Family Empowerment Update & Strategies Moving Forward
Committee of the Whole – March 1, 2016

Local Control and Accountability Plan
State accountability
Priorities: Student Achievement, Culture & Climate, Family Engagement
Local Control Funding Formula (LCFF) based on student factors

School Quality Improvement Index
Federal accountability
Domains: Academic, Social/Emotional, Culture & Climate
Eliminate disparity and disproportionality

Rules of the Road
Results-Oriented Cycle of Inquiry
Equity: Differentiated Supports

Key Drivers
Challenging curriculum and engaging instruction
Student-centered learning climate
College and career readiness
Parent-School-Community Ties

Accelerators
Talent
Technology
Innovation
Family Engagement as ONE Essential part of student success

Figure 1: Five Essential Supports
The University of Chicago Consortium on Chicago School Research

LEADERSHIP as the Driver for Change

2. PROFESSIONAL CAPACITY

CLASSROOM

4. STUDENT-CENTERED LEARNING CLIMATE

5. INSTRUCTIONAL GUIDANCE

3. PARENT-COMMUNITY TIES

Dual Capacity-Building Framework:

Dual capacity framework builds relational trust as a cornerstone and recognizes that capacity of the school and district staff has to be developed along with the capacity of the families/community.
Shared responsibility

Capacity across all levels of the organization (classroom, schools, central office, policy and governance)

Welcoming and inviting school communities

Connect family engagement to student learning

Multiple entry points: participation, involvement, engagement, and empowerment
## Family Liaison Site Support Allocations

### Centrally Funded (~23 FTEs)

**Pre K - 5 Schools**
- 1.0 Drew
- 1.0 Bret Harte
- 0.9 Malcolm X
- 0.5 Rosa Parks
- 0.5 Muir
- 0.5 Tenderloin
- 0.5 Carver
- 0.5 Cleveland
- 0.5 Flynn
- 0.5 Monroe
- 0.5 Hillcrest
- 0.5 Marshall
- 0.5 Cobb
- 0.5 Sheridan
- 0.5 CEC
- 0.5 MEC
- 0.5 Sanchez
- 0.5 Fairmount
- 0.5 Bryant

**K-8/Middle Schools**
- 1.0 Denman
- 1.0 Everett
- 1.0 BVHM
- 1.0 Vis. Valley
- 0.5 B. Carmichael
- 0.5 Revere
- 0.5 Marina
- 0.5 ML King Jr.
- 0.5 Francisco
- 0.5 Lick

### Site Funded (~14 FTEs)

**Pre K - 5 Schools**
- 0.25 El Dorado
- 0.25 Fairmount
- 0.3 Alvarado
- 0.5 Bryant
- 0.5 Muir
- 0.5 MEC
- 0.5 Monroe
- 0.5 Sanchez
- 0.5 Jean Parker*
- 1.0 ER Taylor*

**K-8/Middle Schools**
- 0.5 Lick
- 1.0 Vis Valley
- 1.0 Lawton*
- 1.5 Hoover*

**High Schools**
- 2.25 Lincoln*
- 0.88 Balboa*
- 0.75 Marshall
- 0.6 Washington*
- 0.5 Wallenberg*

* Site Funding ONLY
Family Liaison Job Description

- Help school develop family-friendly school climate
- Develop programs...to engage families
- Support staff...develop strong academic partnerships
- Develop & Implement FE Strategies...key decision makers...SSC & ELAC
- Coordinate & support school governance
- Promote & participate...school/district activities
- Recruit CBO partners
- Prepare newsletters, other communication
- Organize, implement, coord. family education workshops
- Develop volunteer activities
- Collect and analyze data
- Prepare monthly FE plans and maintain records
- Maintain monthly Data Director log with focal families
- Attend PD and report monthly activities
Transform Learning. Transform Lives: Strategies in Action in each domain (classrooms, school, central office, etc.)

**Strategies in Action: Classroom**
- Encourage and support families to be involved in student's learning at home and at school.
- Affirm the value of students' diverse languages, cultures, backgrounds, abilities and family structures and demonstrate cultural sensitivity and promote inclusion for all students and families.
- Students indicate high-levels of engagement and families report a positive relationship and feel empowered as partners in their student's learning at home and at school.

**Strategies in Action: Schools**

**Parent-School-Community Ties**
The school adopts a community schools approach and connects families to services and resources that support students' safety, well-being, and learning.

Schools actively reach out to hear from families. Communication processes are clear to families and encourage a mutual exchange of information and perspectives. Communication with families is consistent, inclusive and culturally relevant. Essential information is provided in multiple languages and interpretation is provided at school meetings and events.

The School Site Council (SSC), English Learner Advisory Committee (ELAC), the African American Parent Advisory Council (AAPAC) and parent/family groups reflect and represent the diversity of the school. Governance groups are encouraged and empowered to engage fully in the process to develop the school site plan and monitor its impact on student achievement, as measured by the district's accountability system and other measures.

Schools welcome and respect families, build community among diverse family populations, and actively engage family members to resolve conflicts and repair harm.

Parents have opportunities to volunteer and be involved in the daily activities of the school and schools effectively utilize the enrollment fair and school tours as part of their outreach to families.

Schools actively support and encourage families to be advocates for their own and other children, to ensure all students are treated fairly and have equitable access to all learning opportunities.

**Strategies in Action: Central Office**

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

Our focus is on building the systems and supports necessary to fully implement SFUSD’s Family Engagement Standards by:

- Build the capacity of district staff and families to engage in effective partnerships that link family engagement to student learning and support positive school cultures.
- Strengthen the structures for shared responsibility across different departments in the district to lead practices that engage and empower SFUSD families.
- Develop the systems to communicate clear expectations, measures, and district-wide accountability for engaging families.

We also work to strengthen SFUSD’s systems to utilize a community schools approach to align city, school district, and community resources and develop a framework for partnerships with families, community-based organizations, health and social service organizations, high education institutions, and businesses, to address the broad needs of our diverse school communities.

**Strategies in Action: Policy and Governance**

**Lau Action Plan for English Learners**
Aligned with the district's strategic goals for all SFUSD students, the Lau Action Plan ensures that English learners acquire high levels of English and primary language proficiency (whenever available), academic achievement, and skills that will lead to college and career success. The plan includes district guidelines on: 1) proper identification and placement of English Learners; 2) access to effective language pathways and specialized programs and services; 3) appropriate staffing and professional development; and 4) meaningful parent/guardian communications, outreach, and engagement. The plan also provides internal and external monitoring of English Learner services as well as an annual report documenting the effectiveness of the district's system of support for English Learners.

**African American Achievement and Leadership Initiative**
In May 2016, the San Francisco Board of Education voted unanimously for a resolution that mandates a heightened level of attention to African American Student achievement as well as a regular and comprehensive internal and external review of the programs and services supporting African American students in SFUSD. There is a commitment to interrupt the systemic barriers that have resulted in lower student performance, higher rates of suspensions and racial isolation for our African American students. The African American Achievement and Leadership Initiative will:

- Analyze existing policies and programs in order to enhance and target effective services and interventions for African American students

**Strategies used to support students and school environments**
- Enlist parents, educators and community partners in monitoring and improving the systems and strategies used to support students and school environments
- Establish and report on annual goals for African American achievement
- Collaborate with City agencies and the local philanthropic community to maximize resources and coordinate case management for African American students and families through My Brother and Sister’s Keeper (MBSK) San Francisco
Family Engagement Metrics

- LCAP: CORE Culture/Climate Survey participation rates and results for families
- Strategic Plan: Strategies in Action around Family Engagement/Empowerment
- Superintendent's Evaluation: Culture/Climate Survey participation rates for families
- School Quality Improvement Index: Results from Culture/Climate survey are weighted towards a school’s Index.
- Balanced Scorecard: Family Engagement strategy linked to Family Engagement Standards
- Title 1 : Family Engagement Policy
The Many Branches of the SFUSD Family Engagement Landscape

SFUSD Schools

- IISJ: Curriculum & Instruction
- IISJ: Early Education Department
- IISJ: Student, Family, Community Support Division
- IISJ: SPED

Policy and Operations:
Fiscal, budget, custodial, student nutrition, building & grounds, communications, legal, technology, etc.

Superintendent’s Office
African American Equity, Lau Plan, Fund Development
What We Have: SFUSD Family Engagement Landscape

- Family Engagement Coordinators (LEAD)
- Family Academy Initiative
- Parent Advisory Committees: PAC, CAC, AAPAC, DELAC, LCAP Task Force, etc
- Family Liaison Program
- EED Family Engagement
- Behaviorists, Counselors, etc
- State & Federal Programs (Title 1)
- Special Projects: Making Connections, HOPE SF, Raising A Reader, Mission Promise, etc
- Office of Professional Learning
- Translation & Interpretation
- SPED: Ombudsman, Content Specialists, etc
- Office of Family Voice
- African American Achievement & Leadership
- Social Workers, Nurses, Health workers
- Office of Access & Equity
- Communications Office
Getting to Our “ Desired State”

Figure 1: Five Essential Supports

The University of Chicago Consortium on Chicago School Research

1. **LEADERSHIP**
   - as the Driver for Change

2. **PROFESSIONAL CAPACITY**
   - Shift to Common Core
   - Focus on Socio-Emotional Learning
   - Safe & Supportive Schools

3. **PARENT-COMMUNITY TIES**
   - BSC: Family Engagement Strategies
   - Title 1: Family engagement policies
   - Family Engagement Standards

4. **STUDENT-CENTERED LEARNING CLIMATE**
   - Index-Culture & Climate – 40%
   - Parent, Student, Staff surveys
   - Safe & Supportive Schools
   - Focus on Socio-Emotional Learning

5. **CLASSROOM**
   - Family Engagement Policies
   - Family Engagement Standards

**Equity Frame**

Professional Development for school site staff around Safe & Supportive Schools (Positive behaviors strategies, restorative practices, Socio-Emotional Learning)
Design Thinking - Student, Family, Community Support Division - ONE branch of the landscape

1. Find and tell the stories
2. Look for trends (draw graphs)
3. Look for Key Causes Using focus questions
4. Identify beliefs and values (structure)
5. Look deep into the structure (going deeper questions)
6. Plan intervention

7. Assess the results and fine-tune
1. Find and tell the stories
2. Look for trends (draw graphs)
3. Look for Key Causes Using focus questions
4. Identify beliefs and values (structure)
5. Look deep into the structure (going deeper questions)
6. Plan intervention

7. Assess the results and fine-tune