

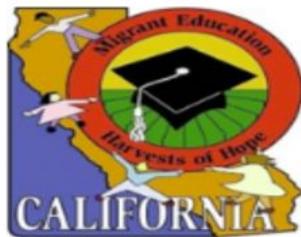


Joint Advisories Report & Recommendations

African American Parent Advisory Council

BLACK MINDS MATTER

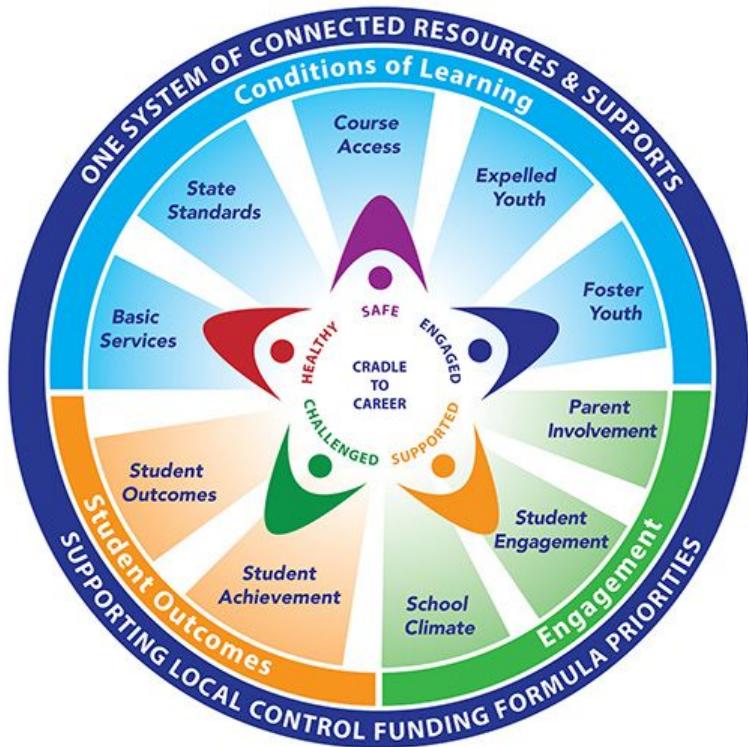
San Francisco Unified School District



SFUSD Board of Education
June 14, 2022

Today's Agenda

- I. Appreciations and Acknowledgements
- II. Context and Challenges
- III. Successes and Strategies
- IV. Engagement Process
- V. Feedback and Findings
- VI. Asks and Expectations
- VII. Appendix



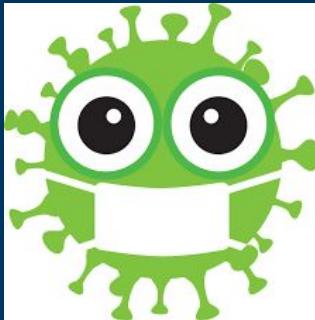
I. Appreciations and Acknowledgments



- **Appreciations**
 - Opportunity to Present
 - Strength in Collaboration
 - Staff Support

- **Acknowledgements**
 - Year of Incredible Change
 - Using the venue available to us
 - More change is coming

II. Context and Challenges



- **Context**
 - The Pandemic has been hard
 - Year 1 of 3 in Local Control and Accountability Plan (LCAP) Cycle
 - Changes to Planning & Engagement process
- **Challenges**
 - COVID and all the ripple out effects
 - Families are tired of being asked what they think and to provide meaningful engagement
 - Families' priorities remain largely unchanged

III. Successes and Strategies



- LCAP-related conversations conducted with the
 - Executive Committee of the Student Advisory Council (SAC)
 - African American Parent Advisory Council (AAPAC)
 - Community Advisory Committee for Special Education (CAC)
 - District English Learners Advisory Committee (DELAC)
 - Native Hawaiian and Pacific Islander Matua Advisory Council (MAC)
 - Foster Youth Services Coordinating Program Committee (FYSCP)
 - Parent Advisory Council (PAC)
- Mid-year review of the Actions and Activities in current Local Control and Accountability Plan (LCAP)
 - Implementation & Fidelity
 - Adopt, Adapt or Abandon
 - Critical part of Continuous Improvement
- Moving from Compliance to Commitment
 - District supported and funded Coordinator position for the **Local Control and Accountability Plan (LCAP)**
 - Comprehensive cyclical planning process
 - Board of Education led effort to increase communication

III. Engagement Process



Engagement efforts focused on the mid-year review process

Families asked to respond to

- Actions identified as being implemented effectively
- Actions identified for initial focus for school year 2022-23

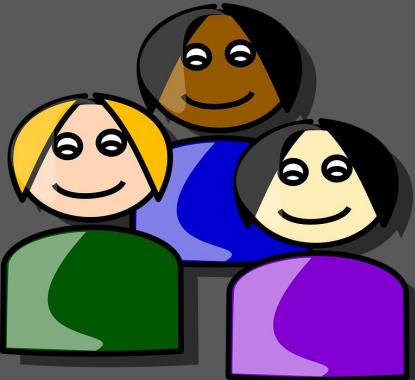
We then asked families to

- Choose one action visible at their child's school site and share how they saw it being implemented,
- Select 2-3 areas of focus to prioritize next year, and
- Tell us what, if anything, we were missing

We experienced

- Families needing the text to be “translated” into more easily understandable wording, and
- Despite efforts to guide conversations, families veered towards what they have experienced with their students

IV. Family Feedback - Priorities and Concerns



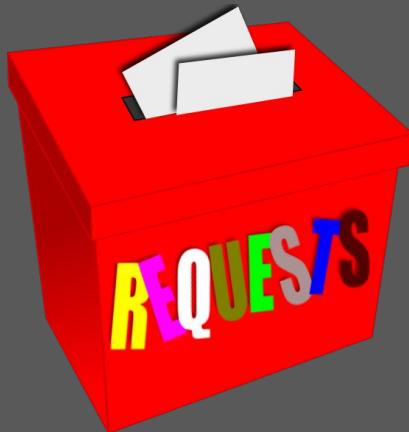
Family's priorities remain largely unchanged:

- Mental health
- Staff training
- Learning setbacks
- Literacy supports
- Adequate funding
- Communication

Specific concerns raised by Families this spring:

- Delayed reclassification of English Language Learners
- Lack of timely evaluation for students with learning disabilities, especially if also English language learners
- **Continued Comprehensive Coordinated Early Intervention Services (CCEIS) findings**

IV. Family Feedback - Requests



- **Student Assignment System** - allow families to use a work address instead of home address for assignment.
Being in close proximity to their children
 - Makes commuting easier and safer
 - Increases safety in case of an emergency, and
 - Increases opportunities for involvement in their child's school
- Constantly changing budgets are confusing for families, they want clarity and transparency about finances in a timely manner
- Continued masking to protect students, families and staff
- Free school meals for everyone has been transformative - PLEASE CONTINUE THIS IMPORTANT SERVICE

IV. Asks & Expectations:

Moving from Compliance to Commitment



- Increase meaningful engagement and create more direct lines of communication between Board, Staff, and Advisory Groups to support dialogue and resolution with Families

- Provide the structural supports necessary for this work to be successful and meaningful -
 - Local Control and Accountability Plan (LCAP) Coordinator
 - Queer-Trans Parent Advisory Council (QT PAC) Coordinator
 - Include parent leaders in district professional development
 - Technical supports for volunteer parent leaders
 - Updates to the Brown Act
 - AB 1944
 - Exempt parent volunteers from in-person requirement

IV. Asks & Expectations:

Listen to Black and Brown Families

It will be hard work, AND it will be worth it; in fact, we can think of nothing that is more important



SAN FRANCISCO UNIFIED SCHOOL DISTRICT

- **Prioritize the voices of Black and Brown students, and others whom the District has historically failed**
- **Prioritize funding to provide proven successful strategies to support ALL students**
- Address conflicts, move from being REACTIVE to PROACTIVE, engage in Anti-Racist work, and Promote Restorative Healing across Difference and Structure.

THANK YOU!

APPENDIX

Links to Documents Referenced or used as source material for this report:

- **Budget and LCAP | SFUSD webpage**
- **LCAP 22-23 Community Engagement Slide Deck**
- State Leaders Should Prioritize LGBTQ+ Californians' Mental Health
- California Budget and Policy Center (calbudgetcenter.org)