



**San Francisco Board of Education  
Parent Advisory Council**

**Report of Findings from  
Our Children, Our Families Council  
Community Conversations**

**December 2015**

# Report of Findings from Community Conversations on Our Children, Our Families Initiative

December 2015

## Introduction

The Parent Advisory Council's (PAC) work is closely aligned with the priorities set by the San Francisco Unified School District (SFUSD) and shaped by what we learn as a result of reaching out and listening to families across the District. Our mission is to represent and bring parent voices and perspectives to education policy discussions to inform the decision-making process.

To this end, throughout the month of November 2015 the PAC held community conversations with parents and in smaller numbers, with community members, service providers and students. The findings from these community conversations are intended to inform the work of the Our Children, Our Families Council (OCOF Council), a joint initiative between the Office of the Mayor of San Francisco and the San Francisco Unified School District.

The PAC acknowledges that the efforts of the Our Children, Our Families Council are intended to benefit *all* families living in San Francisco and all voices matter and need to be included in the development of any plan created to serve families across the city. We also recognize that this report does not reflect all families' voices and perspectives. That said, the PAC was very intentional about who we engaged in these conversations.

The PAC strategically reached out to hear from families and communities experiencing some of the greatest disparities, challenges and inequities in San Francisco, as documented in the [OCOF Council Data Report 2015](#). This approach allowed us to reach parents, community members and providers already involved in various systems of care and support, such as Families and Youth in Transition, foster youth, recently arrived immigrant families, and communities of color, who tend to experience a disproportionate number of the inequities found in our institutions, systems and society at large. These families face specific challenges that directly impact quality of life, access to services and ultimately, their ability to thrive.

Generally speaking, the families we spoke with do not attend town hall gatherings, participate in school governance structures or school meetings. These same families and communities represent minority groups that are typically underrepresented or traditionally without voice – and there is a direct correlation that parallels racial lines.

This PAC report presents key findings and represents merely a brief summary of an overwhelming amount of data gathered. Participant demographics and a list of conversations can be found at the end of this report.

## Report of Findings

From November 3 through December 1, 2015, the PAC conducted **20 focus groups and heard from over 250 parents** and community members to help inform the work of the OCOF Council. These conversations were hosted largely by community organizations and agencies already convening families and a few district advisories and SFUSD schools.

The majority of participants were African American and Latino, 30% and 29% respectively, followed by Chinese 11%, White 10%, Pacific Islander 8%, American Indian 6%, Filipino 3%, other Asian 3%, and other Non White .5%.

### Our Approach

The objectives of each conversation were to:

- **Share information** about the work of the Our Children, Our Families Council
- **Provide data to illuminate** the current status of children, youth and families in San Francisco
- **Hear from 200-250 participants** about what they think children, youth and families in San Francisco need to thrive

PAC members worked collectively to facilitate these discussions using the following questions as prompts:

1. What does “thriving” or “success” look like for your child/children?
2. What are the strengths, resources and assets that exist in your community to help children, youth and families thrive or do well in San Francisco?
3. What are the barriers that keep children, youth and families in your community from thriving?
4. What is one change you think the city or district could make that would improve your family and community’s ability to thrive?

### Brief Summary of Findings

Under each prompt question below is a summary of the central themes and ideas generated by participants from the 20 conversations we held.

*Question #1: How would you describe what “thriving” or “success” looks like for your child/children?*

#### **Key Findings for: Safety and Well-being**

- **Parents expressed their desire for a sense of safety and well-being for their children.**
  - Safe neighborhoods
  - Safe parks
  - Safe & reliable transportation
  - Safe schools
  - Access to health, dental and mental health care
  - Experience an overall sense of emotional, physical, mental and spiritual well-being.

### Key Findings for: Social-Emotional Development

- **Participants articulated their hope for children to develop a positive social-emotional outlook in life, such that they cultivate** a positive sense of self, are confident, self-aware, comfortable asking for “help,” able follow their passion, be happy and adaptive, kind and respectful with themselves and others, take pride in their culture of who they are and where they come from, possess the ability to set goals and achieve them, and demonstrate resilience when faced with challenges.

### Key Findings for: Sense of Connection & Community

- **Conversations illuminated participants’ desire for children, youth and families to be connected in their community, school and at home.**
- Parents **emphasized the importance of family time and bonding, friendship with peers and the role mentors play** in fostering a sense of connection.
- Participants made it clear that they want to be **able to take advantage of and access the resources available** and for their children to be able to participate in sports, peer groups, extracurricular activities, summer and afterschool programs.
- They hoped that their **children would be able to connect with at least one positive, caring adult** in their school, someone they could trust and feel part of a community.
- They wished their **children would find success in life, and in turn, give back to the community** that nurtured them, as a way of staying connected.
- Additionally, they **placed emphasis on the need for stable school and home placements for children and youth**, especially for youth in foster care and in transition, to feel connected, supported by someone who believes in them and to experience the support of a community to help guide, motivate and encourage them.

### Key Findings for: Meaningful Education – Quality Schools, Engaged & Connected Students

- **Participants articulated the importance of students and parents being engaged in school and their communities to reinforce** daily school attendance, being on track academically, minimizing suspensions or being sent out of classroom and instead supported to get involved in leadership activities and mentor programs, especially for youth in foster care.
- **Parents voiced a desire for quality schools staffed with qualified teachers** who build on their students’ strengths, are culturally sensitive, hold high expectations, and are trained to work with “*OUR*” kids.
- They imagined **smaller class sizes** with **greater access to their teachers** and curricula that reflects their children.
- They described **more supports to meet students’ needs**, and an overall **well-rounded education**, which includes rich **arts, music and STEM programs** in and out of school.

### Key Findings for: Meaningful Education – School Quality, Engaged & Connected Students (cont'd)

- They envisioned schools on the East side of town to be of the same caliber as those on the West.
- **Every conversation described thriving for students as reaching educational milestones that lead to high school graduates who are prepared to advance to the university and finish with a college degree.**
- Parents **identified milestones** that would indicate their **students were on track to meet this goal**, indicators such as of reading at grade level, performing at proficient or higher on assessments, and being academically stable.
- Participants thought it was important **for high school students**, specifically, to know about college, **have seen their transcript at least once**, and **received recognitions and earned scholarships** as ways to demonstrate progress toward this goal. This point was especially **emphasized for foster youth**.

### Key Findings for: Workforce Development & Employment

- **Participants shared their desire for youth and parents alike to have work, a job or career they enjoy.**
- Parents said **internships, job training and workforce development programs would help secure better, stable full-time employment.**
- They hoped for a *“positive push and support for kids toward their futures to help them thrive toward future goals.”*

### Key Findings for: Housing

- **Every conversation identified the need for accessible, affordable, safe and stable housing** with open, green spaces for children, youth and families to thrive.

*Question #2: What are the strengths, resources and assets that exist in your community to help children, youth and families thrive or do well in San Francisco?*

There were an incredible number of community organizations, programs and services cited as strengths, resources and assets in participants' communities. The table below captures a partial list on those mentioned.

Here is a partial list of what families identified as positive strengths in their communities:

<b>Children &amp; Youth Programs:</b>		<b>Children &amp; Youth Programs with a Cultural Lens:</b>	
<ul style="list-style-type: none"> <li>• YMCA</li> <li>• Boys &amp; Girls Club</li> <li>• Girls 2000</li> <li>• College Track</li> <li>• SF Park &amp; Rec</li> <li>• Beacon Centers &amp; other afterschool programs</li> <li>• SF Public Libraries</li> <li>• BAYCAT</li> <li>• Head Start</li> <li>• TARC (Truancy Assessment Resource Center)</li> <li>• Mentorship programs</li> <li>• Wu Yee Children’s Services</li> </ul>		<ul style="list-style-type: none"> <li>• Bayview YMCA</li> <li>• Chinatown YMCA</li> <li>• Samoan Community Development Center afterschool program</li> <li>• Indian Education Tutoring Program</li> <li>• Friendship House &amp; other Native Youth Program</li> <li>• Omega Boys</li> <li>• SF Achievers</li> <li>• B Magic</li> <li>• Mission Graduates</li> <li>• Community Youth Center</li> <li>• Saturday STEM Program in BVHP</li> <li>• Foster Youth liaisons in schools</li> </ul>	
<b>Parent Support:</b>		<b>Health &amp; Well-being:</b>	
<ul style="list-style-type: none"> <li>• Parent Voices &amp; Children’s Council</li> <li>• Mission Graduates</li> <li>• Talk-line &amp; its programs</li> <li>• CARECEN</li> <li>• Chinese for Affirmative Action</li> <li>• Women’s Resource Center</li> <li>• Instituto Familiar de la Raza</li> <li>• Coleman Advocates</li> <li>• Native American Health Center</li> <li>• Title VII Indian Ed. Program</li> <li>• Huckleberry House</li> <li>• Vis Valley Parent Group @ 1099 Sunnydale Avenue</li> <li>• Support for Families of Children with Disabilities</li> <li>• PPS-SF</li> <li>• Samoan Community Development Center</li> <li>• Free MUNI program</li> <li>• Food Banks &amp; Pantry Programs</li> </ul>		<ul style="list-style-type: none"> <li>• Native American Health Center &amp; other neighborhood health centers</li> <li>• Westside Mental Health</li> <li>• Homeless Prenatal</li> <li>• Occupational therapy centers</li> <li>• SFUSD school site Wellness centers</li> <li>• Lighthouse for the Blind</li> <li>• 2 Years of “Seedfolks” (Summer health &amp; wellness program)</li> <li>• Alfa Pregnancy Center</li> <li>• School Dental Check-up programs</li> <li>• Black Infant Health Program</li> <li>• Special Olympics</li> <li>• Golden Gate Regional Center</li> </ul>	
<b>General Family Support:</b>			
<ul style="list-style-type: none"> <li>• Free Lunch Program</li> <li>• MYEEP (Mayor’s Youth Employment Education Program)</li> <li>• Shelters</li> <li>• SF Firemen (toy drive)</li> <li>• Kindergarten to College Account</li> <li>• Medical, SF Health Plan, etc.</li> <li>• African American Parent Advisory Council</li> <li>• Indian Education Parent Advisory Committee</li> <li>• Pacific Islander Task Force</li> </ul>		<ul style="list-style-type: none"> <li>• Therapy offered at schools</li> <li>• Community partners that supply backpacks, school supplies, school uniforms, shoes,</li> <li>• NERT &amp; Disaster readiness programs</li> <li>• Casa de Las Madres</li> <li>• Strengthening Families Program in BVHP</li> <li>• Treasure Island Homeless Development Initiative</li> <li>• Raphael House</li> <li>• Young Community Developers</li> <li>• Dr. Shabazz Family Resource Centers at CCSF</li> <li>• St. Anthony’s clothing referral &amp; other support from church communities</li> </ul>	

Question #3: What are the barriers that keep children, youth and families in your community from thriving?

#### Key Findings for: Housing

- **All conversations highlighted the challenge of finding accessible, affordable, safe, and stable housing for families in San Francisco. This finding was the most critical issue identified.**
- Besides being **too expensive**, some thought there were **too many requirements to find housing**.
- Both **Latino and African American** community members **expressed** a sentiment of **“stop kicking/pushing us out of the City of San Francisco.”**
- Likewise, **families from the Samoan community expressed concern about potential displacement and relocation when the Sunnydale housing revitalization project begins.**
- **Newcomer immigrant families talked about overcrowded living situations** - Single Room Occupancy units or rooms with *extremely* poor living conditions.
- Others shared, **“When you have to worry about where you’re going to sleep at night, that’s a problem.”**
- For **foster youth**, we heard, **“Staying stable in one school”** is particularly **important when the home placement is not.**
- **Families living on Treasure Island explained they have limited access to resources, such as children, youth and family programs, transportation, health supports and school choice.**

#### Key Findings for: Support for Parents and the Family as a Whole

- **Several participants described a lack of sufficient parent support, resources and access to information about such resources.**
- We heard about parents’ inability to be involved when they are trying to address their own mental health issues and basic living needs.
- Parents noted a **lack of affordable childcare and/or not enough slots for daycare, preschool, afterschool and summer programs.**
- **Translation and interpretation services are not always available** to provide families access to information regarding programs and resources for their families to enroll or participate. *“Programs applications are not in our home language.”*
- Participants **questioned program income guidelines** – *“Program eligibility requirements are challenging (a lot of requirements and difficult)”*; *“Income limits to qualify for programs are not flexible...”*
- Parents **emphasized the need for greater support for parents to advocate for their children**, especially for those new to the U.S., navigating the IEP process, have low literacy skills or whose children are falling *“through the cracks.”*
- Others noted a need for **programs that support major transitions in education that “Set our children up for success.”**

### Key Findings for: Safety: Crime, Violence & Other Challenging Issues

- **Many participants identified violence, gangs, crime and drugs as well as a lack of green, open and safe spaces and access to healthy food and grocery stores** in their communities as barriers for families to thrive.
- **African American** participants in the Bayview shared concerns about **police brutality, harassment and lack of security due to violence and crime** in their neighborhood.
- **Discrimination, Poverty, Racism, Domestic Violence, Adult and Childhood Post Traumatic Stress Disorder/Trauma and Illiteracy** were all stated as major barriers to a fundamental state of health and well-being.

### Key Findings for: Meaningful Education – School Quality, Engaged & Connected Students

- **Many parents had concerns about what they perceive to be a disparity in the quality of schools across the district**, not all schools are the same. Not all schools have the same care, respect, relational connection with the students and families or offer the same programs. *“No access or limited access to music/arts/dance programs.”*
- **Administrators and teaching staff are not consistently familiar with the new curriculum and standards** and sometimes **lack experience, classroom management skills and/or delivery of rigor**.
- **From Latino, Native American, Samoan and African American communities**, we repeatedly heard across the board how their children were **not seen as having the same learning potential as their peers or for the assets they bring to their school** community. They also **expressed the importance of having their children reflected in the curriculum** favorably and authentically.
- **These same communities shared** that district **staff often seem to be unaware** of their **children’s cultural, community background and their needs** other than stereotypical.
- **African American families**, in particular, repeated concerns that more often than not, their children had the teachers with the least amount of experience and training.
- **Samoan families expressed concerns** that because their community is small in numbers **they often get overlooked and their children fall through the system** as a result.
- There was a reoccurring theme of **“East side of town schools vs. the West” and the quality found in each**. Parents **on the east side** stated their children are being **dealt a “half hand instead of a full hand.”**
- Some **parents wondered how schools could pass students along to the next grade when their skill levels were extremely low**. *“Schools are just passing my daughter along – she is in 5<sup>th</sup> grade reading at 1<sup>st</sup> grade level.”*
- **Bullying, including intimidation of newcomer students, was identified as a critical issue.**



### Key Findings for: Meaningful Education – School Quality, Engaged & Connected Students (cont'd)

- **Class sizes were described as too large and impacted by all of the various student needs and diverse learning foundations** found in classrooms, which is **compounded** by a **shortage of classroom support**. Some asserted, **“Inclusion services are not always sufficient.”**
- **Parents noted that communication from the schools is consistent when a child is acting up but not when they are failing academically.**
- **Nearly every conversation mentioned the concern about behavioral issues in the classroom and thought there was not enough support for teachers to deal with this situation and its impact on other students’ learning.** Teachers need support on how to navigate and create an inclusive school climate without jeopardizing teaching and learning.
- **Parents of newcomer students expressed a sense of loss when their children transition from their newcomer school (CEC & MEC) to the larger, comprehensive schools and find it difficult for their children to connect in the larger school communities.**

### Key Findings for: Transportation

- **Transportation directly affects – school choice and attendance; parent engagement and involvement; impacts participation in afterschool programs and events, sports, and extra-curricular activities; access to children, youth and family support systems and resources.** *“No transportation for kids who want to play on sports teams, especially for parents with no car.”*
- **Some shared when foster youth have a home placement outside of S.F. and still attend their home school in S.F. to maintain stability, they do not qualify for the Free MUNI Program, but could benefit from it.**
- **Families of children with disabilities cited the need for a higher level of support on school buses for their students.**
- **Many participants on the southeast side of the city expressed concerns about the quality of service of public transportation, its reliability and access.** *“Afterschool programs – more parents would allow their children to attend afterschool programs if there were safe, reliable transportation home, on this side [southeast] of the city.”*
- **Families living on Treasure Island explained that the bus routes to pre-designated middle schools limits their choice for student assignment if they want to access this bus service.** Likewise, they felt without transportation it is **difficult for their children to participate in school events, afterschool programs and extracurricular activities**, such as sport teams. *“We need access, on the outskirts, when programs closed we see the impact. Kids need to be able to participate in their school programs but can’t without transportation. Easy to disconnect from school community when they don’t participate.”*

### Key Findings for: Workforce Development & Employment

- Participants **identified a desperate need for more job training and skills development programs for both youth and adults in order to have greater opportunities** for sustainable employment, be financially secure and find permanent full-time work. *“It is a challenge when we’re given temporary, part-time jobs in the Welfare-to-Work program but want permanent, full-time work to do better for ourselves and our children.”*
- **Many articulated** a need for more **internships for youth to gain skills, experience and knowledge to ensure their skills are marketable.**
- **African American parents in the Bayview** voiced their **frustration** at having to witness the transformation of **their neighborhoods with the growing presence of tech companies**, and **yet their children are not benefiting from the internships and jobs** with these companies.

### Key Findings for: Access to Technology and Internet

- **Participants cited lack of universal access to technology and the Internet at home.** They described this inequity as impacting students’ ability to competitively perform their assignments, projects and develop basic skills such as keyboarding.
- **Students and parents often lack basic keyboarding skills.** Some wondered how this skill **impacts** their children’s performance on the **new computerized assessments.**
- **Not all schools have computer labs.**
- **Parents often are inadvertently excluded from school and teacher communications.**
- **Parents are limited in their access** to information, knowledge and accessing **potential resources.**

*Question #4: What is one change you think the city or district could make that would improve your family and community’s ability to thrive?*

### Key Findings for: Housing

- **Families stressed the *critical* need for more accessible, affordable, safe and stable housing in our city** with safe green spaces and **access to healthy food and grocery stores**; free of drugs, crime and violence for children, youth and **families to thrive.**
- **Create more housing like Bayview Hills Garden**, which **provides onsite wraparound services and programs** for youth and parents who were formally homeless.
- **Monitor fair housing conditions** that meet Health Department **health and safety codes**, including basics such as kitchen and bathroom. *“Need to address health concerns regarding mold in our homes – enforce building codes/upgrades. This is impacting our children’s health, affecting school attendance.”*

### Key Findings for: Housing (cont'd)

- **Provide social-emotional support** for those who lack basic housing and/or are facing homelessness.
- We need, *“Housing for all families, which is not segregated, but included in a mixed income community.”*

### Key Findings for: Support for Parents and the Family as a Whole

- **Provide parents** with available resources as opportunities present themselves, e.g. during the IEP process.
- Families would like to see **afterschool programs reach more students**, work in **collaboration with schools and student education**, form **part of a wraparound network** that supports family and also **includes cultural sensitivity and awareness** as a key factor.
- **Increase access, review income eligibility** requirements, **expand the number of slots** for affordable **childcare, preschool, afterschool and summer programs**.
- **Expand mental health support, programs and services.**
- **Make evident families’ impact** from these conversations, *“We want proof, evidence and acknowledgement that we’ve been heard.”*

### Key Findings for: Safety, Violence Prevention & Community Support

- **Keep schoolyards and parks open and monitor on weekends & expand free days at museums.** *“Families should be able to enjoy places to go to in the city for free, more than just the first Wednesday of every month.”*
- **Inform families about their rights regarding police** conduct and **structure intentional police engagement with the community.** *“Keep our community safe and work together with our police keep guns in their places.”*
- Open *“Nice grocery stores and farmers markets in the Bayview.”*
- **Improve parks and playgrounds in Bayview.** *“Hunter’s Point Youth Park – open it again!”*

### Key Findings for: School Quality, Engaged & Connected Students

- **Strengthen and improve the quality of schools.**
- Continue to **provide and expand the quality of professional development** for administrators, teachers, substitutes and staff, including all areas of general, bilingual/immersion and Special Education, on topics such as:
  - Cultural competency
  - Differentiation of instruction
  - Getting to know your students (personal and family background, strengths, challenges & issues)
  - Establishing relational trust
  - How to address discipline and behavior issues through positive interventions
- **Communicate and partner with families, “Don’t wait for kids to fall behind before getting them support or interventions.”**

### Key Findings for: School Quality, Engaged & Connected Students (cont'd)

- **Lower class size** to support meeting students' needs
- **Expand language programs** and **slots** in immersion programs.
- **Increase support for discipline and behavioral issues** in schools.
- **Help students and families understand U.S. culture, navigate the educational system** and **support newcomer students to transition** to larger, **comprehensive schools**.
- **Expand mentorship programs**.
- **Lift student morale, motivation and encouragement**, especially amongst African American, Latino, Pacific Islander, youth in foster care and newcomer students.

### Key Findings for: Transportation

- **Revisit the impact transportation service has on school attendance, student engagement and school enrollment.**
- **Provide central pick up and drop off zones for SFUSD schools**
- Offer, *“Transportation shuttle for afterschool program – it’s about safety.”*
- **Provide transportation for foster youth to ensure school stability and home placements** that allow access to their school of origin.
- **Review eligibility requirements for Free MUNI Program** for foster youth.

### Key Findings for: Workforce Development & Employment

- Provide **more workforce development programs** that help parents secure permanent full-time work.
- House *“Job skill programs for parents in schools so they can be at the school and show their children they’re learning, too.”*
- **Increase the number of summer jobs, internships and workforce development programs available for youth.** *“Create a job readiness clinic for teens 14-18yrs of age, have clinics community based.”*

### Key Findings for: Access to Technology and Internet

- **Participants want free universal WiFi access in our city**, a hub for technological advancement.
- **Parents urge tech companies in S.F. to invest financially, provide internships and “adopt two or three schools.”**
- **Create mentorship programs that specifically partner with tech companies.**
- Help families **gain access to computers.**
- *“Tech companies could help with a database system – merge them so that they speak to each other”* to support alignment and **coordination of services for foster youth.**
- Support the **electronic transfer of records (CUM folders) to expedite supports for foster youth.**

## Who We Heard From

From November 3 through December 1, 2015, **PAC members** and staff **conducted 20 community conversations** about what families in San Francisco need to thrive. We **heard from 250 participants**. Based on surveys from 80% of the participants (200):

- 76% were parents/guardians/relatives
- 8% were students
- 8% were educators/district staff
- 8% were community members

They represented **69 different SFUSD schools** and 16 non-SFUSD schools:

- 38 Early Education and K-5 schools
- 5 K-8 schools
- 12 Middle schools
- 14 High schools
- 13 Charter, private or parochial school
- 3 Post secondary schools

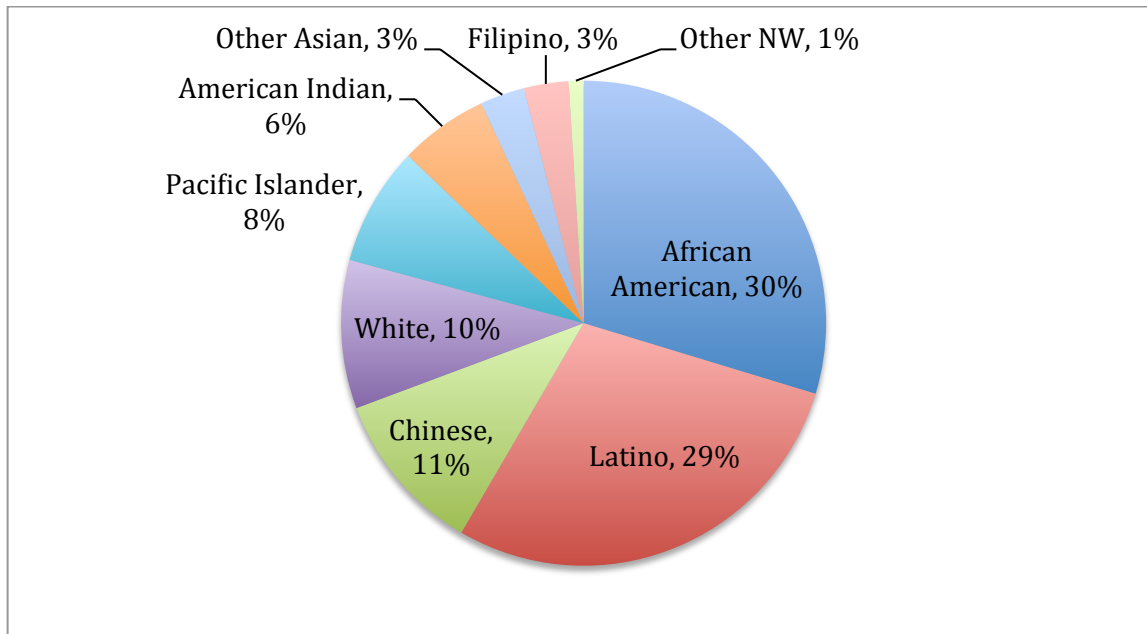
Of the participants:

- 38% speak a language other than English in their home
- 72% of their children qualify for free or reduced-price meals
- 26% of their children receive Special Education services
- 6% were either a foster parent or provider of a student in foster care

Participants' home languages:

- 62% speak English
- 26% speak Spanish
- 11% speak Chinese
- 1% speak other languages, including Samoan, Tagalog and Vietnamese

### **Ethnicity Of Participants**



### Zip Codes of Participants:

Zip Code	Number of Respondents	Zip Code	Number of Respondents
94124	41	94109	2
94112	28	94116	2
94110	25	94117	2
94134	17	94118	1
94133	12	94108	1
94130	10	94121	1
94103	10	94126	1
94102	4	94131	1
94122	4	94154	1
94114	3	94158	1
94115	3	94611	2
94132	3	94605	1
94107	3	94015	1

## Where We Held the Conversations

The following table provides a schedule of the community conversations the PAC conducted to support the outreach and community engagement campaign of the Our Children, Our Families Council:

DATE	HOSTING AGENCY, ADVISORY OR SCHOOL
October 16, 2015	Parent Advisory Council of the San Francisco Board of Education
November 3, 2015	Indian Education Parent Advisory Committee
November 4, 2015	Samoan Community Development Center
November 5, 2015	Parents for Public Schools Latino Parent Club at CCSF
November 10, 2015	Families & Youth in Transition Council
November 10, 2015	Chinese Education Center (newcomer school)
November 10, 2015	Foster Parent Association
November 16, 2015	LEGACY (Lifting and Empowering Generations of Adults, Children and Youth), a DPH Program
November 17, 2015	Carver Elementary School
November 17, 2015	Northridge Cooperative Homes in Bayview Hunter's Point
November 18, 2015	Dr. Betty Shabazz Family Resource Center at City College of S.F.
November 19, 2015	Garfield Elementary School
November 19, 2015	Foster Youth Service Providers meeting
November 19, 2015	African American Parent Advisory Council
November 20, 2015	Malcolm X Academy
November 20, 2015	Children's Council of San Francisco
November 23, 2015	Support for Families of Children with Disabilities
November 24, 2015	Mission Education Center (newcomer school)
November 30, 2015	Treasure Island Parent Council
December 1, 2015	Mission Graduates Parent Leaders Group

## Conclusion

The PAC appreciates the community organizations, district advisories and SFUSD school communities that hosted these conversations. We thank the families, community members, service providers and students who participated, opened their hearts and shared their stories. Likewise, we extend our gratitude to the childcare providers and interpreters for making it possible for *more* families to participate. PAC members hope this report will truly serve to inform the work of the Our Children, Our Families Council.