In any continuous improvement cycle, we ground our reflections in standard practice. We use the Plan-Do-Study-Act cycle, and in the context of understanding how effective specific actions were in making progress toward the goal, we need to understand, or study, the implementation of our actions and want to make sure we are asking key questions:

- 1 - Extent: Was the activity implemented? If yes, who was the intended audience and how many were reached?
- 2 - Quality: What was the quality of implementation? Department review of each of the actions responded to how the activity was implemented and asked to rate the quality of implementation. The quality of implementation was categorized as either emerging, building, integrating or sustaining. We know that understanding our implementation is one area that we need to build our muscles around because without understanding implementation, it becomes challenging to fully assess impact. This is an important shift for us to make, particularly around understanding if we have inconsistent vs. consistent implementation and as we move to sustaining, do we have clear ways to incorporate feedback?
- 3 - Reflect: Should this action be adopted, adapted or abandoned? We reflected on implementation and planned for our next cycle with the lens of continuous improvement. This is important information for us to inform the LCAP annual update and determine what we would adopt,

adapt or abandon for the coming year.

SFUSD staff shared this information at the February 24, 2022 Special Meeting of the Board of Education.

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- 25% of the activities are being implemented in a sustainable way with consistent fidelity and systemic adaptations, 48% of the activities are being integrated.

Three particular actions surfaced as work we were implementing effectively:

1.02: Provide a core suite of digital learning applications aligned to the core curriculum and instructional priorities.

This is one of the activities outlined in Action 1.02. SFUSD has built and maintained a core suite of digital learning applications aligned to the core curriculum. These tools have been vetted for safety and privacy. The SFUSD Digital Backpack are personalized for each student based on their school and grade.

1.01: Teachers and site leaders will also be provided with an assessment matrix that provides guidance on various assessment tools for diagnostic and formative assessments of and for learning to support and inform Tier 1 and 2 instruction.

Standard practice is in place to set an annual calendar each school year. The calendar is made available online and an internal calendar is shared with all schools. School staff are well informed of assessment timelines.

1.03: Ensure access for teachers and administrators summative and formative assessment results for the purpose of learning about students' needs, incorporating learning from data into lessons and units so that students are engaged and learning at high levels, and differentiating instruction.

All teachers have access to student-level data (past and current) in Illuminate. In addition, all school administrators have access to their school Data Disk, which houses district- and school-summary data for a range of measures disaggregated by grade, ethnicity, and program groups.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are 14 specific actions outlined in Goal 1, with 61 total activities listed across those 14 actions. We will continue to adopt or adapt each of these actions because overall work to achieve this goal is in progress. There are no material changes to the planned goal, metrics or desired outcomes or actions for this goal for the coming year. Reflections on this goal surfaced a challenge in addressing the number of actions and activities included as part of Goal 1.

While all the actions articulated are important and necessary to achieve the outcomes identified, it is challenging to monitor and evaluate with high levels of consistency. To that end, in the coming year we will focus specifically on three of the actions in Goal 1:

- 1.01: Create coherent Pre-K - 12 continuum of instruction that includes an instructional literacy framework, aligned curricular resources, materials and assessments and professional development for both Tier 1 and Tier 2 instruction.
- 1.03: Ensure access for teachers and administrators summative and formative assessment results for the purpose of learning about students' needs, incorporating learning from data into lessons and units so that students are engaged and learning at high levels, and differentiating instruction.
- 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 for all educators.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 2	Access & Equity: Make social justice a reality by ensuring every student has access to high quality teaching and learning.

An explanation of why the LEA has developed this goal.

Goal 2 and the actions here focus on behavioral and social emotional supports to ensure supportive classroom environments, improve attendance and attend to the well-being of students and families, and provide additional supports to focal student groups.

SFUSD holds a core belief that the achievement gap is the greatest civil rights issue facing our district. We believe that quality schools offer engaging and challenging programs, caring and committed staff, strong and visible leaders and instruction differentiated to meet each students' needs. We hold an equity vision that calls on us to end bias and ensure equally high outcomes for our students, providing differentiated supports and services to attend to the whole child's needs.

While SFUD has generally seen favorable responses in the Social-Emotional Learning Survey, particularly in Self-Management and Growth Mindset, the pandemic impacted students and families, particularly for focal student populations. Stakeholder engagement over the last two and a half years also identified a need to build our capacity in anti-racist practices and authentic partnerships. Chronic absenteeism was a district-wide focus prior to the pandemic and we will need to continue to attend to supports and services to improve student engagement. In the 2021-22 school year, student attendance data has been negatively impacted by students who have had to miss significant amounts of school due to quarantine.

All data used for baseline reporting is inclusive of District and County from 2018-19 (pre-pandemic year), unless indicated otherwise. The baseline for attendance and expulsion data will be derived from the 2021-22 data.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
SEL Survey: positive response rate for Growth Mindset (Elementary students)	69.00%	68%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Self Efficacy (Elementary students)	57.00%	54%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points

SEL Survey: positive response rate for Self Management (Elementary students)	67.00%	72%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Social Awareness (Elementary students)	65.00%	65%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Growth Mindset (Middle schools students)	69.00%	69%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Self Efficacy (Middle School students)	57.00%	57%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Self Management (Middle School students)	71.00%	69%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Social Awareness (Middle School students)	61.00%	62%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Growth Mindset (High School students)	67%	68%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points

SEL Survey: positive response rate for Self Efficacy (High School students)	50%	51%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Self Management (High School students)	71%	66%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Social Awareness (High School students)	64%	64%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
ELL Reclassification Rate	9.60%	6.2%	[Intentionally Blank]	[Intentionally Blank]	19.6%
Chronic Absenteeism rate: ES	13.1%	10.8%	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Chronic Absenteeism rate: MS	9.9%	16.8%	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Chronic Absenteeism rate: HS	18.4%	19.2%	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Suspension Rate	2.00% (Green on CA Dashboard)	N/A [majority of year in distance learning for 21-22; measure not applicable]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard

# of Suspensions for AA	9.00% (Red on CA Dashboard)	N/A [majority of year in distance learning for 21-22; measure not applicable]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
# of suspensions for HS	2.90% (Yellow on CA Dashboard)	N/A [majority of year in distance learning for 21-22; measure not applicable]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Culture/Climate Surveys - Student positive response rates	66.00%	75%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points

Actions

Action #	Title	Description	Total Funds Contributing
Action #1	2.01 Safe & Supportive Schools: Coordinated Care Team	Provide resources to schools sites for the implementation of the Coordinate Care Team approach across all school sites.	\$11,219,786.95 No

Action #	Title	Description	Total Funds Contributing	
Action #2	2.02 Safe & Supportive Schools: Target Strategies	Articulate and implement target strategies to address needs of underserved students, including focal student populations through a multi-tiered system of academic and behavioral supports across and within schools additional interventions and supports. - Provide additional resources for synchronous and asynchronous professional development opportunities to school staff and coordinated care team members to provide tiered level of support, including universal supports as part of creating a safe and supportive school culture and climate and enhanced supports for students that need support beyond the universal supports. - Support and expand site-based Wellness Centers at middle and high schools	\$62,599,873.34	Yes
Action #3	2.03 Resource Management: Systems to Monitor	Identify resources to develop and sustain systems to better track and monitor attendance, suspensions, discipline, out of class time and interventions to understand implementation and impact. Provide training resources to staff to develop their capacity to utilize these systems to inform interventions.	\$3,147,995.36	No
Action #4	2.04 Resource Management: Access to Technology	Build on current expanded access to technology, with approximately 60% of SFUSD students gaining device access since Spring of 2020, and continue to explore options that would allow for device access for 100% of students and internet connectivity based on need in SFUSD.	\$8,962,646.73	No

Action #	Title	Description	Total Funds Contributing	
Action #5	2.05 Safe & Supportive Schools: Ethnic Focal Groups	In addition to the supports aforementioned, provide targeted supports to help all students and provide comprehensive wraparound services building on the community schools framework. - Support specialty programming for African American students to provide post-secondary support and college preparation. Continue efforts to focus improvements and provide additional resources for our identified PITCH schools. - Work to coordinate support with City agencies to connect Native Hawaiian/Pacific Islander students and families to health and wellness services. - Work to coordinate with City agencies to connect American Indian students to health and wellness services.	\$2,700,351.68	Yes
Action #6	2.06 Safe & Supportive Schools: Special Education	In addition to the supports aforementioned, students with additional needs as outlined in their IEPs receive targeted, appropriate supplemental support using the RtI2 framework and Universal Design for Learning.	\$163,460,300.85	No

Action #	Title	Description	Total Funds Contributing
Action #7	2.07 Safe & Supportive Schools: English Learner / Newcomer	In addition to the supports aforementioned, provide professional development focused on social emotional and cultural awareness for staff working with ELs and help Newcomer ELs transition into our school system by providing services and/or referrals for support and counseling through site based Wellness Centers. - Conduct outreach, intakes, and care plans for eligible students, which includes referrals to Student & Family Services through Refugee and Immigrant Supports in Education (RISE-SF) and work closely with community partners to provide school-based services for this population. Provide resources to Liaisons across 23 different school sites offering ongoing student meetings or groups and school-wide events to promote positive school climate around refugee and immigrant issues. - Provide supports to counselors and ensure that newcomer and ELs receive the SEL and academic counseling needed to succeed throughout their PK-12 experience.	\$50,438,013.28s
Action #8	2.08 Safe & Supportive Schools: Homeless & Foster Youth	In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth: - SFSD Focal Populations works across departments and divisions to highlight the need for synthesis of programs to provide individual support to students and families struggling with homelessness by connecting them to city resources for housing and other immediate support. - Coordinate with EPC and school CCT Leads to implement interventions in support of our students and families struggling with homelessness. - Work with CDE, county child welfare, and probation agencies, and SFUSD/COE Foster Youth Coordinating Program (FYSCP) to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics. Use additional data to look at	\$11,985,947.90s

Action #	Title	Description	Total Funds	Contributing
		<p>the intersectionality of student homelessness and focal indicators that are then used for support planning. Administer CDE's annual homelessness questionnaire (AB27) to identify students and families experiencing homelessness in our district. SAFEH Enrollment form is used to collect information about any identified family's housing status and immediate support needs.</p> <ul style="list-style-type: none"> - Provide information to families on the supports that exist through the city regarding eviction assistance, relocation assistance, rapid rehousing eligibility, and other long term housing supports - Develop truancy policies that take account of the unique needs of and legal requirements for Foster Youth. Ensure Foster Youth liaisons and district level oversight staff have adequate time, knowledge, trauma-informed training, and resources to meet the needs of Foster Youth. - Collaborate with schools, child welfare and probation agencies, school sites and FYSCP district staff to increase school stability, promptly transfer records, and increase attendance. - Collaborate with HSA to provide transportation passes to support school stability and access to School of Origin. 		

Action #	Title	Description	Total Funds Contributing
Action #9	2.09 Resource Management: Facilities	Manage design and construction of new school facilities, expansion or creation of new programs, and improve District's school sites, creating an environment that will stimulate interest in learning and assist students and teachers to perform at their best. Respond to school requests for facilities improvements and deferred maintenance projects that ensure access to comfortable and welcoming learning environments, including projects that are required for seismic safety, fire safety, life safety, and Americans with Disabilities Act accessibility. Ensure access to clean facilities, sustainable programming and maintenance of schoolyards, and fiscally-responsible utility use to maximize investment in students' instructional time. Manage the design of school facilities and enhancements to school sites in service of health and safety; measures include window repair, ventilation system improvements, and other necessary site changes.	\$90,117,685.55 No

Action #	Title	Description	Total Funds Contributing
Action #10	2.10 Resource Management: Transportation	<p>Strengthen transportation's role in providing equitable access to the range of opportunities available to our students and ensure access to transportation as required.</p> <ul style="list-style-type: none"> - Implement a new transportation vendor (Zum) with student centered technology at the core of their business. Provide integrated communication for families, schools, and drivers. - Strengthen the processes and procedures for allocating transportation services during IEP meetings, and explore student-centered, innovative, and sustainable transportation modes that expand offerings beyond curb-to-curb services and result in the least restrictive environment for our students. - Ensure general education routes are designed to provide focal students with equitable access to SFUSD's elementary schools and programs. Ensure stops are located in areas of the city with high concentrations of focal students and close to where they live e.g., near public housing. - Partner with the San Francisco County Transportation Authority to create a School Access Plan with transportation solutions for K-5 students and their families. Proposed solutions will focus on children and caregivers who are burdened by medium and long-distance trips to school and afterschool activities. Solutions will seek to close equity gaps and provide sustainable transportation options to help reduce vehicle travel. - Bring the goals of Safe Routes to School to fruition. - Strengthen the partnership between SFMuni and SFUSD, and increase opportunities for families to use SFMuni to get to and from school easily and efficiently. 	\$32,255,223.07 No

Action #	Title	Description	Total Funds Contributing
Action #11	2.11 Resource Management: Student Nutrition	<p>Ensure access to healthy food and nutrition for all students PreK - 12. - Encourage schools to remove some of the structural barriers to food access when we return to in person learning. For example, if schools offer breakfast in the classroom, provide children with adequate time to eat lunch, and offer lunch after recess, then more children will participate in school meals and will have the nourishment needed to thrive in school and in life. - Continue our efforts to eliminate the stigma of school food and encourage all students to enjoy school meals together as a community, taking full advantage of universal free school meals during the 2021-22 school year. - Expand breakfast in the classroom. - Ensure students in distance learning have access to fresh, healthy, and delicious meals. - Implement a new point of sale system in all cafeterias to help reduce the amount of time students have to wait in line to receive school meals. - Partner with School Health Programs to conduct deeper engagement with the community around our Wellness Policy as part of our triennial assessment of the Wellness Policy. - Partner with Facilities to develop a 2022 Bond request to cover the cost of building a strong cooking infrastructure so we have the capacity to cook meals at schools instead of relying on the procurement of unitized meals. - Make procurement decisions in alignment with the Good Food Purchasing Policy, a process that transforms the way public institutions purchase food. - Continue redesigning school cafeterias into student centered dining spaces that delight students. - Reengage our students in the development of student centered, delicious meals. - Develop menus that are healthy, culturally diverse, affordable, fair, sustainable and loved by students.</p>	\$32,941,274.40 No

Action #	Title	Description	Total Funds Contributing	
Action #12	2.12 SFCOE: Access & Equity - Staffing	Maintain increased staffing ratio of counselors, school psychologists, and school nurses at sites serving the majority of expelled and foster youth. Staff provide counseling, academic and social emotional development support and case management to COE students. Increase percentage of time Transition Specialist and Counselor pushed into classrooms in Court Schools. Restructure support team at Civic Center to push counseling into each classroom.	\$1,357,465.28	Yes
Action #13	2.13 SFCOE: Access & Equity - Childcare	Maintain comprehensive, licensed on-site childcare to pregnant and parenting teens through partnership with local agencies serving youth from birth to kindergarten.	\$408,908.43	No
Action #14	2.14 SFCOE: Access & Equity - Transition Support	Continue role of Transition Specialist who supports youth as they transition between court schools and other placements, youth returning from expulsion, and youth placed in neglected shelters. Transition Specialist currently supports intake and orientation, transition planning, inter-agency coordination, and follow up. Work with Juvenile Probation and the Juvenile Court to increase services for youth who come before the court without being placed in county schools or shelters. Expand and adapt in response to radical changes in the juvenile justice system which result in serving fewer youth in detention but more severely justice involved youth in the community. Continue SFCOE role in juvenile justice reform and restructuring.	\$126,156.46	No

Action #	Title	Description	Total Funds Contributing	
Action #15	2.15 Access & Equity - Student Assignment	Implement Board Policy 5101.2 Elementary School Student Assignment, which is designed to create integrated elementary schools, offer families a high degree of predictability about where their children will be enrolled in school, and facilitate enrollment within a reasonable geographic distance from home. Develop zones for elementary school student assignments in partnership with families and community members.	\$1,144,067.67	No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As shared in Goal 1 above, SFUSD staff reviewed mid-year reflections at the February 24, 2022 Special Meeting of the Board of Education. A summary of SFUSD's assessment of specific actions taken toward Goal 2 - Access & Equity is shown on the graph on slide 6 of the presentation: [https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/\\$file/22%20-%2002.22%20LCAP%20Mid-Year%20Update.pdf](https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/$file/22%20-%2002.22%20LCAP%20Mid-Year%20Update.pdf)

Data conclusions for Goal 2 are summarized here:

- There are 56 activities included in the 15 actions in Goal 2.
- SFUSD has implemented 71% of the actions, reaching more than half or all of intended audiences.
- 39% of the activities are being implemented in a sustainable way with consistent fidelity and systemic adaptations, 27% of the activities are being integrated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

San Francisco does not, at present, anticipate significant variances between Budgeted Expenditures and Estimated Actual Expenditures. SFCOE/SFUSD is currently experiencing challenges with the posting of salary and benefit charges to its General Ledger; as a result, Estimated Actual Expenditures reflect an approximation. Should any patterns emerge that indicate notable discrepancies, the Budgeted

Expenditures for 2023-24 will be updated to reflect spending practices that it has not been possible to track in detail during the 2021-22 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

As shared in Goal 1 above, SFUSD staff reviewed mid-year reflections at the February 24, 2022 Special Meeting of the Board of Education. A summary of SFUSD's assessment of specific actions taken toward Goal 2 - Access & Equity is shown on the graph on slide 6 of the presentation: [https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/\\$file/22%20-%2002.22%20LCAP%20Mid-Year%20Update.pdf](https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/$file/22%20-%2002.22%20LCAP%20Mid-Year%20Update.pdf)

Data conclusions for Goal 2 are summarized here:

- There are 56 activities included in the 15 actions in Goal 2.
- SFUSD has implemented 71% of the actions, reaching more than half or all of intended audiences.
- 39% of the activities are being implemented in a sustainable way with consistent fidelity and systemic adaptations, 27% of the activities are being integrated.

Two particular actions surfaced as work we were implementing effectively:

2.07: Provide supports to counselors and ensure that newcomer and EL students receive the SEL and academic counseling needed to succeed throughout their PK-12 experience.

A 1.0 FTE counselor on special assignment provides supports and professional development to counselors of newcomer pathway schools to improve intake, academic counseling, foreign transcript evaluation, and RTI supports for students with interrupted formal education. This particular action is an added benefit to newcomer students, ensuring staff capacity with a specialized skill of foreign transcript review and evaluation.

2.11: Ensure access to healthy food and nutrition for all students PreK - 12.

Breakfast was provided at all but two of the District schools. Lunch was provided at all schools. Supper was offered to all After School Programs thanks to waivers provided by USDA. Snacks were provided during the day to all schools that have 50% or more students qualifying for free/reduced lunch. This expanded healthy & nutritious meals for our students.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are 15 specific actions outlined in Goal 2, with 56 total activities listed across those 15 actions. For the most part, we will continue to adopt or adapt each of these actions because overall work to achieve this goal is in progress. There are a couple of exceptions where there are material changes to specific actions. Those include the following:

Change to 2.01

Rationale: One of the challenges is that the funding and support and infrastructure to require and support sites to launch coordinated care teams does not exist. This model relies on a central office structure that coordinates support across the district and city as well. The Coordinated Care Team program provides much-needed support to schools at all levels of support planning which could include restorative practices training. While much remains to be done with the program, it is important that we continue this work while adjusting for changes in divisional staffing reductions. Adaptation for this year will increase focus on asynchronous training materials and office hour support for the program, rather than the focus on large group meetings and presentations. Divisional work teams will continue to create, and refine materials based on our focus on Anti Racist Practices, and Authentic Family partnerships.

Change to 2.02

Rationale: The Supporting Students & Families Experiencing Homelessness (SAFEH) program has been successful in meeting the ever growing need of our students using a multi-tiered system of academic and mental health supports across the district and within school sites. However, the Safe and Supportive School program is unfunded and because a new BOE resolution requires a Coordinated Care approach, the recommendation is to focus limited resources there (see Action 2.01). Given upcoming shifts with 2021-22 budget cuts, other components need to be adapted or abandoned.

Change to 2.03

Rationale: Based on Division staffing reductions, future training materials and program support should shift to primarily focus on asynchronous methods of support such as manuals and training videos.

Change to 2.07

Rationale: These services are essential for connecting our Refugee and Immigrant communities to the services/resources offered by SFUSD and our community partners to support a smooth transition and increased academic achievement. However, there is not a dedicated funding source for providing a school social worker, school district nurse, and one or more Family Liaisons for coordinating services for newcomer youth and families. This component needs to be adapted or abandoned based on updates to the MTSS and Weighted Student Formula and central supports in general.

Change to 2.08

Rationale: Establishing policies and procedures of foster youth rights is imperative and providing technical assistance to schools, families, and providers is essential to upholding those rights. The SAFEH program provides the resources and services that our students need to

ensure academic success, and we will continue to coordinate across the district and with community and city partners to meet the needs of our students and families experiencing homelessness. Working with the CDE and partner agencies to ensure foster youth are identified and tracked on all required metrics is required for COE's funding requirements, and collaborating across schools and child welfare and probation agencies is required by law. However, will need to reconsider developing truancy policies and how to provide training to staff based on budget reductions.

Change to 2.12

Rationale: We continue to need an increased staffing ratio of counselors, school psychologists and school nurses as well as counseling, academic, and social emotional development support for COE students. We have been able to successfully transition some wraparound supports into roles of existing staff while partnering for highly specialized supports with outside partners, however, in response to pandemic-related changes in need, we will shift transition services to include support for youth in the expulsion process.

While there are changes to six of the actions as noted above, there are no material changes to the planned goal, metrics or desired outcomes for this goal for the coming year. While all the actions articulated are important and necessary to achieve the outcomes identified, it is challenging to monitor and evaluate with high levels of consistency. To that end, in the coming year we will focus specifically on three Goal 2 actions:

2.02: Articulate and implement target strategies to address needs of underserved students, including focal student populations through a multi-tiered system of academic and behavioral supports.

2.15: Implement Board Policy 5101.2 ES Student Assignment to create integrated elementary schools, offer families a high degree of predictability about where children will be enrolled, and facilitate enrollment within a reasonable geographic distance from home.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goal

Goal #	Description
Goal 3	Accountability: Keep district promises to students and families and enlist everyone in the community to join in doing so.

An explanation of why the LEA has developed this goal.

Goal 3 and the actions here focus on providing access and support to families in ways that are linguistically and culturally responsive, ensure our classrooms are staffed with high quality educators to meet the needs of students and provide for stable infrastructure needed to support critical district functions.

SFUSD recognizes that families are the first and most influential teachers of their children. Respecting and welcoming all families into the school community supports the academic achievement of all students.

While families in SFUSD have a highly favorable view of the CultureClimate of their children's schools with a 93% positive average for each of the last 3 years, we see differentiated results for some of our focal student populations.

Stakeholder engagement over the last year and a half highlighted more than ever the importance of partnerships between home and schools, and the need for communication that is multi-directional and inclusive of all stakeholders.

We must recruit and retain diverse talent reflective of our school communities and support staff in building their capacity to deliver on our promise to provide quality education for all our students. We continue to improve our processes for planning investments, allocating resources and monitoring for implementation and impact.

All data used for baseline reporting is from 2018-19 (pre-pandemic year).

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24

% of teachers who are highly qualified per ESSA	87.85%	95%	[Intentionally Blank]	[Intentionally Blank]	100%
Teacher retention rate	88.00%	92%	[Intentionally Blank]	[Intentionally Blank]	100%
Participation in and usage of additional professional development hours (18 total)	68.12%	Data not yet available	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
Maintain teacher vacancy rate of 0 for opening day (measured in FTEs)	5.00	49.0	[Intentionally Blank]	[Intentionally Blank]	0.00
Culture/Climate Surveys - Staff: Positive response rates	74.00%	85%	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
% of schools that create a family engagement plan	94.29%	100%	[Intentionally Blank]	[Intentionally Blank]	100%
Culture/Climate Surveys - Parents: Positive response rates	93.00%	94%	[Intentionally Blank]	[Intentionally Blank]	100%
% pass facilities Williams Act inspections	98.90%	100%	[Intentionally Blank]	[Intentionally Blank]	100%

Actions

Action #	Title	Description	Total Funds Contributing
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Action #	Title	Description	Total Funds Contributing	
Action #1	3.01 Family Empowerment: Partnership	Schools actively engage families in leadership opportunities that allow them to voice concerns and priorities, as well as participate in site planning in a meaningful way. Schools reach out to hear from families and solicit feedback to better support focal students. Communication processes are two-way, clear to families and encourage a mutual exchange of information. Essential information is provided in multiple languages and interpretation is provided at meetings, school sites and district events in Samoan, Spanish, Cantonese, Mandarin, Arabic, Tagalog, Vietnamese and other languages as needed, and prioritize the timely translation of SFUSD essential documents and documents from schools that meet the 15% threshold language requirement.	\$21,742,154.91	No

Action #	Title	Description	Total Funds Contributing
Action #2	3.02 Family Empowerment: Capacity Building & Support	<p>Strengthen the structures for shared responsibility across different departments in the district to lead practices that inform, engage, and empower SFUSD students and families, including:</p> <ul style="list-style-type: none"> - Build the capacity of district staff through culturally competent professional development to engage all students and families, and especially our focal students and their families in effective and authentic partnerships that link family engagement as well as student voice to student learning and support positive school cultures. - Conduct district wide Family Wellness Check ins at least twice a year as a family partnership strategy to engage in authentic partnership with families. The district wide Family Wellness Check-ins are a moment in time where collectively as a district we reach out to students and families. - Provide professional learning resources and technical assistance for district staff, students and families in order to make informed decisions, including support to school governance bodies and parent advisory groups (i.e. SSC, ELAC, AAPAC, SAC) - Provide professional development and training on the Best Practices Tool Kits for district wide school events, including Back to School, Parent Teacher Conferences, and the School Site Planning process. - Build strong family and community partnerships using a community schools approach - Provide resources, materials and support to families through the enrollment process to ensure families have equitable access to participate in the school choice process. 	\$11,408,448.57 No

Action #	Title	Description	Total Funds Contributing	
Action #3	3.03 Family Empowerment: Communication	Develop the systems to communicate clear expectations, measures, and districtwide accountability, including building capacity to communicate with families through email and/or text message and improve collection of family contact information in the Student Information System (SIS).	\$2,762,573.90	No
Action #4	3.04 Family Empowerment: Targeted Supports	Provide additional targeted supports for focal student subgroups by investing in additional staff supports (such as Family Liaisons), additional professional development for staff, increased materials and food for family events focused on serving families of students in underserved communities, additional translation supports and software.	\$7,304,824.60	Yes

Action #	Title	Description	Total Funds Contributing
Action #5	3.05 Family Empowerment: Parent Advisory	<p>3.05 Family Empowerment (SCG): Support parent advisory bodies through staffing and resources to provide outreach and engagement opportunities for focal student populations including African American, American Indian/Alaskan Native, Latinx, Native Hawaiian/Pacific Islander, families of students with IEPs, Foster and Homeless Youth and our English Learner and Newcomer families. Utilize SFUSD communication channels and leverage existing relationships with media outlets, especially multilingual ethnic media outlets, to further support and sustain EL families being informed in order to facilitate greater access and engagement.</p> <ul style="list-style-type: none"> - Enlist parents, educators and community partners in monitoring and improving systems and strategies to support African American students and focus on how to effectively engage, affirm, and empower African American students and families. - Provide meaningful parent/guardian communication, outreach and engagement to monitor English learners and assign appropriate staffing and provide professional development for personnel working with English learners. - Increase knowledge and understanding of SFUSD staff about the reclassification process and timeline in order to improve information sharing with families. - Fulfill all requests for interpretation or translation of materials for IEP-related communications in a timely manner. 	\$5,318,186.09 No

Action #	Title	Description	Total Funds Contributing
Action #6	3.06 Talent & Culture	<p>Recruit and retain diverse talent reflective of our school community and support our staff in building their capacity to deliver on our promise to provide a quality education for each and every student. Key actions include:</p> <ul style="list-style-type: none"> - Explore, identify and scale effective strategies to improve on the recruitment, retention, and engagement of our current and future employees. - Diagnose human capital related issues using qualitative and quantitative methods and develop data informed solutions and practices across both certificated and classified staff. - Develop and implement strategies to strengthen the recruitment and retention of teachers and administrators at hard-to-staff schools and build a workforce that reflects our diverse communities. - Continue to build out and learn from our internal pipeline programs, including the Pathway to Teaching, Para-to-Teacher program, Transformative Leadership for Equity and Excellence leadership induction program, and our residency programs and the District's partnerships with University programs which yield diverse and high quality staff. 	\$22,719,566.61 No

Action #	Title	Description	Total Funds Contributing	
Action #7	3.07 Resource Management: Digital Infrastructure	<p>Develop critical tools & systems, build a resilient infrastructure, and redefine the classroom experience to transform SFUSD into a digital district in an effort to realize Vision 2025 and implement the SFUSD strategic plan so that every student in every school is future ready for college and career success in the 21st century.</p> <ul style="list-style-type: none"> - Critical tools & systems: Examples include: Empower SF (SFUSD's HR, Payroll, and Budget Management enterprise system), Learning Management Systems (LMSs), Student Information System, including online applications, and student and family portals, email, collaboration, and communication systems and tools - Build a resilient infrastructure: Examples include: Internet and network modernization for more robust and secure access to the Internet, telephony system modernization at schools and central offices, disaster recovery and system continuity, cybersecurity - Redefine the classroom experience: Examples include Technology-Enabled Personalized Learning Environments, Deeper Learning programs, Digital Learning Scope and Sequence implementation, iLab Impact and Innovation awards, and other innovation pilots. 	\$21,176,566.12	No
Action #8	3.08 Resource Management: Core Operations	Support core operations (e.g. maintain stable financial operations, core HR and business systems, manage and prevent risk and liability)	\$63,730,693.89	No

Action #	Title	Description	Total Funds Contributing
Action #9	3.09 SFCOE: Accountability - Accreditation	All SFCOE schools will progress from initial accreditation to full accreditation.	\$83,631.16 No
Action #10	3.10 (SFCOE) Family Empowerment	All families entering county community and opportunity programs will receive a personalized orientation to the school, including advising, resources, and introductions to key staff. All County schools will implement their customized family engagement plan including how to effectively orient families, how to keep them informed about their students' progress, and involve them in the life of the school.	\$300,892.14 No
Action #11	3.11 (SFCOE) Accountability - Student Information Systems	Abandon - goal/action achieved	\$210,618.83 No

Goal Analysis 2021-22

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

As noted in Goals 1 and 2 above, SFUSD staff shared this information at the February 24, 2022 Special Meeting of the Board of Education. A summary of SFUSD's assessment of specific actions taken toward Goal 3 - Accountability is shown on the graph on slide 6 of that presentation: [https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/\\$file/22%20-%2002.22%20LCAP%20Mid-](https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/$file/22%20-%2002.22%20LCAP%20Mid-)

Data conclusions for Goal 3 are summarized here:

- There are 37 activities included in the 11 actions in Goal 3.
- SFUSD has implemented 16% of the actions, reaching more than half or all of intended audiences.
- 22% of the activities are being implemented in a sustainable way with consistent fidelity and systemic adaptations, 51% of the activities are being integrated.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

San Francisco does not, at present, anticipate significant variances between Budgeted Expenditures and Estimated Actual Expenditures. SFCOE/SFUSD is currently experiencing challenges with the posting of salary and benefit charges to its General Ledger; as a result, Estimated Actual Expenditures reflect an approximation. Should any patterns emerge that indicate notable discrepancies, the Budgeted Expenditures for 2023-24 will be updated to reflect spending practices that it has not been possible to track in detail during the 2021-22 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

As noted in Goals 1 and 2 above, SFUSD staff shared this information at the February 24, 2022 Special Meeting of the Board of Education. A summary of SFUSD's assessment of specific actions taken toward Goal 3 - Accountability is shown on the graph on slide 6 of that presentation: [https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/\\$file/22%20-%2002.22%20LCAP%20Mid-Year%20Update.pdf](https://go.boarddocs.com/ca/sfusd/Board.nsf/files/CBWV2D7BB92F/$file/22%20-%2002.22%20LCAP%20Mid-Year%20Update.pdf)

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- 22% of the activities are being implemented in a sustainable way with consistent fidelity and systemic adaptations, 51% of the activities are being integrated.

One action to highlight as implementing effectively:

3.05: Enlist parents, educators and community partners in monitoring and improving systems and strategies to support African American students and focus on how to effectively engage, affirm, and empower African American students and families.

Staff supports parent advisory bodies through staffing and resources to provide outreach and engagement opportunities for focal student populations including African Americans. Support from the full time program manager also includes monthly AAPAC meetings, a monthly newsletter communication and robust representation on district committees.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are 11 specific actions outlined in Goal 3, with 37 total activities listed across those 11 actions. For the most part, we will continue to adopt or adapt each of these actions because overall work to achieve this goal is in progress. There is one exception where there are material changes to specific actions:

We will abandon Goal 3.11. This goal called to integrate county schools into SFUSD Student Information Systems and Build Synergy master schedules and attendance systems that increase visibility of attendance and course enrollment to students, families and partners. These systems have been integrated or completed and this goal is no longer needed.

There are no material changes to the planned goal, metrics or desired outcomes or other actions for this goal for the coming year. As with Goals 1 and 2, reflections on this goal surfaced a challenge in addressing the number of actions and activities included as part of Goal 3.

While all the actions articulated are important and necessary to achieve the outcomes identified, it is challenging to monitor and evaluate with high levels of consistency. To that end, in the coming year we will focus specifically on three of the actions in Goal 3:

3.01: Schools actively engage students in leadership opportunities that allow them to voice concerns and priorities, as well as participate in site planning in a meaningful way.

3.08: Support core operations (e.g. maintain stable provide financial operations, core HR and business systems, manage/prevent risk and liability)

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

Projected LCFF Base Grant	Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$447,940,896.00	\$61,576,961.00	\$2,940,662.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.32%	0%	\$0.00	13.84%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Equity is a key focus of SFUSD's continuing work to help every student be ready for career and life. In this context it means employing resource allocation processes that prioritize the needs of our focal student groups. Resources and services are identified in actions across the three SFUSD goals of Student Achievement, Access & Equity and Accountability and involve a range of supports including instructional and wellness supports, case management, instructional materials, and additional support staff to work with students and families.

The apportionment of supplemental and concentration grant funds for SFUSD as calculated for 2022-23 will be \$64,517,623. For the COE, supplemental and concentration grant funds total \$364,727 and a 3.41% to increase/improve services. While planned actions identified for these funds will benefit all students, the needs of unduplicated pupils are prioritized. Actions identified are effective in meeting the needs of foster youth, English learners and low income students because they provide additional instructional support and staffing resources to address their unique needs.

Goals from the 2021-24 LCAP that we aim to continue into the 2022-23 school year and that contribute to improved and increased services for the entire SFUSD/COE are listed below.

Goal 1 - Student Achievement

Goal 1 is principally about improving academic outcomes for students. Actions here focus on academic instruction, the resources students need for learning, monitoring student learning and the professional capacity building for staff to support students in meeting academic outcomes.

In addition to reviewing LCAP data measures, we also recognize that our students are recovering from unfinished learning as the result of lost instructional time and variable participation in distance learning during COVID school closures particularly for our unduplicated students. Due to the pause on the SBAC, we used local district assessments (Reading Inventory and curriculum embedded Mathematics performance tasks). Reading Inventory (administered in grades 3-10) is a computer adaptive language arts assessment that highly correlates to SBAC ELA. The Math Milestone Performance task is part of the district math curriculum (administered in all grades K-12) that are scored by teachers and have a strong correlation to SBAC Math results.

While local district assessments are not comparable statewide, the Spring 2021 results for SFUSD show more than half of district students are at or above grade level in either ELA or Math. In ELA, 55% of students overall are now meeting or exceeding the standards and in Math, 69% of students are now meeting or exceeding the standards in grades 3-12.

Reading Inventory assessments which showed similar trends to the 2019 ELA SBAC scores. While there were gains in proficiency for English Learners, increased from 11% in 2018-19 to 19% in 2020-21, socioeconomically disadvantaged, increasing from 43% to 48% and Foster Youth from 22% to 37.5% over the same time period, percentages are lower than the district average overall (55%).

On the 2019 CA Dashboard, our English Learners, socioeconomically disadvantaged and Foster youth had all maintained or gained on ELA SBAC scores, they were still 78.3 below standard, 21.9 below standard, and 73 below standard respectively as compared to 10.2 above standard for all students. There were also gains across the 3-year trend (from 2018-19 to 2020-21) for high school graduation rate: English Learners 3% gain, socioeconomically disadvantaged 2% gain, and Foster Youth 21% gain. The trend was positive and cohort graduation rate

for socioeconomically disadvantaged (86%) is on par with the district (87%), but lower for ELs (71%) and Foster Youth (77%). We will turn our attention to updated CA Dashboard measures when the State updates the data in Fall 2022.

Additionally, stakeholder feedback via parent advisory bodies that share reports at Regular Board meetings throughout the year, continues to surface a need for adequate assessments and academic support for students (particularly English Learners), sufficient professional development for staff, additional support and resources to address learning gaps and the desire for foster students to be able to remain in their school of origin until graduation.

There are 4 total actions under Goal 1 being specifically relevant to the needs of foster youth, English Learners and low income students, three district goals and one for the county:

- 1.05 Teaching & Learning: College and career readiness
- 1.07 Teaching & Learning: Provide supplemental targeted support
- 1.11 Teaching & Learning: Additional support for Foster Youth
- 1.14 (SFCOE) Standard Achievement: Enhance Individual Learning Plans system to increase specificity and ongoing monitoring

In order to meet the academic needs of our students and accelerate learning gains, continuing these actions is needed. Goal 1 - Actions 1.05, 1.07 and 1.11 provide for additional academic supports including specialty program for unduplicated students like AVID Excel in Middle School for English Learners, tutoring for Foster Youth, after school programming, additional credit recovery offerings and expanded summer school for intervention and acceleration, additional staffing like counselors, literacy coaches, and instruction reform facilitators, increased professional development, and literacy software. These supports have been in place for 2017-20 and we are seeing incremental gains that we seek to accelerate

Goal 1.07 includes a provision to engage stakeholders and launch a pilot project in some elementary schools to screen and support students who struggle with phonological processing in reading. For 2017-20 we did not meet the original action of piloting screening and support for students struggling with phonological processing and we are recommitting to this action for 2021-24. In 2021-20 we initiated some work toward this action, including engaging with UCSF partners to review functions of the screener and identify schools to initiate a pilot. Our Curriculum & Instruction division has started work to review and assess our literacy programs through a TNTP audit. This work will continue in the coming year.

Goal 1.14 draws on the need to carefully monitor our county students to ensure Individual Learning Plans (ILP) are in place to map their path, and the needed supports, toward graduation. We can report that formalizing the ILP system has already been fully implemented and has allowed for ongoing monitoring and data reporting at the individual, class, and school levels. Schools reported including student profile data was not useful and are adapting with other metrics based on this feedback.

Additionally, there are 3 additional actions that are included as contributing to improved and increased services. Those are:

1.08 Teaching & Learning: Instruction and academic supports

1.10 EL/Newcomers: For English Language Learners

1.13 (SFCOE) Standard Achievement - Personalized learning and highly differentiated instruction and intervention for focal populations

In order to meaningfully address the learning needs of students in focus groups, additional academic support has been identified. Goal 1.08 includes additional support staff including literacy coaches, elementary advisors and instructional paraeducators, along with student advisors who can support ELs in primary languages. Goal 1.10 commits to required actions to meet the needs of ELs and includes additional staff to support language pathways, TSAs to support professional development and additional staff including literacy specialists, primary language paraeducators and counselors. For county programs, resources support the development and monitoring of personalized learning and intervention support for students enrolled in these programs.

While providing these supports LEA-wide, there is a particular focus on prioritizing unduplicated students for these supports and services. We anticipate these supports will result in gains in academic outcomes including SBAC and graduation rate for all students, and that the increased services for unduplicated students will result in accelerated gains for those student populations as we work to close the achievement gap.

Goal 2 - Access and Equity

Goal 2 focuses on additional support needed for our most underserved student groups. These actions primarily target behavioral and social emotional support to ensure supportive classroom environments, improve attendance and attend to the well-being of students and families.

In addition to reviewing LCAP data measures, we also considered Family Wellness Survey data in developing the 2021-24 LCAP. Positive responses to the overall question of "how well did the family seem to be doing" were lower than the district average (77% positive rating) for our English Learners (70%), socioeconomically disadvantaged (70%) and foster youth (58%). However, there were still families in these groups that staff was unable to reach during any of the three family wellness check-in windows during the 2020-21 school year: 6.4% of ELs, 10% of socioeconomically disadvantaged, and 12% of Foster Youth.

Attendance has been a priority focus, and we have been monitoring attendance of our focal student groups. The percentage of English learners who were chronically absent increased from 16% in both 2018-19 and 2019-20 to 18% in 2020-21. Similar increases were seen for socioeconomically disadvantaged (17% - 18% - 21%) and Foster Youth (45% - 51% - 46%).

We also monitor the EL Redesignation rate of our students and the data tells us we need more focused attention on Spanish-speaking ELs - Hispanic/Latinx performance is 4.7% compared to Asian performance which is almost double at 8.2%. Yet, the Asian EL Redesignation performance dropped significantly from 20% prior to COVID; and our Asian students are the largest subgroup who did not return to in-person

learning in Spring 2020.

Stakeholder feedback for the 2021-24 LCAP called out specific concerns about children's mental health, identifying a need for increased mental health services and supports to ensure emotional and physical safety of students, including rebuilding community and sense of belonging.

3 actions relevant to the needs of foster youth, English Learners and low income students to highlight under Goal 2 being continued for 2022-23, one district goal and two goals for SFCOE:

2.06 Safe & Supportive Schools: Appropriate supplemental support using the RtI2 framework and Universal Design for Learning

2.12 (SFCOE) Access & Equity - Maintain increased staffing ratio for wellness supports

2.13 (SFCOE) Access & Equity - Maintain on-site childcare to pregnant and parenting teens

In order to provide for the wellness and social emotional well-being of our students and increase attendance, our county program will include increased staffing including counselors and nurses and attend to the childcare needs for pregnant and parenting students to attend school regularly. These are reflected in Goal 2.12 and 2.13. There has been a slight revision to 2.13 to include support for youth in the expulsion process. We continue to need an increased staffing ratio of counselors, school psychologists and school nurses as well as counseling, academic, and social emotional development support for SFCOE students. We have been able to successfully transition some wraparound supports into roles of existing staff while partnering for highly specialized supports with outside partners, however, in response to pandemic-related changes in need, we will shift transition services to include support for youth in the expulsion process.

While Goal 2.06 does not contribute to improved or increased services, it is a continued goal from 2017-20. We know that our students with IEPs will need the additional social emotional support provided in the RtI2 framework and through UDL in order to optimize their participation in the classroom.

There are 4 additional actions that are included as contributing to improved and increased services in Goal 2:

2.02 Safe & Supportive Schools: multi-tiered system of academic and behavioral supports across and within schools

2.05 Safe & Supportive Schools: provide comprehensive wraparound services

2.07 Safe & Supportive Schools - EL/Newcomer: provide professional development for staff working with ELs and help Newcomer ELs transition through support and counseling

2.08 Safe & Supportive Schools - Homeless & Foster Youth: support and monitor the educational success of Foster Youth

Goal 2.02 and 2.05 includes additional capacity for nurses, social workers and staffing for school-based Wellness Centers, and supplemental site based staffing like ARTIFs (Response to Intervention), attendance liaisons, family liaisons with particular attention to primary language

speakers for our families of ELs, Peer Resource teachers, parent and community coordinators to help access additional city services, in addition to resources for PD to support anti-racist practices, and restorative practices. Goals 2.07 and 2.08 add additional social workers, family liaisons and counselors for ELs and Foster Youth.

Furthermore, what we are seeing the data and the actions we have identified for Goal 2 align with emerging research for post-pandemic response. The Policy Analysis for California (PACE) is one of SFUSD/SFCOE's research partners and their May 2021 report on Restorative Restart identifies key focus areas for learning recovery which are to prioritize relationships, address whole child needs, and strengthen staffing (both in increasing capacity and mental health supports). As we reimagine education, we need to make teaching & learning prioritize racial equity, relevance and rigor, and lastly as a district, we need to empower teams to rebuild and reimagine systems.

These actions together aim to address the social emotional and wellness of students, particularly given the additional challenges exacerbated by the pandemic. We want students and families to feel safe returning to in-person instruction and know that part of that will require access to mental health support and training for our educators to attend to SEL and wellness alongside academics. The additional capacity provided by increased staffing also enables sites to improve case management and monitoring of interventions, recognizing priority services to unduplicated students first and with intention to address post-pandemic needs for the LEA as a whole.

These actions are expected to result in improved student attendance, positive response rates on the SEL and Culture Climate survey generally for all students, but anticipate more significant gains for ELs, socioeconomically disadvantaged and Foster Youth.

Goal 3 - Accountability

Goal 3 centers on keeping our promises to our students and families. Identified actions focus on providing access and support to families in ways that are linguistically and culturally responsive, ensure our classrooms are staffed with high quality educators to meet the needs of students and provide for stable infrastructure needed to support critical district functions.

The primary data reviewed for the development of the 2021-24 LCAP include our annual Culture-Climate survey data, in addition to data we collected from the 3 family Wellness Checks taken during the 2020-21 school year. The overall response on our family culture climate survey is positive (94% positive response rate) and the sense of belonging construct is also positive (96%), these results for sense of belonging are higher for families of English Learners (98%) and socioeconomically disadvantaged populations (98%). Also, stakeholder feedback identifies school climate as an area that needs attention.

For the development of the 2021-24 LCAP we also reviewed data from Wellness Checks. The family Wellness Checks were taken three times over the course of the 2020-21 school year, overall 76% of families reported "pretty good" or "great" to the question "how did the family seem to be doing?" Overall responses were slightly lower for English Learners (73%) and socioeconomically disadvantaged (74%), but lower for Foster

Youth (56%). In addition, we also identified the families where no link was established during distance learning - 6% of families of English Learners, 10% of families of socioeconomically disadvantaged and 12% of the Foster Youth families were not reached in any of the wellness checks. These families will be prioritized by the school coordinated care teams to establish contact as we begin the new school year.

Consistent themes throughout the 201-20 LCAP cycle and in stakeholder feedback for the 2021-24 LCAP included the need for clear, accurate and consistent communication. There was an appreciation that the distribution of technology to students provided greater accessibility to families to participate in meetings and have better access to the district's communication tools.

There are 6 actions relevant to the needs of foster youth, English Learners and low income students Goal 3, four from SFUSD and two from SFCOE:

- 3.01 Family Empowerment: Access to communication and participation
- 3.03 Family Empowerment: Communication delivery systems
- 3.04 Family Empowerment: Additional staff and professional development
- 3.08 Resource Management: Support core operations **
- 3.10 (SFCOE): Customized family engagement plan
- 3.11 (SFCOE) Accountability and Student Information Systems

The theme across these actions get to the systems and delivery of information and communication for families. Communication falls into the dual categories of staffing (i.e. family liaisons, with particular attention to primary language support) and systems for communication. In order to improve our communication with families we need to address barriers to participation through increased translation and interpretation services (3.01), direct support that can be provided by family liaisons ((3.01), and avenues for participation by expanding parent advisory bodies (3.04). Further, we need to support staff in developing authentic relationships with families through PD and the sharing of the family engagement toolkit (3.04) and customized engagement plans (3.10).

**3.08 Resource Management: Support core operations

This action does not contribute to the improved or increased requirement but is carried over from the 2017-20 LCAP because it is the action that commits support to core operations and ensures fiscal stability. SFUSD/SFCOE has been working to address a structural deficit of \$125M in the 2022-23 budget development process. The San Francisco Board of Education continues to identify fiscal stability as a top priority. Stakeholder engagement sessions in the 2020-21 school year and in community feedback as part of the Superintendent Search identified the structural deficit as one of the challenges ahead of us and these groups will be key partners as SFUSD/SFCOE develops a budget balancing strategy that preserves core services and priority functions in support of positive student outcomes.

These actions, taken together, are in alignment with the PACE Restorative Restart research which specifically names building relationships with families as a high lever action for equity. We know that building and improving our relationships with families will have a direct impact on

students and expect to see family responses during stakeholder engagement sessions better matching what we are seeing in the culture climate survey results. We also know that improved relational and communication practices can in turn improve attendance (Goal 2) and academic outcomes (Goal 1).

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

For the development of the 2021-24 LCAP, SFUSD's concentration of targeted pupils is 58.34%, which exceeds the required threshold of 55% for using these funds districtwide. This is a reduction from the 61.37% Unduplicated Pupil Percentage in 2018-19, but an increase from a more significant drop over the past two years. Regardless of these shifts, we continue to prioritize services for focal students.

We have prioritized the use of supplemental and concentration grants via direct allocations to school sites through a Weighted Student Formula (WSF). WSF distributes money to schools based on individual student attributes. Similar to the Local Control Funding Formula, schools receive a base amount of funding per pupil, then additional allocations per pupil based on several student demographics. SFUSD includes the following weights in its Weighted Student Formula:

- K-3 grade span
- Incoming proficiency for secondary grades
- English Learners and Newcomers
- Students receiving Special Education Services
- Foster Youth, students in public housing, and homeless students
- Several indicators of low socioeconomic status

Analysis of students identified as low-income show high concentrations of students in specific ethnic groups qualify for free/reduced priced lunch and have increased from 2020-21:

- 67% of African American students (an increase from 64.7%)
- 68.8% of Pacific Islander students (an increase from 61.5%)
- 60.3% of Latinx students (an increase from 56.9%)

Of SFUSD's \$68.7 million total supplemental and concentration grants, approximately \$50 million is allocated through the weights for English Learners, Foster Youth, and Socioeconomic Status Indicators. Decisions about the use of these resources to support student needs are made by each school site's staff and community as part of the annual budget development and site planning process. Schools receive guidance and direction on strategies to provide personnel, training, and educational materials to supplement the core program for under-performing students and to provide access for all students to high-quality programs. The use of these funds are reported in School Plans for Student Achievement (SPSAs).

The School Plan for Student Achievement, or SPSA, is a school plan template designed by the California Department of Education to meet the requirements for schools under Ed Code 64001 who are issued Restricted funds. Above and beyond the state and federal requirement, the SFUSD Board of Education has deemed that schools, regardless of whether they receive restricted funds, also develop a thoughtful and intentional plan to describe high level strategies and actions after analyzing data with the purpose of maximizing stakeholder engagement and improving student outcomes. It is important to note that in SFUSD, all schools are required to complete a SPSA regardless of Title I status. We require schools to review data, particularly for their focal student groups, and funds designated as Supplemental Concentration Grant (or SCG) must be used to meet identified needs for unduplicated groups - ELs, low SES and Foster Youth. Actions and services targets to meet the needs of these students fall into a few 2021-24 LCAP Goals and Actions:

- 1.07 Additional instruction support personnel (i.e. bilingual paraeducators, literacy specialists)
- 2.02, 2.05, and 2.12 Additional social emotional support personnel and wellness staffing (i.e. elementary advisors, family and attendance liaisons)
- 1.08, 1.10, and 2.07 Professional development and coaching for teachers
- 2.12 Specialty programming (i.e. summer programs, site-based interventions)
- 3.04 and 3.05 Family engagement and support (for families of unduplicated student groups)
- 1.11, 1.13, and 1.14 Targeted and personalized instructional supports and evaluation

SFUSD's State and Federal Programs department, Multilingual Pathway Department, Student Family Support Division and principal supervisors in our LEAD division, annually review SPSAs and expenditures to ensure alignment between district goals, identified actions to improve student achievement, and appropriate expenditures of allocated resources.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

San Francisco models one component of its school site allocations after the LCFF Concentration Grant. Schools with greater than 55% Unduplicated Pupil Percentage receive a Concentration Grant equal to 30% of the base weight for each pupil above the 55% threshold. In many cases, these allocations enhance the supplemental staffing that school sites are able to employ in support of LCFF focal populations. For 2022-23, these allocations support 75 FTE, including Family Liaisons, intervention teachers, and additional Counselors, among others.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Elementary: 23.76, K-8: 34.38, Middle School: 41.46, High School: 37.62	Elementary: 23.28, K-8: 33.42, Middle School: 27.98, High School: 20.95
Staff-to-student ratio of certificated staff providing direct services to students	Elementary: 13.25, K-8: 12.55, Middle School: 13.37, High School: 12/64	Elementary: 11.41, K-8: 8.96, Middle School: 9.53, High School: 8.67

2022-23 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	\$572,517,941.89	\$236,618,592.18	\$160,152,568.71	\$75,955,011.20	\$1,045,244,113.98	\$815,763,749.03	\$229,480,364.95

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	1.01 Teaching & Learning: PK-12 Continuum of Instruction	All students	\$1,533,772.20	\$4,293,350.43	\$3,929,929.76	\$2,288,213.88	\$12,045,266.27
1	2	1.02 Teaching & Learning: Instructional Materials & Resources	All students	\$286,464,091.78	\$0.00	\$30,050,330.90	\$0.00	\$316,514,422.68
1	3	1.03 Teaching & Learning: Summative & Formative Assessments	All students	\$5,171,012.62	\$0.00	\$287,687.39	\$170,625.32	\$5,629,325.33
1	4	1.04 Teaching & Learning: Technology Access	All students	\$6,325,024.73	\$0.00	\$4,214,204.27	\$5,775,033.00	\$16,314,262.00

Goal Action #	Action Title #	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	5	1.05 Teaching & Learning: College & Career Readiness	Secondary students	\$1,987,781.14	\$10,358,781.85	\$4,232,801.73	\$1,418,752.12	\$17,998,116.84
1	6	1.06 Talent & Culture: Staff Capacity	All students	\$1,216,677.83	\$1,910,087.27	\$5,219,392.87	\$4,218,812.00	\$12,564,969.97
1	7	1.07 Teaching & Learning: Supplemental Support		\$3,824,729.15	\$0.00	\$9,193,924.77	\$4,026,724.87	\$17,045,378.79
1	8	1.08 Teaching & Learning: Ethnic Focal Groups		\$161,417.10	\$0.00	\$2,142,191.10	\$3,907,905.40	\$6,211,513.60
1	9	1.09 Teaching & Learning: Special Education	Students with IEPs	\$0.00	\$644,746.18	\$1,682,676.22	\$0.00	\$2,327,422.40
1	10	1.10 Teaching & Learning: English Learners / Newcomers:		\$0.00	\$68,963.77	\$2,134,201.49	\$1,869,999.69	\$4,073,164.95

Goal Action #	Action Title #	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
1	11	1.11 Teaching & Learning: Foster Youth	\$371,162.02	\$215,889.56	\$0.00	\$50,000.00	\$637,051.58	
1	12	1.12 SFCOE: Standard Achievement	Students enrolled in San Francisco County schools	\$301,562.83	\$0.00	\$0.00	\$301,562.83	
1	13	1.13 SFCOE: Standard Achievement		\$2,988,487.01	\$0.00	\$273,643.53	\$3,262,130.54	
1	14	1.14 SFCOE: Standard Achievement		\$695,672.42	\$0.00	\$0.00	\$695,672.42	
2	1	2.01 Safe & Supportive Schools: Coordinated Care Team	All students	\$1,500,106.46	\$0.00	\$7,017,665.13	\$2,702,015.36	\$11,219,786.95
2	2	2.02 Safe & Supportive Schools: Target Strategies		\$9,263,143.37	\$11,450,483.38	\$41,886,246.56	\$0.00	\$62,599,873.31

Goal Action #	Action Title #	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	2.03 Resource Management: Systems to Monitor	All students	\$2,900,000.00	\$0.00	\$0.00	\$247,995.36 \$3,147,995.36
2	4	2.04 Resource Management: Access to Technology	All students	\$2,171,095.40	\$661,232.00	\$6,130,319.33 \$0.00	\$8,962,646.73
2	5	2.05 Safe & Supportive Schools: Ethnic Focal Groups		\$2,700,351.68	\$0.00	\$0.00	\$0.00 \$2,700,351.68
2	6	2.06 Safe & Supportive Schools: Special Education	Students with Individualized Education Plans	\$0.00	\$146,411,394.95 \$0.00	\$17,048,905.90	\$163,460,300.85
2	7	2.07 Safe & Supportive Schools: English Learner / Newcomer		\$50,223,913.23	\$0.00	\$0.00	\$214,100.00 \$50,438,013.23

Goal Action #	Action Title #	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
2	8	2.08 Safe & Supportive Schools: Homeless & Foster Youth	\$5,172,403.18	\$1,101,926.83	\$5,301,618.10	\$409,999.88	\$11,985,947.99	
2	9	2.09 Resource Management: Facilities	All students	\$44,160,299.08	\$31,690,099.94	\$13,203,716.11	\$1,063,570.42	\$90,117,685.55
2	10	2.10 Resource Management: Transportation	All students	\$28,995,413.25	\$1,500,000.00	\$1,759,809.82	\$0.00	\$32,255,223.07
2	11	2.11 Resource Management: Student Nutrition	All students	\$0.00	\$2,569,987.33	\$4,609,302.16	\$25,761,984.91	\$32,941,274.40
2	12	2.12 SF COE: Access & Equity - Staffing		\$1,357,465.28	\$0.00	\$0.00	\$0.00	\$1,357,465.28
2	13	2.13 SF COE: Access & Equity - Childcare	Students enrolled in San Francisco County schools	\$0.00	\$0.00	\$0.00	\$408,908.43	\$408,908.43

Goal Action #	Action Title #	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
2	14	2.14 SFCOE: Access & Equity - Transition Support	Students enrolled in San Francisco County schools	\$0.00	\$0.00	\$0.00	\$126,156.46	\$126,156.46
2	15	2.15 Access & Equity - Student Assignment	Elementary students	\$0.00	\$0.00	\$431,203.84	\$712,863.83	\$1,144,067.67
3	1	3.01 Family Empowerment: Partnership	All students	\$5,233,866.04	\$13,861,399.20	\$0.00	\$2,646,889.67	\$21,742,154.91
3	2	3.02 Family Empowerment: Capacity Building & Support	All students	\$11,233,828.57	\$0.00	\$174,620.00	\$0.00	\$11,408,448.57
3	3	3.03 Family Empowerment: Communication	All students	\$2,636,899.62	\$0.00	\$125,674.28	\$0.00	\$2,762,573.90
3	4	3.04 Family Empowerment: Targeted Supports		\$2,475,756.36	\$2,092,772.63	\$2,558,697.51	\$177,598.10	\$7,304,824.60

Goal Action #	Action Title #	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	
3	5	3.05 Family Empowerment: Parent Advisory	English Learners, Free- and Reduced-Price Lunch Eligible, foster and homeless youth	\$0.00	\$5,318,186.09	\$0.00	\$0.00	\$5,318,186.09
3	6	3.06 Talent & Culture	All students	\$16,450,340.69	\$2,469,290.77	\$3,365,622.08	\$434,313.07	\$22,719,566.61
3	7	3.07 Resource Management: Digital Infrastructure	All students	\$12,797,359.50	\$0.00	\$8,379,206.62	\$0.00	\$21,176,566.12
3	8	3.08 Resource Management: Core Operations	All students	\$61,609,167.22	\$0.00	\$2,121,526.67	\$0.00	\$63,730,693.89
3	9	3.09 SF COE: Accountability - Accreditation	Students enrolled in San Francisco County schools	\$83,631.16	\$0.00	\$0.00	\$0.00	\$83,631.16

Goal Action #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	10	3.10 (SFCOE) Family Empowerment	Students enrolled in San Francisco County schools	\$300,892.14	\$0.00	\$0.00	\$0.00	\$300,892.14
3	11	3.11 (SFCOE) Accountability - Student Information Systems	Students enrolled in San Francisco County schools	\$210,618.83	\$0.00	\$0.00	\$0.00	\$210,618.83

2022-23 Contributing Actions Tables

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)		LCFF Carryover - Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1 plus 5)
\$447,940,896.00	\$61,576,961.00	13.75%	0.00%		13.75%	\$79,234,500.80	0.00%	17.69%

Totals by Type		Total LCFF Funds	Total Funds
Total:		\$79,234,500.80	\$168,311,387.97
LEA-wide Total:		\$79,234,500.80	\$168,311,387.97
Limited Total:		\$0.00	\$0.00
Schoolwide Total:		\$0.00	\$0.00

Goal Action #	Action Title #	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
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Goal Action #		Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	7	1.07 Teaching & Learning: Supplemental Support	Yes	LEA-wide	English Learners	PK-12 sites	\$3,824,729.15	0%
1	8	1.08 Teaching & Learning: Ethnic Focal Groups	Yes	LEA-wide	English Learners, Free- and Reduced-Price Lunch Eligible	PK-12 sites	\$161,417.10	0%
1	10	1.10 Teaching & Learning: English Learners / Newcomers:	Yes	LEA-wide	English Learners	PK-12 sites	\$0.00	0%
1	11	1.11 Teaching & Learning: Foster Youth	Yes	LEA-wide	Foster Youth	PK-12 sites	\$371,162.02	0%
1	13	1.13 SF COE: Standard Achievement	Yes	LEA-wide	English Learners, Free- and Reduced-Price Lunch Eligible, Foster Youth	SFCOE school sites	\$2,988,487.01	0%

Goal Action #		Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	14	1.14 SFCOE: Standard Achievement	Yes	LEA-wide	English Learners, Free- and Reduced-Price Lunch Eligible, Foster Youth	SFCOE school sites	\$695,672.42	0%
2	2	2.02 Safe & Supportive Schools: Target Strategies	Yes	LEA-wide	English Learners, Free- and Reduced-Price Lunch Eligible, Foster Youth, Students with Disabilities	PK-12 sites	\$9,263,143.37	0%
2	5	2.05 Safe & Supportive Schools: Ethnic Focal Groups	Yes	LEA-wide	Free- and Reduced-Price Lunch Eligible	PK-12 sites	\$2,700,351.68	0%

Goal Action #		Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	7	2.07 Safe & Supportive Schools: English Learner / Newcomer	Yes	LEA-wide	English Learners	PK-12 sites	\$50,223,913.23	0%
2	8	2.08 Safe & Supportive Schools: Homeless & Foster Youth	Yes	LEA-wide	Foster Youth	PK-12 sites	\$5,172,403.18	0%
2	12	2.12 SFCOE: Access & Equity - Staffing	Yes	LEA-wide	Students enrolled in San Francisco County schools	SFCOE school sites	\$1,357,465.28	0%
3	4	3.04 Family Empowerment: Targeted Supports	Yes	LEA-wide	English Learners, Free- and Reduced-Price Lunch Eligible	PK-12 sites	\$2,475,756.36	0%

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	\$998,330,016.01	\$942,458,759.96

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	1.01 Teaching & Learning: PK-12 Continuum of Instruction	No	\$8,484,764.09	\$8,200,148.96
1	2	1.02 Teaching & Learning: Instructional Materials & Resources	No	\$288,400,201.75	\$277,088,151.51
1	3	1.03 Teaching & Learning: Summative & Formative Assessments	No	\$5,928,274.33	\$5,701,517.43
1	4	1.04 Teaching & Learning: Technology Access	No	\$13,310,465.74	\$13,310,465.74
1	5	1.05 Teaching & Learning: College & Career Readiness	No	\$18,837,349.42	\$18,211,682.53
1	6	1.06 Talent & Culture: Staff Capacity	No	\$12,022,463.22	\$11,450,934.28
1	7	1.07 Teaching & Learning: Supplemental Support	Yes	\$20,804,297.51	\$19,990,912.50

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	8	1.08 Teaching & Learning: Ethnic Focal Groups	Yes	\$8,066,654.41	\$7,763,639.59
1	9	1.09 Teaching & Learning: Special Education	No	\$5,332,896.05	\$2,368,962.15
1	10	1.10 Teaching & Learning: English Learners / Newcomers:	Yes	\$5,728,641.55	\$5,401,288.54
1	11	1.11 Teaching & Learning: Foster Youth	Yes	\$325,388.52	\$321,865.24
1	12	1.12 SFCOE: Standard Achievement	No	\$301,562.83	\$301,563.00
1	13	1.13 SFCOE: Standard Achievement	Yes	\$4,595,643.09	\$4,841,217.95
1	14	1.14 SFCOE: Standard Achievement	Yes	\$329,229.45	\$329,229.45
2	1	2.01 Safe & Supportive Schools: Coordinated Care Team	No	\$13,546,639.13	\$13,199,613.91
2	2	2.02 Safe & Supportive Schools: Target Strategies	Yes	\$91,791,208.49	\$69,580,765.11
2	3	2.03 Resource Management: Systems to Monitor	No	\$3,147,995.36	\$3,080,285.54

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	4	2.04 Resource Management: Access to Technology	No	\$9,395,366.76	\$12,223,944.54
2	5	2.05 Safe & Supportive Schools: Ethnic Focal Groups	Yes	\$6,251,924.34	\$9,070,006.40
2	6	2.06 Safe & Supportive Schools: Special Education	No	\$130,741,134.00	\$118,964,000.28
2	7	2.07 Safe & Supportive Schools: English Learner / Newcomer	Yes	\$69,270,906.07	\$66,543,570.16
2	8	2.08 Safe & Supportive Schools: Homeless & Foster Youth	Yes	\$398,055.53	\$398,055.53
2	9	2.09 Resource Management: Facilities	No	\$91,009,659.82	\$87,802,932.04
2	10	2.10 Resource Management: Transportation	No	\$31,301,201.78	\$30,628,790.41
2	11	2.11 Resource Management: Student Nutrition	No	\$32,193,993.75	\$31,560,983.40

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Expenditures (Input Total Funds)	Actual
2	12	2.12 SFCOE: Access & Equity - Staffing	Yes	\$1,810,026.71	\$1,737,625.64	
2	13	2.13 SFCOE: Access & Equity - Childcare	No	\$348,236.21	\$348,236.21	
2	14	2.14 SFCOE: Access & Equity - Transition Support	No	\$126,156.46	\$121,110.20	
2	15	2.15 Access & Equity - Student Assignment	No	\$1,144,067.67	\$1,000,067.67	
3	1	3.01 Family Empowerment: Partnership	No	\$19,884,673.85	\$19,389,665.24	
3	2	3.02 Family Empowerment: Capacity Building & Support	No	\$14,831,743.32	\$14,521,176.31	
3	3	3.03 Family Empowerment: Communication	No	\$2,761,568.26	\$2,680,190.49	
3	4	3.04 Family Empowerment: Targeted Supports	Yes	\$6,948,922.40	\$6,689,338.43	
3	5	3.05 Family Empowerment: Parent Advisory	No	\$5,508,110.00	\$5,386,668.76	
3	6	3.06 Talent & Culture	No	\$8,498,317.87	\$8,158,385.16	

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Expenditures (Input Total Funds)
3	7	3.07 Resource Management: Digital Infrastructure	No	\$16,439,953.92	\$16,439,953.92
3	8	3.08 Resource Management: Core Operations	No	\$47,866,490.60	\$47,011,264.92
3	9	3.09 SFCOE: Accountability - Accreditation	No	\$83,631.16	\$82,290.46
3	10	3.10 (SFCOE) Family Empowerment	No	\$349,117.00	\$347,307.60
3	11	3.11 (SFCOE) Accountability - Student Information Systems	No	\$213,083.59	\$210,952.76

2021-22 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated			8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
				Actual	Percentage of Improved Services (%)	Actual		
Totals	\$66,026,547.00	\$216,320,898.07	\$109,222,119.11	\$107,098,778.96	0.00%	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	1.07 Teaching & Learning: Supplemental Support	Yes	\$10,769,885.59	\$10,769,886.00	0.00%	0.00%
1	2	1.08 Teaching & Learning: Ethnic Focal Groups	Yes	\$388,883.53	\$388,884.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
1	3	1.10 Teaching & Learning: English Learners / Newcomers:	Yes	\$480,167.45	\$480,166.00	0.00%	0.00%
1	4	1.11 Teaching & Learning: Foster Youth	Yes	\$28,371.43	\$28,372.00	0.00%	0.00%
1	5	1.13 SFCOE: Standard Achievement	Yes	\$2,714,310.68	\$3,015,873.51	0.00%	0.00%
1	6	1.14 SFCOE: Standard Achievement	Yes	\$146,367.22	\$146,367.22	0.00%	0.00%
2	1	2.02 Safe & Supportive Schools: Target Strategies	Yes	\$24,430,849.99	\$18,202,489.00	0.00%	0.00%
2	2	2.05 Safe & Supportive Schools: Ethnic Focal Groups	Yes	\$3,538,720.69	\$3,290,726.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures for Contributing Actions(LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services (%)	Estimated Actual Percentage of Improved Services (Input Percentage)
2	3	2.07 Safe & Supportive Schools: English Learner / Newcomer	Yes	\$68,580,052.19	\$66,580,047.00	0.00%	0.00%
2	4	2.08 Safe & Supportive Schools: Homeless & Foster Youth	Yes	\$160,034.29	\$160,034.29	0.00%	0.00%
2	5	2.12 SFCOE: Access & Equity - Staffing	Yes	\$496,932.09	\$496,932.09	0.00%	0.00%
3	1	3.04 Family Empowerment: Targeted Supports	Yes	\$5,662,341.40	\$5,662,342.00	0.00%	0.00%

2021-22 LCFF Carryover Table

	9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated LCFF Carryover - or Improve Percentage Supplemental Concentration Grants	10. Total Percentage to Increase or Improve Services for the Current School Year		7. Total Estimated Actual Services for Expenditures Contributing of Improved or Improved Actions (LCFF Funds)	8. Total Estimated Actual Services (%)	11. Estimated Actual Percentage of Increased Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 Percentage from 10 and multiply by 9)	13. LCFF Carryover — (12 divided by 9)
			(Input and/or Percentage from Prior Year)	(6 divided by 9 plus Carryover %)					
Totals	\$454,759,606	\$66,026,547	0000%	14.52%	\$109,222,119	100%	24.02%	No carryover	No carryover

Instructions

- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

Reflections: Successes

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

Reflections: Identified Need

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights

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

Comprehensive Support and Improvement

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

Schools Identified:

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

Support for Identified Schools:

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

Monitoring and Evaluating Effectiveness:

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and districtlevel goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a. Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b. If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c. Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d. Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e. Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A

sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions

- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or

strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- *Consistently low-performing student group(s) goal requirement:* An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.
- *Goal Description:* Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- *Explanation of why the LEA has developed this goal:* Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included

in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the “All Students” student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- ***Low-performing school(s) goal requirement:*** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- ***Goal Description:*** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- ***Explanation of why the LEA has developed this goal:*** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions:

Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with

this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in California Code of Regulations, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners:

School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth:

School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be

sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective:

An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

- After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
- In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
- These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged

status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools:

Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%:

For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%:

For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions are the most effective use of the funds to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the

required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The

staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following action tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- *LCAP Year:* Identify the applicable LCAP Year.
- *1. Projected LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- 2. *Projected LCFF Supplemental and/or Concentration Grants*: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- 3. *Projected Percentage to Increase or Improve Services for the Coming School Year*: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- *LCFF Carryover — Percentage*: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- *Total Percentage to Increase or Improve Services for the Coming School Year*: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

Goal #:

Enter the LCAP Goal number for the action.

Action #:

Enter the action's number as indicated in the LCAP Goal.

Action Title:

Provide a title of the action.

Student Group(s):

Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

Contributing to Increased or Improved Services?:

Type “Yes” if the action is included as contributing to meeting the increased or improved services; OR, type “No” if the action is not included as contributing to meeting the increased or improved services.

If “Yes” is entered into the Contributing column, then complete the following columns:

Scope:

The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

Unduplicated Student Group(s)

Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

Location:

Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Time Span:

Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an

LEA might enter “1 Year”, or “2 Years”, or “6 Months”.

Personnel Expense:

This column will be automatically calculated based on information provided in the following columns:

Total Personnel:

Enter the total amount of personnel expenditures utilized to implement this action.

Total Non-personnel:

This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

LCFF Funds:

Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- *Note:* For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

Other State Funds:

Enter the total amount of Other State Funds utilized to implement this action, if any.

Local Funds:

Enter the total amount of Local Funds utilized to implement this action, if any.

Federal Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Total Funds:

Enter the total amount of Federal Funds utilized to implement this action, if any.

Planned Percentage of Improved Services:

For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- Estimated Actual Expenditures: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- 6. *Estimated Actual LCFF Supplemental and/or Concentration Grants*: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- *Estimated Actual Expenditures for Contributing Actions*: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- *Estimated Actual Percentage of Improved Services*: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
- Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living

adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- 9. *Estimated Actual LCFF Base Grant:* Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
- 10. *Total Percentage to Increase or Improve Services for the Current School Year:* This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

5. Total Planned Percentage of Improved Services

- This percentage is the total of the Planned Percentage of Improved Services column

Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

6. Estimated Actual LCFF Supplemental and Concentration Grants

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

Difference Between Planned and Estimated Actual Expenditures for Contributing Actions
(Subtract 7 from 4)

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

5. Total Planned Percentage of Improved Services (%)

- This amount is the total of the Planned Percentage of Improved Services column

8. Total Estimated Actual Percentage of Improved Services (%)

- This amount is the total of the Estimated Actual Percentage of Improved Services column

Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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