



San Francisco Board of Education Parent Advisory Council

Report to the Board of Education

May 9, 2017

The role of the Parent Advisory Council (PAC) is to represent parent voices and perspectives to inform Board of Education policy discussions and decisions. This report provides a brief update on the activities of the PAC.

Welcome New Superintendent and Appreciations for Interim Superintendent

The PAC wishes to extend a warm welcome and return to the district to Dr. Vincent Matthews in his new role as Superintendent of SFUSD schools. PAC members look forward to meeting with him at our last meeting of the year on Wednesday, June 7th. We are excited to hear about his vision and work with him to support our students, families, and schools.

The PAC would also like to express our gratitude to Deputy Superintendent Myong Leigh for his leadership while serving as Interim Superintendent. We appreciate Mr. Leigh for guiding our district through a smooth transition, leading with an open heart and mind, and demonstrating his commitment to SFUSD students and families.

Meeting with SFUSD Labor Relations and UESF Leadership

At our PAC meeting in April, we hosted a conversation with the Chief Officer of Labor Relations, Carmelo Sgarlato, and Lita Blanc and Susan Soloman, President and Executive Vice President, respectively, of United Educators of San Francisco (UESF). The PAC shared questions and concerns we have heard repeatedly from families over the past few years to help guide the conversation. It was affirming to learn some of the issues we raised are shared concerns and considerations for both parties as negotiations move forward.

The three main areas we discussed were:

1. Professional Development (PD)

Teachers and staff do not necessarily have the experience to support all of their students. They need **additional training and support** to meet their students' needs.

➤ How can we ensure teachers and staff get the training they need?

For example, we have heard families repeatedly express the need for more PD in the following 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

2. Home-School Communication: Accountability with Students and Families

The PAC believes this is a high leverage strategy for improving better student outcomes.

A consistent message we have heard from **parents is they are not alerted early enough when their children are struggling academically** and are often informed too late to provide adequate interventions to have a positive impact.

- **What is the current policy, understanding and/or expectation regarding communication with parents when a student is failing or struggling academically?**
- **If we have data, how can we use it to improve communication? What is the threshold for triggering communication home, a D, an F? (Parents say they receive calls home about behavior but not about academic concerns.) Who is accountable and how can the responsibility being shared and prioritized?**
- **As a district we will be transitioning to *Gradebook for All* in 2017-2018, what is the expectation for school staff regarding providing updated information regularly?**

(Currently, SchoolLoop is not mandatory so it is not always an effective communication tool for families to monitor their children's progress.)

3. Consistent Grading Policy, Common Planning Time, and Access to Courses

- **What is the conversation regarding grading policies and practices to improve consistency and fairness across the district?**
- **Is there discussion about establishing a late or early start for every school to create a common planning time?**
- **Regarding Advanced Placement (AP) classes, overall a small percentage of students have access to them. We know that some high schools offer more than others. How does the current distribution of AP classes promote equitable access? How can AP classes be distributed among *all* high schools more equitably across the district?**

School Portfolio Planning Committee

PAC staff has been participating in the School Portfolio Planning Committee this year. As an interdisciplinary team, we have tried to approach our work coherently to support planning, problem solving and decision-making around specific areas of work designed to help address inequities and make Vision 2025 a reality for all of our students.

New this year, student and parent voices and perspectives have informed the work of this committee as well as those ideas shared by school communities. Through our collaboration we have been able to develop a protocol to respond to proposals from stakeholders, both internal and external, that will be shared district-wide to support a cohesive approach.

One of our challenges, as a committee that only meets once a month for two hours, is that we have been reactive to meet short-term decisions and have not had time to pause for long-term planning. The lack of a coherent infrastructure beyond the committee causes a siloed approach and allows empowered ideas to surface and move forward without understanding how they fit in the larger context of the district's overall portfolio planning. The lack of communication with internal and external stakeholders makes it difficult to create a systems level approach, and ensure voices from underserved communities are represented.

For example, it is unclear how a the construction of a new school in Mission Bay fits into the larger strategic planning process or portfolio of SFUSD schools, or how it will impact the decision to build a new school in the Bayview, Park Merced, or Treasure Island. Likewise, how might time and resources dedicated to exploring this project affect the time and resources needed to improve existing schools where students are already enrolled?

Currently, we have under-enrolled and under-requested schools on the southeast side of town where 10,000 children live, and yet, 70-83% of these students attend schools outside of this neighborhood. It is evident that families are seeking options they believe they cannot find in their own backyard. As long as we have schools that are perceived as "less desirable" we will continue to have under-enrolled and under-requested schools. To shift this trend, it is going to require intentional actions to create innovative and high-demand programs, and expanded opportunities for families so that every seat in SFUSD's School Portfolio is a desirable one.

If Vision 2025 is our guiding our light, we need to take a holistic approach to enriching and building our school portfolio so that every school can provide access to the highest quality of teaching and learning and programming our district has to offer for all of our students.

Recommendation for the Local Control and Accountability Plan (LCAP)

Later this month the PAC will present recommendations for the district's Local Control and Accountability Plan to the Board, which will be based on stakeholder engagement carried out from February through April. We hope you had a chance to read the Summary Report of Findings and Requested Action Steps shared from the LCAP Task Force.

If you have any questions or comments about this report, or the PAC's work in general, please contact the PAC at (415) 355-2201, or at pac@sfusd.edu. You can visit us at www.pacsf.org