

Joint Advisories Report & Recommendations

African American Parent Advisory Council

BLACK MINDS MATTER

San Francisco Unified School District

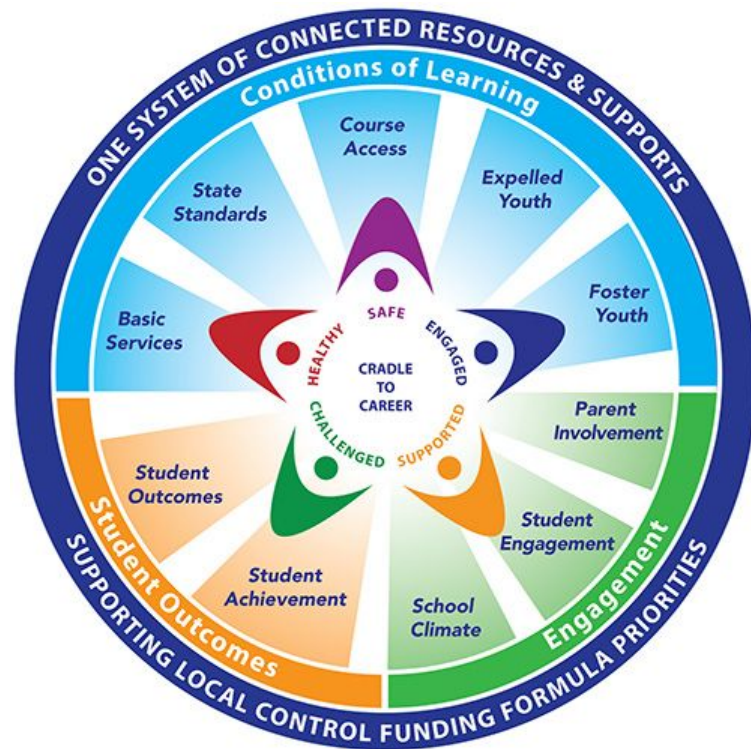


**INDIAN
EDUCATION
PROGRAM**
TITLE VII

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



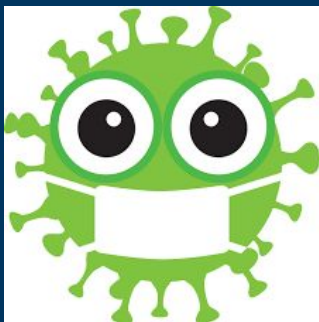
I. Appreciations and Acknowledgments



- **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

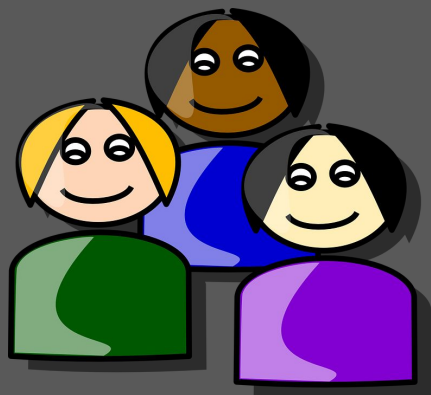
We then asked families to

- 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



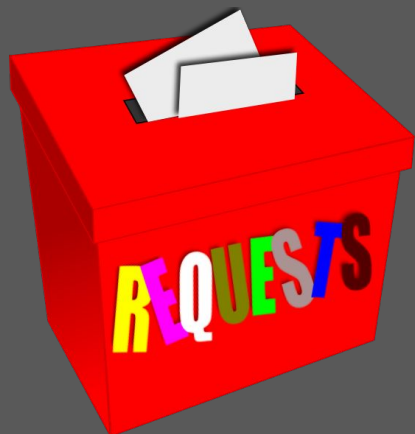
Family's **priorities** remain largely unchanged:

- 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



- **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)