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

LOCAL CONTROL & ACCOUNTABILITY PLAN
AND
RECOMMENDED BUDGET
For Fiscal Year
2021-2022

JUNE 8, 2021
(1st Reading)

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

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JUNE 2021

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Francisco Unified
CDS Code: 38684780000000
School Year: 2021-22
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 2021-22 LCAP Year

Projected Revenue by Fund Source
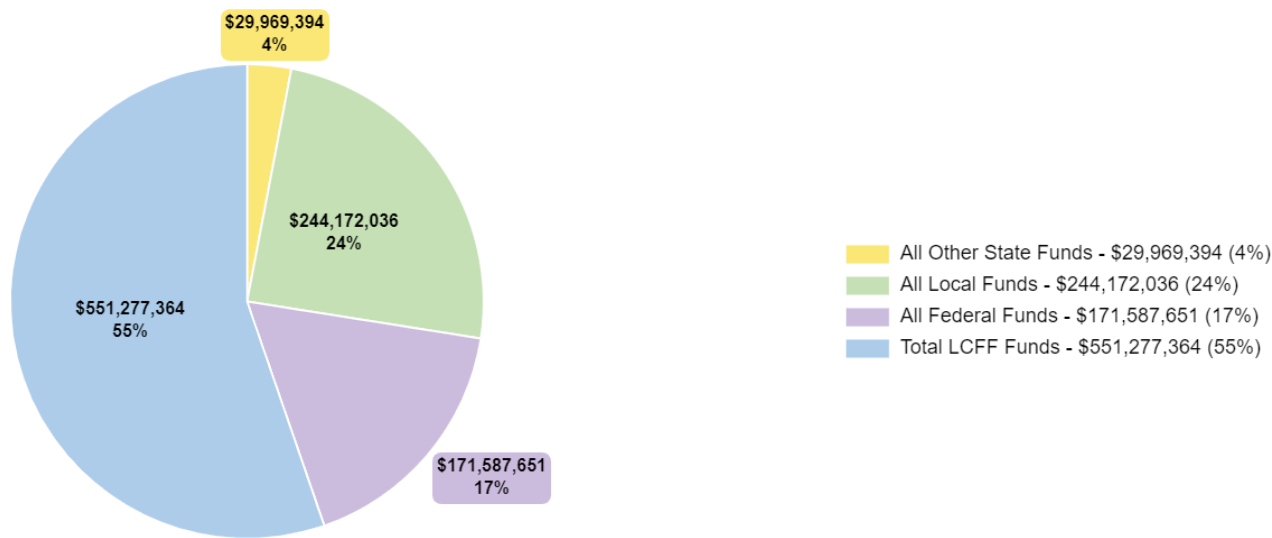
Source	Funds	Percentage
All Other State Funds	$29,969,394	4%
All Local Funds	$244,172,036	24%
All Federal Funds	$171,587,651	17%
Total LCFF Funds	$551,277,364	55%

Breakdown of Total LCFF Funds

$56,004,739
6%

$495,272,625
49%

■ LCFF S/C Grants - $56,004,739 (6%)
■ All Other LCFF Funds - $495,272,625 (49%)

Source	Funds	Percentage
LCFF S/C Grants	$56,004,739	6%
All Other LCFF Funds	$495,272,625	49%

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
$997,006,445, of which
$551,277,364 is Local Control Funding Formula
(LCFF), $29,969,394 is other state funds,
$244,172,036 is local funds, and
$171,587,651 is federal funds. Of the
$551,277,364 in LCFF
Funds, $56,004,739 is generated based on the
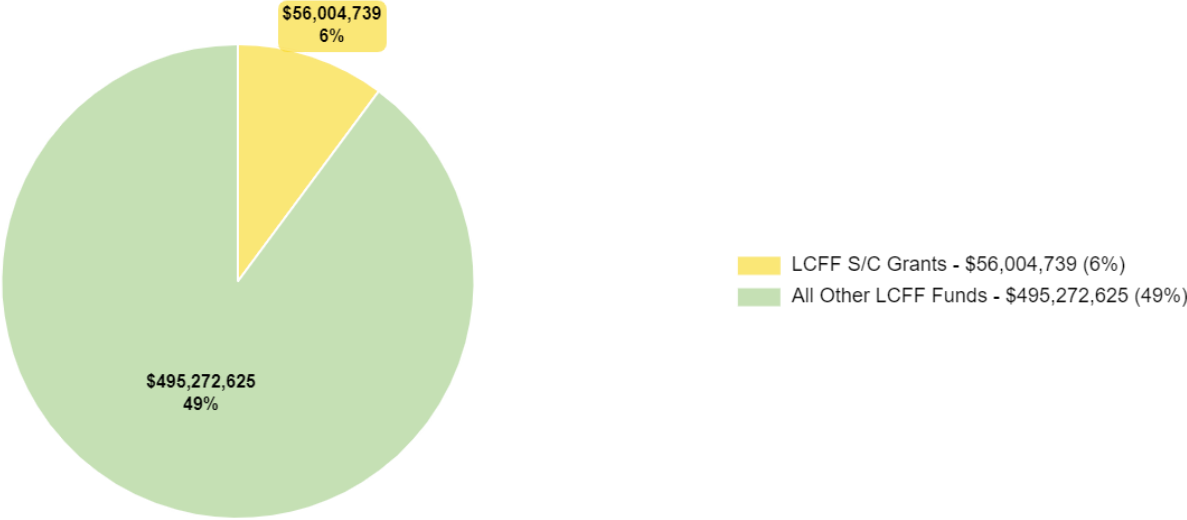enrollment of high needs students (foster youth, English learner,
and low-income students).

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

$1,072,362,699
Total Budgeted
General Fund Expenditures

$927,112,027
Total Budgeted
Expenditures in LCAP
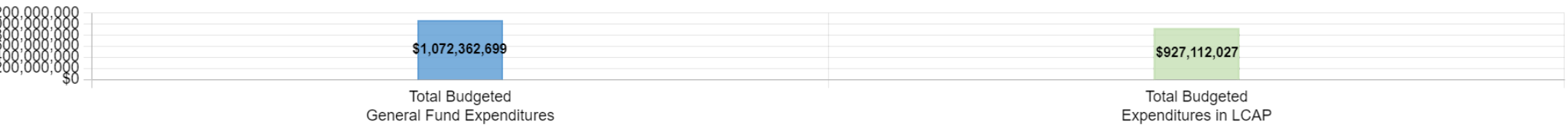
*This chart provides a quick summary of how much San Francisco Unified plans
to spend for 2021-22. It shows how much of the total is tied to planned actions and
services in the LCAP.*

San Francisco Unified plans to spend
$1,072,362,699 for the 2021-22
school year. Of that amount, $927,112,027 is tied
to
actions/services in the LCAP and $145,250,672
is not included in the LCAP.
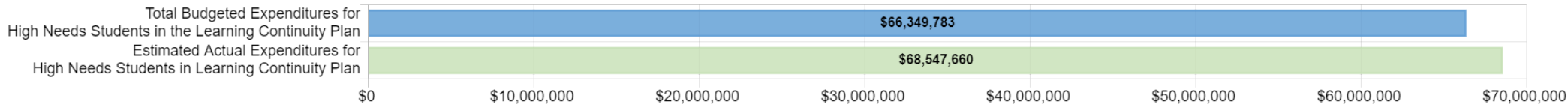The budgeted expenditures that are not included in the LCAP will be used for the following:

Additional Budget Expenditures support Special Education and Early Education, facilities & maintenance revenue contributions, and direct supplemental academic supports,
professional development and induction supports, etc.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Francisco Unified is projecting it will receive
$56,004,739 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
$186,191,869
towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$66,349,783
Estimated Actual Expenditures for High Needs Students in Learning Continuity Plan	$68,547,660

$0 $10,000,000 $20,000,000 $30,000,000 $40,000,000 $50,000,000 $60,000,000 $70,000,000

*This chart compares what San Francisco Unified budgeted last year in the
Learning Continuity Plan 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 2020-21, San Francisco Unified's Learning Continuity Plan budgeted
$66,349,783 for planned actions to
increase or
improve services for high needs students. San Francisco Unified actually spent
$68,547,660 for actions to
increase or
improve services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Francisco County Office of Education
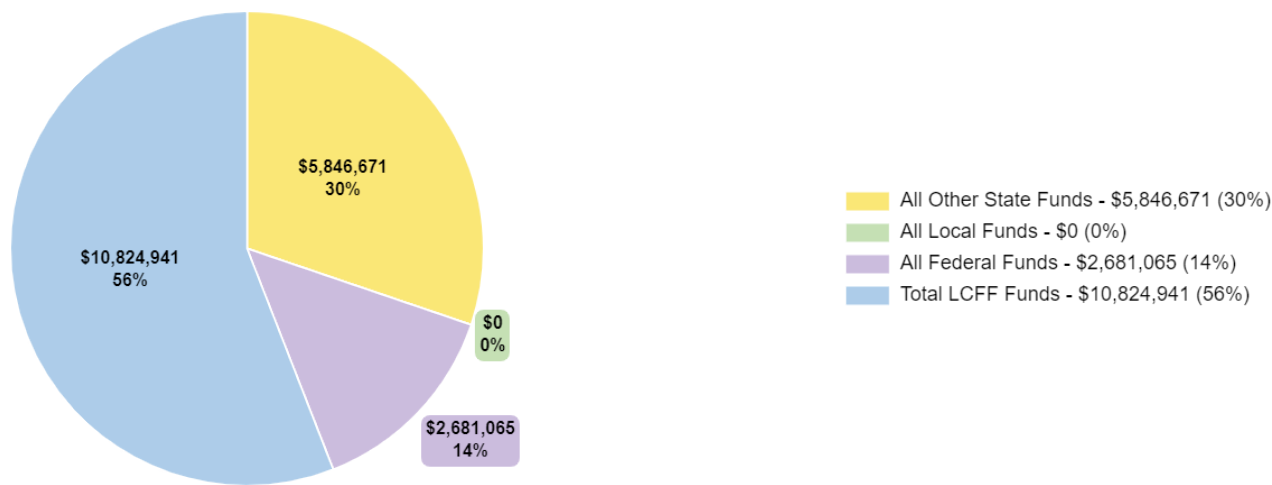CDS Code: 38103890000000
School Year: 2021-22
LEA Contact Information: Anne Marie Gordon |
gordona1@sfusd.edu | (415) 241-6187

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 2021-22 LCAP Year

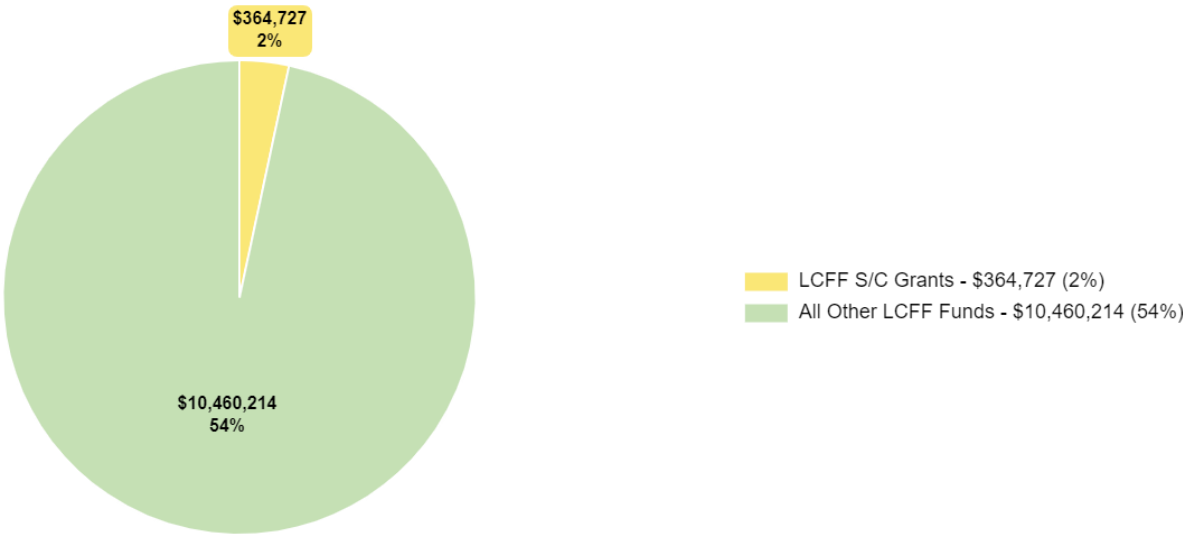## Projected Revenue by Fund Source

Legend:
- All Other State Funds - $5,846,671 (30%)
- All Local Funds - $0 (0%)
- All Federal Funds - $2,681,065 (14%)
- Total LCFF Funds - $10,824,941 (56%)

Source	Funds	Percentage
All Other State Funds	$5,846,671	30%
All Local Funds	$0	0%
All Federal Funds	$2,681,065	14%
Total LCFF Funds	$10,824,941	56%

Breakdown of Total LCFF Funds

| Source	Funds	Percentage
LCFF S/C Grants	$364,727	2%
All Other LCFF Funds	$10,460,214	54%

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

The total revenue projected for San Francisco County Office of Education is
$19,352,677, of which
$10,824,941 is Local Control Funding Formula
(LCFF), $5,846,671 is other state funds,
$0 is local funds, and
$2,681,065 is federal funds. Of the
$10,824,941 in LCFF
Funds, $364,727 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

$12,960,797 — Total Budgeted General Fund Expenditures

$8,703,461 — Total Budgeted Expenditures in LCAP
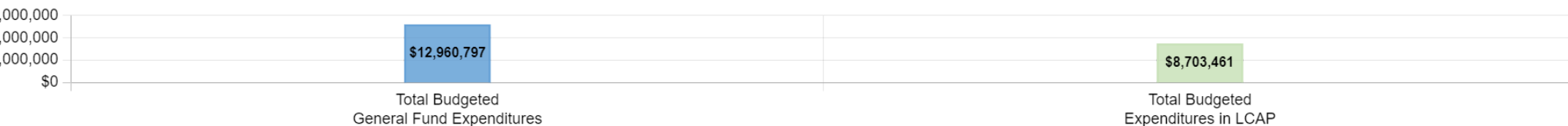
This chart provides a quick summary of how much San Francisco County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

San Francisco County Office of Education plans to spend
$12,960,797 for the 2021-22
school year. Of that amount, $8,703,461 is tied
to
actions/services in the LCAP and $4,257,336
is not included in the LCAP.
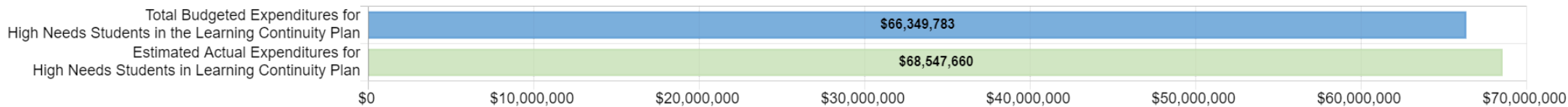The budgeted expenditures that are not included in the LCAP will be used for the following:

At present, the General Fund Budget Expenditures not included in the LCAP approximately correspond to the anticipated fund balance in the County Fund at the end of 2021-22.

Increase or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, San Francisco County Office of Education is projecting it will receive
$364,727 based on the enrollment of foster youth,
English learner, and low-income students. San Francisco County Office of Education must describe how it intends to increase
or improve
services for high needs students in the LCAP. San Francisco County Office of Education plans to spend
$4,689,600
towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2020-21

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

Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$66,349,783
Estimated Actual Expenditures for High Needs Students in Learning Continuity Plan	$68,547,660

$0 $10,000,000 $20,000,000 $30,000,000 $40,000,000 $50,000,000 $60,000,000 $70,000,000

This chart compares what San Francisco County Office of Education budgeted last year in the Learning Continuity Plan for actions and
services that contribute to increasing or improving services for high needs students with what San Francisco County Office of Education
estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, San Francisco County Office of Education's Learning Continuity Plan budgeted $66,349,783 for planned actions to
increase or
improve services for high needs students. San Francisco County Office of Education actually spent $68,547,660 for actions to
increase or
improve services for high needs students in 2020-21.

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

Annual Update for the 2019–20 Local Control and Accountability Plan Year

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 2
4
7
9
10

Annual Measurable Outcomes

Expected	Actual
% of SFUSD preschool students ready for kindergarten: 70.72%	64.09%
SBAC Performance and Growth in ELA (All Grades): Reach and remain in the CA School Dashboard "Green" zone	N/A
SBAC Performance and Growth in Math (All Grades): Reach and remain in the CA School Dashboard "Green" zone	N/A
High school readiness (alternative to MS dropout rate): 73.00%	N/A
% of pupils that are college and career ready (high school students on track): 72.33%	75.30%
% of students who demonstrate proficiency in EAP (ELA): 57.00%	N/A
% of pupils who have passed an Advanced Placement examination with a score of 3 or higher: Meet and maintain 70%	67.50%
% of SFUSD 12th graders graduating UC/CSU eligible: 57.26%	55.20%
High school dropout rate: 4.37%	8.10%
Graduation rate: 89.74%	86.40%
% of ELs who gained at least one proficiency level (AMAO1): 61.75%	N/A
English Learner Progress (CA Dashboard; transitioning from the CELDT/AMAO1 measure): Increase by 3 percentage points every year	Yellow; Medium-Maintained
% of students who have access to standards-aligned instructional materials: 100%	100%

Actions/Services

Planned Actions/Services		Budgeted Expenditures	Actual Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.01 Teaching & Learning: Create a coherent continuum of instruction between PK-3, including development of robust Tier 1 supports and intensive supports to accelerate the academic growth of children who enter school in Tier 2 and Tier 3 to ensure all PK children can become Kindergarten ready.	LCFF BASE $5.8M Cert Sal $2.8M Clas Sal $.6M Benefits $1.0M Indirect $1.3M SCG $.7M Cert Sal $.4M Clas Sal $.1M Benefits $.2M	LCFF BASE $5.8M Cert Sal $2.8M Clas Sal $.6M Benefits $1.0M Indirect $1.3M SCG $.7M Cert Sal $.4M Clas Sal $.1M Benefits $.2M
1.02 Teaching & Learning: Deepen implementation of the SFUSD Core Curriculum and design classroom activity, structures, scaffolding and opportunities for extension that provide equitable access for all students. In Language Arts, this includes the implementation of SFUSD's quarterly Spirals for reading and writing and the teaching strategies described in the district's Comprehensive Approach to Literacy; in Mathematics, the SFUSD Math Units of Study, the teaching strategies in the Teaching Toolkit and Complex Instruction; and in Science, new this year, an SFUSD Core Curriculum for Grades 6 and 9. At the middle school level, SFUSD will continue work on the "Middle School Redesign", a multi-year effort to deepen learning opportunities for students in Grade 6-8. SFUSD will continue work towards a K-12 Computer Science curriculum by introducing Grade 8 Computer Science and piloting K-5 resources, while expanding access to Computer Science courses in Grades 6 and 7. SFUSD will deepen planning related to Arts Center and the Arts Institute (with a projected opening of 2022); and through the "Middle School Redesign", will support deepened arts integration.	LCFF BASE $246.0M Cert Sal $175.1M Benefits $70.6M Other Svcs $.2M SCG $12.9M Cert Sal $8.7M Clas Sal $.5M Benefits $3.8M	LCFF BASE $241.8M Cert Sal $173.1M Benefits $68.6M Other Svcs $.1M SCG $11.9M Cert Sal $8.2M Clas Sal $.4M Benefits $3.3M
1.03 Teaching & Learning: Support effective site-based coaching in the Core Curriculum, including investing in time and resources to support teacher participation in coaching cycles. This includes an alignment of induction coaching for all new teachers to the Core Curriculum, and regular professional development for coaches and coach supervisors. Through work with principals, Instructional Leadership Teams, and Teacher Leaders, support effective professional development, teacher collaboration, supervision, and feedback so that these professional learning opportunities for teachers and paraprofessionals are also aligned with SFUSD's Core Curriculum and its associated teaching strategies.	LCFF BASE $1.6M Cert Sal $.6M Clas Sal $.7M Benefits $.3M SCG $175,672 Cert Sal $130,382 Benefits $45,290	LCFF BASE $1.8M Cert Sal $.7M Clas Sal $.7M Benefits $.4M SCG $175,672 Cert Sal $130,382 Benefits $45,290

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.04 Teaching & Learning: Provide instructional materials and resources that support the PK-12 Core Curriculum. In Language Arts, this includes sample Curriculum Maps, Interdisciplinary Units, Unit Plans, lesson templates, writing prompts and other formative assessments, anchor papers, and professional development videos. In Math, this includes electronic and paper teaching materials, student materials, and a rich set of curriculum-embedded instructional software. In Grade 6 and 9 Science, which is new this year, materials will include electronic and printed curricula, lab materials, and curriculum-embedded software. Also new this year, SFUSD will introduce a new Designated ELD Framework to a first set of elementary schools; this effort will provide teachers with language development guides, lesson templates, and professional development resources. Teachers of History/Social Studies will engage in ongoing planning related to California's new History/Social Studies Framework.	LCFF BASE $9.4M Clas Sal $.1M Benefits $.1M Books & Supplies $5.7M Other Svcs $3.4M	LCFF BASE $9.0M Clas Sal $.1M Benefits $.1M Books & Supplies $5.3M Other Svcs $3.4M
1.05 Teaching & Learning: Ensure access for teachers and administrators SBAC 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.	LCFF BASE $2.9M Cert Sal $1.2M Clas Sal $.6M Benefits $.7M Books & Supplies $.1M Other Svcs $.2M SCG $1.0M Cert Sal $.1M Clas Sal $.6M Benefits $.3M	LCFF BASE $3.0M Cert Sal $1.2M Clas Sal $.6M Benefits $.7M Books & Supplies $.2M Other Svcs $.2M SCG $1.0M Cert Sal $.1M Clas Sal $.6M Benefits $.3M
1.06 Teaching & Learning (CCR): 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.	LCFF BASE $4.4M Cert Sal $2.7M Clas Sal $.1M Benefits $1.1M Books & Supplies $.1M Other Svcs $.3M SCG $2.2M Cert Sal $1.4M Clas Sal $.2M Benefits $.7M	LCFF BASE $4.4M Cert Sal $2.7M Clas Sal $.1M Benefits $1.1M Books & Supplies $.1M Other Svcs $.3M SCG $2.4M Cert Sal $1.4M Clas Sal $.3M Benefits $.8M

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.07 Talent & Culture: Continue to build professional learning systems to expand the capacity of all staff to increase student achievement (e.g. new teacher support, coaching networks, master teachers, Peer Assistance and Review, coordinating QTEA professional development), with an emphasis on supporting team-based learning for teachers and paraprofessionals. SFUSD will continue to invest in programs like San Francisco Teacher Residency (SFTR), SF Pathway to Leadership in Urban Schools (PLUS), and SF Pathway to Teaching, so that we maximize existing talent grounded in SFUSD vision and culture. Also this year, the QTEA office will offer for the first time summer professional development to paraprofessionals.	LCFF BASE $1.7M Cert Sal $1.0M Clas Sal $.3M Benefits $.4M	LCFF BASE $1.2M Cert Sal $0.7M Clas Sal $.2M Benefits $.3M
1.08 Teaching & Learning (SCG): SFUSD will provide supplemental targeted supports to schools for the purpose of augmenting core instruction for English Learners, students with disabilities, 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), increased professional development, and literacy software. In keeping with new state legislation (AB1369), SFUSD will begin this year a pilot project in some elementary schools to screen and support students who struggle with phonological processing in reading.	SCG $24.1M Cert Sal $16.5M Clas Sal $.8M Benefits $6.8M	SCG $24.1M Cert Sal $16.5M Clas Sal $.8M Benefits $6.8M

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.09 Teaching & Learning (SCG) AA: In addition to the supports mentioned in the sections above, SFUSD will continue steps to support African American students' learning by focusing on the rigor and relevance of instruction and academic supports. These steps will include: (1) Review existing curriculum for cultural responsiveness and develop curricula that highlights and affirms African and African American history and culture. (2) Support the second year of an elective course at the middle and high school level to develop positive cultural identity for African American males (3) Develop a Professional Learning Community for educators focused on culturally responsive and relationship - based pedagogy for African American students. (4) Work in partnership with the African American Achievement Initiative and Special Assistant to the Superintendent of African American Achievement and Leadership to develop and implement an AVID-based program (a college preparatory program that incorporates study skills and motivational strategies for students to be successful in high school and encourage college) for rising 9th grade African American students. The African American Achievement & Leadership Initiative utilizes a Progress Monitor tool for each high school to track African American student success indicators. AAALI will add an indicator for AP pass rates and will begin work at the 9th grade level to ensure students have awareness of and access to AP courses	LCFF BASE $1.0M Cert Sal $.5M Clas Sal $.3M Benefits $.3M	LCFF BASE $0.9M Cert Sal $.4M Clas Sal $.4M Benefits $.2M
1.10 Teaching & Learning SpEd: In addition to the supports described above, continue professional development and technical assistance on providing students with disabilities specially designed instruction in the least restrictive environments (e.g., Inclusive Practices, Rethink Autism, SOAR, Imagine Learning for ELs with IEPs, etc.). Increase general education teacher and para training in inclusive practices and increase both the Rethink and SOAR programs.	LCFF BASE $61.0M Cert Sal $25.2M Clas Sal $16.6M Benefits $19.2M SCG $4.9M Cert Sal $2.1M Clas Sal $1.2M Benefits $1.5M	LCFF BASE $59.6M Cert Sal $24.9M Clas Sal $16.5M Benefits $18.2M SCG $4.9M Cert Sal $2.1M Clas Sal $1.2M Benefits $1.5M

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teaching & Learning (SCG) EL/Newcomers: For English Language Learners, SFUSD will continue to ensure that these students are properly identified and placed in effective language pathways and/or specialized programs and services. 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, including both designated ELD and integrated ELD during content instruction; 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; employ designated English Language Development (ELD) instruction leveled by proficiency, and English Language Development Standards integrated during content instruction; and invest in resources to provide high quality and engaging summer programs for ELs. In the 2017-2018 school year, SFUSD will introduce a new Designated ELD Framework to some elementary schools, and will continue regular program evaluation.	LCFF BASE $.9M Cert Sal $.6M Benefits $.2M SCG $1.4M Cert Sal $.8M Clas Sal $.2M Benefits $.4M	LCFF BASE $.8M Cert Sal $.6M Benefits $.2M SCG $1.6M Cert Sal $.9M Clas Sal $.2M Benefits $.5M
1.12 Teaching & Learning (SCG) 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.	SCG $0.3M Cert Sal $.2M Benefits $.1M	SCG $0.3M Cert Sal $.2M Benefits $.1M
(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. In 2019-20, open additional county community school location to serve students unable to attend Civic Center Secondary main campus.	LCFF Base $1,547,574 Cert Sal & Ben $1.50M Other Svcs $0.05M SCG $482,394 Cert Sal & Ben $0.48M	LCFF Base $1,547,574 Cert Sal & Ben $1.50M Other Svcs $0.05M SCG $482,394 Cert Sal & Ben $0.48M
Action 1.14 is now incorporated into Action 1.13.	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.15 (SFCOE) Standard Achievement - Provide Individual Learning Plan (ILP) including review of transcripts, skills levels, immediate needs, and transition plans at schools and programs serving youth in educational transition, including expelled, detained, parenting, foster, and juvenile justice involved youth. Staff for effective transitions with enhanced ratio of counselors, transition specialists, psychologists, and case managers needed to ensure students with changes of placement - especially those not driven by educational need - maximize instructional time and minimize learning lost in transitions.	LCFF BASE $838,240 Cert Sal & Ben $.65M Clas Sal & Ben $.15M SCG $0.04M Cert Sal & Ben $.04M	LCFF BASE $838,240 Cert Sal & Ben $.65M Clas Sal & Ben $.15M SCG $0.04M Cert Sal & Ben $.04M

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As a result of school closures in March 2020, spending on typical in-person instructional materials and everyday operations came to a halt. Instead, SFUSD invested high levels of funding into purchases of technology - devices distributed to students to ensure access to distance learning, digital licenses to provide broader access to online learning resources, and personal hotspots distributed to students and families in need of internet connectivity. Additionally, funds that would have replenished book purchases or other instructional supplies were redirected to orders of print-based workbooks and books that were either delivered to students' homes or families could pick up at pre-established distribution sites.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Key strategies for this goal involve the implementation of the SFUSD core curriculum and supporting classroom activities directed toward equitable outcomes for all students to achieve our graduate profile.

Support for Content Instruction:
In Language Arts, we supported literacy coaches and leaders to assess implementation of the comprehensive approach to literacy and provided additional PD and support to implement the Comprehensive Approach to Literacy. We provided weekly lessons to support the implementation of a distance learning tier 1 language arts block including daily phonics and word study and a focus on culturally and historically responsive literacy instruction.

In Math, we expanded complex instruction to support implementation at the PK-12 level. Specific support for middle schools included facilitating department planning for Spring Math Collaboration Days with a focus on grading calibration for student work of a performance task, recognizing student mathematical thinking, and planning re-engagement lessons.

In Science, we used data to inform curriculum revision, teacher leader development, and implementation of new science curriculum focused on the 5 Es (Engage, Explore, Explain, Elaborate and Evaluate), developed Amplify Life Science implementation guide for K-5 and improved access to Environmental Science curriculum and extended programs.

In computer science, we continued to develop curriculum and train and support teachers to expand access to computer science education to students throughout the district. There was ongoing professional development to deepen pedagogical content knowledge and creation of additional high school courses to reach target populations and more students overall. The elementary integration programs built teacher capacity and increased the amount of computer science instruction students receive. Middle Grades Redesign, "Initiate Wonder" offered computer science as part of the wheel to increase access to these courses.

The Personalized Learning Environments (PLE) Pilot Program expanded the number of schools and teachers participating in the pilot, adding four additional PITCH schools to the list of original twelve schools. Effective practices and mindsets from PLE were being integrated into the district's larger district learning guidance, well beyond the PLE pilot participants.

Supplemental supports for focal student populations:
We aim to ensure that all students are college or career ready by offering engaging instruction, as well as multiple credit recovery options and a 9th grade transition programs. We offered a range of programs to support struggling students, including Career Technical Education pathways, AVID, AVID ExCEL in middle schools for English Learners, Dual Enrollment at City College of San Francisco, and Extended Learning programs during the school year and summer.

English Learners and Newcomer Students
SFUSD purchased and provided training and support for Wonders, a designated ELD curriculum, to support the language development of EL students as an additional language and literacy support for all K-5 students. We also piloted Taller de Lector Benchmark word study and phonics for students in Spanish biliteracy pathways to mirror the F&P phonics and word study in English Pathways. Our dually identified English Learners have reclassification plans in ILPs and technical support provided by both MPD and the Special Education department on alternative assessments.

Students with IEPs
We have purchased 240 additional I-Spire licenses to students attending Extended School Year (ESY) and included additional support for literacy in the form of reading clinics. We have provided training to build teacher capacity to implement this program. We have initiated work to revise our Language Arts Response to Intervention plan and clarify the roles and responsibilities for classroom teachers, ARTIFs, speech therapists, RSPs and other educators around Tier 1, 2 and 3 instruction.

African American Students
SFUSD supports AAALI Advance, a program designed to ensure that African American students receive eight essential, high-quality, high-leverage coordinated actions to promote UC/CSU eligibility at the high school level; the services include: family engagement events, college and career exposure, four-year graduation plans, transcript reviews, tutoring, teacher grade check-ins, credit recovery plans, and positive family partnership plans. In 2019-20,

SFUSD partnered with Stanford to further develop curriculum for the African American students who in turn worked with Mastering Cultural Identity (MCI) staff to scope and sequence MCI curriculum.

Students Enrolled in County Programs
We have maintained and expanded personalized learning and highly differentiated instruction and intervention across all county programs for focal populations including EL, foster, homeless, justice involved, detained, parenting, and students with severe emotional needs. Building on capacities developed during distance learning, we have been able to further personalize learning and school structures to accelerate learning. We were able to integrate site-specific Project Based Career Technical Education projects at County Opportunity, County Community, and County Court Schools. Additional Counseling Enriched Classrooms have been added to increase services to youth with significant mental health needs.

Building teacher and leader capacity:
We have built robust and effective professional learning for staff that includes professional development, coaching and collaboration support. In the 2019-20 school year this included a focus on instructional practice in the classroom and the shift to distance learning. Several Professional Learning Communities meet monthly to provide opportunities to engage in role-alike/content-alike discussions and learning.

We have been able to grow our existing talent through talent pipelines which have provided staff to serve our students. These include a Pathway to Teaching program, Teacher Residencies and our Para to Teacher Program. These are critical pipelines for teachers especially in hard to staff areas. Pathway to Teaching participants now represent 1/3 of all special educators prepared in SFUSD. Residency programs have expanded to include NYU, Stanford and Trellis/SFSU with a focus on developing STEM teachers.

Challenges in Teaching & Learning to achieve Goal 1:
COVID exacerbated existing challenges and we know our persistent academic gap for our focal students needs our full attention. We must align district curriculum alongside resources to support Anti Racist Practices, Humanizing Pedagogy and Deeper Learning.

We must address the structural and systemic racism that manifests predictable low academic outcomes and persistent sense of alienation within schools for students of color, English Language Learners, and Socio Economically Disadvantaged students and better honor the experiences of all students and meet their diverse needs. We must align our professional learning opportunities to address racial identity development and culturally and community responsive pedagogy.

The impacts of COVID have disrupted instructional time and concentrated time on literacy development. Core literacy instruction and rebuilding the literacy bridge PK-high school, strengthening Tier 1 and Tier 2 supports, identifying and resourcing literacy interventions and investing in building the capacity of our teacher and leaders will be a cross-departmental focus. Further, we know that while we have articulated instructional models and intervention programs, we are recognizing that we need to attend to greater consistency in the implementation of these efforts.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1
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6
8 9
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Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Elementary SEL-Growth Mindset, % positive response rates: 59%	69%
Elementary SEL-Self Efficacy, % positive response rates: 58%	57%
Elementary SEL-Self Management, % positive response rates: 71%	67%
Elementary SEL-Social Awareness, % positive response rates: 66%	65%
Secondary SEL-Growth Mindset, % positive response rates: 61%	68%
Secondary SEL-Self Efficacy, % positive response rates: 52%	53%
Secondary SEL-Self Management, % positive response rates: 75%	71%
Secondary SEL-Social Awareness, % positive response rates: 61%	63%
ELL Reclassification Rate: Reach & maintain 17%	9.60%
Elementary Chronic Absenteeism: Reach 7% or lower	13.10%
Middle School Chronic Absenteeism: Reach 6% or lower	9.90%
High School Chronic Absenteeism: Reach 12% or lower	18.40%

Expected	Actual
Suspension Rate: 0.60%	2.00%
% of Suspensions for African American students: 3.20%	9.00%
% of Suspensions for Hispanic/Latino students: 0.50%	2.90%
Expulsion rate: 0%	0%
Culture/Climate Surveys (Students), % positive response rates: 69.00%	79.70%
Reduce disproportionate SpEd identification of Emotional Disturbance for African American students: 2.28%	4.05%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.01 Safe & Supportive Schools: In addition to Monitoring student absences, suspensions, discipline, out of class time and interventions to take quick action to increase student engagement, SFUSD will implement the following actions: 1. Targeted PD for Bayview schools around evidence based tiered intervention strategies in collaboration with Attendance Works and Hope SF. 2. Expand the Truancy Action Partnership with the Superior Court to two middle schools. Work specifically with Bayview schools to support improved attendance supports to Early Ed and PreK sites. 3. School administrators will designate a Climate/Behavior Team lead to attend PLCs around the completion of Tiered Fidelity Inventory. 4. Continue to lead the districtwide Attendance Workgroup to begin the implementation of the recommendations to address chronic absenteeism.	LCFF BASE $1,500,000 Clas Sal & Ben $1.0M Books & Supplies $0.1M Other Svcs $0.4M SCG $1,800,000 Clas Sal & Ben $1.7M	LCFF BASE $1,325,144 Clas Sal & Ben $1.0M Books & Supplies $0.1M Other Svcs $0.3M SCG $1,900,000 Clas Sal & Ben $1.9M
2.02 Safe & Supportive Schools: In 2017-18 we are intensifying our efforts to get staff evidence based practice training in tiered interventions and supports. It is our intention to train 1000 staff in Safety Care, 1000 staff in Restorative Practices and 400 staff, (including entire Bayview K-5) in PAX Good Behavior Game. Differentiated trainings in PBIS 101, discipline, and support systems will also be offered on a differentiated as needed basis.	LCFF BASE $8.2M Cert Sal $.9M Clas Sal $4.0M Benefits $2.4M Books & Supplies $.1M Other Svcs $.8M SCG $6.2M Cert Sal $1.5M Clas Sal $2.7M Benefits $2.0M	LCFF BASE $6.2M Cert Sal $.9M Clas Sal $1.0M Benefits $1.9M Books & Supplies $.1M Other Svcs $.4M SCG $5.8M Cert Sal $1.5M Clas Sal $2.5M Benefits $1.8M

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.03 Safe & Supportive Schools: Target strategies to address needs of underserved students, including low-income students, English learners, foster youth, and African American students, through a multi-tiered system of academic and behavioral supports across and within schools additional interventions and supports. Employ a community schools approach, with dedicated coordination and tools to support aligning services offered by community partners to meet the academic and social/emotional needs of students and their families. Provide tiered levels of supports that includes additional professional development, targeted Tier 2 supports, supplemental materials, translation services, equipment and software, and additional site-based support staff, including paraprofessionals, librarians, nurses, psychologists and behavior specialists to ensure safe and supportive schools.	LCFF BASE $27.8M Cert Sal $14.5M Clas Sal $3.7M Benefits $7.3M Books & Supplies $.1M Other Svcs $2.1M SCG $30.1M Cert Sal $18.3M Clas Sal $3.2M Benefits $8.6M	LCFF BASE $27.8M Cert Sal $14.5M Clas Sal $3.7M Benefits $7.3M Books & Supplies $.1M Other Svcs $2.1M SCG $30.1M Cert Sal $18.3M Clas Sal $3.2M Benefits $8.6M
2.04 Safe & Supportive Schools (SCG) AA: In addition to the supports aforementioned, provide targeted supports to help all students and educators build a growth mindset and provide comprehensive wraparound supports to guarantee African American student readiness to learn: • Develop Learning Academies for SFUSD All Admin Institutes that focus on cultivation of growth mindset among educators and students • Implement Year 3 of African American Postsecondary Pathway 12th Grade Workshops and Implement Year 1 of 9th Grade Workshops focused on UC - CSU eligibility • Support and resource Black Student Unions to implement student-led community building activities throughout the year • Provide dedicated financial aid advising to African American students in high school • Implement Year 2 of the African American Village Roundtable to develop individual action plans and a group-mentoring model for African American students and families	SCG $0.6M Cert Sal $0.1M Clas Sal $0.2M Benefits $0.1M Other Svcs $0.2M	SCG $0.6M Cert Sal $0.1M Clas Sal $0.2M Benefits $0.1M Other Svcs $0.2M
2.05 Safe & Supportive Schools (SpEd): In addition to the supports aforementioned, students with additional needs receive targeted, effective supplemental support using the RtI2 framework and Universal Design for Learning. This is supported by a contribution of $71.4M to Special Education; expenses also overlap with 2.02, 2.03, and 2.04.	$0.0M See 2.02, 2.03, 2.04 See 2.02, 2.03, 2.04	$0
2.06 Safe & Supportive Schools (SCG) EL/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.	LCFF BASE $.4M Cert Sal $.2M Clas Sal $.1M Benefits $.1M SCG $.2M Cert Sal $.1M Clas Sal $.1M Benefits $.1M	LCFF BASE $.2M Cert Sal $.1M Clas Sal $.1M Benefits $.1M SCG $.2M Cert Sal $.1M Clas Sal $.1M Benefits $.1M

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.07 Safe & Supportive Schools (SCG) Foster Youth: In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth: • Work with CDE, county child welfare, and probation agencies, and SFUSD Foster Youth Services (FYS) program to obtain, share, and analyze data to accurately identify foster youth and track progress on all required metrics. • Develop truancy policies that take account of the unique needs of and legal requirements for Foster Youth. • Ensure Foster Youth liaison 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 site and FYS district staff to reduce school transfers and absenteeism.	LCFF BASE $.2M Cert Sal $.1M Benefits $.1M SCG $.1M Cert Sal $.1M	LCFF BASE $.2M Cert Sal $.1M Benefits $.1M SCG $.1M Cert Sal $.1M
2.08 Resource Management: 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.	LCFF BASE $35.8M Clas Sal $17.0M Benefits $9.4M Books & Supplies $.7M Other Svcs $8.6M Capital Outlay $.1M SCG $.3M Clas Sal $.2M Benefits $.1M	LCFF BASE $33.0M Clas Sal $16.0M Benefits $9.0M Books & Supplies $.6M Other Svcs $7.4M Capital Outlay $0M SCG $.3M Clas Sal $.2M Benefits $.1M
2.09 Resource Management: Strengthen transportation's role in providing equitable access to the range of opportunities available to our students and ensure access to transportation as required.	LCFF BASE $29.4M Clas Sal $.7M Benefits $.4M Other Svcs $28.3M	LCFF BASE $20.8M Clas Sal $.7M Benefits $.4M Other Svcs $19.7M
2.10 Resource Management: Ensure access to healthy food and nutrition for all students PreK - 12.	LCFF BASE 4.0M Books & Supplies $4.0M	LCFF BASE 4.0M Books & Supplies $4.0M

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.11 (SFCOE) Access & Equity - Maintain enhanced staffing and services to address the specific needs of multi-system youth who are expelled, detained, parenting, foster, homeless, juvenile justice that lead to their placement in a specific county program, involved ratio of counselors, school psychologists, and school nurses at sites serving the majority of expelled and foster youth, including Counseling Enriched classroom at County Community Schools, child care at County Opportunity Schools, transition support at Court Schools, and wrap around services at all County Schools. This action now includes 2.11, 2.12, 2.13, and 2.14 from 2017-18.	LCFF BASE & SCG $2.8M Cert Sal & Ben $2.6M (Base) Cert Sal & Ben $0.2M (SCG)	LCFF BASE & SCG $2.8M Cert Sal & Ben $2.6M (Base) Cert Sal & Ben $0.2M (SCG)
2.12 (SFCOE) Access & Equity - Identify and address specific needs of expelled, detained, foster, homeless, and juvenile justice involved youth who are not enrolled in SFUSD or SFCOE schools. Seek stakeholder input in identifying service gaps in a rapidly changing, multi-agency landscape and build or modify educational programs that target the needs of and eliminate barriers to enrollment for multi-system youth who are out of school. For Goal 2 Action 12 from 2017-18, please see Goal 2 Action 11.	Title I $0.12M Cert Sal & Ben $0.12M	Title I $0.12M Cert Sal & Ben $0.12M
Please see Goal 2 Action 11.	$0	$0
Please see Goal 2 Action 11.	$0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

While schools and Central Office buildings shut down upon the issuance of San Francisco's shelter-in-place order, School Nutrition workers and select other school staff continued to provide meals for families to grab and go. Efforts were redirected to support food access in light of the disruption the pandemic presented. SFUSD relied on its own resources as well as philanthropic donations to ensure that meals could be provided in sufficient quantities to meet the demand from our community.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Key strategies for this goal involve employing a community schools approach to build and support effective systems to implement and monitor activities and interventions for students and their families. This includes tiered levels of support, supplemental materials, translation services and site-based support staff.

Safe & Supportive School Supports
SFUSD has established district-wide supports, including Health Education, Mentoring for Success, crisis response, mental health internship placement, LGBTQ Support Services, homeless youth services, Foster Youth Services, ExCEL Afterschool, Child Welfare and Attendance Liaisons, Migrant Education, and Refugee and Immigrant Supports in Education (RISE-SF). We resource site-based staffing like counselors, social workers, nurses, family liaisons, T-10s and other staff to support the health, wellness and safety of our students. We have established Wellness Centers at each high school which offer support groups and counseling, health education and primary care referrals, case management, and connect students and families to community resources.

All school sites identified a designated Climate Team Lead which included these site-based staffing supports. In Fall 2019, 74% of Climate Team members across the district had been trained in Restorative Practices, 46% reported that teachers had been trained in classroom circles and 22% reported that teachers were regularly using classroom circles. These teams attended a year-long professional learning focused on school culture and climate including training in Restorative Practices, Cultural Humility, and Family Partnerships. Safety Care training was also offered on a regular basis.

Prior to school closures, SFUSD had a district-wide focus on Chronic Absenteeism, attending to three focus areas - operational/managerial factors, interventions and resources. We initiated a partnership with In Class Today to begin issuing "nudge" letters as an attendance intervention through proactive communication with families but this effort was put on hold due to school closures.

Supplemental supports for focal student populations:
The tiered academic and behavior supports aims to provide baseline support at all schools and targeted support to focal student populations.

Homeless and Foster Youth
SFUSD has continued to support existing infrastructure to monitor the educational success for homeless and foster youth. We have worked with local and state agencies to share and review data to identify students and track progress. Our district liaisons receive training and resources to support efforts to meet the needs of these students, providing tutoring and individual case management for students.

Newcomer Students
SFUSD runs three newcomer schools with coordination to provide counseling and case management to ensure that newcomers and ELs receive the SEL and academic counseling needed for their success. All Newcomer Pathways sites include a school social worker, school district nurse, and one or more Family Liaisons charged with engaging and coordinating services for newcomer youth and families.

The Refugee and Immigrant Supports in Education (RISE-SF) newly hired coordinator conducted outreach, intake and care plans for eligible students. The team here supported school sites in implementing culturally and linguistically appropriate trauma-informed care within the RTI framework, both inside

and outside of the classroom, and worked closely with community partners to provide school-based services for this population.

African American Students
We have grown several programs through the African American Achievement and Leadership Initiative (AAALI) to engage and empower African American students and their families, support a collective effort to strengthen growth mindsets informed by implicit bias and stereotype threat, and provide coordinated and comprehensive support for African American students.

Additionally, the PITCH initiative continues to provide targeted funding and support to 20 elementary, middle and K-8 schools to realize their improvement plans. In 2019-20 the monthly Communities of Practice (CoP) incorporated a stronger focus on transforming mindsets regarding achievement for African American students.

Students Enrolled in County Programs
We have resources staffing for 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 of students enrolled in county programs. SFUSD maintains comprehensive, licensed on-site childcare to pregnant and parenting teens through partnership with local agencies serving youth from birth to kindergarten. We have expanded the Civic Center model and added 2 new county community locations which provided general education, special education, and counseling in addition to hosting social work and community partners to serve students. Each County school now has one or more special education teachers to provide increased case management and SAI with a focus on serving youth stepping down from higher levels of care into a less restrictive environment. An additional Transition Specialist improved our capacity to serve all youth coming before the court, not just those detained.

Building teacher and leader capacity:
Achieving our social justice mission requires professional development, aligned resources and support to improve our collective capacity. In the 2019-20 school year this included a district-wide focus for site and central office leaders on equity consciousness aimed to deepen individual and collective consciousness about how implicit bias, white supremacy culture and microaggressions play out in schools and departments. Departments supported professional development efforts including training in safety care, restorative practices, positive behavior interventions and supports (PBIS), trauma-informed practices and implicit bias training.

We engaged site-based Climate Teams in PLCs focused on improving school culture and climate and connecting with students and families. The Curriculum & Instruction department hosted five year-long PLCs supporting racial equity work in SFUSD schools which included culturally responsive and humanizing pedagogy.

Managing Resources to Support Access & Equity:
SFUSD employs a MultiTiered System of Support (MTSS) which includes site-based interventions and services – in the form of dedicated staff members who are centrally managed and funded. Prior to the COVID-19 pandemic, SFUSD provided home to school transportation to about 1,500 students with IEPs, and general education routes for about 2,000 students, and supported school trips. We provided meals at most schools throughout the city and have advanced the work to upgrade kitchen facilities. As school closures began, the School Nutrition Services team pivoted to provide meals via Grab and Go and home delivery.

Challenges in Safe & Supportive Schools to achieve Goal 2:
To achieve Goal 2 for Access & Equity we know that we need to better align resources and build our capacity to implement and resource targeted interventions effectively and consistently in humanizing ways and better address persistent gaps for our focal student populations

While SFUSD has articulated practices designed to create safe and supportive schools and to address the disproportionate suspension of students disproportionately disciplined, these practices are implemented unevenly across schools. We have more work to do to ensure full implementation of School-Wide Positive Behavior Intervention and Support (SWPBIS) and Restorative Practices (RP), including Trauma-informed Practices in order to establish high behavior expectations of students in a bias free and culturally competent school community.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1 3

9
10

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Facilities are maintained in good repair per William Act inspections: 100.00%	98.90%
% of teachers who are highly credentialed in their subject area: 91%	87.85%
Teacher retention rate (staying in district): Reach and maintain 90%	88.00%

Expected	Actual
Participation in and usage of additional professional development hours (18 total). One of the components of San Francisco's Quality Teacher and Education Act Parcel Tax is funding for 18 hours of professional development for all certificated staff. This measure tracks the usage of those hours. 77.72% (Certificated), 62.94% (Classified)	68.12% (Certificated), N/A (Classified)
Maintain teacher vacancy rate below 5% for opening day: 95%	95%
Culture/Climate Surveys (Staff), positive response rates: 75.75%	76.64%
% of sites that create a family engagement plan: 100.00%	94.29%
Culture/Climate Surveys (Families), positive response rates: 95.50%	92.75%
Culture/Climate Surveys (Families), survey completion rate of 70% per school: Reach and maintain 40%	29.67%

Actions/Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.01 Family Empowerment: 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. 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 school meetings and events. Provide interpretation for school site and district events in 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.	LCFF BASE $0.5M Other Svcs $0.5M LCFF SCG $0.6M Clas Sal $0.4M Benefits $0.2M	LCFF BASE $1.2M Other Svcs $1.2M LCFF SCG $0.6M Clas Sal $0.4M Benefits $0.2M
3.02 Family Empowerment: 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 partnerships that link family engagement as well as student voice to student learning and support positive school cultures.	LCFF BASE $0.4M Cert Sal $0.1M Clas Sal $0.2M Benefits $0.1M	LCFF BASE $0.2M Cert Sal $0.1M Clas Sal $0.1M Benefits $0.1M

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.03 Family Empowerment: 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: • 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 (SSC, ELAC, AAPAC, SAC) • Provide the Family Friendly Walk Through assessment and other informational materials order to support school efforts to implement the Family Engagement Standards and support the development of the school strategies in the Balanced Scorecard to support parent-school community ties. • 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. • Provide resources, materials and support to families through the enrollment process to ensure families have equitable access to participate in the school choice process.	LCFF BASE $0.9M Cert Sal $0.1M Clas Sal $0.5M Benefits $0.3M LCFF SCG $1.9M Clas Sal $1.2M Benefits $0.6M Other Svcs $0.1M	LCFF BASE $1.3M Cert Sal $0.1M Clas Sal $0.7M Benefits $0.4M LCFF SCG $1.8M Clas Sal $1.1M Benefits $0.6M Other Svcs $0.1M
3.04 Family Empowerment: Develop the systems to communicate clear expectations, measures, and districtwide accountability for engaging families, 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). See Goal 3, Action 10 for additional tech resources	LCFF SCG $0.2M Clas Sal $0.1M Benefits $0.1M	LCFF SCG $0.2M Clas Sal $0.1M Benefits $0.1M
3.05 Family Empowerment (SCG): 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. This used to be 3.06	LCFF BASE $0.2M Cert Sal $0.1M Clas Sal $0.0M Benefits $0.1M LCFF SCG $0.4M Cert Sal $0.1M Clas Sal $0.2M Benefits $0.1M	LCFF BASE $0.2M Cert Sal $0.1M Clas Sal $0.0M Benefits $0.1M LCFF SCG $0.2M Cert Sal $0.1M Clas Sal $0.1M Benefits $0.1M
3.06 Family Empowerment (SCG) AA: 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.	SCG $.5M Clas Sal $.3M Benefits $.2M	SCG $.7M Clas Sal $.4M Benefits $.3M
3.07 Family Empowerment (SpEd): Fulfill all requests for interpretation or translation of materials for IEP-related communications in a timely manner.	LCFF BASE $.3M Clas Sal $.3M	LCFF BASE $.3M Clas Sal $.3M

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.08 Family Empowerment (SCG) EL / Newcomers: 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.	SCG $190,239 Cert Sal $66,884 Clas Sal $65,453 Benefits $57,902	SCG $190,239 Cert Sal $66,884 Clas Sal $65,453 Benefits $57,902
3.09 Talent & Culture: Recruit and retain diverse talent reflective of our school community and support staff in building their capacity to deliver on our promise to provide a quality education for each and every student. Key actions include: • 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	LCFF BASE $5.1M Cert Sal $.1M Clas Sal $3.1M Benefits $1.9M	LCFF BASE $5.1M Cert Sal $.1M Clas Sal $3.1M Benefits $1.9M
3.10 Resource Management: 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.	LCFF BASE $12.6M Cert Sal $.1M Clas Sal $4.8M Benefits $2.5M Books & Supplies $1.8M Other Svcs $3.4M SCG $.6M Clas Sal $.4M Benefits $.2M	LCFF BASE $12.0M Cert Sal $.1M Clas Sal $4.8M Benefits $2.5M Books & Supplies $1.2M Other Svcs $3.4M SCG $.6M Clas Sal $.4M Benefits $.2M
3.11 Resource Management: Support core operations (e.g. manage and prevent district liability, provide financial operations, etc.)	LCFF BASE $19.4M Cert Sal $.8M Clas Sal $11.0M Benefits $6.4M Books & Supplies $.1M Other Svcs $1.1M SCG $1.6M Clas Sal $1.0M Benefits $.6M	LCFF BASE $19.4M Cert Sal $.8M Clas Sal $11.0M Benefits $6.4M Books & Supplies $.1M Other Svcs $1.1M SCG $1.6M Clas Sal $1.0M Benefits $.6M
This action was completed during the 2017-18 school year and will not be necessary for 2018-19.	$0	$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.13 (SFCOE) Family Empowerment: Maintain expert staff who support students and families though moments of educational crisis, which result in forced change of placement. County Staff support navigation of school reentry, navigation of placement and records, and inter-agency coordination. All youth in county school receive an individual orientation and support for transition.	LCFF SCG $0.1M Title I Clas Sal & Ben $0.07M (SCG) Clas Sal & Ben $0.02M (Title I)	LCFF SCG $0.1M Title I Clas Sal & Ben $0.07M (SCG) Clas Sal & Ben $0.02M (Title I)
This action was completed during the 2017-18 school year and will not be necessary for 2018-19.	$0	$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Communication and access to information became more crucial than ever during COVID-19. SFUSD made a number of shifts in staffing responsibilities in response to these changing needs. One of the most significant innovations adopted is the SFUSD Student and Family Resource Link. The Resource Link is a cross departmental project to support students and families in navigating all of the SFUSD resources available to them. A handful of staff members from various divisions staff the Resource Link, which enables families to request information via a survey, email, or by phone. Content experts respond to questions concerning technology, distance learning, student enrollment, special education, food & nutrition, and physical and mental wellness, among others. Additional investments in translation and interpretation services also ensure that families receive support and information via numerous means in their home language.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Key strategies for this goal involve supporting communication and partnership between home and school and building the capacity of staff to build and maintain authentic partnership with families. This includes strengthening structures for shared responsibility through parent advisory bodies, providing targeted support for focal student populations through bilingual family liaisons, and recruiting and retaining high quality staff to build a workforce that reflects our diverse community.

Family Empowerment:
SFUSD's Partnership Academy (SPA) provided monthly Family Partnership Planning and Implementation training in Fall 2019. The training was for Process Leaders who partner with school leadership to convene a Family Partnership workgroup that assesses the school's current capacity to partner with families. Based on this assessment, the workgroup developed and implemented an action plan to create effective family partnerships linked to

learning. We have Family Leadership summits and other convenings for the African American Parent Advisory Council (AAPAC), Special Education (SPED) CAC, District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC), Early Education Department (EED), and Foster Youth Advisory Council and have launched an advisory body for our Native Hawaiian and Pacific Islander families.

Communication & Connection:
The Translation and Interpretation Unit continued to provide translation and interpretation into Arabic, Chinese, Spanish, Tagalog and Vietnamese. Through a Board of Education Resolution, Samoan has been included as a standard language for translation of essential documents. In addition, the provision of interpretation has been expanded to the Board of Education Committee of the Whole meetings, Special Meetings and Committee meetings. As part of our response to family needs during the COVID 19 pandemic, we have worked to address an increased demand on providing messaging in multiple languages on an ongoing basis as well as increased interpretation for families of students receiving special education services for Prior Written Notifications, Assessments and IEP meetings, and added ASL interpretation at Board of Education and other community meetings.

As we shifted to Distance Learning in Spring 2021, the Student and Family Resource Link line was launched as a way to help families navigate all of the SFUSD resources available to them as well as connect with school site staff. Staff can respond to a variety of questions including, but not limited to: technology, learning, student enrollment, special education, food and nutrition, and physical and mental wellness.

District wide Family Wellness Check-ins were conducted in the Spring 2020 where each school called every family to find out how they were doing and if they needed any support for distance learning. Schools were provided training materials, including a script that focused on building partnership, tracking materials to ensure families who requested follow up received support. Close to 30,000 families were contacted in Spring 2020.

Talent & Culture
For the 2019-20 school year, SFUSD recruited approximately 2,000 candidates who were interested in teaching positions with the District and staffed 850 certificated positions prior to the first day of school, opening the school year with 99% of our classroom vacancies staffed. We have aligned resources to what we think matters most - ensuring we have a high quality and diverse applicant pool for teaching and school leadership positions.

Para to Teacher Program, Pathway to Teaching and our three residency programs focus on the recruitment and development of diverse, local talent reflective of our students. During the 2-19-20 school year, we developed over 100 educators in those pipelines and supported them to earn preliminary credentials. We also coached and provided professional development for over 700 teachers on alternative and preliminary credentials, switching our coaching model mid-year to virtual coaching. Our Curriculum & Instruction team works closely with Human Resources to identify recruitment and retention targets to increase recruitment and retention for high potential schools and hard to staff credential areas, including our language pathways.

The Transformative Leadership for Equity and Excellence (TLEE) program is SFUSD's leadership induction and support program for leaders new to their roles or new to SFUSD. TLEE provides professional learning and coaching to grow and prepare a school leadership force with the skills necessary to transform San Francisco's schools into places where all students feel like they belong and achieve.

Challenges to achieve Goal 3:
As with Goal 1 and 2 shared above, COVID exacerbated existing challenges and provided us with unique opportunities to think differently about how to

better strengthen the home-school connection and community partnerships. To achieve Goal 3 for Accountability we know that we need to address the connection, communication and consistency challenges that continue to surface.

Family partnership is a key ingredient to educational equity and student success. Our current situation has highlighted more than ever the importance of partnerships between home and schools, as well as the need to honor the essential role families play in their children's education and long-term success. We also need to maximize community partnerships necessary to address learning and wellness needs.

We have heard consistent themes from our stakeholders about areas in need of improvement which include clear and accessible two-way communication, strengthening home-school relationships and better ways to assess whether the supports and services we have articulated for our students and families are being implemented consistently and achieving the desired outcome for all students.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Manage design and construction of new school facilities, expansion or enhancement at sites, and improve the District's schools, creating an environment that will stimulate interest in learning and assist students and teachers to perform at their best. 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.	$8,000,000	$9,422,593	N
Ensure access to safe, socially-distant learning spaces through the provision of Personal Protective Equipment, outfitting of spaces with appropriate furniture and other physical equipment.	$1,200,000	$3,004,422	N
Increase the Custodial workforce so that cleaning and disinfecting efforts can be expanded at school sites when physical buildings are opened to students and staff.	$1,115,000	$1,115,000	N
Strengthen transportation's role in providing equitable access to the range of opportunities available to our students and ensure access to transportation as required.	$6,524,000	$4,194,941	Y
Establish a COVID-19 reserve to secure funding for unanticipated needs that arise as hybrid scenarios are cemented and SFUSD prepares to welcome students and staff back to in-person learning.	$10,500,000	$10,500,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Substantively, the actions were carried out as expected in 2020-21. Differences are the result of a longer duration of time in distance learning, and a subsequent increase in services provided during that time. Conversely, student transportation remained on hold and achieved savings.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

To date, SFUSD has re-opened 103 district and county sites for 19,000 students. Schools were opened on a rolling basis in order to monitor the implementation of the health and safety protocols and to learn how we could improve the process as we grew to scale. This gradual rollout enabled us to more accurately assess in-person capacity with the numbers of families electing to return and the capacity to staff classrooms.

Returning to in-person learning following a global pandemic presented many challenges including attention to the safety and well-being of our students and staff, preparation of facilities to accommodate health and safety guidelines, ensuring access to COVID testing and vaccines for students and staff, navigating instructional schedules to maintain stable groups and provide in-person and distance learning, staffing classrooms for in-person learning, and supporting growing technology demands.

Health & Safety
The health and safety of our students, employees, and families is of the utmost importance. A return to in-person learning required agreements with our labor partners and clear protocols so that everyone entering buildings was following safety guidelines and procedures and prevent the spread of COVID-19. We set up testing sites at our schools and central office; to date our positive test rate is 0.04%. We have partnered with city agencies and Walgreens to support vaccine events at our school sites and share information on our district website.

Facilities Preparations
Returning to in-person learning required facilities assessments and site preparation that included setting up classrooms for social distancing, establishing circulation paths, repairing windows to ensure improved ventilation, moving furniture, installing desktop shields and installing hand sanitizers. Appropriate PPE was acquired and distributed. We utilized a partnership protocol and hosted Lunch & Learns to engage and partner with site leaders in a comprehensive onboarding process and engage them in detailed site planning.

Even with the constraints of space due to current health and safety guidelines, we strived to provide in-person learning at home schools. A "home school" approach, where students were able to return to schools at which they are currently enrolled. Given constraints of time, space and staffing, there were challenges in this process and lack of ventilation and constraints of current site footprints meant that we were not able to open all of our sites for in-person learning and required us to open 8 of our schools at host school locations.

Instructional Programming
As SFUSD returned to in-persoon learning this Spring, we attended to instruction across three learning modes:
100% Distance Learning for students who maintained instruction in an exclusively virtual environment. This includes both synchronous and asynchronous components.
100% In-Person Learning for students in PK and students assigned to Special Day Classes who returned to school five days a week for an instructional model that has been fully in person.
Hybrid Learning for TK- 5th grade students and secondary students in our identified priority student groups who attended school in person for some

portion of the week and maintained distance learning for the other portion of the week.

Because family registration indicated wide variation in family desire to return their child(ren) to in-person learning across schools and programs, there was differentiation across schools for the number of days available for in-person learning. While we prioritized full-day in-person days for the days students came to school for in-person learning (and 5 full days each week for our PK and students in Moderate/Severe SDC classrooms), this created variation across schools for the hybrid schedules. We recognize that this was a frustration point for our families who desired a full 5-day week return.

As teachers and students returned to school sites for in-person learning, we aimed to balance attention to academic needs as well as attending to the social and emotional well-being of our students.

Key academic support included ongoing weekly lessons for core content areas in the elementary grades. This provided a more integrated instructional experience for students. In the secondary grades, ongoing biweekly professional development was provided to support teachers and school sites in their instructional focus.

A collective support for all grades was the digital library of teacher resources curated to meet a wide range of instructional needs. These digital applications were available to students during asynchronous instruction and continued to develop skills in critical areas for students. Through digital applications students were able to access leveled libraries, continue math practice, utilize interactive videos and access ELD lessons and Specialized Academic Instruction (SAI), for those students on Individualized Educational Programs (IEP's).

The district provided access to a core suite of learning applications to support the instructional priorities and needs during distance learning. This included Learning Management Systems (LMSs), tools for collaboration, direct instruction, formative assessment, demonstration of learning, feedback, and family communication. The district provided professional learning and resources on how to use all core district applications.

In addition, students continued to receive virtual as well as in-person instruction in the arts, physical education and small group instruction from elementary librarians, ARTIFs and literacy coaches when permissible. Students on IEPs received appropriate therapies accordingly. This afforded students an opportunity to participate in a well rounded instructional experience. Providing students with these experiences allowed students to pursue all aspects of the instructional school day.

As we returned to in-person learning, SFUSD opened an Assessment Center for the sole purpose of attending to assessments needed for students with IEPs or being assessed for Special Education Services, including psychological assessments and those for speech and other related services. We are intending to run the assessment center through the summer and considering extending it into the new school year as we address the backlog of IEP assessments due to the pandemic.

Key social emotional support included lessons on physical and mental wellness as well as supports for social interactions. These supports allowed space and time for staff and students to interact with one another and explore shifts due to the global pandemic. Meanwhile, staff also conducted wellness check-ins with students and families throughout the school year to assess academic, social-emotional and physical needs. Through this process students were able to connect with counselors, social workers and other wrap around services.

Guidelines regarding social distancing and stable cohorts meant available space on school sites was limited. As a result, space was prioritized for the instructional day and, consequently, athletics, in-person extracurricular activities, and before and after school programs were offered on a case by case basis as staffing and space resources allowed. This created challenges for our families who needed consistent before and after school care for their children.

Technology Demands
One of the opportunities afforded by COVID was the rapid acceleration of technology access for our students and a move to deepen our instructional practices for personalized and blended learning. We saw increasing classroom technology requests and bandwidth challenges for classes streaming instruction to student devices with the approval of concurrent teaching. These expanding demands have limited the capacity for on-site support.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
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. Engage our students in a robust, supportive digital environment by providing devices (such as Chromebooks and hotspots) and access to online learning tools, including Zoom, Seesaw, Google Classrooms, and resources in the SFUSD Digital Backpack.	$13,200,000	$13,359,744	N
Provide instructional materials and resources that support the PK-12 Core Curriculum. Supplement digital learning with non-digital learning resources that support the PK-12 Core Curriculum. These supports include learning kits containing workbooks, instructional supplies, etc.	$552,000	$1,453,998	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Deepen implementation of the SFUSD Core Curriculum and design classroom activity, structures, scaffolding and opportunities for extension that provide equitable access for all students. In preparation for distance learning, this includes the design and dissemination of curriculum and resources for teachers across various content areas in preparation for digital modes of instructional delivery.	$1,163,000	$1,163,000	N
Invest in building and developing the capacity of teachers, leaders and school staff via methods that incorporate best practices in online learning, advance adult learning, provide leadership opportunities, and model structures for future use with students.	$11,100,000	$11,084,101	Y
In addition to online learning tools for student learning, expand access to virtual teaching tools for teachers and school site staff including device distribution, Google Suite functions, etc. SFUSD will also provide a one-time stipend to all bargaining unit members who perform service in the 2020-2021 school year for reasonable costs associated with purchasing equipment, improving home internet bandwidth, use of phone, or instructional materials not provided by the District directly related to providing distance learning. Utilize support personnel to distribute devices and other learning materials to students and staff.	$1,380,000	$3,372,871	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Substantively, the actions were carried out as expected in 2020-21. Differences are the result of a longer duration of time in distance learning, and a subsequent increase in services provided during that time.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance Learning utilized a variety of resources and differentiated modes of interaction. How teachers engaged students in distance learning was informed by the student's access to technology, reliable wifi, language proficiency, and specific learning needs. Teaching and learning continued to be standards aligned, differentiated and culturally/linguistically responsive both synchronously and asynchronously. While we aimed to align supports to attend to student and staff needs, we know that working and learning remotely presented many challenges.

Continuity of Instruction
Continuity of instruction included a strategic combination of educational, enrichment, and social-emotional and wellness activities. Examples of instruction in a remote form included, but were not limited to, direct instruction, independent skills practice, specialized academic instruction, enrichment classes, and independent and collaborative projects. One of the challenges we heard clearly from our students and families was that consistent connection and engagement was critical to engaging our learners and supporting families. Students had varied success accessing online platforms and teachers at times struggled to engage students meaningfully with one another.

Additionally, SFUSD continued a partnership with KTVU that began in the Spring of 2020 to bring SF Loves Learning, a daily television show that provided access to academic and social emotional learning opportunities from SFUSD and partners for San Francisco's youngest students.

Student Support
The shift to distance learning presented unique challenges to students identified in our priority groups.

Early Education: Early Education (PreK/TK) students participated in distance learning via print based and digital distance to ensure access and developmentally appropriateness and provided a combination of educational, enrichment and social emotional activities to attend to the needs of our youngest learners. "Bridges to Learning" supported families and students to establish home learning environments that provided a physical space for very young children to sit with their laptops and engage in their classroom.

Students with IEPs: Students receiving special education services require specialized academic instruction and related services in order to access and thrive educationally. We recognized that we had to be intentional in our approach for students with IEPs to support their needs in distance learning. To this end, K-8 Special Education teachers were provided I-SpIre training in August 2020 and I-Spire licenses were expanded to 700 students in the Fall. We are focused on building our capacity with the implementation of Read 180 in the upper grades for on-line lessons. Supplemental resources were created and distributed to students as appropriate.

English Learners: Data reviewed showed a need to focus efforts to support our English Learners in distance learning, including delivery of regular Designated and daily Integrated ELD to support their language development needs. We shared Considerations for Supporting English Learners with Distance Learning which outlined six considerations for educators planning to support English language learners during distance learning. Nearpod was purchased to increase support for English Learners and engagement and development of language and literacy.

Foster & Homeless Youth: These students and families had to navigate distance learning amidst other challenging circumstances. We supported connecting foster youth to city Learning Hubs and prioritized in-person learning for secondary students in foster care. We provided virtual tutoring and

individual case management services, monitoring attendance and partnering with child welfare and community partners to provide resources and address various needs.

Other Student Supports: ARTIFS/Literacy specialists provide daily reading intervention for students qualifying for Tier 2 services. Additional materials including Fundations, LLI and Pioneer Valley supported reading intervention during COVID-19. Additional small group and 1-1 tutoring supports were established during COVID-19 and training provided both centrally and by site based literacy coaches.

Access to Devices & Connectivity
The rapid shift to distance learning called on us to rapidly build an infrastructure to operationalize and implement technology distribution and management systems, along with protocols and support for students, families and schools. Additional challenges included: aligning devices across a wide range of classes, navigating logistics to get materials to families, uneven internet connectivity, procurement timelines and national technology equipment shortages, and technology literacy of families supporting our youngest learners.

As of May, 2021, SFUSD distributed 32,524 Chromebooks and 13,911 Hotspots. We also centrally funded and supported applications that are essential to achieving instructional goals. In addition to these tools, we formed a cross-functional strategic apps committee to ensure the district was able to prioritize application access and moving forward on contracts for applications that are essential to teaching and learning.

In addition to expanding distribution of technology devices, we distributed print-based materials in addition to other instructional supplies.

Pupil Participation and Progress
We know that student participation in online environments was mixed. While distance learning worked for some students, we know that for many of our students it did not. SB98 requires California LEAs to identify students who are absent from distance learning for more than three school days in a school week. As such, students with less than 40% attendance are identified for tiered re-engagement strategies.

910 students attended less than 40% of the enrolled days during the first half of the 2020-21 school year. More than half of these students (N = 576) were in high school grades. Disaggregating by race/ethnicity, African American and Hispanic/Latino students made up 75% (N = 688) of this student group. Further, 70% (N = 634) of the 910 students with less than 40% attendance were classified as socioeconomically disadvantaged.

Distance Learning Professional Development
Beyond providing access to the devices and applications needed for accessing online learning, we provided professional learning and ongoing digital learning office hours, as well as resources to support leveraging digital learning applications for teaching and learning. Teachers participated in monthly virtual professional development, alongside additional support through weekly office hours and coaching. Virtual coaching and virtual co-teaching provided critical feedback about distance learning on a regular basis.

As much as transitioning to virtual environments was a challenge for students and staff, it was a challenge for families too. As we open the school year in distance learning we established a number of family resources to support learning at home. This included a family technology video tutorial web page with videos in multiple languages and a free text messaging service for TK-2nd grade that sent learning tips to use with children. We collaborated with Circle

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Leverage common District Assessments to measure Pupil Learning Loss from Fall 2019 to Fall 2020, using existing measures for consistency and familiarity.	$1,630,000	$1,372,179	N
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.	$4,400,000	$4,387,996	Y
SFUSD will provide supplemental targeted supports to schools for the purpose of augmenting core instruction for English Learners, students with disabilities, 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), increased professional development, and literacy software.	$24,100,000	$26,873,466	Y

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Regularly monitor the progress and connectedness of foster and homeless youth, and prioritize priority access to customized academic and social/emotional supports and enrichment programs.	$300,000	$300,000	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Substantively, the actions were carried out as expected in 2020-21. Differences are the result of a longer duration of time in distance learning, and a subsequent increase in services provided during that time.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

As noted in SFUSD's Learning Continuity and Attendance Plan, to measure "Pupil Learning Loss", we calculated student-matched growth from Fall 2019 to Fall 2020 on the Reading Inventory (RI) and Math Milestone Task (MMT) district assessments. We then compared that growth to what we had observed as typical growth for similar students in past years. We found:
- Participation rates on both Fall assessments (RI and MMT) were similar to, though slightly lower than pre-pandemic assessment administrations. Participation was particularly low for African American and Hispanic/Latinx students.
- In Reading, Fall to Fall growth on the RI was significantly lower than past years in Grades 4-5, but more positive in the secondary grades (6-12).
- In Math, Fall to Fall growth on the MMT was the same as previous years in the elementary grades and was more positive in the secondary grades. However, participation rates on the MMT declined significantly in the secondary grades potentially creating selection bias.
- Focal group students (EL, SED, AA, PI, HI) tended to show more learning loss or smaller learning gains than other student groups, bringing up concerns over equity. In both reading and math, equity gaps were widened with EL, SED, AA, PI, HI showing lower than predicted growth.

In the Spring semester, we calculated student-matched growth from Fall 2020 to Spring 2021 Reading Inventory and Math Milestone Tasks as a measure of the effectiveness of district and site efforts to address Pupil Learning Loss to date. We then compared that growth to what we had observed as typical within year growth for similar students in past years as a means of progress monitoring student learning. Similar themes persisted from the Fall Learning Loss findings:
- Participation in district assessments were similar to, though slightly lower than pre-pandemic assessment administration is elementary grades. However,

participation was noticeably lower in the secondary grades for Reading Inventory and Math Milestone Tasks. Moreover, participation was low for African American and Hispanic/Latinx students across all grade levels.
- In Reading, Fall to Spring growth was significantly lower than in previous years in elementary grades. However, growth improved overall in the secondary grades (6-12).
- In Math, Fall to Spring growth was similar to previous years in elementary grades, significantly below past years in the middle grades, and significantly above predicted in the high school grades.
- Equity gaps continued to widen as focal student groups (EL, SED, AA, PI, HI) continued to grow at lower rates compared to previous years while also continuing to score below proficiency, on average.

SFUSD has focused on addressing learning loss as well as acceleration opportunities for focal student groups. These include:
- Extended Learning opportunities through existing and expanded summer programming and credit recovery
- Targeted interventions for focal student populations including small group instruction, non-digital materials and integration of digital applications to strengthen engaging learning opportunities and provide for additional support
- Attending to deeper learning opportunities within instructional units/lessons to focus on creativity, communication and critical thinking
- Focusing on building and re-building authentic partnerships through targeted attendant and wellness check-ins with students who were identified as least engaged, along with students in our priority groups, including homeless and foster youth. Building the Coordinated Care Team structure to support the implementation of schoolwide and classroom based practices to support student, staff and family wellness and partnership.

We understand that there were uneven experiences in these efforts for students and families. We have to pivot to new instructional practices in new formats and struggled to reach some of our students. We know that students learn best when they can be with their teachers in-person and while we made every effort to return students to in-person learning for full days, we know that there are academic gaps, particularly in literacy and math, that will need to be addressed strategically in order to accelerate student learning and address the equity gaps.

At the same time, we saw some positive gains for some of our secondary students in digital learning environments. We need to better understand how these online engagements supported student learning in order to maximize these strategies as we return to in-person learning. Our continued focus on deeper learning to cultivate student agency, honor identity and build proficiency will be key components of addressing learning loss.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

HS SEL Survey (Fall 2020)
- 61% of participants responded favorably to questions regarding Self-Management (compared to 70% during February of 2020, just before school closures).

- 60% of participants responded favorably to questions regarding Growth Mindset (compared to 67% during survey administration in February of 2020, just before school closures).
- 70% of participants reported spending 3+ hours a day in (synchronous) classes online.
- 31% of participants reported spending 3+ hours a day completing school assignments asynchronously (not counting time spent in online classes).
- 85% of participants said they knew who their school counselor is (7,969 responded yes, and 1,376 responded no).

Staff Well-Being Survey (Fall 2020)
- While the majority of respondents reported confidence in their socio-emotional competencies (91%) and collective efficacy (85%), most respondents also reported feeling fatigued by work (79%), and experiencing secondary traumatic stress (78%). The most common sources of stress were mental well-being (74%) and health and safety (68%), whether their own or that of others.
- Responses varied widely across schools, ranging from 63% to 100% experiencing collective efficacy. Favorable ratings of compassion fatigue ranged from 3% to 58%, while the percent responding favorably about stress ranged from 38% to 74%. Variability reveals bright spots and areas of focus from which we can learn and share.
- Staff cited successes in connecting with others and adapting remote work and instruction during the pandemic (see Figure 2). As an example, a staff member reported, "One of the best things to come out of distance learning for me is developing a much stronger relationship with families as we collaborate to get students to class."
- Staff wanted more time to complete tasks, more instructional supports, and more communication regarding reopening plans (see Figure 3). When asked about supports needed, one staff member wrote, "Zoom fatigue is negatively impacting the health of students and teachers."

Annual SEL Survey (Spring 2021)

Elementary Survey
- 85% of participants responded favorably to questions regarding Climate of Support for Academic Learning, an increase of 6 percentage points from 2020.
- 85% of participants responded favorably to questions regarding Knowledge and Fairness of Discipline, Rules and Norms, an increase of 8 percentage points from 2020.
- 81% of participants responded favorably to questions regarding Sense of Belonging (School Connectedness), an increase of 8 percentage points from 2020.
- 76% of participants responded favorably to questions regarding Safety, an increase of 18 percentage points from 2020.
- 72% of participants responded favorably to questions regarding Self-Management, an increase of 6 percentage points from 2020.
- 68% of participants responded favorably to questions regarding Growth Mindset, the same percentage as in 2020.
- 65% of participants responded favorably to questions regarding Social Awareness, an increase of 2 percentage points from 2020.
- 54% of participants responded favorably to questions regarding Self-Efficacy, a decrease of 2 percentage points from 2020.

Secondary Survey
- 85% of participants responded favorably to questions regarding Climate of Support for Academic Learning, an increase of 12 percentage points from 2020.

- 85% of participants responded favorably to questions regarding Knowledge and Fairness of Discipline, Rules and Norms, an increase of 9 percentage points from 2020.
- 81% of participants responded favorably to questions regarding Sense of Belonging (School Connectedness), an increase of 8 percentage points from 2020.
- 76% of participants responded favorably to questions regarding Safety, an increase of 13 percentage points from 2020.
- 72% of participants responded favorably to questions regarding Self-Management, an decrease of 2 percentage points from 2020.
- 68% of participants responded favorably to questions regarding Growth Mindset, an increase of 1 percentage point from 2020.
- 65% of participants responded favorably to questions regarding Social Awareness, an increase of 1 percentage point from 2020.
- 54% of participants responded favorably to questions regarding Self-Efficacy, an increase of 2 percentage points from 2020.

Family Wellness Check-ins (Fall 2020, Spring 2021)
- Across three distinct check-in windows (August/September 2020, November/December 2020, February/March 2021), the resources were most frequently requested for food, financial support, and employment.
- During the final window, 11 responses were identified as meeting the definition for "crisis" (out of 35,298 responses). Definition of "crisis" includes: symptoms of depression, self-harm, suicidal thoughts, suspected abuse.

Mental Health and Social Emotional Well-Being surfaced as an area of need across various stakeholder groups - students, families and staff. Navigating a global pandemic took a toll on all of us as we shifted to remote work environments and attended to personal and professional needs that surfaced in the context of this crisis.

We initiated a Coordinated Care Plan for Wellness & Authentic Partnerships, grounded in anti-racist healing practices to support families, students and staff wellness through healing practices that centered around anti-racism, partnership and building community to create a safe and supportive school culture & climate. We established site-based Coordinated Care Teams, supported by a centrally based Wellness & Authentic Partnership Team led by the Student, Family, Community Support Division to provide support and consultation including:

Tier 1: Professional development and training for Tier 1 practices.
Tier 2: Consultation and training to school sites for case management for early intervention support.
Tier 3: Targeted support for case management support for students and families who need more targeted support and services which may include working with City partners to support students and families.

Site-based teams including school based staff whose work focuses on school climate, family partnerships, SFCSD student support staff, ExCEL Site Coordinator or Beacon Director, and other staff identified by the school administrator worked together to conduct wellness checks and connect families and students to internal and community based supports and connect regulating with students and families.

We know that the need in this area continues to be great and will focus attention to provide wellness supports at our school sites, including staffing of

social workers, counselors and family liaisons and build the capacity of our school team to implement the coordinated care approach and improving collaboration between school staff, families and the greater community that is based on authentic relationships, mutual respect and shared responsibilities.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

On April 14, 2020, the San Francisco Board of Education passed the resolution "To Establish Policies and Procedures for the San Francisco Unified School District to Provide Trauma-Informed, Coordinated Care that Promotes Resilience and Healing During and After the COVID-19 Pandemic" to expand the ongoing work of coordinating care for students and to capture information about student, family and staff well-being in a systematic way. As part of the efforts tied to this resolution, SFUSD staff launched "Family Wellness Check-ins" (FWCs) initiative, which consists of coordinated windows of time for schools across the entire district to call all SFUSD families using a standardized script and data collection tool. The first round of FWCs was completed in May 2020, and three rounds of FWCs were completed during the 2020-21 school year. The response rates were as follows (response defined as staff submitting a form documenting outcome of call): 66% for the Spring '20, 77% for Window 1, 82% for Window 2, 77% for Window 3.

Family Outreach & Communication
Communication has to be multi-directional and inclusive of all stakeholders. Clear systems of communication that attend to multiple purposes including sharing information, giving and getting feedback and connecting are essential. We have heard from families that we need to improve our outreach efforts and improve our communication channels. While there have been many efforts to address outreach needs through the development of Family Guides, Family facing webpages, weekly communications through the Family Digest, virtual webinars, tutoring support and instructional videos, there are still families who experience frustration and challenges. We know that access and language should not be a barrier. We provide translation and interpretation through our Translation & Interpretation Service (TIU) if school-based staff are not available to connect with families in their home language.

We have launched and supported a Student and Family Resource Link line. This Link Line enabled us to address a pre-COVID challenge that families had in getting timely information and responses when it was not clear who they needed to contact for information. The Link Line has now become a centralized hub for families to access information and support on a number of topics all through a single phone number or web address. This endeavor demonstrated collaboration/breaking down silos across our system and being UNITED in purpose across departments and divisions, all in service of our students and families. During the past 14 months have resolved over 50,000 help tickets with a 97% satisfaction rate. At the same time we have learned good lessons about how to improve this as a resource for families.

At the beginning of the 2020-2021 school year, SFUSD continued its campaign to get families activated on ParentVue, SFUSD's family portal. Activating a ParentVue account offers a way for families to provide updated contact information (cell phone and email) to the district to support central and school-based communications. By April 2021, 86% of SFUSD students had at least one parent/guardian with a ParentVue account. Updated contact information

from ParentVue is used as the data source for the district's weekly Family Digest communications, as well as for school and classroom-level communications using SFUSD communication platforms.

Coordinated Care Teams (CCT)
As shared in the Mental Health and Social Emotional Well-Being section above, site based Coordinated Care Teams have served as a primary connection between home and school. They have conducted over 40,000 Wellness Check-Ins to listen and affirm the needs of our families and offer to bridge connections to immediate resources and identify families for further follow up from site staff or community partners.

Parent Advisory Committees
Our parent advisory councils and committees have been a critical component of family outreach. These parent groups provide spaces and opportunities to hear from our stakeholders, share critical resources and inform district priorities and policies. During COVID they have served as a place of connection and support for families as we have navigated distance learning and a return to in-person learning. The challenges of COVID have also presented opportunities to engage with families more broadly in a virtual setting, enabling caregivers to share their stories, their insights and challenges, which have informed our work in the planning process for many district efforts.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

SFUSD launched a Grab and Go model at multiple sites throughout the City and launched a home delivery model for our most vulnerable students, operating them without a break since March 2019. Our Student Nutrition Services (SNS) staff pivoted to respond to the needs of students and families and partnered with CBOs to increase access to meals for youth in San Francisco, serving almost 7 million meals to date.

As we returned to in-person, SNS maintained Grab and Go and home delivery meals and launched meal distribution in the classroom/school yard at over 80 schools. Despite the delay to in-person, SNS was able to leverage all commodity dollars as well as the full amount of the Unprocessed Fruit & Vegetable Grant. This meant increased access to local fruit and vegetables for San Francisco's children while decreasing food costs.

In addition to providing meals, SNS continued its effort to redesign cafeterias while schools were closed, and working with the Bond Team updating kitchens. Continuing the partnership with the Bond Team, SNS have been planning for the next Bond so we can get much needed investments to upgrade the kitchen infrastructure.

During the pandemic, SNS completed an RFP process to upgrade the point of sale system and ordering systems used to manage a ~$27 million a year food operation. We plan to roll this out on time for the 2021-22 SY, and it will help increase transparency and accountability of the large business operation. SNS pursued policy changes at the state and federal level, and leveraged all COVID-19 related funds and school food waivers to reduce costs

while improving access to school meals. Collaboration with the City and CBOs helped strengthen our capacity to provide meals to the most vulnerable in our community. Other collaborations brought additional resources to the community like books, thermometers, and dental hygiene kits.

While our work enabled us to serve millions of meals to students across the city, the pandemic shone a light on what many already knew: school food matters, there are structural barriers to food justice and food security, and school food staff are essential. Even with intentional focus on food distribution, it was still a challenge to reach all students who needed meals. We strategically located Grab and Go sites in areas of the city where high concentrations of focal students live, but access to food was still a big challenge for many families with children. Insufficient cooking facilities (e.g., electricity for ovens and refrigerators) make it difficult to prepare our own meals. We will need to reimagine how school meals are supported and remove some of the structural barriers when we return to full in-person learning. For example, we need to provide children with adequate time to eat, we should serve meals after recess, we should continue our efforts to eliminate the stigma of school food and encourage all students to enjoy school meals together as a community. We need to invest in building a strong cooking infrastructure so we have the capacity to buy more fresh, local food and cook it at schools instead of relying on unitized meals. We have a vision, we've made progress, and we need to identify and advocate for resources to realize this vision.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	Establish and maintain communication structures for consistent, frequent information and resource sharing. Develop resources for parents and families, including webinars and direct technology support. Curate website content specific to the articulated needs of students and families for the ongoing COVID-19 pandemic.	$5,029,565	$5,255,250	N
Pupil and Family Engagement and Outreach	Strengthen the structures for shared responsibility across different departments in the district to lead practices that inform, engage, and empower SFUSD students and families. Examples include the "Ready4K" text messaging service utilized by the Early Education Department and the Student and Family Resource Link (accessible via an online request form, email, or phone line).	$14,027,00	$19,085,417	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Build the capacity of district staff to enact the Coordinated Care Plan for Wellness & Authentic Partnership through Anti-Racist Healing Practices that center around anti-racism, partnership and building community to create a safe and supportive school culture & climate.	$1,300,000	$1,300,000	N
School Nutrition	Ensure access to healthy food and nutrition for all students PreK - 12 through the provision of free "grab and go" meals at designated pick-up sites. In addition to meals available for pick-up, offer door-to-door delivery for students with disabilities or special dietary needs.	$5,346,783	$5,346,783	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Substantively, the actions were carried out as expected in 2020-21. Differences are the result of a longer duration of time in distance learning, and a subsequent increase in services provided during that time.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Providing distance learning and returning to in-person learning has been complex and challenging on multiple levels, and yet this work has offered a unique opportunity to rethink how we respond and engage with students and families with a renewed focus on deeper learning and the graduate profile.

Our learning from the initial implementation of Distance Learning during Spring 2020 guided our planning for the coming year. We have anchored our work in key concepts that were primarily derived from hearing from our stakeholders as we shifted to respond to the pandemic and the corresponding modes of instruction. Those key concepts are:

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.

Professional development and capacity building this year focused on all three of these concepts and the LCAP reflects our work to continue to focus and improve them in implementation.

Our analysis of this year's implementation of Distance Learning for the majority of the year and In-Person Learning for part of the year is anchored in understanding both learning loss and learning recovery through data and stakeholder perspectives. Children who were already at a disadvantage through multiple factors of systemic racism now saw those hurdles to learning increased due to the challenges presented during the pandemic.

The findings identified more significant gaps in academic achievement than would have been expected in a typical school year. This was found due to numerous compounding factors including the loss of instructional time, difficulty for students in adjusting to an online learning format, inconsistent engagement during distance learning, and challenges with internet access. Not surprisingly, the impact of these factors was amplified for students who were already struggling or for whom these factors were present prior to COVID. Prior to the shutdown, our district was already grappling with a large achievement gap between white/Asian and Black, Latinx and Pacific Islander students, and COVID has exacerbated these inequities. The 2021-24 LCAP actions intend to address learning recovery, especially for our focal student groups.

Additionally, the Comprehensive Coordinated Early Intervening Services (C-CEIS) work we have done this year to plan to address significant disproportionality in Special Education, surfaced root causes that further confirm the direction of SFUSD's LCAP. Those root causes are:
- Systemic racism and cultural dissonance resulting in a culture that lacks meaningful student relationships, culturally sensitive practices evidenced by explicit and implicit biases, low expectations, and misconceptions.
- Lack of Authentic Partnerships with Parents & Families leading to compromised and marginalized relationships and distrust.
- Lack of a Comprehensive Multi-Tiered System of Support (MTSS) including inconsistent core (literacy) instruction, Tier 1 and Tier 2 interventions; and an undeveloped bridge between Early Education and early elementary.
- Lack of a Comprehensive Multi-Tiered System of Supports (MTSS) to address behavior supports; Tier 1 and Tier 2 interventions are inequitable and

inconsistent in discipline procedures and practices; and an undeveloped bridge between Early Education and early elementary.

Overall, we know we need focused attention in the coming years in three key areas that are reflected in detail in the LCAP actions:
- Providing professional development for educators, with particular focus on Tier 1 and Tier 2, recovery and acceleration strategies and anti-racist practices
- Increasing instructional and mental health supports
- Building and maintaining positive family partnerships

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Assessing Learning Loss
In addition to monitoring the measures on the California School Dashboard, SFUSD will continue to assess pupil learning loss through multiple measures, leveraging existing common District Assessments as progress monitors to ascertain the impact of the supports and services provided to address learning loss. Using existing measures will provide consistent pre- and most-measures. Multiple measures include the Reading Inventory (RI) and Math Milestone Task (MMT) district assessments, attendance, family wellness checks and student SEL survey data.

Addressing Learning Loss
The findings identified more significant gaps in academic achievement than would have been expected in a typical school year due to compounding factors including loss of instructional time, difficulties adjusting to an online learning format, inconsistent engagement during distance learning and challenges with internet access. The impact of these factors was amplified for students who were already struggling or for whom these factors were present prior to COVID. Prior to school closures, SFUSD was already grappling with the achievement and opportunity gap between our White and Asian and Aftrican American, Latinx and Pacific Islander students. We see from the data that challenges were most pronounced for our African American, Latinx, and Pacific Islander students, along with our newcomer students and those students being served by Special Education.

We aim to address learning loss with an equity lens and a continued commitment to our graduate profile, recognizing all students deserve the resources and support they need to thrive and graduate from SFUSD with the skills, knowledge and dispositions to be college and career ready. Over the next 15 months, SFUSD will focus on learning recovery and work to re-engage all students into a restored in-person learning environment. We will focus our effort on key areas:

- Providing extended learning opportunities through summer program and credit recovery options, expanding existing programs and adding additional programming to address the needs of our students with IEPs through COVID recovery programming, adding Springboard to provide summer learning for our English Learners in the elementary school, bridging stronger academic connections with our OST and Excel partners and building robust credit recovery options for our secondary students.

- Applying targeted interventions, extended learning time, and implementation of equity-focused resolutions in the 2021-22 school year. Instruction during

the regular school day will be enhanced with additional support to directly assist students who are struggling or need additional help as a result of COVID. This work will cover multiple disciplines, including particular emphasis on reading intervention through supports like literacy intervention teachers, and reading tutoring services. We will rebuild classroom libraries and make additional investments in curriculum, materials and professional development geared to both strengthening Tier 1 instruction alongside Tier 2 supports. We will focus efforts on completing timely Psychoeducational Assessments and working authentically with IEP teams to develop and monitor students on IEP's as appropriate. The academic and social emotional supports that we grow and build must support equitable access and we will work to operationalize Board of Education resolutions that call on a humanizing, anti-racist approach to teaching and learning.

- Communication and connection and authentic partnerships have been consistently surfaced by our stakeholder groups as areas in need of specific and intentional attention. We recognize that any attempt at learning recovery must be done in partnership with our stakeholders and will focus on improving community outreach, engaging our students, families and other community partners. We grow our site-based Coordinated Care Team model and continue to improve communication channels that are multilingual, accessible and timely.

Additional information can be found in the SFUSD/SFCOE Expanded Learning Opportunity Grant Plan.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The actions and services identified as contributing towards meeting the increased or improved services requirement were implemented as planned; apart from a lesser need for transportation services due to ongoing school closures, differences only emerged where actions were carried out for an extended period of time (resulting in higher expenditures). Substantively, the actions were carried out as expected in 2020-21.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our overall strategy for identifying goals and actions for the 2021-24 LCAP is informed by the data collected from stakeholder engagement, research and outcome data. The outcome metrics include:

- Local Assessment data in ELA and Math
- Enrollment and attendance trends
- Wellness checks and SEL / Culture Climate surveys
- Stakeholder engagement
- Policy Analysis for California Education (PACE) Re-engagement Framework

These data conclusions and related focus action areas for the LCAP and Learning Recovery can be seen on slides 8-9 of the ELO Grant presentation to the Board of Education
(https://go.boarddocs.com/ca/sfusd/Board.nsf/files/C3CRQZ6F2703/$file/5_25_21_%20Expanded%20Learning%20Opportunities%20Grant%20Plan.pdf)

Special attention was given to focal student populations and addressing wellness and well-being, inclusive of the actions that have been articulated and the measures related to them.

Our focal student populations that were more significantly impacted during the pandemic include: African-American, Latinx, and Pacific Islander students, and students identified for particular program groups: English Learners, Socioeconomically Disadvantaged.

- Attendance: 76% of students with less than 40% attendance were African American or Latinx, and 72% of students with <40% attendance were Socioeconomically Disadvantaged
- Performance: Assessment and Grades data indicated widening achievement gaps
- Participation: Approximately 9,000 students were not reached during either of the Fall Wellness Checks, and most were from the African American, Pacific Islander, Asian, and Filipino groups

Our LCAP and Learning Recovery plans must address the needs for all student learning, but also identify strategies that target the learning and well being of these focal student groups.

We also know that the pandemic impacted everyone - our students and families, and our staff.
In a Staff Well-Being (Fall 2020) survey, almost 4 out of 5 staff that responded reported that they are feeling fatigue or secondary trauma, particularly as seen in the following results:

- I have felt affected by the traumatic stress of those I serve (80%)
- I have felt weak, tired, or run down as a result of my work (82%)

This was especially prevalent in the schools located in the Bayview, Bernal Heights, Excelsior, and Mission neighborhoods. Our teachers and school staff

made big shifts in their teaching practices over the course of the year and we know that we will need to continue to support and equip them to meet the current challenges as we prepare for the full return to in-person learning in Fall 2021.

Overall, we know we need focused attention in the coming years in three key areas:
- Providing professional development for educators, with particular focus on Tier 1 and Tier 2, recovery and acceleration strategies and anti-racist practices
- Increasing instructional and mental health supports
- Building and maintaining positive family partnerships

SFUSD also faces a structural budget deficit that places additional strain on the District's ability to balance meeting the urgent and critical needs of students while attending to a growing deficit. The COVID pandemic has elevated challenges that require strategic use of resources; however, many of the resources we have received to address these needs are one-time funds. The San Francisco Board of Education has identified budget stability as a priority area. To do that effectively, we will be implementing a Zero-Based Budgeting process in the coming months to help us more deeply assess and reestablish priorities in alignment with our district goals and identify work that will need to be deprioritized or stopped all-together. The objective of Zero-Based Budgeting is to align our resources to fully fund actions and initiatives that are essential to district operations and meet the needs of our students and families, with particular focus on our identified priority student populations.

In the context of this initial submission of the 2021-24 LCAP, we have aimed to provide updates on existing actions outlined in our strategic plan in alignment current efforts and anticipate that we will need to iterate on LCAP actions in the coming year to realign with the identified priorities and actions that result from the Zero-Based Budgeting process and the community engagement opportunities that will be part of this process.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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. (mailto:lcff@cde.ca.gov)

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:

- Continuity of Instruction,

- Access to Devices and Connectivity,

- Pupil Participation and Progress,

- Distance Learning Professional Development,

- Staff Roles and Responsibilities, and

- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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 2021-24

General Information

A description of the LEA, its schools, and its students.

The San Francisco Unified School District ("SFUSD" or the "District") educates 51,756 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 9,837 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:
Gabriela López, President
Faauugua Moliga, Vice President
Matt Alexander, Commissioner
Kevine Boggess, Commissioner
Alison Collins, Commissioner
Jenny Lam, Commissioner
Mark Sanchez, 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. Providing distance learning and returning to in-person learning has been complex and challenging on multiple levels, and yet this work has offered a unique opportunity to rethink how we respond and engage with students and families with a renewed focus on deeper learning and the graduate profile.

We have anchored our work in key concepts that were derived from hearing from our stakeholders as we shifted to respond to the pandemic. Those key concepts are:

1) 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.

2) 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.

3) 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.

The pandemic has reinforced the need to be flexible and adaptable to the evolving conditions we are living in. While it has been challenging for our families, students, educators, and staff to navigate through the uncertainties of the pandemic, this time is also an inflection point marking positive changes and growth. It can serve as a catalyst to accelerate the big shifts that are called out in our north star, Vision 2025.

Our MultiTiered System of Supports
To ensure that the decisions we make are informed by the student and teacher characteristics (INPUTS)
of our school communities, SFUSD has, since the 2012-13 school year, utilized a variety of data sets to
make decisions on how it supports schools that will target equity gaps. We refer to this research-based framework as MultiTiered System of Supports (MTSS). In the simplest description, MTSS is the central offices' Response to Intervention and Instruction strategy for schools. As sites utilize this data-driven, multi-tiered approach for supporting their students, the central office uses this approach to advance equity and excellence for its schools. Each year, student and teacher characteristics (inputs) at each school are analyzed to create three tiers used to differentiate resource allocation and additional site supports.

The framework includes:
1. The MultiTiered System of Data that serves as the foundation of our MTSS work
2. High-level strategies that comprise our MultiTiered System of Supports

3. Our annual cycle of response and improvement

Measures: SFUSD relies on two categories of input data for providing Multi-Tiered System of Supports (MTSS): student and teacher characteristics at the school level. Student characteristics entail 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 the extent to which a measure impacts a school's MTSS calculation positively or negatively.

Student Characteristics (n=11)
# of AA, L, and Samoan students (-)
% of AA, L, and Samoan students (-)
% EL (-)
% SpEd (-)
% F/R Lunch (-)
% Homeless (-)
% Foster Youth (-)
% Public Housing (-)
# of Newcomers (-)
% Newcomers (-)
% Incoming Grade Readiness* (+)

Teacher Characteristics (n=4)
Teacher Avg Yrs Experience (+)
% 1st/2nd Yr Teachers (-)
Turnover Rate (-)
3-Yr Turnover Rate (-)

Note: Incoming Grade Readiness by school level was not incorporated for the 2020-21 SY due to the COVID-19 pandemic. Otherwise, it would include: ES (KRI - Beginning of year diagnostic administered at Kindergarten); MS (Entering 6th grade SBAC results from 5th grade); HS (Entering 9th grade SBAC results from 8th grade)

Three tiers of school-based challenges/needs are derived when calculating across the fifteen measures listed above (Tier 1 = average to minimal challenges/ needs Tier 2 = above average challenges/ needs; Tier 3 = very substantial challenges/needs). These tiers are determined at each level, elementary, middle, or high school, which eliminates the different scales and ranges of variation across measures. Each tier allows for a differentiation of service and supports, and serves as the foundation for the the following:

1. Site-Based Intervention Services and Supports

Sites experience direct interventions and services – in the form of dedicated staff members who are centrally managed and funded. Key areas of focus include providing additional student supports to address issues of crisis or trauma, building the efficacy of grade level teams through effective collaboration and use of data, and increasing access to instructional coaching for teachers as they learn and implement a comprehensive approach to literacy.

These limited supplemental resources continue to be prioritized and concentrated in schools that our equity factors show as having the most challenging inputs. For a detailed list of allocations of direct interventions and services, please refer to SFUSD's Budget. Exhibit 8 provides detailed summaries of funding and staffing allocations by school site.

2. System Reorganization

The qualitative measures outlined above serve as a framework for the reorganization at the site and central office levels. Bryk's Five Essential Supports are visible at each level, and are intentionally interconnected. For instance, it wouldn't be enough to hire literacy coaches to work in isolation. To systemically improve instruction, these coaches need to develop consistent models to deliver instruction and use common tools to measure success across schools. This work and its associated skills are best developed in a professional learning network. This network will build content knowledge, hone adult development skills, and reflect on implementation successes and dilemmas. This networked learning concept applies to each support position including Instructional Reform Facilitators, Family Liaisons, and Nurses.

Bryk's research also finds that resources must be aligned and coordinated for maximum impact. In support of this, LEAD teams continue to build and strengthen the capacity of our site leaders to engage in this deep work.

3. Focused Supports

Both qualitative and quantitative data indicate where to focus support. After developing the cluster analysis of our schools, we identified schools needing the most additional support and guidance as our Tier 3 Support schools. These are schools with the most challenging inputs and below targeted performance outcomes.

The central office, in collaboration with leadership teams, is developing Tier 3 Support plans for all identified schools. This new Tier 3 Structure of support replaced the former Superintendent's zone, allowing us to better customize services and supports and maintain our commitment to equity. The science behind MTSS—the way central office deploys interventions and services, networks instructional support staff, reorganizes to optimize school support, and designs focused supports—is important. Even more critical is how these levers increase the efficacy and capacity of site leaders and teachers who serve students each day.

Cycles of Continuous Improvement

SFUSD is committed to using continuous improvement strategies to promote systems change in service of our equity vision. This process is a key lever for understanding what we're trying to improve, what actions we are taking and why, and how we know those changes lead to improvement. The

site School Plan for Student Achievement (SPSA), and our district's Local Control Accountability Plan identify actions and measures that we will employ to help monitor and measure the implementation and impact of our work.

Through various stakeholder engagements, we have heard our stakeholders express the need to more clearly understand how actions are being implemented, and if they are being implemented consistently to achieve desired results. As a system, improvement practices and mindsets are necessary to understand the current challenges, identify specific actions, use cycles of improvement to reflect on current practice and enact change when and where needed to produce improved outcomes.

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 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.

2019-20 LCAP Areas of Greatest Progress

OVERALL ACADEMIC PERFORMANCE
Source: SFUSD District Data Summary Newsletter 2020

In lieu of SBAC assessments (suspended due to the COVID pandemic), SFUSD utilized 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 2020 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

SFUSD's Cohort Graduation Rate has improved from 86.4% in the previous year to 87.3% in Spring 2020. 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 Data Quest, SFUSD's UC Ready rate 3 year trend has been mixed.
2017-18 = 59.7%
2018-19 = 67.3%
2019-20 = 60.4%

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

Suspension Rate
Source: CDE reports on Data Quest

The overall rate for SFUSD is low relative to the state average. For 2019-20, the district wide suspension rate was 1.5%, down from 1.9% the previous year. This is still lower compared to the California State average of 2.6%.

Student SEL Surveys
Source: SFUSD's District Data Summary Newsletter 2020
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 2020 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 SFUSD students (despite a slight downward trend), with above 69% average favorability rating among both elementary and
secondary students. This positive response has remained relatively steady since 2016. Growth Mindset has risen from a 64% favorability rating in
2017-18 to 68% in 2019-20.

Culture Climate Surveys
Source: SFUSD's District Data Summary Newsletter 2020

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 CultureClimate
of their children's schools with a 93% positive average for each of the last 3 years. Staff ratings are lower over that same time period with a favorability
rating of 74% for 2019-20 and students lower still at 65%

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 LCPA 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.

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 2020

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 2019-20. The 3 year trend has been mixed: 62% in 2017-18 and 61% in 2018-19.

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 2018-19 (the most current reported from CDE) was 14.2% which was above the state rate of 12%.

Coming into the 2019-20 school year, Chronic Absenteeism was an area of focused attention district-wide. We know that students need to be in school to benefit from instruction and the support of teachers and other school-based staff. We had been using continuous improvement practices to conduct a root cause analysis and conducted 500 listening sessions facilitated by an Attendance Work Group. Challenges to addressing chronic absenteeism were identified in three categories: operational/managerial factors, interventions and resources. We have taken some steps to address an improved infrastructure as we are migrating to a new data management system, the first update in over 17 year. We know that data quality and improved structures for data shared are critical to understanding where we need to pay particular attention and if our interventions are having an impact. We initiated some steps to develop better support plans for identified students and strengthen family and community partnership to support chronically absent students. While this work paused during our district response to COVID, we know that we will need to attend deeply and directly to student attendance as we anticipate a full return to in-person learning and address the needs of students who were identified as least engaged during distance learning.

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:
1) Achievement: Create learning environments in all SFUSD schools that foster highly engaged and joyful learners and that support every student reaching their potential.
2) Access & Equity: Make social justice a reality by ensuring every student has access to high-quality teaching and learning.
3) 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 along three priorities:
- Allocating funds to schools and classrooms with a focus on direct impact for under-resource focal groups: Black, Latinx, Samoan, English Language Learners, Indigenous, Recent Immigrant, Foster Youth, incarcerated Youth, Young Mothers, Students in SPED programs, LGBTQ Youth, Homeless Youth.
- Ensuring students and families participate as active and respected partners in student learning and school decision-making (in support of District accountability and building community trust).
- Re-envision a hybrid school model responsive to family feedback, providing both safe school reopening and distance learning that support student success.

Because we will be implementing a Zero-Based Budgeting process in the coming months to help us more deeply assess and reestablish priorities in alignment with our district goals, the context of the 2021-24 LCAP is aimed to update existing actions outlined in our strategic plan in alignment with current efforts. We anticipate that we will need to iterate on LCAP actions in the coming year to realign with the priorities and actions that result from the Zero-Based Budgeting process and the community engagement opportunities that will be part of this process.

The LCAP aims to elevate our practices toward deeper learning, anti-racist and humanizing approaches, and authentic partnership. It further aims to include and address areas that have been identified through stakeholder engagement over time from town halls last summer, to Work Group engagement, parent advisory meetings and reports to the Board of Education, surveys and wellness checks. These areas include the need to strengthen delivery of academic and wellness support for all students, with specific attention on focal student groups, address the social-emotional and wellness needs of our students, improve communication and relationships with our families, and better align our systems of support and measure for implementation and impact.

The LCAP is also situated in an ecosystem of other district plans, including School Plans for Student Achievement (SPSA), the Learning Recover plan,

Comprehensive Coordinated Early Intervening Services (C-CEIS) plan, plans for Summer learning opportunities, planning for a full return to in-person learning in Fall 2021 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 K-8
James Lick Middle
Willie Brown Jr. Middle
Independence High
Ida B. Wells High
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.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Since 2015, SFUSD 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. This year, the LCAP Task Force conducted a campaign to engage stakeholders in discussion about student needs through SFUSD's reopening of schools and in consideration of recurrent themes from previous LCAP cycles and SFUSD's response to the COVID-19 pandemic.

From March - May 2021, members of the LCAP Task Force conducted a series of community conversations with District stakeholders to identify their priorities in the context of reopening schools and a return to in-person instruction as the COVID-19 pandemic wanes. These conversations link LCAP community engagement with School Plans for Student Achievement and the district's overall budget planning process. The objectives of stakeholder engagement discussions were to engage SFUSD students, families, educators, and community partners in order to:
Share information about the state's Local Control Funding Formula (LCFF) and how SFUSD distributes money and services to schools
Highlight programs, services, and supports that have proven impactful for student learning and wellbeing
Articulate stakeholders' priorities as students return to in-person learning
Identify logistical concerns as we emerge from the COVID-19 pandemic

Participants engaged in ten different conversations. Some conversations were conducted in Spanish or Cantonese, with interpretation provided as needed in other languages. By actively reaching out to hold conversations within advisory committees and in trusted community settings, we succeeded in hearing from participants reflecting the diversity of SFUSD's students and families across differences in language, ethnicity, school levels, neighborhoods, and socioeconomic backgrounds.

The LCAP Task Force focused its outreach on African American, Pacific Islander, and Latinx students, as well as English Learners, students with Individualized Education Plans (IEPs), and students receiving Foster support services.

On June 10, SFUSD staff will present major elements of the preliminary LCAP and offer a deep dive engagement session for the public, including the Parent Advisory Council (PAC), District English Learner Advisory Committee (DELAC), African American parent Advisory Council (AAPAC), Community Advisory Committee for Special Education (CAC), and Student Advisory Council (SAC), as well as other families and community members.

A summary of the feedback provided by specific stakeholder groups.

Acknowledgements and Appreciations

Learning and working in a pandemic is hard, and SFUSD students, families, and staff faced two pandemics this year - COVID and racism. Many people, including members of the LCAP Task Force and the authors of the Joint Advisory Report and Recommendations, have worked tirelessly and well beyond their job descriptions to support students and families, connect them to resources, and ensure that they had whatever they needed to thrive.

Partnership is essential to the work of the LCAP Task Force, and the advisories worked with multiple community-based organizations including the Latino Task Force, the Mission Economic Development Agency, Mission Graduates, Mission Promise Neighborhoods, the San Francisco Beacon Initiative, the Department of Children, Youth & Their Families, Golden Gate Regional Center, the Mayor's Office of Disability, San Francisco Recreation and Parks Department, Support for Families of Children with Disabilities, and many more.

The Joint Advisory Report was initially presented without having reviewed the draft Local Control and Accountability Plan; focusing instead on prevalent

and recurring feedback from previous LCAP cycles, the Learning Continuity and Attendance Plan, SFUSD's Learning Recovery Plan, and stakeholder feedback from ten engagement events focused on African American, Pacific Islander, and Latinx students, as well as English Learners, students with Individualized Education Plans (IEPs), and students receiving Foster support services.

Celebrations and Successes

Providing laptops and internet access has greatly decreased the digital divide that has long plagued our district. Meetings were also made more accessible to families and students by offering online options, and with the inclusion of ASL interpretation and captioning.

Access to healthy food throughout the pandemic has been invaluable to families. Our advisories celebrate the hard work of the Student Nutrition Services staff, as well as volunteers, who made it possible to keep students fed.

For students who have certain medical conditions or otherwise struggled to get to school consistently prior to the pandemic, distance learning has provided an opportunity for them to remain engaged in their education in a way that was not previously possible.

Students in foster care have been able to remain in their school of origin, no matter where they have moved, and this has had a profound impact on their ability to stay connected and engaged in their education.

The Student and Family Resource Link was an effective way for families to have contact with a human when sites shut down. Many advisory lead staff were tasked with supporting the new Student and Family Resource Link and, while it has proven to be a tremendous resource for our families, it has also been a very heavy lift for staff, both emotionally and workload-wise.

Concerns and Feedback

The Joint Advisories expressed concerns related to the lack of adequate supports and assessment for ELL-identified students and students with IEPs, insufficient professional development opportunities for staff and additional social emotional supports for students, reliable access to appropriate technology and internet service for everyone, and the need for communication of clear, accurate, useful information, with consistency across schools and from SFUSD to school site leaders. In anticipation of the 2021-22 school year, families are worried about access to high-quality, affordable Out of School Time programs, availability of high quality remote learning options for those who may need it, and changes to school start times and transportation services.

Additional feedback span a variety of themes:
- Families want the District to commit to a full return to in-person learning for the 2021-22 school year for all grades.
- Overwhelmingly, families are most concerned about their children's mental health; however, physical safety, academic setback as a result of distance learning, and health and safety measures in place at schools were also raised.
- There is a great need for the return of out of school time programs that are high quality, accessible for all students, and affordable for all families.
- It is imperative that high school students in foster care be able to access distance learning in order to remain with their school of origin until

graduation.

Recommendations

Stakeholder priorities already reflected in SFCOE/SFUSD's Expanded Learning Opportunities Grant plan include expanded summer learning programs in 2021 and 2022, implementation of proven successful tutoring programs to help address learning gaps, and training for educators (including front office and Out of School Time staff) on Tier 1 and 2 supports and interventions and anti-racist practices.

Additional priorities that emerged from stakeholder conversations include:
1) Increased mental health services and support for students and for staff.
2) A clear plan for ensuring the emotional and physical safety of students upon return to school campuses, including rebuilding community and sense of belonging.
3) A clear plan for assessing students to understand where they are in their learning and developing a plan to support their continued growth and success.

Stakeholders encourage SFCOE/SFUSD to consider investments that support parent engagement at the school site level, such as parent liaisons that speak all the home language at a school, clear communication in home languages and on accessible platforms, offering English classes and other supports for families in partnership with community organizations, broader representation in systems and structures, and accountability to District promises.

Several recommendations focus on the LCAP process moving forward:
1) Shift the timeline and processes for input to LCAP updates, including a designated District staff person to support the work of the LCAP Task Force, a review of best practices at other districts, and a year-round process that allows for dedicated workshops in the fall and an opportunity for meaningful input earlier.
2) Additional steps to continue aligning School Plans for Student Achievement (SPSAs) with the LCAP oriented to major milestones for the school site planning process.
3) Development of a coordinated system for seeking family engagement.

Finally, stakeholders raised a number of questions for follow-up and ongoing discussion:
- What is the plan to address the loss of special education services and therapies over the past year?
- What is being done to support the retention of African American students in SFUSD?
- What is being done to support consistency in educator staffing going forward?
- What is the District's plan for if/when something happens that requires us to return to a remote/hybrid learning situation, such as COVID surges, poor air quality due to fires, a major earthquake, etc.?
- How are we actualizing SFUSD's four focus areas: Anti-Racist Practices, the Graduate Profile, Authentic Partnerships, and Consistent Structures for Support; how do we move from theory and philosophy to practice?

Due to ongoing stakeholder engagement in the month of June, we will update this response at the completion of those discussions. Generally, we have considered stakeholder feedback over the course of the pandemic and consistent themes identified during prior year LCAP development. These have informed LCAP development for 2021-24.

Goals and Actions

Goals

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.

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. The goal is for 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.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of SFUSD preschool students ready for kindergarten	64.09%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	70.00%
SBAC Performance & Growth* (Grades 3-8 and 11) ELA proficiency rate	55.20%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
SBAC Performance & Growth* (Grades 3-8 and 11) Math proficiency rate	50.80%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
High school readiness rate	60.70%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	66.00%
% of HS students on-track	75.30%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	80.00%
College and Career readiness rate	57.50%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
% of pupils who have passed an Advanced Placement examination with score of 3 or higher	54%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	60%

% of SFUSD 12th graders graduating UC/CSU eligible	60.40%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	68.00%
High school dropout rate	7.40%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0%
Graduation rate	89%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
English Learner Progress rate (CA Dashboard measure)	53.30%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	65%

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 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	$10,883,834.91	No

Action #	Title	Description	Total Funds	Contributing
		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. 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 assessments of and for learning to support and inform Tier 1 and 2 instruction.		

Action #	Title	Description	Total Funds	Contributing
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 sample Curriculum Maps, 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.	$288,325,615.98	No
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. Further, writing tasks include rubrics, exemplars and calibration to promote understanding and professional development among educators.	$6,113,650.56	No

Action #	Title	Description	Total Funds	Contributing
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.	$12,929,398.37	No
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.	$14,051,704.66	No

Action #	Title	Description	Total Funds	Contributing
Action #6	1.06 Talent & Culture: Staff Capacity	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. 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. 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. SFUSD will continue to invest and build programs for site leaders including TLEE, Superintendent's Fellows, All Admin Institute and Aspiring Administrators Program.	$10,729,943.06	No

Action #	Title	Description	Total Funds	Contributing
Action #7	1.07 Teaching & Learning: Supplemental Support	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.	$74,316,656.67	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 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	$2,614,184.78	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
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.)	$5,095,838.05	Yes

Action #	Title	Description	Total Funds	Contributing
Action #10	1.10 Teaching & Learning: English Learners / Newcomers:	For English Language Learners, SFUSD will continue to ensure that students are properly identified and placed in effective language pathways and/or specialized programs and services. 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, including both daily designated ELD as a stand alone class as well as integrated ELD during content instruction; 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; employ designated English Language Development (ELD) instruction leveled by proficiency, and English Language Development Standards integrated during content instruction; and invest in resources to provide high quality and engaging summer programs for ELs.	$6,011,474.11	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, after school and summer enrichment programs, and extracurricular activities. SFUSD will continue work to connect every foster youth with a supportive adult at school.	$2,500,000.00	Yes
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.	$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
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.	$1,987,346.00	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.	$187,478.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

[Intentionally Blank]

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

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 year and a half has 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 attend directly to student attendance as we anticipate a full return to in-person learning and address the needs of students who were identified as least engaged during distance learning.

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)	68.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Self Efficacy (Elementary students)	56.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Self Management (Elementary students)	68.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Social Awareness (Elementary students)	63.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Growth Mindset (Secondary students)	68.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Self Efficacy (Secondary students)	52.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
SEL Survey: positive response rate for Self Management (Secondary students)	70.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points

SEL Survey: positive response rate for Social Awareness (Secondary students)	62.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
ELL Reclassification Rate	9.60%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Chronic Absenteeism rate: ES	13.10%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Chronic Absenteeism rate: MS	9.90%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Chronic Absenteeism rate: HS	18.40%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Suspension Rate	2.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
# of Suspensions for AA	9.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
# of suspensions for HL	2.90%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Green on CA Dashboard
Culture/Climate Surveys - Student positive response rates	79.70%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	2.01 Safe & Supportive Schools: Coordianted Care Team	Improve and expand the Coordinated Care Team across all school sites. Ensure that each school has a coordinated care team to authentically partners with students and their families to increase coordination across the district and with partner agencies and providers. This team will monitor student absences, suspensions, discipline, out of class time and interventions to take quick action to increase student engagement through a coordinated care approach to deliberately organize student and family support activities and sharing information among all of the participants concerned with a student's success to achieve a safer and more equitable school culture and climate.	$13,524,902.20	No
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 tiered levels of support that includes additional professional development, targeted Tier 2 supports, supplemental materials, translation services, equipment and software. - Provide additional site-based support staff, including paraprofessionals, librarians, nurses, psychologists and behavior specialists to ensure safe and supportive schools. - Build capacity through professional development that includes implicit bias, restorative practices, ant-racist practices, authentic family partnership, and cultural humility. - Support and expand site-based Wellness Centers at middle and high schools	$70,902,145.49	Yes

Action #	Title	Description	Total Funds	Contributing
Action #3	2.03 Resource Management: Systems to Monitor	Develop systems to better track and monitor attendance, suspensions, discipline, out of class time and interventions to understand implementation and impact. Train staff to utilize these systems to inform interventions.	$2,836,227.36	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.	$12,141,882.65	No
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. - 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.	$6,251,924.34	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$132,076,687.00	Yes
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 SFCSD services through Refugee and Immigrant Supports in Education (RISE-SF). Implement culturally and linguistically appropriate trauma-informed care within the RTI framework, both inside and outside of the classroom, and work closely with community partners to provide school-based services for this population. - - Support 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 a school social worker, school district nurse, and one or more Family Liaisons charged with engaging and coordinating services for newcomer youth and families at each Newcomer Pathways site. - Provide supports to counselors and ensure that newcomer and ELs receive the SEL and academic counseling needed to succeed throughout their PK-12 experience.	$3,097,388.44	Yes

Action #	Title	Description	Total Funds	Contributing
Action #8	2.08 Safe & Supportive Schools: Foster Youth	In addition to the supports aforementioned, continue to support the infrastructure necessary to support and monitor the educational success of Foster Youth: - 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. - Develop truancy policies that take account of the unique needs of and legal requirements for Foster Youth. Ensure Foster Youth liaison 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 site and FYSCP district staff to increase school stability, promptly transfer records, and increase attendance.	$118,112.00	Yes
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.	$85,050,135.00	No

Action #	Title	Description	Total Funds	Contributing
Action #10	2.10 Resource Management: Transportation	Strengthen transportation's role in providing equitable access to the range of opportunities available to our students and ensure access to transportation as required. - 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.	$28,480,162.61	No

Action #	Title	Description	Total Funds	Contributing
Action #11	2.11 Resource Management: Student Nutrition	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.	$30,327,465.72	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. Continue to push wraparound supports into schools and classrooms. 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.	$1,942,587.00	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.	$241,223.45	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.	$135,704.00	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

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.

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.

Measuring and Reporting Results

Metric #	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Facilities are maintained in good repair per Williams Act inspections	98.90%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
% of teachers who are highly credentialed in their subject area	87.85%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Teacher retention rate	88.00%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Participation in and usage of additional professional development hours (18 total)	68.12%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points

Maintain teacher vacancy rate of 0 for opening day (measured in FTEs)	5.00	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	0.00
Culture/Climate Surveys - Staff: Positive response rates	76.64%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	Increase by 10 percentage points
% of schools that create a family engagement plan	94.29%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%
Culture/Climate Surveys - Parents: Positive response rates	92.75%	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	100%

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	3.01 Family Empowerment: Partnership	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. 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 school meetings and events. Provide interpretation for school site 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.	$15,714,079.95	No

Action #	Title	Description	Total Funds	Contributing
Action #2	3.02 Family Empowerment: Capacity Building & Support	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: - 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. - Provide resources, materials and support to families through the enrollment process to ensure families have equitable access to participate in the school choice process.	$13,890,914.92	No
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).	$2,693,847.27	No

Action #	Title	Description	Total Funds	Contributing
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.	$6,844,389.00	Yes
Action #5	3.05 Family Empowerment: Parent Advisory	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. - 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. - Fulfill all requests for interpretation or translation of materials for IEP-related communications in a timely manner.	$6,042,739.20	Yes

Action #	Title	Description	Total Funds	Contributing
Action #6	3.06 Talent & Culture	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: - 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, and our residency programs and the District's partnerships with University programs which yield diverse and high quality staff.	$8,690,191.79	No

Action #	Title	Description	Total Funds	Contributing
Action #7	3.07 Resource Management: Digital Infrastructure	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. - 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.	$16,371,026.83	No
Action #8	3.08 Resource Management: Core Operations	Support core operations (e.g. manage and prevent district liability, provide financial operations, etc.)	$35,599,285.77	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.	$349,117.00	No
Action #11	3.11 (SFCOE) Accountability - Student Information Systems	Continue integrating county schools into SFUSD Student Information Systems Build Synergy master schedules and attendance systems that increase visibility of attendance and course enrollment to students, families, and partners. Develop customized solutions for each unique school in partnership with Fiscal, IT, and site staff. Train each teacher in Teacher Vue and each office staff member in set up and maintenance.	$213,083.59	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.

[Intentionally Blank]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Intentionally Blank]

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

[Intentionally Blank]

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.

[Intentionally Blank]

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |

12.32%	$56,004,739.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

At this point, all actions contributing to SFUSD's increased or improved services requirement are provided specifically to unduplicated student subgroups. Where certain LEA-wide actions do pertain to differentiated supports and interventions for unduplicated students, those are indicated across the SFUSD Goals & Actions.

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.

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

SFUSD's concentration of targeted pupils is 56.8%, 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, resulting in a decline in supplemental and concentration grant funding in prior years to the current 56.8% which has resulted in a $5.2M reduction to the overall budget. That said, 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:
64.7% of African American students
61.5% of Pacific Islander students
56.9% of Latinx students

Of SFUSD's $56 million total supplemental and concentration grants, over $54 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).

Total Expenditures Table

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 groups	$1,479,610.91	$8,407,984.00	$0.00	$996,240.00	$10,883,834.91

1	2	1.02 Teaching & Learning: Instructional Materials & Resources	all groups	$262,878,366.48	$458,225.50	$24,552,182.00	$436,842.00	$288,325,615.98
1	3	1.03 Teaching & Learning: Summative & Formative Assessments	all groups	$4,711,406.35	$133,861.00	$357,430.83	$910,952.38	$6,113,650.56
1	4	1.04 Teaching & Learning: Technology Access	all groups	$4,289,317.20	$0.00	$8,640,081.17	$0.00	$12,929,398.37
1	5	1.05 Teaching & Learning: College & Career Readiness		$3,047,310.66	$475,000.00	$8,846,742.00	$1,682,652.00	$14,051,704.66
1	6	1.06 Talent & Culture: Staff Capacity		$3,135,658.83	$0.00	$6,235,085.23	$1,359,199.00	$10,729,943.06
1	7	1.07 Teaching & Learning: Supplemental Support		$67,945,334.00	$0.00	$6,371,322.67	$0.00	$74,316,656.67
1	8	1.08 Teaching & Learning: Ethnic Focal Groups		$856,248.88	$0.00	$1,757,935.90	$0.00	$2,614,184.78

1	9	1.09 Teaching & Learning: Special Education		$0.00	$3,079,317.00	$2,016,521.05	$0.00	$5,095,838.05
1	10	1.10 Teaching & Learning: English Learners / Newcomers:		$763,000.00	$68,309.69	$3,553,880.15	$1,626,284.27	$6,011,474.11
1	11	1.11 Teaching & Learning: Foster Youth		$2,500,000.00	$0.00	$0.00	$0.00	$2,500,000.00
1	12	1.12 SFCOE: Standard Achievement		$300,000.00	$0.00	$0.00	$0.00	$300,000.00
1	13	1.13 SFCOE: Standard Achievement		$1,987,346.00	$0.00	$0.00	$0.00	$1,987,346.00
1	14	1.14 SFCOE: Standard Achievement		$0.00	$0.00	$0.00	$187,478.00	$187,478.00
2	1	2.01 Safe & Supportive Schools: Coordianted Care Team		$818,816.72	$2,478,263.06	$6,387,763.23	$3,840,059.19	$13,524,902.20
2	2	2.02 Safe & Supportive Schools: Target Strategies		$18,202,488.49	$12,309,464.00	$39,499,301.00	$890,892.00	$70,902,145.49

2	3	2.03 Resource Management: Systems to Monitor		$247,995.36	$2,588,232.00	$0.00	$0.00	$2,836,227.36
2	4	2.04 Resource Management: Access to Technology		$7,506,305.10	$0.00	$3,840,036.08	$795,541.47	$12,141,882.65
2	5	2.05 Safe & Supportive Schools: Ethnic Focal Groups		$3,538,720.69	$439,117.79	$169,337.53	$2,104,748.33	$6,251,924.34
2	6	2.06 Safe & Supportive Schools: Special Education		$118,845,125.00	$0.00	$0.00	$13,231,562.00	$132,076,687.00
2	7	2.07 Safe & Supportive Schools: English Learner / Newcomer		$2,475,968.13	$0.00	$0.00	$621,420.31	$3,097,388.44
2	8	2.08 Safe & Supportive Schools: Foster Youth		$118,112.00	$0.00	$0.00	$0.00	$118,112.00
2	9	2.09 Resource Management: Facilities		$44,151,172.00	$26,178,194.00	$13,816,230.00	$904,539.00	$85,050,135.00

2	10	2.10 Resource Management: Transportation		$1,502,868.61	$0.00	$325,000.00	$26,652,294.00	$28,480,162.61
2	11	2.11 Resource Management: Student Nutrition		$0.00	$0.00	$1,329,122.44	$28,998,343.28	$30,327,465.72
2	12	2.12 SFCOE: Access & Equity - Staffing		$970,487.00	$0.00	$0.00	$972,100.00	$1,942,587.00
2	13	2.13 SFCOE: Access & Equity - Childcare		$0.00	$0.00	$0.00	$241,223.45	$241,223.45
2	14	2.14 SFCOE: Access & Equity - Transition Support		$0.00	$0.00	$0.00	$135,704.00	$135,704.00
3	1	3.01 Family Empowerment: Partnership		$5,312,019.36	$0.00	$6,562,001.59	$3,840,059.00	$15,714,079.95
3	2	3.02 Family Empowerment: Capacity Building & Support		$4,079,946.25	$6,042,739.20	$1,014,674.95	$2,753,554.52	$13,890,914.92
3	3	3.03 Family Empowerment: Communication		$2,561,146.22	$0.00	$132,701.05	$0.00	$2,693,847.27

3	4	3.04 Family Empowerment: Targeted Supports		$6,844,389.00	$0.00	$0.00	$0.00	$6,844,389.00
3	5	3.05 Family Empowerment: Parent Advisory		$0.00	$6,042,739.20	$0.00	$0.00	$6,042,739.20
3	6	3.06 Talent & Culture		$8,151,762.09	$0.00	$215,025.42	$323,404.28	$8,690,191.79
3	7	3.07 Resource Management: Digital Infrastructure		$9,650,963.70	$0.00	$6,720,063.13	$0.00	$16,371,026.83
3	8	3.08 Resource Management: Core Operations		$28,083,194.09	$0.00	$1,105,808.00	$6,410,283.68	$35,599,285.77
3	9	3.09 SFCOE: Accountability - Accreditation		$83,631.16	$0.00	$0.00	$0.00	$83,631.16
3	10	3.10 (SFCOE) Family Empowerment		$314,192.00	$0.00	$0.00	$34,925.00	$349,117.00
3	11	3.11 (SFCOE) Accountability - Student Information Systems		$213,083.59	$0.00	$0.00	$0.00	$213,083.59

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds

$617,565,985.87	$68,701,446.44	$143,448,245.42	$99,950,301.16	$929,665,978.89

Total Personnel	Total Non-Personnel
$26,818,559,334.06	$9,438,413,842.65

Contributing Expenditures Tables

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	1.07 Teaching & Learning: Supplemental Support				$67,945,334.00	$74,316,656.67
1	8	1.08 Teaching & Learning: Ethnic Focal Groups				$856,248.88	$2,614,184.78
1	9	1.09 Teaching & Learning: Special Education				$0.00	$5,095,838.05
1	10	1.10 Teaching & Learning: English Learners / Newcomers:				$763,000.00	$6,011,474.11
1	11	1.11 Teaching & Learning: Foster Youth				$2,500,000.00	$2,500,000.00

1	13	1.13 SFCOE: Standard Achievement				$1,987,346.00	$1,987,346.00
1	14	1.14 SFCOE: Standard Achievement				$0.00	$187,478.00
2	2	2.02 Safe & Supportive Schools: Target Strategies				$18,202,488.49	$70,902,145.49
2	5	2.05 Safe & Supportive Schools: Ethnic Focal Groups				$3,538,720.69	$6,251,924.34
2	6	2.06 Safe & Supportive Schools: Special Education				$118,845,125.00	$132,076,687.00
2	7	2.07 Safe & Supportive Schools: English Learner / Newcomer				$2,475,968.13	$3,097,388.44
2	8	2.08 Safe & Supportive Schools: Foster Youth				$118,112.00	$118,112.00
2	12	2.12 SFCOE: Access & Equity - Staffing				$970,487.00	$1,942,587.00

| 3 | 4 | 3.04 Family Empowerment: Targeted Supports | | | | $6,844,389.00 | $6,844,389.00 |
| 3 | 5 | 3.05 Family Empowerment: Parent Advisory | | | | $0.00 | $6,042,739.20 |

Totals by Type	Total LCFF Funds	Total Funds
Total:		
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Annual Update Table Year 1

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]	[Intentionally Blank]

Totals	Planned Expenditure Table	Estimated Actual Total
Totals	[Intentionally Blank]	[Intentionally Blank]

Goal Analysis:

Instructions

Plan Summary

Stakeholder Engagement

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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local

stakeholders 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 52064(b)(4-6)).

  •   Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

  •   Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 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 stakeholders 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 stakeholder engagement tool.

The revised LCAP template for the 2020–21, 2021–22, and 2022–23 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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 perse stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support

comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 district-level goals and actions.

Information and resources that support effective stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's

philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2019–20 outcomes on some metrics may not be computable at the time the 2020–23 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 2020–21. 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 2021–22, 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 2022–23, 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 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2023–24 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 2022–23 LCAP year.

Timeline for completing the **"Measuring and Reporting Results"** part of the Goal.

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 **2020–21**.	Enter information in this box when completing the LCAP for **2020–21**.	Enter information in this box when completing the LCAP for **2021–22**. Leave blank until then.	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 **2020–21**.

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 expenditure 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 expenditure 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.

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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:

Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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 2020–23 LCAP from the 2017–20 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% 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% attendance rate will benefit. However, because of the significantly lower attendance rsate 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% 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%, 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved**: 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 inpidual 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.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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).
- **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**: This amount is automatically calculated based on amounts entered in the previous four columns.