

REPORT TO THE
BOARD OF EDUCATION



CONNECTING THE DOTS
Recommendations for SFUSD's
Local Control and Accountability Plan

May 23, 2017



450

Participants who shared their ideas

32

Community conversations

9

Weeks



Voices we heard from the community:



“How are we going to achieve the goal of 17% for FEP reclassification?”

-Spanish-speaking parent

“We need more support with writing and reading. Not all students have the same access, there are preferences and ‘wait lists’ for programs.”

-Spanish-speaking parent

“Include [supports for] all subjects (e.g., Music, Art, Physical Education, English) with adequate instructional equipment and materials.”

-Chinese-speaking parent

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Recommendation for the LCAP
STUDENT ACHIEVEMENT

RECOMMENDATION 1

- **Provide adequate curriculum and appropriate materials** for teachers to support English Language Development for all English Learners.

CONNECTING THE DOTS For Recommendation 1

Only 20% of English Learners met or exceeded the state standard for English Language Arts and 26% for math on the SBAC.

The reclassification rate for SFUSD ELs decreased in all language groups in 2015-2016.

As a result, we did not meet the state goal for EL reclassification falling short at 12% overall.

Spanish and Arabic speaking EL students were reclassified at a lowest rate of all EL students, 8% and 11% respectively.



Voices we heard from the community:



“I’ve seen an increase in use of tech & computers – but it’s not about using a keyboard, writing answers or doing general curriculum.”

- Teacher

“When will my child have time to practice [taking the test on the computer]? What is the school doing to help my son feel comfortable so when he takes the test he’s confident?”

- Chinese-speaking parent

“We’ve made some improvements – but SBAC is really a challenge for some of our students. Teachers are feeling really anxious – both about using the computer but also the format, the way the questions get harder.”

- Teacher

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Recommendation for the LCAP
ACCESS AND EQUITY

RECOMMENDATION 2

- **Increase and monitor student access to computers, and provide time to practice composing academic work on keyboards,** to develop the skills necessary to do well on computer-based assessments.
- **Take inventory of technological resources and ensure up-to-date equipment in all schools** throughout the district to ensure access and equity.

CONNECTING THE DOTS
For Recommendation 2

SFUSD STUDENT DATA
California Department of Education 2015-2016

Student Population	SBAC ELA Data Proficiency level	SBAC Math Data Proficiency level
African American	23%	14%
Latino	31%	23%
Pacific Islander	26%	23%
English Learners	20%	26%
Students with IEPs	16%	15%

CONNECTING THE DOTS For Recommendation 2

Students need opportunities to learn and practice how to compose academic work on a keyboarding.

Practicing and developing keyboarding skills **could build student confidence, reduce anxiety and increase familiarity with current technology.**

This factor may **contribute to better outcomes on standardized tests**, particularly in schools with larger groups of students who may have limited to no technology exposure at home.



Voices we heard from the community:



“Why aren’t teachers communicating with us when our children are not doing well academically? We need more 1-to-1 communication. I asked and was told there are too many students to be able to communicate with the families. But there’s a Family Liaison to help with communication.”

- Spanish-speaking middle school parent

“Can we make it mandatory for teachers to communicate with families when a student’s grade is dropping or they’re not on track to pass the class?”

– AAPAC Parent

“School Loop needs to be updated regularly by all teachers because my child’s weekends are determined by grades and School Loop.”

- Middle school parent

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Recommendation for the LCAP
ACCOUNTABILITY

RECOMMENDATION 3

- **Provide tools and build capacity for schools to improve two-way communication with families.**
- **Establish clear expectations** that school staff will **regularly update** information shared through the new *Gradebook for All* system, and **will actively reach out to families in a timely way if their student is in danger of failing** a course or is not on track to graduate, or their elementary school student is not at grade level *prior* to parent-teacher conferences.

CONNECTING THE DOTS For Recommendation 3

Home-school communication is a high leverage strategy for improving better student outcomes.

Communication is critical for early interventions to be effective.

Families are eager to support their children and partner with their school communities. This point is especially true when indicators show interventions are required.



Voices we heard from the community:



“Little support on how to differentiate curriculum for kids at different levels, starts at tier 3.

- Middle school parent

“It’s important that the school is able to support Special Ed. students with IEPs and accommodate them in inclusion in general ed classrooms.”

- Elementary school parent

“We need on-site, mandatory PDs on cultural competence and support students with social/emotional needs.”

- Middle school parent

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Recommendation for the LCAP
ACCOUNTABILITY

RECOMMENDATION 4

- **Provide consistent training and ongoing coaching for principals, teachers and site staff.** Emphasize the **expectation** that principals, teachers and other school staff participate in ongoing professional learning opportunities in several key areas:

Differentiation of instruction to address the various skill levels in the classroom

Inclusive practices to service our students with Individual Education Plans in general education classrooms

Cultural competence and implicit bias to work well with our diverse student body

Safe and Supportive Schools Implementation, specifically how to navigate challenging behavior, deescalate conflicts and strengthening positive classroom management to minimize disruptions and increase learning

RECOMMENDATION 4 (Cont'd.)

- **Track, quantify and monitor staff professional development, trainings and coaching, and its impact on student outcomes.**

CONNECTING THE DOTS For Recommendation 4

We need to **ensure accountability around professional development**, especially culturally relevant practices to meet the diverse needs of our students.

We need to **quantify the tools and time required to implement strategies in the classroom**, including restorative justice practices to strengthen positive classroom management.

Staff need adequate planning time during the school day to ensure effective implementation.



Voices we heard from the community:



“We need discipline support at middle school; Restorative Justice is not working!”

- Middle school parent

“What are we doing to capture data about which teachers are sending students out of class? What are we doing to address/train/support/ these teachers?”

- Middle school parent

“I’m at school a lot. I’m not sure what is happening with 4th & 5th grade classrooms – K-3 is fine. They’re much more out of control and it’s disrupting learning. My child doesn’t want to go to school sometimes because of it. Need to communicate with the families and have a plan – need to involve the social worker and families more to address this.”

- Elementary school parent

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Recommendation for the LCAP
ACCOUNTABILITY

RECOMMENDATION 5

- **Develop a clear implementation plan to address the social-emotional wellbeing of students, and monitor and increase access to behavioral interventions to decrease the number of out class referrals, increasing learning and ensure greater access to academic material.**

CONNECTING THE DOTS For Recommendation 5

Data on the Safe and Supportive Schools Initiative substantiates parents' concerns and families' experiences on the ground.

The data shows students are not benefiting from the resources available, including as Restorative Practices and other behavioral interventions.

SFUSD suspensions are down, but out-of-class referrals are up with a disproportionate number for our focal students.



Questions from the community:

KEY QUESTIONS

1. **What is SFUSD doing to accelerate achievement** for African American, Latino, English Learner and other students?
2. **How is the district addressing the needs of historically underserved students with small numbers**, such as American Indian, Pacific Islander, Southeast Asian communities?
3. **How does the district evaluate programs and strategies** to know if they are effective?
4. **How are schools being held accountable** when there is a **lack of inclusivity and transparency regarding budget decisions**?

KEY QUESTIONS

5. **How do we ensure schools that continually get new students after the 10 day count also receive the additional resources they needed to serve them?**
6. **How are schools expected to sustain improvements in student outcomes and increase growth when the vital supports are removed after gains?**
7. **What cuts are being made to central administrative offices? How do we evaluate performance to justify continued funding?**
8. **What criteria were used to determine site-based cuts?**

KEY QUESTIONS

9. **How do we ensure schools are participating in the full implementation of Restorative Practices with a culturally appropriate and responsive lens?**
10. **What intentional actions will be taken to ensure our schools with the greatest needs are getting the appropriate resources and staffing to meet their goals?**

FINAL THOUGHTS

We look forward to:

- **Viewing SFUSD's revised LCAP** for 2017-2018 in the next few weeks.
- **Seeing recommendations from this report reflected** in the final and completed document.
- **Learning and understanding more about the answers to the questions** stakeholders raised during our community conversations in the responses to come.

THANK YOU!

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**QUESTIONS
OR COMMENTS**