



## Stakeholder Engagement in SFUSD’s Local Control and Accountability Plan Summary Report of Findings and Requested Action Steps

The LCAP Task Force includes district staff and representatives of advisory groups, labor partners and community organizations who work collaboratively to support transparency related to SFUSD’s Local Control and Accountability Plan, or LCAP. This spring members of the Task Force led a series of community conversations with our district’s stakeholders, in order to:

- Share information about the state’s Local Control Funding Formula (LCFF) and SFUSD’s tiered approach to allocating resources, services and supports to schools;
- Identify stakeholders’ priorities for potential budget tradeoffs, as state funding slows;
- Help shape SFUSD’s Local Control and Accountability Plan, and inform the district’s overall budget process.

Members of the LCAP Task Force used multiple approaches to convene stakeholders, and we succeeded in hearing from **over 450 participants** through 30 separate conversations:

- **Community conversations** in schools, connected with their site planning process;
- **Focus groups** with SFUSD advisory committees, community organizations working with families and serving students, and United Educators of San Francisco;
- Three **forums open to the public**, co-hosted by SFUSD with the Community Advisory Committee for Special Education, the District English Learner Advisory Committee, Parents for Public Schools, and Support for Families of Children with Disabilities.
- The district’s **Student Advisory Council** is conducting **surveys and focus groups** to identify student priorities, and will present **Student Voice** findings in May.

Participants in the conversations included students, families, staff and community partners, and reflected the diversity of SFUSD’s students across differences in language, ethnicity, learning needs, schools, neighborhoods and socioeconomic background. We intentionally **prioritized outreach to communities intended to be served by LCFF funding and SFUSD’s approach to resource equity**: English Learners, low-income students, youth in foster care, African American students and students receiving Special Education services.

The agenda for the stakeholder conversations was strategically different this year, with a focus on priorities and tradeoffs. By its nature this focus elicited more concerns than highlights of what participants feel is working for students and schools, but we did hear examples of effective practices. In each conversation we linked the district’s LCAP with school-site planning and the Balanced Score Card process, **to highlight the district’s overall budget context, priorities and potential tradeoffs**. Through this process **new themes emerged** – which also reinforced **concerns and priorities we have heard in previous LCAP engagement efforts**.

### Actions to Improve Student Outcomes

For the past few years the LCAP Task Force has found many stakeholders support the priorities articulated in the district's strategic plan and the LCAP. At the same time we continue to hear from many families, students, staff and community partners that these **practices are not in place on the ground**, in their schools. For this reason some of our **requested actions** are to **inform changes to the LCAP**, while others refer to **strengthening implementation** of existing district policies, services and actions.

1. **Provide adequate curriculum and appropriate materials** for teachers to support English Language Development for all English Learners.
2. **Increase student access to computers, and time to practice writing and academic work on keyboards**, to develop the skills necessary to do well on computer-based assessments.
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.
4. **Provide consistent training and ongoing coaching for principals and teachers**. Emphasize the **expectation** that principals, teachers and other school staff participate in ongoing professional learning opportunities in several key areas:
  - Increasing cultural competence and cultural humility
  - Providing behavior supports and strengthening positive classroom management
  - Expanding trauma-informed practices as part of building a safe and supportive school culture for students and their families.

### What We Heard: Major Themes from Stakeholder Engagement

#### Priorities and Tradeoffs

Across nearly all the conversations school staff, families, students and community partners had many questions about how resource allocations for schools are decided, and expressed concerns about shifts in staffing allocations for next year. They **wondered how schools would meet their students' needs with reductions in centrally funded staff**, and **struggled with the budget decisions** many schools had to make.

Through an activity **we asked participants to choose among tradeoffs for staffing options**, replicating a scenario that many school communities had to navigate this spring to finalize their site budget. While participating in this activity many students, families, district staff and community groups asked if **central offices would experience staff reductions**, and were **adamant that staff cuts should start at the top rather than at the school site level**.

Through the tradeoff activity, in most conversations **participants chose to prioritize social-emotional and behavioral supports**. While acknowledging the fundamental need for academic resources, participants felt many **students cannot successfully access the curriculum without having social-emotional and behavior supports** in place.

A common thread across five conversations **where participants chose to prioritize academic supports** was that they were **focused on English Learners**, and discussion centered on concerns about how to improve rates for students to be **reclassified as Fluent English Proficient**.

African American, American Indian and many other participants highlighted the need to **promote cultural competence, cultural support and cultural humility** among district staff. They emphasized these skills as necessary components of high-quality instruction, to **improve academic outcomes, support social-emotional success** and **reduce** persistent trends in disciplinary **referrals and suspension**. For these under-represented communities, culturally specific support was directly linked to their children's overall wellbeing and success as students.

### What's Working – and What We Need to Improve

Common themes that emerged when participants described what's working in their schools were **communication, coordination and integration of planning and services**. These elements were key factors where schools had success with academic supports, centrally funded school staff, Wellness services, after school programs, and integrating PreK with K-5/K-8 grade levels.

While we heard many positive examples of what's working, through the focus on tradeoffs these **priorities for improving or increasing services** emerged across many conversations:

- Teachers don't necessarily have the experience to support all their students. They need additional training and support to better differentiate and meet their students' needs.
- We need to better inform and support students to access academic support provided outside the classroom – by teachers, after school programs and community partners.
- Participants support communication systems such as email, texting and auto-dialer phone calls, but cautioned that for many families, a text or email is meaningless without feeling they have a personal connection with someone at the school.
- SFUSD needs to improve coordination with and among the many different community partners that serve students; and encourage schools to work with groups that reflect and represent their student communities, to support cultural responsiveness at school.
- We need more flexible transportation for students who are chronically absent or have specific challenges getting to school – including youth in foster care placements – such as small vans or ride-sharing programs to pick them up and bring them to school.
- Conversations focused on foster youth and students served through San Francisco's Court and County schools identified the need to coordinate services provided by SFUSD and community agencies; support students transitioning to a new placement; and to prioritize foster youth for services, given large caseloads for counselors and other staff.

### Questions and Concerns about District Priorities and Budget Process

- After looking at student outcome data referenced in the current LCAP participants asked **what SFUSD is doing to accelerate achievement** for African American, Latino, English Learner and other students, while holding high expectations for *all* students.
- Participants from **American Indian, Pacific Islander and Southeast Asian communities** expressed concerns that their students **are overlooked** due to being relatively small populations in the district, while a disproportionate number of American Indian and Pacific Islander students are represented among out of class disciplinary referrals, suspensions and/or dropouts.
- Participants wondered **how the district evaluates programs and strategies**, to know if they are effective. They wanted to know **how decisions are made about allocating resources** to improve implementation of priority strategies, and for this **information to be shared more publicly**.
- We continue to hear that while site planning in some schools was transparent and inclusive, in other schools **families experienced significant obstacles to being involved**, including a lack of openness about the school's budget, and concerns or feedback from parents being disregarded.
- We also heard about challenges faced by schools where their enrollment is lower than expected after the fall "10-day count" and their budgets or staffing allocations are cut. **Students continue to be placed in these schools** throughout the year and they often have high needs, but the **schools don't get additional resources** to serve them.

### Next Steps for Stakeholder Engagement

The LCAP Task Force is providing this report of findings and requested action steps to Board of Education commissioners and district leaders, including members of the SMART team and Superintendent's Leadership Team, to inform the LCAP and budget development process.

The report will be posted on SFUSD's web site (in three languages), and excerpts from it will be included in the "Stakeholder Engagement" section of SFUSD's LCAP for 2018-19. We will also share it with district-level advisory committees, schools and organizations that hosted LCAP conversations, and members of the district's Community Partnerships Network, to inform their continued work supporting SFUSD students.

Members of the LCAP Task Force will follow up with district staff to explore how findings from this report might be used to inform implementation practices, support program fidelity, and ultimately improve student outcomes across San Francisco's public schools.

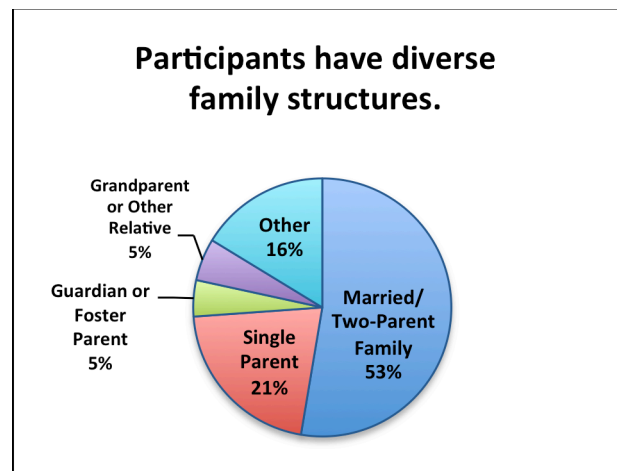
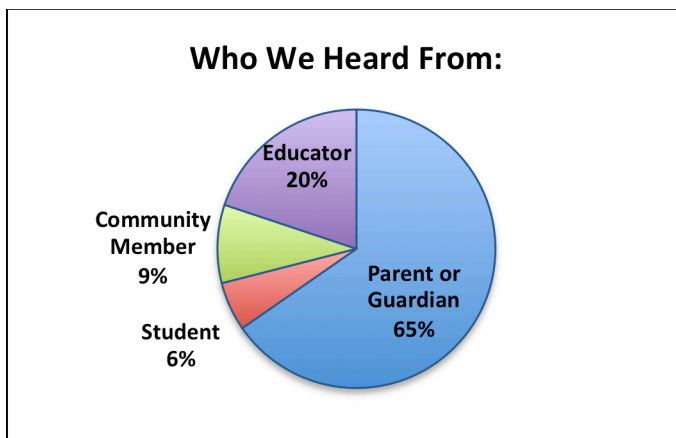
## Appendix I. Our Approach and Who We Heard from through Community Conversations

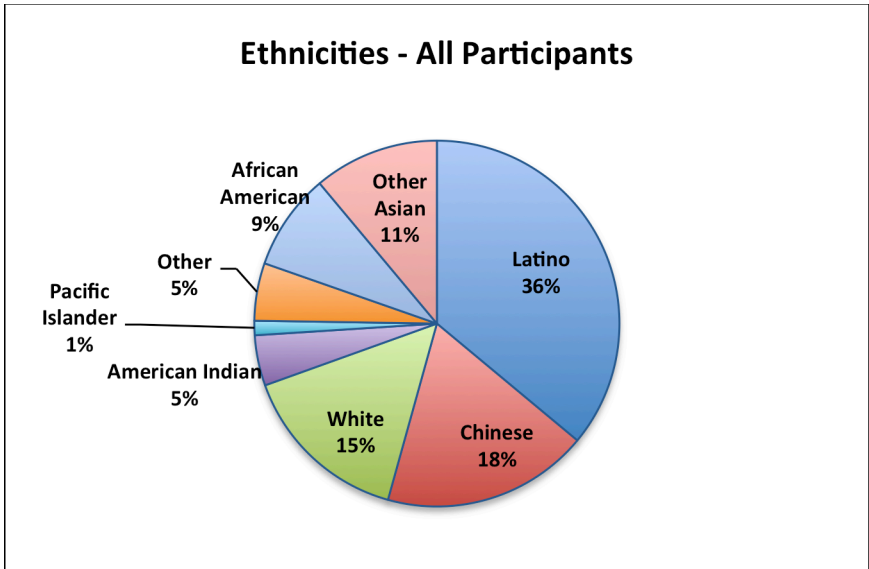
From mid-February to April **we heard from over 450 participants in 30 different conversations.** We conducted some conversations in Spanish or Cantonese, and provided interpretation in others, including support in Arabic and Vietnamese. By actively reaching out to hold conversations in schools and in trusted community settings we succeeded in hearing from participants who reflected the diversity of SFUSD's students across differences in language, ethnicity, learning needs, schools, neighborhoods and socioeconomic background.

We also **prioritized outreach to communities intended to be served by the state and SFUSD's approach to resource equity:** English Learners, low-income students, youth in foster care, African American students and students who receive Special Education services.

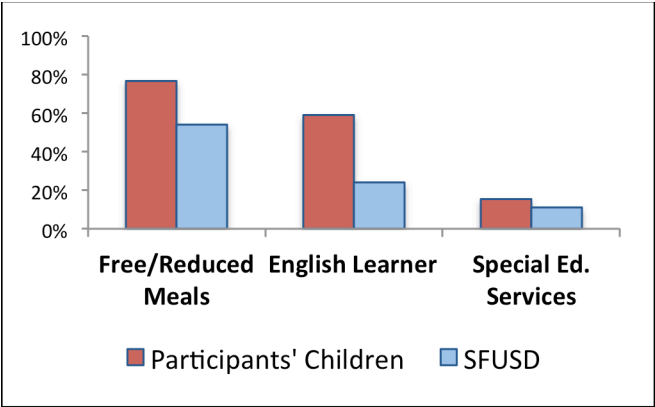
While this approach successfully allowed us to hear from many participants, by their nature these conversations tend to **elicit more concerns than examples of what is working** – especially because many participants feel this is a rare **opportunity to be heard** in expressing concerns about their children's education. The emphasis on priorities and tradeoffs also led away from discussion about what is working, as many participants **prioritize addressing things that are not working** as well.

Based on surveys returned by 313 people, the following charts show demographic information about participants in the conversations. *(Information in charts on page 6 reflects students, including children of parent/family participants, compared to SFUSD's overall student population.)*

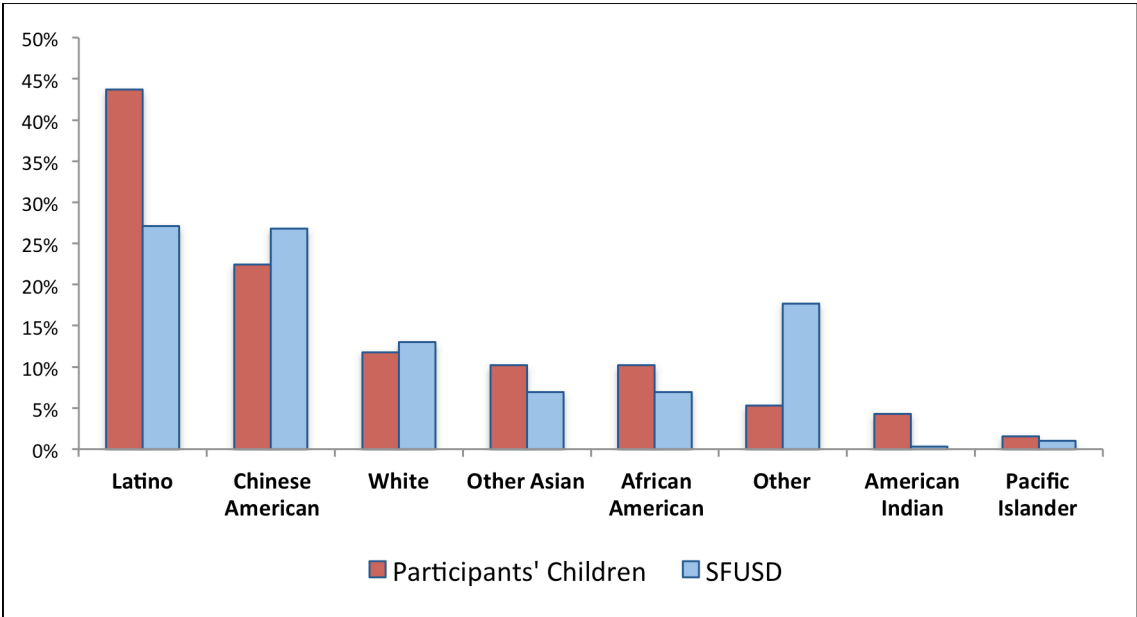




**Children of Participants Reflect SFUSD's Student Populations:**



Participants speak many languages with their children in addition to English, including Arabic, Cantonese, Mandarin, Navajo, Samoan, Spanish, Tagalog and Vietnamese.



### **Participants have children attending 62 SFUSD schools:**

**Early Education and Elementary Schools (33):** Alamo, Alvarado, Bret Harte, Bryant, Cesar Chavez, Charles Drew, Chinese Education Center, Clarendon, Cleveland, Daniel Webster, El Dorado, Fairmount, Flynn, Gordon J Lau, Guadalupe, Hillcrest, Jean Parker, Jefferson, John Muir, John Yehall Chin, Jose Ortega, Longfellow, Marshall ES, McKinley, Miraloma, Mission Education Center, Monroe, Moscone, Spring Valley, Sunset, Visitacion Valley ES, West Portal, Yick Wo.

**K-8 Schools (6):** Bessie Carmichael, Buena Vista Horace Mann, Lawton, Paul Revere, Rooftop, SF Community.

**Middle Schools (11):** Aptos, Everett, Francisco, Hoover, James Denman, James Lick, Marina, Martin Luther King, Jr., Roosevelt, Visitacion Valley MS, Willie Brown Jr.

**High Schools and Transitional Programs (12):** Balboa, Burton, Community Access and Transition Program (CAT), Galileo, June Jordon, Lincoln, Lowell, Mission, O'Connell, Thurgood Marshall, Washington.

**As well as Charter schools (7):** Five Keys, Creative Arts, Edison, Gateway, Kipp Bayview, Kipp College Prep, Leadership.

**Participants live in 26 zip codes within San Francisco,** as well as 12 zip codes in Bay Area communities (in both the Peninsula and the East Bay). The most frequent zip codes were 94112 (46), 94124 (38), 94110 (34), 94133 (18), 94122 (17) and 94134 (17).

### **Where conversations and focus groups were conducted:**

**Public forums:** Three events co-hosted with the Community Advisory Committee for Special Education, District English Learner Advisory Committee, Parents for Public Schools-SF and Support for Families of Children with Disabilities.

**Conversations at schools:** Chinese Education Center, Cleveland ES, ER Taylor ES, Fairmount ES; Francisco MS, Lawton K-8, Mission Education Center, Thurgood Marshall HS, Visitacion Valley ES, Visitacion Valley MS, Willie Brown MS.

**Focus groups with community partners:** APA Family Support Services, SFUSD Community Partnerships Network, Foster Youth Services Executive Advisory Council, Independent Living Skills Program, SF Department of Public Health LEGACY Program, Mission Graduates, Mission Promise Neighborhood, Vietnamese Youth Development Center; at Woodside, stakeholders supporting students involved in the Juvenile Justice system.

**Focus groups with SFUSD staff:** Staff working with students through SF County Office of Education; Family Partnerships staff network; School Health Programs; United Educators of San Francisco – Union Building Committee training.

**SFUSD advisory committees:** African American Parent Advisory Council (AAPAC) Leadership Team, Community Advisory Committee for Special Education (CAC), District English Learner Advisory Committee (DELAC), Indian Education Program Parent Advisory Committee (Indian Education PAC), Parent Advisory Council to the Board of Education (PAC).

## **Appendix II. SFUSD's LCAP Task Force**

Based on recommendations from the Parent Advisory Council (PAC) and District English Learner Advisory Committee (DELAC), in fall 2014 SFUSD convened district staff and representatives of advisory groups, labor partners and community organizations to work collaboratively as the **LCAP Task Force**. Task Force members develop the content and outreach plan, and convene and lead conversations, as part of the community engagement process. Participants in SFUSD's LCAP Task Force include:

### **SFUSD Departments and Labor Partners**

- Community Schools and Family Partnerships
- Foster Youth Services
- Multilingual Pathways
- Policy and Operations
- United Educators of San Francisco
- Visual and Performing Arts (VAPA)

### **SFUSD Advisory Committees**

- African American Parent Advisory Council (AAPAC)
- Community Advisory Committee for Special Education (CAC)
- District English Learner Advisory Committee (DELAC)
- Parent Advisory Council (PAC)
- Student Advisory Council (SAC)

### **Community-Based Organizations**

- Chinese for Affirmative Action
- Coleman Advocates for Children and Youth
- Mission Graduates
- Parents for Public Schools-SF
- Peer Resources
- San Francisco / 2<sup>nd</sup> District PTA
- Support for Families of Children with Disabilities
- Urban Ed Academy

### **The purpose of SFUSD's LCAP Task Force for school year 2016-17 is to:**

1. Increase and improve transparency, accountability and communication about the Local Control and Accountability Plan (both the current Plan, and revisions for 2017-18)
2. Review specific elements within the LCAP for the current year (2016-17), for example:
  - Section 3 - Appendix A budget for 2016-17
  - Section 2 – Goals & measures, and whether these reflect/demonstrate student success
3. Support timely community engagement to inform revisions to the LCAP for 2017-18.