



## San Francisco County Office of Education &amp; San Francisco Unified School District

[LCAP 1st Reading, June 11, 2024](#)

**Education Code 52062.a.1:** *The superintendent of the school district shall present the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee established pursuant to section 52063 for review and comment. The superintendent of the school district shall respond, in writing, to comments received from the parent advisory committee.*

The Local Control and Accountability Plan is designed to lift up voices of unduplicated students- students who are eligible for free or reduced-price meals, English learners, Foster Youth and students who have been marginalized within the system including but not limited to students with disabilities and students representing ethnic subgroups. Throughout the winter and spring of 2024, a series of either one time or ongoing meetings were held with parents/caregivers, students, staff, educational partners and community members to gather their feedback and input on our district's plan. Many of the key takeaways and themes from community engagement over the past years remain the same- reliable staffing, increased academic support and improved communication. SFUSD is committed to equity and excellence. This means that each and every student in each and every school has access to

1. High-quality and engaging instruction
2. Nurturing and welcoming environments
3. Reliable and predictable resources
4. Prepared and collaborative staff
5. Robust and inspiring programs

Our Vision, Values, Goals and Guardrails provide us with our North star Aim. *Student outcomes don't change until adult behaviors change* (Cabril) and it is on us, the district and county of San Francisco and our entire community of parents, students, educational partners and community members to work together in service of our mission .

**Superintendent Response to 2024-27 LCAP Recommendations:**

<p>Improved communication with parents.</p> <ul style="list-style-type: none"><li>● Develop a system to establish predictable and consistent</li></ul>	<p>Communication is a cornerstone of effective education. When communication channels are predictable and reliable, they can help create a collaborative learning environment with parents, caregivers and educational partners. Open and effective communications promotes positive behavior in students, builds trust, supports transitions, and encourages students to become lifelong learners. Families' and the community's perceptions about our schools matter-- for enrollment, for school morale, for loving and fair treatment, and for a parent's/caregiver's peace of mind that our schools are providing the best education possible in safe and nurturing environments.</p>
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<p>communication channels</p> <ul style="list-style-type: none"> <li>● Implicit Bias/ Anti-Racist training for all Staff</li> <li>● Creating a network with community to mentor children</li> </ul>	<p>SFUSD uses the following platforms/channels to communication with parents and caregivers:</p> <ul style="list-style-type: none"> <li>● School Messenger: a comprehensive communication platform designed for K-12 schools to streamline communication between educators, parents, and students. It is widely used to enhance engagement, ensure the timely dissemination of information, and improve overall school community interaction.</li> <li>● SFUSD OASIS: San Francisco Unified School District Online Accessible Student Information System (OASIS) is a web-based platform that provides students, parents, and guardians with access to important information regarding their education, namely to inform our community of events and connect them to resources.</li> <li>● ParentVUE: an online platform provided by the San Francisco Unified School District (SFUSD) that allows parents and guardians to access important information about their child’s education. It is part of the Synergy Student Information System (SSIS), designed to enhance communication and engagement between schools and families, namely around student academic information, attendance records and class schedules amongst other features.</li> <li>● SFUSD Family Announcement Bulletin (FAB): communication tool used to keep families informed about important news, updates, events, and resources related to the school district.</li> <li>● SFUSD Family Newsletter: designed to keep parents, guardians, and students informed about important district news, events, and resources in addition to celebrations and achievements.</li> <li>● School Site Newsletters: designed to keep the school community—students, parents, guardians, and staff—up-to-date with important information and events happening at their specific school, featuring a principal’s message, upcoming events and important dates, academic information, student achievements and recognition and parent and community engagement.</li> </ul> <p>LCAP Goal 3 Strategic Partnerships is intended to engage parents/caregivers as partners and collaborate with the City of San Francisco, state and federal agencies, community-based organizations, philanthropic organizations, and the business community to advance the District’s goals and values.</p> <p>LCAP Action 3.02 Strengthen Partnership with Parents/Caregivers: Improve communication channels. Differentiated outreach for focal populations to ensure participation.</p> <p>Improve districtwide public information and family communications channels (e.g OASIS, The Family Bulletin, Parent newsletters, bulletins, website, ParentVue) was specifically developed to address this priority recommendation.</p> <p>Staff professional development on topics like Implicit Bias had historically been led centrally and held by the Student and Family Services Division (SFSD). Over the past six school years, significant budget cuts have been made to this division and the district’s ability to develop materials, train and coach site staff centrally has since diminished. In school year 2023-2024, this division was integrated into the Schools Division, inclusive of LEAD, which has trained and supported administrators around anti-racist and implicit bias training, specifically in</p>
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	<p>serving to increase students’ and staff sense of belonging. In the school year 2024-2025, this work will be supported under the Ed Services division and aligned to the district’s plan for professional learning. Site leaders and staff can access asynchronous resources to develop their staff to do the necessary “inside out” work in order to truly become an anti racist school district. Coordinated Care Team (members will engage in Professional Learning Communities (PLCs) to deepen their understanding of this work, collaborate across school teams to share resources and learn from what is working and turn key those materials to school site educators and staff (see LCAP Action 2.03: Safe &amp; Supportive Schools-Coordinated Care Team: Strengthen and institutionalize CCTs to provide coordinated experience at school sites to students and families, specifically with an asset-based and anti-racist lens).</p> <p>Further, LCAP Action 3.05, Community Schools will help build the capacity of staff to develop, implement, and sustain the community school model which is rooted in anti-racist practices.</p>
<p>Address the staffing crisis at all levels of the system.</p> <ul style="list-style-type: none"> <li>• Ensure diverse hiring for teachers</li> <li>• Ensure all schools are fully staffed (counselor, nurse, AP, Principal, Support staff, Paraeducators, Departmental staff) throughout the year.</li> <li>• Ensure hiring process for schools is efficient and clear</li> </ul>	<p>While SFUSD has one of the lowest staff to student ratios compared to other districts in California (School sizes, staffing and salaries report), we realize that continued investment in robust retention, recruitment, and hiring processes is imperative to ensure all students have high-quality, representative educators. SFUSD’s School staffing model and budget plan is a detailed set of guidelines that SFUSD will use to determine how staff is allocated to schools each year. These allocations serve as a starting point for school leaders as they develop their school plans. It is rooted in the following three guiding principles:</p> <ol style="list-style-type: none"> <li>1. Prioritize strategies to accomplish our Goals &amp; abide by the Guardrails <ol style="list-style-type: none"> <li>a. Instructional Excellence</li> <li>b. Serving the Whole Child</li> </ol> </li> <li>2. Resources - both staff and funding - should follow students</li> <li>3. Schools should have the ability to choose supports most appropriate for their specific student population</li> </ol> <p>We strive to recruit, support and retain a diverse workforce where employees find a sense of belonging, connection, and resiliency that would retain them in the organization. We have initiated an aspiring teacher series, implemented a process to recruit high performing student teachers and partnered with Institutes of Higher Education (IHE) as well as have explored teacher apprenticeship with UESF and the City of San Francisco. Next year, we intend to more deeply learn about the factors that contribute to educators both leaving and staying as SFUSD employees and develop a specific plan to ensure we can do a better job of retaining our teaching staff. SFUSD Pipeline Programs. The ongoing work of our African American Achievement and Leadership Initiative has played a critical role in supporting our efforts to recruit African American/Black educators to teach Mastering Cultural Identity (MCI) classes designed to simultaneously build a greater sense of cultural self-esteem, identity, and self-efficacy while also increasing students’ academic capacity and skills. Practices such as routine affinity space and targeted for all staff professional development can be scaled and spread to ensure all African American/Black teachers see</p>

	<p>SFUSD as their long term place of employment.</p> <p>Our Human Resources division is working in partnership with LEAD and the Educational Services division to recruit high quality staff to fill teacher vacancy positions, Special Education positions, para professionals (also supported through the Para to Teacher pipeline program) Literacy Coaches, Counselors, Social workers and facilities staff. We also know that our best recruitment strategy is to retain our staff. We are implementing an 'Exit Interview' process to learn about what is and what is not yet working within our system in order to implement systems level improvements and better retain our staff to address this ongoing challenge within our district.</p>
<p>Improve Tier 2 supports/interventions for Literacy</p> <ul style="list-style-type: none"> <li>● High Impact Tutoring and Interventionists for Literacy Tier 2/3 Interventions</li> <li>● Partner with Community Mentoring programs for academic supports</li> <li>● Specific interventions for struggling students and students with disabilities both in General education classes and otherwise</li> </ul>	<p>Literacy is an essential foundational skill necessary for successful student outcomes. The research is clear: if children cannot read proficiently by the end of third grade, they face daunting hurdles to success in school and beyond. SFUSD has prioritized literacy as captured in our Vision, Values, Goals and Guardrails. Every school site has site clear and measurable targets to improve reading for all students and especially for our focal students who have been historically marginalized within our system.</p> <p>LCAP Action 1.02 Teaching &amp; Learning: High-quality, research-based curricula ensures that every educator is equipped with research-based, high-quality curricula to effectively implement the new PK-through-Grade 8 Language Arts—English Language Arts, Spanish Language Arts, and Designated English Language Development—curricula.</p> <p>Further, LCAP Action 1.01 Teaching &amp; Learning: High-quality and engaging instruction aligned to the Core Rubric will monitor classroom teaching and learning via instructional walkthroughs designed to strengthen the district's execution of the "Academic Ownership" and "Essential Content" domains of the Core instructional rubric through regular and repeated observations using the rubric and providing meaningful feedback. Implementing LCAP Actions 1.03 Teaching &amp; Learning: Standards-aligned Assessments and 1.06 Teaching &amp; Learning: Targeted instructional supports, especially for focal student populations will support ongoing progress monitoring and intervention.</p> <p>SFUSD will implement a new literacy curriculum for the first time in many years. For the first time district wide, the district will staff an instructional coach at every school site. We will also strengthen systems for professional learning around grade level/department level collaboration, and developing and sustaining Instructional Leadership Teams. These resources will help to ensure we are implementing high quality teaching and learning for all students. We are also investing in a curriculum adoption and training for case managers on TeachTown (PreK - Access Ex. Support needs) and Spire (K-8 Mild/Moderate). We will increase instructional coherence across the district in teaching and learning to support foundational skills for targeted student populations by supporting a K-8 digital platform (Amira) to provide AI literacy support for students who are striving towards</p>

	<p>reading proficiency.</p> <p>To continue support for students' literacy both in school and at home, certain school sites provided “Just Right Readers” to ensure decodable text are accessible to students at all times (LCAP Action 4.04). This promotes a learning of literacy at home and in school which will support the acquisition of these integral literacy skills as well as provide multiple opportunities for practice as students work towards proficiency.</p> <p>Individual school sites, with collaboration with School Site Councils, have determined additional ways to use LCFF supplemental and concentration grant funding to provide targeted interventionists to support students' literacy development.</p>
<p>Improve operations - facilities - restrooms, HVAC systems.</p> <ul style="list-style-type: none"> <li>● Intentionally create spaces that make students, parents &amp; caregivers feel welcome</li> <li>● Create a plan/timeline for facilities improvements to share and update educational partners</li> </ul>	<p>Classroom conditions directly impact student achievement. In some studies, inadequately maintained facilities decreased student achievement up to 17%. “Students are generally better able to learn and remain engaged in instruction, and teachers are better able to do their jobs, in well-maintained classrooms that are well-lit, clean, spacious, and heated and air-conditioned as needed” (<a href="#">How Crumbling School Facilities Perpetuate Inequality</a>).</p> <p>In 2022, the District conducted on-site conditions assessments of all building systems (e.g. heating, ventilation, and air conditioning [HVAC], electrical, plumbing, roof, etc.) and determined the cost to replace all systems at an estimated \$6 billion. Ventilation directly impacts students' comfort, and electrical capacity is a critical component of 21st-century classroom teaching and learning. The HVAC systems group as a whole is in “deficient” condition, and the electrical system group is in “poor” condition. These two system groups account for 48.9 percent of the estimated cost of improvements over the next five years. Both systems are critical for enhancing the student experience. Studies indicate that “improving classroom conditions can substantially improve the performance of schoolwork by children” (<a href="#">Indoor Air. 17. 368–372</a>).</p> <p>Interim Guardrail 4.3 tasked staff with reducing heat-related work orders by 25% (from 641 work orders in 2022-23 to 480 work orders in 2023-24). <b>With a moderate investment of \$2 million in maintenance and operations funding in FY 23-24, heat-related work orders decreased by more than 70%.</b> Planned preventative maintenance can extend the life of critical systems and cost five times less than replacement.</p>

	<p>In addition to improving HVAC systems within our schools, we are prioritizing keeping our bathrooms clean. We know that research indicates that clean bathrooms significantly boost school attendance rates. We have installed QR codes in every bathroom and will be monitoring to ensure that dispensers of menstrual products are fully stocked and bathrooms are clean.</p> <p>Approximately “1 in 4 students struggle to find menstrual products and have missed class because they lack access to menstrual products” (<a href="#">Menstrual Equity for All Handbook</a>). In 2022, SFUSD implemented AB 367 Menstrual Equity for All Act and installed free-dispensing menstrual product dispensers in all schools serving students 13 and up. In 2024, SFUSD will provide free products in elementary schools. “Inadequate access to menstrual products impacts all students, but falls the hardest on students that are low-income or who otherwise consistently lack access to support or care, such as those in foster care” (<a href="#">Menstrual Equity for All Handbook</a>). Additional funds can help staff develop a robust menstrual equity program that expands the provision of products beyond the baseline requirements of the Menstrual Equity for All Act.</p> <p><i>See Appendix 2 on page 82 in the 2023 Facilities Master Plan to learn more about the conditions of HVAC systems at specific school sites: <a href="https://drive.google.com/file/d/1aHBKsOZ4WJrfev7O5qTI4xya6gKKsxx/view">https://drive.google.com/file/d/1aHBKsOZ4WJrfev7O5qTI4xya6gKKsxx/view</a></i></p> <p>The LCAP Manager will work with our facilities team to determine a plan to monitor progress between now and the May 2025 Board meeting.</p>
<p>Mental health and wellness support for students</p> <ul style="list-style-type: none"> <li>● Fully staffed wellness centers with social worker and mental health counselors</li> <li>● Wellness workshops for teachers and students</li> <li>● Parent discussion on</li> </ul>	<p>SFUSD strives to ensure consistent mental health services for all students across SFUSD. Wellness Centers house a lot of this work. Wellness Centers are open during the school day and staffed by a wellness coordinator (usually a Social Worker), a Community Health Outreach worker and a Nurse in addition to a range of partners- Richmond Area Multi-Services (RAMS) therapist, Counselors and other CBO partner staff. We anticipate that all school sites will have at least 1 school social worker at the start of the 2024-2025 school year. We are in full implementation of the Wellness Model gift inclusive of central office social workers to help coach and develop curriculum supports and consultations for new staff. While more nursing positions have been filled at this point in time compared to last year, we anticipate that we will need to staff agency nurses in an expanded role given a shortage in applicants for this position.</p> <p>To ensure all wellness centers are optimally functional, SFUSD will gather data to determine consistent and predictable services derived from these wellness centers. In alignment with the VVGG, serving the whole child is ensuring equitable and accessible support for students. Gathering this information will allow staff to better understand the usage, need for services, and operations status of wellness centers across the district in order to</p>

<p>wellness for students and themselves</p> <ul style="list-style-type: none"> <li>• Ensure all wellness centers are accessible to all SFUSD students</li> </ul>	<p>ensure that these are spaces students and staff can access as needs arise.</p> <p>Additionally, as captured in LCAP Action 2.02 Safety and well-being, SFUSD has ensured each school site has a social worker. This will begin to provide consistent support for students across the district to identify and streamline wraparound services as needed. The investment in this particular personnel combined with the integrated supports for Coordinated Care Team(CCT) will outline a network of support for students' mental health and wellness (LCAP Action 2.03). Teams will ensure that wellness center schedules are posted so that students can access them with predictability and reliability.</p> <p>The work of the 12 unique advisories continues to support the needs of students, parents, and caregivers across the district. Many of these groups have facilitated mental health and wellness workshops throughout the year to support the spread of best practices and resource sharing as well as providing spaces for educational partners to find support within our community.</p>
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In consultation with the District English Learner Advisory Committee (DELAC) a concern of progress monitoring arose. To ensure clear and updated systems of tracking progress across the entirety of the LCAP, SFUSD has committed to multiple levels of progress monitoring. The Board of Education will continue its Progress Monitoring meetings in addition to the regular board meeting (see the 2024-2025 Board Governance Calendar here for more details:

[https://go.boarddocs.com/ca/sfusd/Board.nsf/files/D5S2YF047427/\\$file/Board%20Governance%20Calendar%20for%202024-25%2005.28.24.pdf](https://go.boarddocs.com/ca/sfusd/Board.nsf/files/D5S2YF047427/$file/Board%20Governance%20Calendar%20for%202024-25%2005.28.24.pdf)). These meetings will provide a space to share critical information about the progress of the district goals and guardrails. In addition to these efforts, the LCAP AC and internal steering committee are developing tools that will allow for transparency and clarity when monitoring these goals over the next 3-year cycle. One being monitoring playbooks that breakdown each initiative to a monthly monitoring tracker. These playbooks clearly define both input (actions taken by SFUSD) and output (expected results from the direct actions) metrics in order to better identify efficacy of services towards SFUSD's goals and guardrails.