



Stakeholder Engagement in SFUSD’s Local Control and Accountability Plan Summary Report of Findings and Requested Action Steps – April 2019

The LCAP Task Force includes SFUSD 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 – in our sixth year of conducting LCAP engagement – members of the Task Force led a series of community conversations with district stakeholders to inform the budget and LCAP process, with these objectives:

- Increase transparency, understanding and accountability about SFUSD’s LCAP and budget by sharing information about the state’s Local Control Funding Formula (LCFF) and SFUSD’s tiered approach to allocating resources, services and supports to schools;
- Bring the voices and perspectives of students, families, educators and community members to district leaders, to strengthen evaluation and implementation of the LCAP; and
- Encourage families to participate in the site planning process at their children’s schools.

The LCAP Task Force uses multiple approaches to reach stakeholders. Over the past six years we have spoken with **over 2,000 people**, including students, families, district staff, and community partners. This spring we heard from **219 participants** through **16 stakeholder conversations**:

- **School-based conversations** connected with the site planning process (including sharing discussion prompts with all participants at the district’s annual School Planning Summit);
- **Focus groups** with SFUSD advisory committees, school and central office staff, public agencies, and community organizations serving students and families;
- **Public forums**, hosted by the African American Parent Advisory Council and the Community Advisory Committee for Special Education, the District English Learners Advisory Committee, and the Community Partnerships Network.
- In a parallel process, the district’s **Student Advisory Council** conducted **surveys and focus groups** to identify student priorities, and will present the **Student Voice** findings separately.

For the second year in a row we **prioritized outreach to the Superintendent’s PITCH schools**, in addition to our ongoing focus on **communities intended to be served by state 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. As a result, we succeeded in hearing from families reflecting the diversity of SFUSD’s students across differences in language, ethnicity, learning needs, schools, neighborhoods and socioeconomic background.

During our conversations we described the state’s Local Control Funding Formula and the **district’s overall budget context**, and asked participants to share their **ideas and priorities for maximizing resources** to improve student outcomes. We also emphasized the connection between the development of the district’s LCAP and school site plans – the Balanced ScoreCard (BSC).

While the conversations this spring **reinforced many concerns and priorities we heard in previous years of LCAP engagement**, our report also highlights **new themes that emerged** this year.

What We Heard: Major Themes from Stakeholder Engagement

As in previous years, we found that **participants generally agreed with district priorities**. However, many reported the **need to strengthen the implementation of key practices** that are identified in the LCAP. They asked **what actions SFUSD is taking to accelerate achievement** for African American, Latino, English Learner and other focal students, while holding high expectations for *all* students. They wondered how the district **shares information among schools about successful practices**, and **how schools and SFUSD overall are held accountable** to improve student outcomes.

While **many participants shared examples of what they see is working** in schools, in general the conversations highlighted **what needs to be improved** – primarily because we intentionally reached out to hear from SFUSD’s focal student communities, and invited their perspectives on ways to **interrupt patterns of systemic inequity** across the district.

Similar to previous stakeholder conversations, this year most of what we heard focused on **how to strengthen implementation of priority actions and services** reflected in the district’s LCAP and strategic plan. In conversations at school sites, we found this challenge to be closely **tied to urgent concerns about diminishing budgets** and ongoing – or increasing - needs for staffing and support.

Questions and Concerns about District Priorities and Budget Process

As in previous years, participants wondered **how the district evaluates programs and strategies**, to know if they are effective; and wanted to know **how decisions are made about allocating resources** to strengthen implementation of these strategies. They want practices that are working to be **documented and promoted** with other schools, and for this **information to be shared more publicly**.

- What stood out this year: Participants described how placing students with high needs in under-enrolled schools throughout the year results in a concentration of those students in certain schools, which impacts all students’ educational experiences and opportunities. They urged policy makers to address these resource inequities and to create a more equitable system for placing students throughout the school year.

“The district should keep open seats available in Tier 1 schools for students who enroll throughout the school year – rather than concentrate them at underenrolled Tier 3 schools – especially since we don’t receive additional funding for students with IEPs and other needs.”

“We have buckets catching water in our classrooms, ceilings falling and holes in the walls.”

School Site Council members at high school.

“Under-enrolled schools receive students throughout the year – and highly-enrolled schools never receive those students. Reserve spots at all schools for high-needs students, don’t just send them all to a few schools with open seats.”

“How do we reconcile this? Is this equity?”

Parents at elementary school African American Parent Affinity Group.

SFUSD’s stakeholders appreciate what’s working – and what needs to be nurtured and expanded.

- As they have in the past, participants emphasized the **importance of literacy skills** and identified **successful interventions** for students who are reading below grade level. This year, participants highlighted the **new Wonders curriculum to support English Language Development** for English Learners.
- Families emphasize the **importance of behavior supports** and consistency in the use of **Restorative Practices**, to create positive school culture beyond focusing on specific conflicts. They also highlight the need to implement these approaches in ways that **serve and include students with disabilities** and communication barriers.
- Stakeholders across many conversations appreciated and recognized the importance of **services provided by community partners**, both during the school day and through afterschool and community-based programs.

“Reading. My daughter loves to read, loves books, the library. I love this school!”
Parent at elementary school.

“Schools are adding social workers to partner with kids and families to match them with services they need, and bring those onsite to meet with students.”
Member of Parent Advisory Council.

“My child has an IEP and has benefited a lot from his services. The teacher gave him work to do to manage his behavior, and there are specific staff to support him with this.”
Member of District English Learners Advisory Committee.

“These successful practices need to be across the board. In a given classroom this could be happening beautifully but maybe not across the hall, or a mile away at a different school.”
Social worker at Early Education District Parent Advisory Committee.

However, we also heard **continued frustration** among stakeholders who have participated in previous SFUSD outreach initiatives, who have not been seeing changes or improved results for African American students, English Learners, Foster Youth and other focal student populations. A number of families said, “The District keeps asking us what we need, and we tell them, but we don’t see anything changing.”

“Why do we keep seeing the same outcomes and data over so many years?”
Service provider at Community Partnerships Network.

Conversations this spring echoed many of the concerns we have heard through six years of stakeholder engagement – but a few new themes stood out.

1. As in previous years, school site leaders, central SFUSD staff, families, and community partners all had **questions about how decisions are made when allocating resources**. They recognize the challenge of inadequate funding for public education, but are concerned about budget and staff allocations and asked for more clarity and transparency about these decisions.

- What stood out this year: Participants expressed frustration about the reduced purchasing power of site funding, forcing them to make difficult trade-offs and cutting staff in order to balance site budgets for next year. This was true even for schools primarily serving low income and focal student populations, including Tier 3 and PITCH schools.

*“This is impossible. This school cannot afford to lose support services.”
Parent at elementary school African American Parent Affinity Group.*

*“At this point we’re just trying to stay afloat with the limited resources we are given. We practice equity at the school but it isn’t being practiced on us in any sustainable way.”
Member of high school School Site Council.*

2. Time and again, stakeholders emphasized that **teachers cannot do it alone**, and need **additional support** to meet the needs of all their students. They highlighted the importance of **district and site support** staff, as well as **collaboration** with **community organizations and families**.

- What stood out this year: Participants highlighted the need for more professional development to implement district curricula, and creating a feedback loop to assess and strengthen PD relevance and impact.

“We ask too much of teachers.”

“As a general education teacher with 7-8 students with IEPs, an issue was how to make the lesson approachable for all students. What I learned from Special Education teachers is useful for other students too.”

Participants in public forum with African American Parent Advisory Council and Community Advisory Committee for Special Education.

3. As we’ve heard in previous years, **families want to be connected, with their children’s schools and with each other**. Families in stakeholder conversations consistently express their **commitment to support all students**, beyond their own children. **They value affinity groups**, such as English Learner Advisory Committees and African American parent groups – and they want to **connect with each other across differences of race and culture**.

- Families want to support their children’s academic success. While they appreciated workshops and events at school, they asked for training and resources to support children’s learning at home.

“We need support to do homework with our kids, and more connection to academics outside of school – so kids have options for learning activities other than screen time.”

Parent at elementary school.

“I’d like to have workshops with the children also participating, to use games and multimedia, because I’m not sure how to put into practice at home the things we learn at the workshops.”

Parent at Early Education District Parent Advisory Committee.

- What stood out this year: Families entering Kindergarten need support with the enrollment process and to **transition their children to elementary school** – and not all schools are reaching out to welcome their new students.

“For the transition to Kindergarten I feel lost. I hope we hear before August 19th what we should expect. Since this is my first child going to Kindergarten I would like more information on how to prepare her for that transition.”

Parent at Early Education District Parent Advisory Committee.

4. Across all stakeholder groups participants continue to emphasize accelerating **academic progress**, reducing **chronic absenteeism**, and promoting **social-emotional supports** to address challenging student behavior. They’re clear about the profound connections between school culture and student academic outcomes, and prioritize **investing resources to support students’ social and emotional well-being**.

- What stood out this year: Participants across many conversations highlighted the importance of nurturing social-emotional learning, including mindfulness and managing emotions, and emphasized the need to expand access to supports – including mental health services.
- Participants also described how staff designated to provide Tier 3 academic interventions are being pulled from providing direct services to focal students in order to cover general staffing needs, for example supervising the yard or managing student behavior.

5. Participants across all conversations identified both **challenges** and **ways to support SFUSD’s focal student populations**. They pointed to **systemic barriers for students** and the complexity of **multiple intersections that students experience**. For example the majority of students in foster care are African American, while others are English Learners, and many youth in both populations receive Special Education services. Students experiencing homelessness or involved in the Juvenile Justice system must navigate similar patterns of overlapping experiences – where **multiple factors impact their educational outcomes**.

- In conversations with African American, Latino and other focal populations, families expressed the need for schools and teachers to **build positive relationships** with students, families and their communities - to better meet their students’ needs, hold high expectations for their success, and diminish the negative impacts of implicit bias.
- As in previous years, participants emphasized the need to **promote cultural humility and cultural competence** among school and district staff. This was highlighted as a key element of high-quality instruction, to **improve academic outcomes, support social-emotional success** and **reduce** persistent disciplinary **referrals and suspension**.

“Black students are at the back of the line. How do we get to the front of the line?”

*Parent at public forum with African American Parent Advisory Council and
Community Advisory Committee for Special Education.*

“Especially for Black males, teachers already have them on thin ice. They don’t have a chance from the moment they walk into class. Schools need to stop adultifying African American boys.”

Parents at elementary school African American Parent Affinity Group.

- Families and community stakeholders talked about the need to expand access to **tutoring and academic support** services – during the school day, after school and through community-based programs. **English Learner families**, in particular, rely on homework support provided through after-school programs because they cannot navigate the English-language materials.
 - Stakeholders also identified challenges for **English Learners** who are not quite reaching the goals to be reclassified Fluent English Proficient. Many participants questioned **why Spanish-speaking students are being reclassified at such a lower rate** than other student and language populations.
 - What stood out this year: Educators and families highlighted their concerns that services identified in students’ **Special Education Individual Education Plans (IEPs)** are not being fully delivered, and that insufficient time is being spent on **English Language Development** for English Learners.
 - In conversations focused on **youth in foster care** or involved with the **Juvenile Justice system**, participants continue to identify the need to **better coordinate among services and systems** for support. This is crucial when students **transition between placements** or return to school - particularly to large, comprehensive high schools.
6. **We can improve access to community resources to support schools and students.** As in previous years, across many conversations participants highlighted the need to **support coordination among schools, district departments, and service providers**, to connect schools, students, and families with **services that are available**.
- What stood out this year: Stakeholders pointed out strategic opportunities to fortify SFUSD’s **community schools model**, especially with the scope of services funded by the City’s Department of Children, Youth and Families. For example, 17 of the 27 Beacon sites are also PITCH schools. Strengthening coordination and collaboration across these priority initiatives would improve their implementation and impact.
 - Every school needs clear systems and structures to better match their site needs with community-based services, and to support coordination and collaboration among their community partners. Strengthening these systems will help schools to maximize the impact of the resources available to serve their students and families.

“How can we really bridge and collaborate across organizations and programs, at school sites and in the district overall – not to be in competition but have more support for collaboration?”

Service provider at Community Partnerships Network.

7. Finally, what stood out to us this year: Stakeholders asked that teachers, staff and district leaders **consult students directly** when making decisions and identifying priorities.

“We ask that schools give our children confidence to speak for themselves.”
Parent at focus group with Mission Graduates.

“I would ask the Superintendent to visit classrooms and ask students what they want, and what their needs are.”
Student in focus group with foster youth Independent Livings Skills Program.

Requested Actions to Improve Student Outcomes

Through stakeholder input, **we identified the following actions to strengthen consistency in implementation** of district services and actions, as well as to inform changes to the LCAP.

1. **Document and more widely share practices that are working** to improve student outcomes, especially for focal student populations. Support sites across the district to strengthen these practices, as priorities identified in their Balanced Score Cards.
2. Continue to provide training for teachers to **expand and strengthen implementation of the new Wonders curriculum**, as well as specific practices to **accelerate English Language Development** for English Learners across all language groups.
3. **Expand professional development for principals, teachers and other staff to participate in ongoing learning**, and support a **sustainable structure for this learning** – such as common planning time – in several key areas, to:
 - Deepen cultural humility, expand cultural competence and address implicit bias
 - Provide behavior supports, strengthen positive classroom management and expand trauma-informed practices to build a safe and supportive school culture
 - Build capacity for teachers to differentiate instruction to meet the diverse needs of their students, including different learning styles and the range of skills that vary within a classroom.
4. Provide **training, tools, and support** to site leaders to intentionally **build community and strengthen relationships** – both between school staff and families, and among families – across differences in ethnicity, language, learning needs and socio-economic background.
5. Clearly **articulate concrete action steps** the district is taking to interrupt systemic barriers to equity, including **specific interventions** to reduce chronic absenteeism and improve attendance. **Improve transparency of the decisions about resources** allocated to schools and central district departments to achieve SFUSD’s goals for student success.
6. Given the district’s funding challenges, **strengthen support for school site leaders** to understand their budgets and the resources available to them; **expand training for School Site Councils** and other leadership teams; and **provide technical support to sites in their planning process** – especially those experiencing reductions in funding or staff allocations.

Next Steps for Stakeholder Engagement

The LCAP Task Force is providing this report to the Board of Education; the Strategic Management and Allocation of Resource (SMART) team; the Superintendent's Leadership Team; and Assistant Superintendents leading school cohorts, to inform the LCAP and budget development process.

The report will be shared with schools and community organizations that hosted LCAP conversations and posted on SFUSD's website (in three languages), and excerpts will be included in the *Stakeholder Engagement* section of SFUSD's LCAP for 2019-20.

In late May the African American Parent Advisory Council (AAPAC), Community Advisory Committee for Special Education (CAC), District English Learners Advisory Committee (DELAC), Parent Advisory Council (PAC) and Student Advisory Council (SAC) will present a joint report to the Board of Education, addressing these findings and suggested actions as well as their recommendations after reviewing the district's draft LCAP.

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

This winter we began the stakeholder process by meeting with the team of Associate Superintendents and their staff (referred to as LEAD), who supervise and support principals in cycles of continuous improvement. We shared our plans for stakeholder engagement and discussed ways to support schools to engage their communities in the site planning process. We hoped to inform their budget process by highlighting themes from previous LCAP stakeholder engagement, and to identify district priorities or questions to incorporate into community conversations this year.

From mid-February to April **we heard from over 200 participants in 16 different conversations.** We conducted some conversations in Spanish or Cantonese with interpretation provided as needed in others. By actively reaching out to hold conversations in trusted community settings as well as in schools, we succeeded in hearing from participants who reflected the diversity of SFUSD's students across differences in language, ethnicity, learning needs, schools, socioeconomic backgrounds, and neighborhoods.

We intentionally **prioritized outreach to the Superintendent's PITCH schools and communities intended to be served by state 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, as well as families experiencing homelessness.

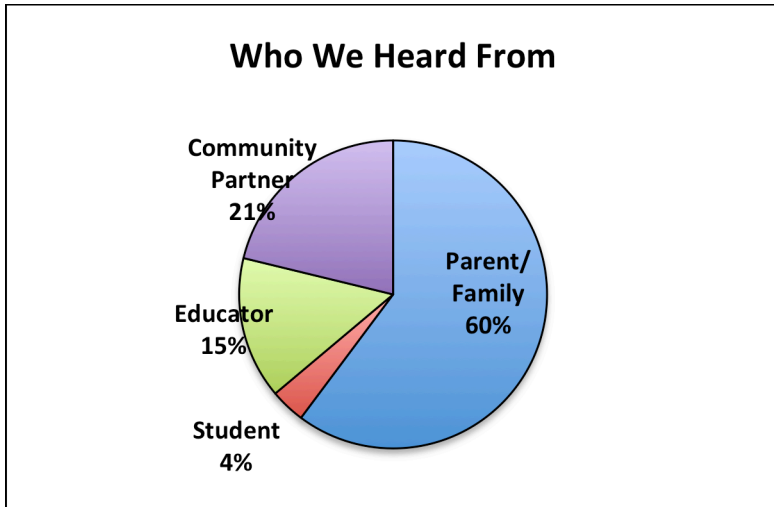
In each conversation we presented information about the state's Local Control Funding Formula and focus of Supplemental and Concentration Grant funding, SFUSD's use of Weighted Student Formula, and the Multi-tiered Systems of Support (MTSS) approach to allocate resources to schools. We described the **district's overall budget context** and asked participants to share their **ideas and priorities for maximizing resources** to improve student outcomes.

We also highlighted **intersections for focal students** and the need for holistic approaches to support them. For example, the majority of students in foster care are African American while others are English Learners, and many in both populations receive Special Education services. Students experiencing homelessness or involved in the Juvenile Justice system navigate similar patterns of overlapping experiences – where **multiple factors impact their educational outcomes.**

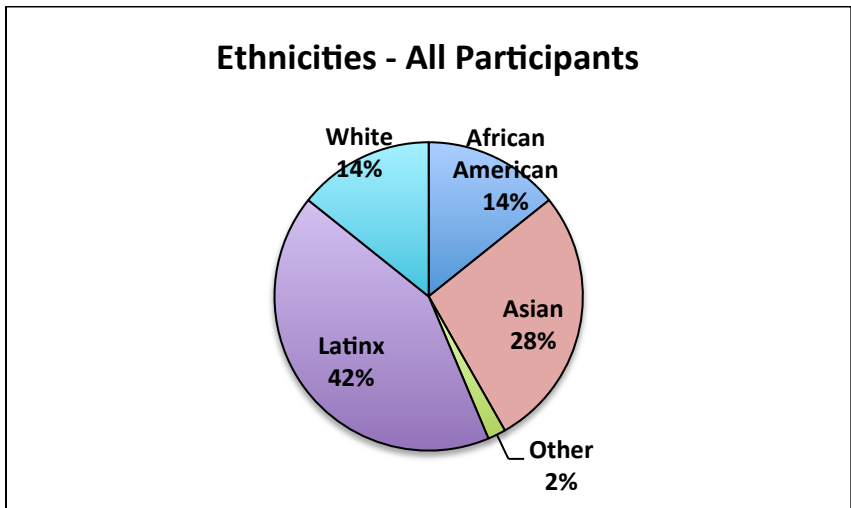
In most conversations there was time to facilitate small-group discussions around the themes of ***Student Achievement, Social-Emotional Supports/School Climate, and Family and Community Partnerships*** (reflecting the state's LCAP priorities and sections in schools' Balanced Score Cards). We asked participants to share ideas about what's working, and what needs to be improved. We also asked them to identify how they would prioritize these ideas based on existing resources.

While this approach successfully allows us to hear from many participants, by their nature these conversations tend to **elicit many questions and concerns** – in part because many participants feel this is a **rare opportunity to be heard** in expressing concerns about their children's education. In addition, we intentionally reached out to hear from families of the district's focal students, to invite their perspectives on **ways to interrupt SFUSD's patterns of systemic inequity.** As a result, **many participants prioritized addressing things that are not working well.**

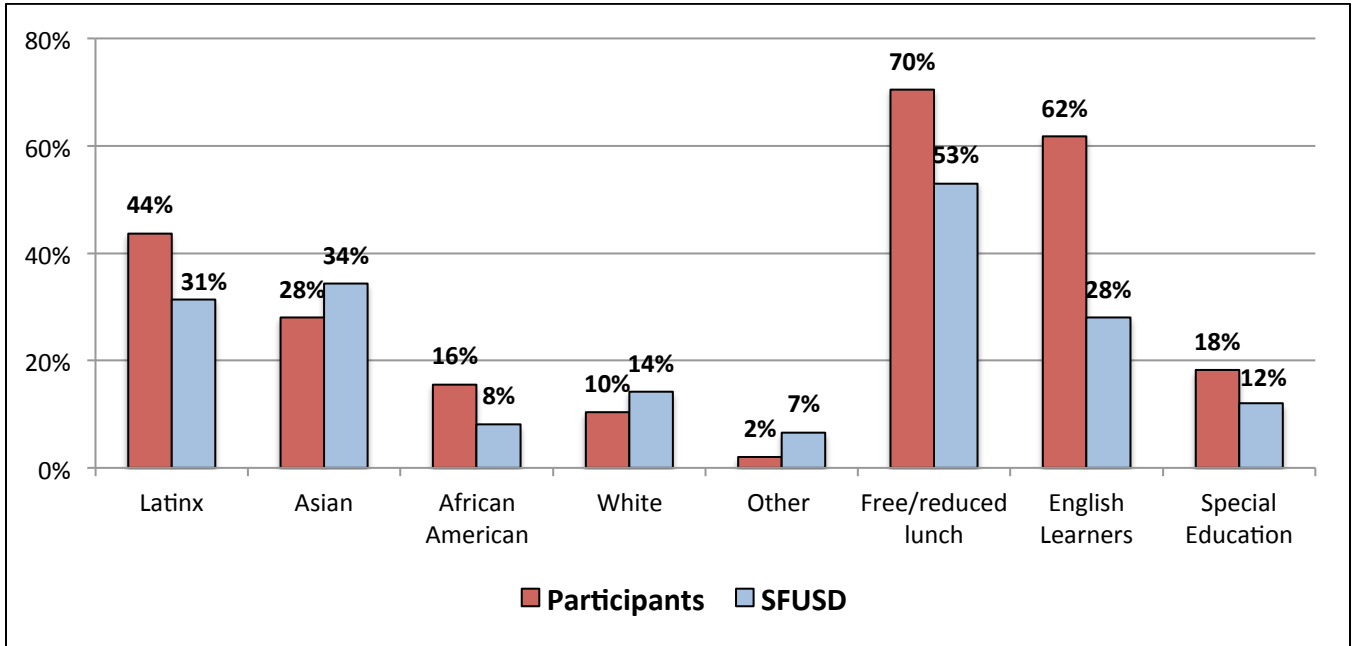
Based on surveys from 190 people, the following charts show demographic information about participants in the conversations.



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



Parents/Families Reflect Focal Student Populations:



Where conversations and focus groups were conducted:

Public forums: An evening event hosted by the District English Learners Advisory Committee (DELAC) and a morning event hosted by the SFUSD Community Partnerships Network. This report includes findings from a public forum co-hosted by the African American Parent Advisory Council (AAPAC) and the Community Advisory Committee for Special Education (CAC), as part of their “Learning While Black” series.

Conversations at schools: Bryant Elementary School (African American Parent Affinity Group), LR Flynn Elementary School (African American Parent Affinity Group, and English Learners Advisory Committee), Tenderloin Community Elementary School, John O’Connell High School (African American Parent Affinity Group), and Thurgood Marshall High School (School Site Council).

Focus groups hosted by community partners: Asian Pacific Alliance, Foster Youth Services Executive Advisory Council, Mission Graduates, and San Francisco Independent Living Skills Program.

SFUSD advisory committees and labor partners: Early Education District Parent Advisory Committee (DPAC), Parent Advisory Council to the Board of Education (PAC), and United Educators of San Francisco (UESF).

Participants work at and/or have children attending 36 SFUSD schools

Early Education and Elementary Schools (21): Junipero Serra Annex, Leola Havard, Noriega, Paul Revere PreK, Alamo, Alvarado, Bryant, Dolores Huerta, Flynn, Garfield, Glen Park, Gordon J Lau, Gualalupe, John Yehall Chin, Longfellow, Marshall, Monroe, Moscone, Sunnyside, Tenderloin Community, and Yick Wo.

K-8 Schools (4): Buena Vista Horace Mann, Lawton, Paul Revere, and SF Community.

Middle Schools (5): Aptos, Everett, Francisco, Hoover, and James Lick.

High Schools (6): Ruth Asawa School of the Arts, Lincoln, Lowell, Thurgood Marshall, Mission, and O'Connell.

As well as non-SFUSD schools (4): *Creative Arts Charter School, Edison Charter Academy, Kipp Bayview, and San Francisco Friends School.*

Participants include 8 SFUSD central departments

African American Achievement and Leadership Initiative, College and Career Pathways, Early Education, Foster Youth Services, Mentoring For Success, Pupil Services, Special Education Services, and Student Nutrition Services.

Participants represent 49 community organizations and public agencies

APA Family Support Services, Arts Educators Alliance of the Bay Area, Bayview YMCA, Black to the Future, Blue Water Foundation, BMAGIC, Centro Comunitario La Voz Latina, Chinatown Community Development Center, Chinese Progressive Association, City College of San Francisco-Guardian Scholars Program, Court Appointed Special Advocates (CASA), Edgewood, Enterprise for Youth, First Place for Youth, Friends of the Children, Genesys Works, Hospice by the Bay, Huckleberry Youth Programs, Independent Living Skills Program, Indochinese Housing Development Corporation, Japanese Community Youth Council, LearnUp Centers, Legal Education Advocacy Program, Legal Services for Children, Magic Tooth Bus, Marina Middle School Beacon Center, Mission Neighborhood Centers, Inc., Mission Neighborhood Health Center, Mission Promise Neighborhood/MEDA, Our Children Our Families, Outward Bound, Parents for Public Schools, Peer Resources, Playworks, Safe & Sound, San Francisco Achievers, San Francisco Arts Commission, San Francisco Conservatory of Music, San Francisco Public Defenders Office, San Francisco Department of Public Health, San Francisco Sheriff's Department, SEO Scholars, SFJAZZ, Telegraph Hill Neighborhood Center, Unified Family Court, United Playas, United Way Bay Area, and Uphill Arts.

Participants live in 21 zip codes within San Francisco, as well as 11 zip codes in other Bay Area communities (in both the Peninsula and the East Bay).

The most frequent zip codes were 94110, 94112, 94102, 94108, 94124, 94133, and 94122.



Appendix II. SFUSD’s LCAP Task Force

Since 2014 SFUSD staff, district-level advisory groups, labor partners and community organizations have worked collaboratively as the **LCAP Task Force**, with an explicit focus on the equitable use of resources and on hearing from stakeholders who reflect and represent SFUSD’s focal student populations. The Task Force leads SFUSD’s LCAP stakeholder engagement process, including developing content; conducting outreach; facilitating conversations; and presenting Findings and Considerations:

Participants in SFUSD’s LCAP Task Force include:

SFUSD Departments and Labor Partners

- African American Achievement and Leadership Initiative
- Community Schools and Family Partnerships
- Early Education
- Foster Youth Services
- Multilingual Pathways
- Policy and Operations
- United Educators of San Francisco
- Visual and Performing Arts

SFUSD Advisory Committees

- African American Parent Advisory Council (AAPAC)
- Community Advisory Committee for Special Education (CAC)
- Community Advisory Committee for the Public Education Enrichment Fund (PEEF-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 (PPS)
- Peer Resources
- 2nd District PTA
- SEO Scholars
- Support for Families of Children with Disabilities
- Urban Ed Academy

SFUSD’s LCAP Task Force focus areas for the 2018-19 school year are to:

1. Increase and improve transparency, accountability and communication about the Local Control and Accountability Plan (both the current Plan, and potential revisions for 2019-20)
2. Review specific elements within the LCAP for the current year (2018-19), for example:
 - Recommendations from stakeholders and written responses from SFUSD
 - Goals/measures, and whether these reflect or demonstrate student success
3. Support timely stakeholder engagement to inform revisions to the LCAP for 2019-20