

## Local Control and Accountability Plan Recommendations Report to the Board of Education

May 22, 2018

The African American Parent Advisory Council (AAPAC), the Community Advisory Committee for Special Education (CAC), the District English Learner Advisory Committee (DELAC) and Parent Advisory Council (PAC) present the following report with the purpose of informing the Board of Education policy discussions and decisions related to the 2018-2019 budget process. This report provides highlights from the Local Control and Accountability Plan (LCAP) community engagement process, recommendations for the San Francisco Unified School District (SFUSD) LCAP as well as suggestions for strengthening the implementation of existing policies, practices and actions to improve student outcomes. Finally, we have included key questions we heard from stakeholders that we would like to have addressed.

### Stakeholder Engagement to Inform SFUSD's Local Control and Accountability Plan

The AAPAC, CAC, DELAC and PAC participated as key members of a team from the LCAP Task Force to develop the objectives, the content and strategic outreach plan for LCAP stakeholder engagement campaign. Together LCAP Task Force members actively reached out to hold conversations at school sites, in community settings and public forums. We prioritized outreach to communities intended to benefit from California's Local Control Funding Formula (LCFF) and SFUSD's tiered approach to providing equitable resources: English Learners, low-income students, youth in foster care, African American students, students receiving Special Education services, and students experiencing homelessness and attending Court and County Schools. Collectively, **we heard from over 350 participants in 24 different conversations.**

### Framing of the LCAP Conversations

The framing for the LCAP conversations this year centered on identifying what is working well in schools to support student outcomes, areas of work that need improvement and increased supports, and how to use existing resources to prioritize this work. In addition, we highlighted **intersections for focal students, where multiple factors impact their educational outcomes**, to surface the need for holistic approaches to support their success.

Our respective advisories recognize that there is a tremendous amount of work being done across the district to improve and increase student success in our schools. We also acknowledge that shifting decades of negative historical outcomes takes time. The recommendations in this report were developed to support positive shifts in student outcomes and are based on stakeholder feedback. In general, they are intended to uphold the overall goals of the district, and more specifically, the goals, actions and services in the SFUSD Local Control and Accountability Plan.

For context, we have included the major themes from the stakeholder engagement campaign in this report. For the complete *Stakeholder Engagement in SFUSD's Local Control and Accountability Plan Summary Report of Findings and Requested Action Steps*, please see visit: <https://tinyurl.com/y8zknzft>

## Major Themes from Stakeholder Engagement

Over the past five years we have spoken with **nearly 1,900 people**, including students, families, district staff, and community partners. This spring we heard from **350 participants** through **24** separate **conversations**. While new themes emerged, on the whole **stakeholders reinforced the concerns and priorities we have heard during the five years of LCAP engagement**. As in previous years, we found that **participants widely agreed with district priorities** outlined in the LCAP. Nevertheless, many said they **did not see these priorities or strategies in place** in schools.

### Consistent Themes:

During the past five years of LCAP stakeholder engagement we have heard the following consistent themes:

- Across stakeholders all had **questions about how decisions are made** when allocating resources each year and **asked for more clarity and transparency** about these decisions.
- Participants **expressed concerns about academic progress, chronic absenteeism and challenging student behavior** while recognizing the value of investing in supports for social and emotional wellbeing.
- Families of focal students **expressed the need for schools and teachers to build positive relationships with students, families** and their communities.
- Focal populations **emphasized the need to promote cultural humility, expand cultural competence** and **address implicit bias**.
- Participants **recognize that teachers cannot do it alone**. Schools require **more support and collaboration with community partners** to meet the needs of their students.
- **Site planning** needs to be **more inclusive and transparent** for all members of the school community.

### New Themes:

This year a few new themes emerged from LCAP stakeholders:

- **Families want to be connected**, with their children's schools and with each other to **build community across differences of race and culture**.
- Participants **shared examples of what's working, including literacy skills interventions, Second Step** as a **social-emotional learning curriculum**, and use of **Restorative Practices where implemented**.
- **After-school programs** are important **for focal students**. Specifically, participants felt that **English Learners** who are not *far below basic*, but not yet *proficient*, **do not receive the support they need to achieve reclassification**. They stressed that access to after school programs and summer literacy programs could help.
- SFUSD must **leverage existing services and systems** to support **youth in foster care, students who have been expelled** and those involved with the **Juvenile Justice system**.
- Access to **tutoring and academic support** services **must be expanded** to support our **focal populations**.

## Recommendations to Improve Student Outcomes

Based on stakeholder input, we **developed the following recommendations to strengthen consistency in implementation** of district services and actions, as well as to inform changes to the SFUSD Local Control and Accountability Plan.

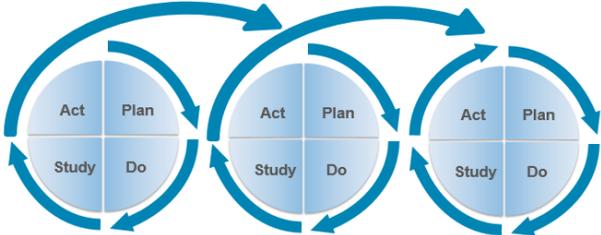
<b>Accountability GOAL 2.3</b>	<b>Recommendation: Share Best Practices</b>
<p><i>“We need more cross collaboration between schools to share best practices. Some schools are making great progress while others need a lot of support. In an online forum, it wouldn’t cost too much.”</i> Parent of English Learner student</p>	<p><b>Highlight practices that are working</b> to improve outcomes, <b>identify a formal mechanism to capture practices</b> to share across schools, and <b>encourage sites to incorporate</b> these in their Balanced Score Cards.</p> <p><i>For Example:</i></p> <p><i>John Muir strategically reduced chronic absenteeism by 50% in one school year by increasing calls, offering incentives, celebrating success, holding attendance conferences and intentionally building relationships.</i></p> <p><i>Marina Middle school reclassified 58 out of 193 (30%) of English Learners by monitoring students’ progress after assessments (including LPAC), analyzing data, grouping students accordingly and focusing intentionally on specific areas of need.</i></p>

<b>Accountability GOAL 3.2, 3.3</b>	<b>Recommendation: Building Stronger Relationships</b>
<p><i>“More integration between communities, specifically between African Americans and Latinos. The district needs to provide resources for schools to have these conversations (about integrating communities) and address this type of challenge.”</i> Parent of an English Learner student</p> <p><i>“I would like to see more interaction between GE (general education) and JBBP (Japanese Bilingual Bicultural Program) classes. For example, on field trips when the classes split into small groups, mix classes.”</i> Parent from Rosa Parks ES</p> <p><b>Data:</b> SFUSD has hundreds of MOUs with CBOs, and DCYF* recently funded programs and services to serve families, including SFUSD students.</p>	<ul style="list-style-type: none"> <li>• <b>Using the dual-capacity framework</b> provide <b>training, tools, and support</b> to site leaders to intentionally <b>build community and strengthen relationships</b> – both between schools and families and among families.</li> <li>• Capitalize on strategic opportunities to <b>leverage, implement and coordinate existing services</b> as part of Community Schools expansion and programs funded by DCYF* to provide services to SFUSD students and families.</li> </ul> <p><i>*Department of Children, Youth and Families</i></p>

<p style="text-align: center;"><b>Accountability</b> <b>GOALS 3.1, 3.2, 3.3, 3.4, 3.5</b></p>	<p style="text-align: center;"><b>Recommendation:</b> <b>Transparency</b></p>
<p><i>“ No more using average salaries or pretending schools have more say than they do. Use real numbers. Also retirement cost should be a separate line item in district budget not intermingled with school site salary average.</i></p> <p style="text-align: right;"><i>School Site Council member</i></p> <p><i>“The district keeps asking us what we need, and we tell them, but we don’t see anything change.”</i></p> <p style="text-align: right;"><i>SFUSD Parent</i></p> <p><i>“We must offer and/or increase racial/cultural humility training to our staff. Additionally, PDs must continue around Implicit bias.”</i></p> <p style="text-align: right;"><i>African American parent</i></p>	<p><b>Articulate concrete action steps</b> SFUSD is taking to:</p> <ul style="list-style-type: none"> <li>• Improve <b>transparency about how decisions are made</b> to allocate resources to schools and central district departments to achieve SFUSD’s goals.</li> <li>• Address growing frustration among families who have participated in previous community outreach initiatives and <b>have not seen changes or improved results</b> for African American students, English Learners, foster youth, students with disabilities, and other focal student populations.</li> <li>• <b>Name and address the racism and discrimination</b> in schools, practices and policies.</li> </ul>

<p style="text-align: center;"><b>Student Achievement</b> <b>GOAL 1.12</b></p>	<p style="text-align: center;"><b>Recommendation:</b> <b>Foster Youth and Court &amp; County Schools</b></p>
<p><i>“When I didn’t show up, not many people at the school reached out.”</i></p> <p style="text-align: right;"><i>Student in foster care</i></p> <p>Data:</p> <ul style="list-style-type: none"> <li>• <i>49% of SFUSD youth in foster care are chronically absent.</i></li> <li>• <i>Chronically absent 7th, 8th, and 9th graders only had between a 17 and 24 percent chance of graduating.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify <b>strategic interventions to reduce chronic absenteeism</b></li> <li>• <b>Increase</b> funding to support <b>tutorial services</b></li> <li>• <b>Leverage existing site based services and systems</b> of support <b>for students transitioning between placements</b> or returning to large, comprehensive high schools</li> </ul>

<p align="center"><b>Student Achievement</b> <b>GOALS 1.8, 1.10, 2.2, 2.6, 2.14, 3.6</b></p>	<p align="center"><b>Recommendation:</b> <b>Professional Development</b></p>
<p><i>“It’s not an achievement gap for Black kids. It’s a love gap” African American parent</i></p> <p><i>“How do we know teachers are completing their training, is there a way to track if they’ve completed it? One time isn’t enough to clearly understand the reclassification process.” Parent of an EL student</i></p> <p><i>“My son has invisible disabilities. You don’t see his Dyslexia or ADHD right away. But it affects him in the classroom and many school staff members don’t know how to deal with him. He has been called lazy and he feels stupid.” Parent of a child receiving special education services in SFUSD</i></p>	<p>Provide <b>consistent training and ongoing coaching</b> for <b>principals, teachers and staff</b> in the following key areas:</p> <ul style="list-style-type: none"> <li>● <b>Cultural humility, cultural competence and implicit bias</b> for ALL focal groups</li> <li>● <b>Implementation</b> of the <b>Safe and Supportive Schools Resolution</b> to <b>provide behavior supports, strengthen positive classroom management</b> and <b>expand trauma-informed practices</b> to build a safe and supportive school culture</li> <li>● <b>Differentiation of instructional</b> to meet the diverse needs of their students, including different learning styles and the range of skills that vary within a classroom</li> <li>● <b>Ability awareness training</b> for all staff to recognize that all students receiving special education services are general education students first and to support them accordingly</li> </ul>

<p align="center"><b>Overall Staff Accountability</b></p>	<p align="center"><b>Recommendation:</b> <b>Professional Development</b></p>
<p><i>“ How do we know teachers are completing their training, is there a way to track if they’ve completed it? Staff should have to take trainings multiple times because one time isn’t enough to clearly understand the reclassification process.” Parent of English Learner</i></p>	<p>Adopt a <b>Cycle of Continuous Improvement</b> to support Professional Development Accountability:</p> <ul style="list-style-type: none"> <li>● <b>Plan:</b> What is the plan for professional development (frequency, content areas, etc.)?</li> <li>● <b>Do:</b> Hold professional development as stated in the plan.</li> <li>● <b>Study:</b> Analyze effectiveness of implementation.</li> <li>● <b>Act:</b> Go through the process of modification.</li> </ul> 

<p align="center"><b>Student Achievement</b> <b>GOAL 1.4</b> <b>Accountability</b> <b>GOALS 3.1, 3.2, 3.3, 3.4, 3.5</b></p>	<p align="center"><b>Recommendation:</b> <b>Access to Instruction</b></p>
<p><i>“ELD is not working. We need a strong curriculum – We need support for EL’s so that they are ready to reclassify.”</i> <i>Parent of English Learner student</i></p> <p><i>“Teacher was gone for almost a whole year and my child’s class had to be split throughout the day into several classes including a lower grade one.”</i> <i>Parent of an English Learner student</i></p> <p><i>Data:</i> <i>SFUSD reclassification rate is 12%. Only Chinese and Vietnamese EL students meet the district goal of 17%.</i></p>	<ul style="list-style-type: none"> <li>● <b>Purchase English Language Development (ELD) curriculum and provide adequate materials</b> across all schools to support ELD for all English Learners.</li> <li>● Develop strategies to prevent the loss of instructional minutes.</li> <li>● Ensure that <b>qualified and credentialed substitute teachers</b> are provided when staff are absent.</li> <li>● Appropriately <b>mentor, train, and support teacher interns</b> in the Pathway to Teaching program.</li> <li>● Provide equitable access to tutoring and <b>academically robust afterschool and summer programs.</b></li> </ul>

2017 RECOMMENDATIONS	2018 RECOMMENDATIONS
<ul style="list-style-type: none"> <li>• Highlight practices that are working and identify formal mechanisms to capture and share practices</li> </ul>	<ul style="list-style-type: none"> <li>• Highlight practices that are working and identify formal mechanisms to capture and share practices</li> </ul>
<ul style="list-style-type: none"> <li>• Provide adequate and appropriate curriculum for ELD and English Language Learners</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase adequate and appropriate curriculum for ELD</li> </ul>
<ul style="list-style-type: none"> <li>• Provide consistent training and ongoing coaching for principals, teachers, and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Provide consistent training and ongoing coaching for principals, teachers, and staff</li> </ul>
<ul style="list-style-type: none"> <li>• Provide tools and build capacity for schools to improve two-way communication with families</li> </ul>	<ul style="list-style-type: none"> <li>• Provide training, tools, and support to site leaders to build community and strengthen relationships</li> </ul>
<ul style="list-style-type: none"> <li>• Increase and monitor student access to technology and equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Articulate concrete steps SFUSD is taking to interrupt systemic barriers of equity</li> </ul>
<ul style="list-style-type: none"> <li>• Develop a clear implementation plan to address social-emotional wellbeing of students</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies to prevent the loss of instructional minutes</li> </ul>

## Key Questions and Concerns about SFUSD's Priorities and Budget Process

- What factors or formula is used to determine resource allocation to central departments and administration?
- What comprehensive supports will be extended to non-PITCH identified schools to prioritize African American student achievement?
- Have we reached SFUSD's goal, as indicated in the 2017-2018 Family Handbook, to implement School Wide Positive Behavior Interventions and Supports (SWPBIS) and Restorative Practices (RP) in all schools by fall 2017? If not, what are the steps to ensure full implementation?
- What recourse do students and families have when they experience racism and/or discrimination? How are those experiences being tracked, monitored and informing professional development (within schools, departments and central office)?
- What efforts are being taken to interrupt systemic barriers of equity, including access to specialized learning environments such as languages pathways, AP classes, technology, Lowell and Ruth Asawa School Of The Arts High School admissions?
- How do we communicate and support the high expectations we have for all students, and support them to achieve post-secondary success?
- How is SFUSD prioritizing access to tutorial services, summer programs and social emotional supports for foster youth, as indicated in goal 1.12, given the reduction in funds that directly support services to foster youth?
- What is SFUSD doing to interrupt the decline in reclassification for Spanish-speaking English Learners?
- Given the multiple external factors impacting educational outcomes of our focal populations, how are we maximizing and/or increasing the social-emotional supports available in SFUSD?
- How are we intentionally prioritizing and ensuring access to career pathways and academies for all students attending our Court and County schools?
- What is the cycle of continuous improvement plan to support professional development accountability?

The AAPAC, CAC, DELAC and PAC look forward to hearing back from the Board of Education and district leaders regarding the recommendations shared in this report. As representatives of diverse stakeholders, we **hope the community voices and perspective presented here will inform** the SFUSD Local Control and Accountability Plan, as well as help **strengthen the implementation of key practices across the district** intended to improve student outcomes.

Likewise, we **look forward to learning more from the answers to questions** submitted in this report that stakeholders raised during our community conversations.