

Local Control and Accountability Plan Recommendations

Report to the Board of Education

May 23, 2017

The African American Parent Advisory Council (AAPAC), 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 2017-2018 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 African American Parent Advisory Council, the District English Learner Advisory Committee and the Parent Advisory Council participated as key members of a team from the LCAP Task Force to develop the objectives, content and strategic outreach plan for LCAP stakeholder engagement campaign. Together we actively reached out to hold conversations at school sites and in community settings, focusing our outreach on 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 and students receiving Special Education services.

Collectively, **we heard from over 450 participants in 32 different conversations**, surpassing our goals for the number of conversations and participants. By actively reaching out to hold conversations at schools and in trusted community settings, we succeeded in hearing from participants reflecting the diversity of SFUSD's students and families across differences in language, ethnicity, types of schools, neighborhoods and socioeconomic backgrounds.

Framing the LCAP Conversations

The framing for this year's LCAP conversations centered on SFUSD's budget priorities and the anticipation and impact of revenue decreasing while mandatory expenses continue to increase. As a result, a critical piece of the LCAP dialogue focused on tradeoffs, which many school communities wrestled with as they developed their school site plans and budgets. Given this context, more concerns than promising practices surfaced; Stakeholders grappled with making tough decisions as the current centrally funded positions they have are slated for cuts next school year. This dilemma was particularly challenging at sites where they already were experiencing a sense of great need.

While school sites received an increase in their Weighted Student Formula (WSF) allocations based on their enrollment numbers for 2017-2018, for a number of schools the revenue increase was not enough to restore all of the staff positions being reduced. In many cases, school communities had to choose between prioritizing academic supports or social-emotional supports as they develop their 2017-2018 site plans. Consequently, these factors shaped the tone of our conversations.

For the complete report of the findings and actions requested from the community conversations, please consult the document, [Stakeholder Engagement in SFUSD's Local Control and Accountability Plan, Summary Report of Findings and Requested Action Steps](http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/lcap/lcap-findings-recommended-actions.pdf) at the following link: <http://www.sfusd.edu/en/assets/sfusd-staff/about-SFUSD/files/lcap/lcap-findings-recommended-actions.pdf>

Local Control and Accountability Plan Recommendations to Improve Student Outcomes

For the past few years the LCAP Task Force has found many that stakeholders support the priorities outlined 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 **there is a disconnect between the practices on the ground**, in their schools and the theories of actions articulated in our district plans. While stakeholders shared this perception during community conversations, the data also suggest a similar divide.

As a district, we are not meeting many of the goals identified in our Local Control and Accountability Plan, especially for our focal students. The data continues to demonstrate a wide gap and an increasing one in some areas. For this reason, the following recommendations are to both **inform changes to the LCAP and strengthen implementation** of existing district policies, services and actions, particularly for those impacted the greatest by the persistent gap in achievement and opportunity.

What we heard from the community:
<p><i>"How are we going to achieve the goal of 17% for FEP reclassification?"</i> -Spanish-speaking parent</p> <p><i>"We need more support with writing and reading. Not all students have the same access, there are preferences and 'wait lists' for programs."</i> -Spanish-speaking parent</p> <p><i>"Include [supports for] all subjects (e.g., Music, Art, Physical Education, English) with adequate instructional equipment and materials."</i> -Chinese-speaking parent</p>
1. Recommendation for the LCAP: Student Achievement
<ul style="list-style-type: none"> • Provide adequate curriculum and appropriate materials for teachers to support English Language Development for all English Learners.

Data for SFUSD English Learners (EL) shows only 20% of these students met or exceeded the state standard for English Language Arts and 26% for math in 2015-2016. Furthermore, the district's reclassification rate decreased overall and within every language group. As a result, we did not meet the state goal for EL reclassification in 2015-2016 falling short at rate of 12%; this rate dropped significantly from two years ago. Spanish and Arabic-speaking EL students were reclassified at the lowest rate of all EL students, 8% and 11% respectively.

What 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

"Not all families have access to a computer, especially in congested living conditions." - Chinese-speaking parent

"My son does well in class but with SBAC on the computer he really struggles. They need to give students time to learn how to do this, and focus more on writing." - Elementary school 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

"...and you have to explain / type out the answer. A lot of kids give up." - Teacher

2. Recommendation for the LCAP: **Access and Equity**

- **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.

There are many factors that determine student outcomes on the standardized tests, one variable the **district has control over is providing students opportunities to learn and practice how to compose academic work a keyboarding**. Providing students opportunities to develop this skill **could build their confidence, reduce anxiety and increase familiarity with current technology**. This factor alone may **contribute to better outcomes on standardized tests (see below)**, particularly in schools with larger groups of students who may have limited to no technology exposure at home.

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%

What 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

“My daughter is in Spanish immersion, she is proud to be bilingual, but academically she is at grade level in reading but not writing. Teacher told me she still doesn’t know her words – I feel frustrated because the teacher says she’s not ready for reclassification – she passed CELDT two years in a row. The teacher frequently says she’s doing well. She’s a model student but she never gave any suggestions about how to support her at home. We have to wait another year for reclassification.”
– Spanish-speaking elementary school parent

3. Recommendation for the LCAP: **Accountability**

- **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, is not on track to graduate or their elementary school student is not at grade level *prior* to parent-teacher conferences.

Home-school communication is high leverage strategy for improving **better student outcomes** and is critical for early interventions to be effective. **Families are eager to support their children** through their educational careers **and partner with their school** communities. This point is **especially true when indicators show interventions are required.**

What we heard from the community:

“Little support on how to differentiate curriculum for kids at different levels, starts at tier 3.”
- Middle school parent

“Need scaffold curriculum and training for teachers.” - Parent of middle and high school students

“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

“The flip side to this – where I hear about teachers struggling – the inclusive classrooms with students with more needs, the teachers don’t necessarily have the knowledge and practices to support all the students in their classroom.”
- Elementary school parent

“How (if!!) are you informing educators of PDs on cultural sensitivity?” - UESF member

“PDs for staff in effective instruction, culturally responsive teaching, etc. – Push-in support.”

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

“PD on cultural pedagogy. I mean, being culturally responsive and being aware of different cultures so you don’t offend people – and that doesn’t always happen. For example showing videos that show Native Americans in a negative way – it makes kids angry and start yelling about things – it makes kids not want to go to class.”
- Middle school student

4. Recommendation for the LCAP: **Accountability**

- **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

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

As district, we need to **ensure accountability around professional development** provided to administrators, teachers and staff, **especially culturally relevant practices to meet the diverse needs of our students**. Additionally, we need to **quantify the tools and time required to implement strategies in the classroom**, including restorative justice practices to strengthen positive classroom management. Likewise, it is essential to **provide adequate planning time during the school day to ensure effective implementation**.

What we heard from the community:
<p><i>“We need discipline support at middle school; Restorative Justice is not working!”</i> - Middle school parent</p> <p><i>“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?”</i> - Middle school parent</p> <p><i>“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 <u>plan</u> – need to involve the social worker and families more to address this.”</i> - Elementary school parent</p> <p><i>“Need for behavior health counselors beyond academic counselors to support students to decrease acting out and address behavioral challenges.”</i> - Middle school parent</p> <p><i>“The family liaison handles everything – to try and keep kids in the classroom because teachers send them out for <u>anything</u>. Well the Black and brown kids – the white kids get away with it.”</i> - AAPAC parent</p> <p><i>“It’s hard to concentrate on schoolwork when worried about what’s going to happen when I return home, where am I going to sleep tonight.”</i> – Community member</p> <p><i>“Discipline data shows systemic racist practices.”</i> – Community member</p>
5. Recommendation for the LCAP: Accountability
<ul style="list-style-type: none"> • 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, increase learning and ensure greater access to academic material.

Data presented at a recent Board Meeting on the Safe and Supportive Schools Initiative clearly substantiates parents’ concerns and the experiences of families on the ground. Moreover, the data shows that students are not benefiting from the resources available, including as Restorative Practices and other behavioral interventions. While suspensions are down, we continue to see a disproportionate number of disciplinary actions with out-of-class referrals for our focal students.

Questions and Concerns about District Priorities and Budget Process

In an effort to ensure complete transparency, the AAPAC, DELAC and PAC as representatives of SFUSD's key stakeholders, request a prompt response to the questions below:

- After looking at student outcome data referenced in the current LCAP participants asked, **what is SFUSD 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. **How is the district addressing the needs of these historically underserved students?**
- Participants wondered, **how does the district evaluate programs and strategies** to know if they **are effective**? They wanted to know, **how are decisions made about allocating resources to improve implementation of priority strategies**? Please provide an explanation.
- 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. **How are schools being held accountable when there is a lack of inclusivity and transparency regarding budget decisions? What are the accountability measures for transparency?**
- 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. **How do we ensure these schools also get the additional resources needed to serve students actively added throughout the year?**
- Participants **requested an explanation about the factors that determine a school's status for tiered supports** (Tier 1, 2 or 3) and wondered, **how are schools expected to sustain improvements in student outcomes and increase growth** when **the vital supports** that helped them make these gains **are removed**?

Questions and Concerns about District Priorities and Budget Process (cont'd)

- During community conversations stakeholders shared an **overarching desire to hold our schools harmless** with looming cuts to site budgets, and requested that **central offices share in the reductions starting at the top rather than at the school site level. What cuts** are being made **to central administrative offices, how is equity informing budget deliberations and cuts, and how do we evaluate performance to justify continued funding?**
- Our district has pledged a **commitment to fully support our schools and students with the greatest needs**, and yet we heard countless **examples of underfunded special education programs, changes in staffing** that would **reverse recent class size reductions and cuts to positions that directly contributed to student success**, including at schools with some of the greatest needs. **What criteria** were used to **determine these cuts? How are outcomes and needs of individual schools being evaluated? Can you provide a clear explanation about this process, and how stakeholders will be informed?**
- Given that we are in a contract negotiation year, **how do we ensure schools are participating in the full implementation of Restorative Practices with a culturally appropriate and responsive lens?**
- **What intentional actions** will be taken to **ensure our schools with the greatest needs, highest teacher turnovers and teachers with the least experience are getting the appropriate resources and staffing to meet their goals?**

Conclusion

In conclusion, the AAPAC, DELAC and PAC look forward to viewing SFUSD's revised LCAP for 2017-2018 in the next few weeks. As representatives of many stakeholders' voices and perspectives our **hope is to see recommendations from this report reflected** in the final and completed document. Likewise, we **look forward to learning and understanding more about the answers questions** stakeholders raised during our community conversations in the forthcoming responses from district leadership.