

Input from PAC / DELAC / AAPAC / SpEd CAC, MAC, Indian Ed and Migrant Ed & Foster Youth Services Advisory Council	SFUSD / SFCOE Response
<p>Family's <b>priorities</b> remain largely unchanged:</p> <ul style="list-style-type: none"> <li>• Mental health</li> <li>• Staff training</li> <li>• Learning setbacks</li> <li>• Literacy supports</li> <li>• Adequate funding</li> <li>• Communication</li> </ul>	<p>We hear and recognize the common themes that have been consistent over the course of the last few years. The feedback and input has been heard and considered in the context of the LCAP goals and actions and we acknowledge that there is more work to be done to translate these goals and actions in ways that families experience concretely at their individual schools and in their interactions with SFUSD at large.</p> <p>The priorities are reflected in the specific goals and actions outlined below (text from each goal has been abbreviated to highlight specific components)</p> <p><b>Mental Health</b> SFUSD has prioritized wellness and social-emotional support in terms of services and resources allocated to schools. This includes MTSS support in the form of personnel and professional development.</p> <p>2.01 - Safe &amp; Supportive Schools: Provide resources to school sites for the implementation of the Coordinated Care Team approach across all school sites 2.02 - Safe &amp; Supportive Schools: Support and expand site-based Wellness Centers at middle and high schools 2.05 - Safe &amp; Supportive Schools: Work to coordinate and support with City agencies to connect Native Hawaiian/Pacific Islander students and families to health and wellness services; Work to coordinate City agencies to connect American Indian students to health and wellness services 2.07 - Safe &amp; Supportive Schools: Conduct outreach, intakes and care plans for eligible students, which includes referrals to Student &amp; Family Services through Refugee and Immigration Services; Provide supports to counselors and ensure newcomer and ELs receive the SEL and academic counseling needed to succeed 2.12 - Access &amp; Equity (SFCOE): Maintain increased staffing ratio of counselors, school psychologists and school nurses at sites serving the majority of expelled and foster youth</p> <p><b>Staff Training</b> We know that people matter in our collective impact on students in our schools. Employing top talent in the service of students and families is how we can deliver on our promise for a world-class education for each and every student. Not only must we attract the Talented people for the right roles in SFUSD, we must also create conditions for them to thrive so they stay with us. The new schedules have provided early-release time to host common professional development time, but challenges of increased absences at school due to COVID has meant that staff who plan and deliver professional development have often been</p>

deployed to cover critical needs at our school sites. Nevertheless, we have prioritized capacity building in the LCAP.

1.01 - Teaching & Learning: To ensure that educators have a deep understanding of the Literacy framework, practice and strong implementation, Professional Development for Tier 1 classroom instruction and Tier 2 intensive supports will be provided to school staff.

1.06 Talent & Culture: Continue to build professional learning systems to expand the capacity of all staff to increase student achievement (e.g. new teacher support, new coach network, teacher leader fellows, Peer Assistance and Review, coordinating professional learning), with an emphasis on supporting team-based learning for all educators, including teachers and paraprofessionals.

### **Learning Setbacks**

The impact of the COVID-19 pandemic has had an impact on all students throughout the country, and SFUSD is no different. We know that this has created particular challenges for our most vulnerable, underserved student populations. We are committed to our core values and district's mission to serve the each and every and that manifests in our LCAP goals and actions.

1.07 Teaching & Learning: SFUSD will provide...targeted instructional learning materials, guidance on acceleration in Math and Language Arts, academic intervention support for staff

1.13 (SFCOE) Standard Achievement - Maintain and expand personalized learning and highly differentiated instruction and intervention across all programs for focal populations including English Learners, students with IEPs, foster, homeless, justice involved, detained, parenting youth

2.02 - Safe & Supportive Schools: Articulate and implement target strategies to address needs of underserved students, including focal student populations through a multi-tiered system of academic and behavioral supports across and within schools additional interventions and supports.

### **Literacy Supports**

We recognize literacy as a foundational skill necessary for successful student outcomes. Many parent advisory groups have prioritized improved reading instruction and interventions and have been in thoughtful conversations with our Curriculum & Instruction team throughout the year. Literacy will be a key priority in our instructional coherence focus in the coming year.

1.01 - Teaching & Learning: Instructional teams will continue to strengthen cross departmental collaboration and create coherent Pre-K - 12 continuum of instruction that is developmentally appropriate, culturally relevant, research and standards based and aligned to SFUSD's graduate profile. This coherence will be accomplished by ensuring that the continuum of instruction includes an instructional literacy framework, aligned curricular resources, materials and assessments and professional development for both Tier 1 and Tier 2 instruction.

1.02 - Teaching & Learning: Provide instructional materials and resources that support the PK-12 Core Curriculum. In Language Arts, this includes Interdisciplinary Units, Unit Plans, lesson templates, writing prompts and other formative assessments, anchor papers, and professional development videos

#### **Adequate Funding**

The goals and actions included here are meant to reflect the resources SFUSD provides to ensure personnel and other resources to support students, ranging from direct services such as our multi-tiered system of support to core district operations. As the growth of expenses has outpaced the growth of revenue, SFUSD has prioritized stability for school sites and direct services: scaling back central services in lieu of reductions to school sites. To ensure that sites could continue to provide stable programming during COVID-19, school budgets were held harmless from enrollment declines. Should enrollment remain low in the coming years, both school sites and central services will need to be evaluated to ensure that planned expenditures align with anticipated revenue.

2.02 - Safe & Supportive Schools: implement target strategies to address needs of underserved students through a multi-tiered system of academic and behavior supports

2.03 - Resource Management: identify resources to develop and sustain systems to better track and monitor attendance, discipline, out of class time and interventions to understand implementation and impact

2.04 - Resource Management: Build on current expanded access to technology...explore options that would allow for device access for 100% of students

#### **Communication**

We believe collaboration among school employees, families, and the greater community in support of student achievement is based on authentic relationships, mutual respect, and shared responsibilities. This begins with consistent, two-way communication. This has been a particular focus during and coming out of the COVID pandemic. We continue to strive to ensure that we are communicating in responsive, reliable and accessible ways to support the various needs of all educational partners.

3.01 Family Empowerment: Communication processes are two-way, clear to families and encourage a mutual exchange of information. Essential information is provided in multiple languages and interpretation is provided at meetings, school sites and district events in Samoan, Spanish, Cantonese, Mandarin, Arabic, Tagalog, Vietnamese and other languages as needed

3.02 Family Empowerment: Strengthen the structures for shared responsibility across different departments in the district to lead practices that inform, engage, and empower SFUSD students and families,

3.03 Family Empowerment: Develop the systems to communicate clear expectations, measures, and districtwide accountability, including building capacity to communicate with families through email and/or text message and improve collection of family contact information in the Student Information System (SIS).

<p>Specific <b>concerns</b> raised by Families this spring:</p> <ul style="list-style-type: none"><li>• Delayed <b>reclassification</b> of English Language Learners</li><li>• Lack of timely <b>evaluation</b> for students with learning disabilities, <i>especially if also English language learners</i></li><li>• <b>Continued Comprehensive Coordinated Early Intervention Services</b> (CCEIS) findings</li></ul>	<p><b>Reclassification of English Learners (ELs)</b> See LCAP goal 1.10</p> <ul style="list-style-type: none"><li>• Due to the pandemic, there was a lack of assessment data, including English Language Proficiency Assessments for California (ELPAC) and Smarter Balanced Assessment Consortium (SBAC) from SY 2020-21. This resulted in a decline in the number of English Learners who were eligible for reclassification in SY 2021-22. During the spring of 2022, the district returned to in-person administration of both the ELPAC and SBAC. We are expecting assessment results by August 2022 in time for the first round of reclassification in the fall.</li><li>• As an additional assessment note, in the spring of 2022 there were fewer available ELPAC district examiners (mostly retired teachers) than in previous years. To fill in the gaps, the Achievement Assessments Office (AAO) and Multilingual Pathways Department (MPD) teams gained certification to administer the ELPAC at many school sites to ensure that most English Learners will have ELPAC results for next school year.</li><li>• Beyond assessments, the time it takes for an English Learner to reclassify may vary due to different EL typologies and educational histories. The district is developing EL progress monitoring guidelines to 1) help families understand progress expectations based on years enrolled in US schools; and 2) support staff in providing the needed academic support and interventions when students are not making adequate progress.</li></ul> <p><b>Timely Evaluation for Students with Learning Disabilities</b> The Special Education Services Department is monitoring timely assessments with a live dashboard by school and program, including county programs to communicate ongoing overdues and new assessments with assessors in Psychological and Related Services divisions. Summer assessment teams have been compiled to address overdue assessments through the summer months. Independent Education Evaluations (IEEs) are being granted for priority cases as appropriate. Additional staff have been hired through Non Public Agencies as available. Diagnostic services have been offered when appropriate pending assessment.</p> <p><b>Continued Comprehensive Coordinated Early Intervention Services</b> We are in the closing stages of the 2020 CCEIS Plan and preparing to complete final Progress Reports. The 2021 CCEIS Plan is drafted and draws on the 2020 CCEIS Plan. The final document is being prepared for Board of Education approval. The Educational Partners meeting was held Spring 2022. Parent input and sentiments were gathered and will provide qualitative data for the 2022 CCEIS Plan. Work on the 2022 CCEIS Plan is in progress.</p>
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<p><b>Family Feedback: Student Assignment System</b></p> <p>Allow families to use a work address instead of home address for assignment.</p> <p>Being in <b>close proximity</b> to their children</p> <ul style="list-style-type: none"> <li>• Makes <b>commuting</b> easier and safer</li> <li>• Increases <b>safety</b> in case of an <b>emergency</b>, and</li> <li>• <b>Increases opportunities for involvement</b> in their child's school</li> </ul>	<p>In accordance with LCAP goal 2.15 Access &amp; Equity, we are working to implement Board Policy 5101.2 Elementary School Student Assignment, which is designed to create integrated elementary schools, offer families a high degree of predictability about where their children will be enrolled in school, and facilitate enrollment within a reasonable geographic distance from home. This proposed change — allowing families to use a work address instead of a home address to determine their zone placement and their child's elementary school options — is not something we are able to implement at this time. Making that change would diminish our ability to achieve those policy goals, would compromise SFUSD's ability to have foresight about where classroom capacity is needed to accommodate students, and would necessitate an administrative burden for district staff to collect and verify an entirely new type of parent information.</p> <p>Still, as we implement the zone-based elementary student assignment policy, we recognize the importance of finding ways to promote proximity and community cohesion, for the reasons provided and many more. We can explore whether any other districts have benefited from using policies that promote proximity to something other than home residence. We can also receive feedback about which specific parts of the city should be included within each zone, to accommodate a version of proximity that works well for as many families as possible.</p>
<p><b>Family Feedback: Budgets</b></p> <p>Constantly <b>changing budgets are confusing</b> for families, they want clarity and transparency about finances in a timely manner</p>	<p>We strive to provide updates and new developments about the budget on a periodic basis, including formal updates in December and March as Interim Financial Reports are prepared and in June as the Recommended Budget for the new school year is presented. In February, detailed information about school site allocations is available to the public to inform the annual school site planning process (see <a href="#">Preliminary Allocations</a> and <a href="#">School-by-School Details</a>). At the School Planning Summit in March, District staff provided training and orientation to these materials in an Optional Workshop (see <a href="#">School Planning Summit webpage</a> for link to workshop recording). See <a href="#">SFUSD's Budget and LCAP webpage</a> for additional resources and background information about the annual budget planning process. In addition, members of SFUSD's Fiscal Team have attended various advisory and community group meetings to present information and answer questions; we are willing to do so upon request.</p>
<p><b>Family Feedback: Health &amp; Safety</b></p> <p><b>Continued masking</b> to protect students, families and staff</p>	<p>As of April 2, 2022, students, staff and visitors are not required to wear masks indoors per California Department of Public Health (CDPH) and San Francisco Department of Public Health (SFPDH) guidance at any SFUSD school or office. The guidance recommends but does not require mask wearing. Students, staff and visitors may choose to wear a mask as they see fit. SFUSD's guidelines are in line with current guidance from SFPDH. SFUSD continues to monitor and implement changes to CDPH and SFPDH guidance for schools.</p>
<p><b>Family Feedback: School Meals</b></p> <p>Free school meals for everyone has been transformative - PLEASE CONTINUE THIS IMPORTANT SERVICE</p>	<p>We couldn't agree more and are happy to report that according to both the Governor's budget and the Senate &amp; Assembly's response, California Department of Education will be providing the needed funding to SFUSD for next school year and beyond. This will be confirmed when the Governor signs the budget on June 30, 2022. The Student Nutrition Services team doesn't foresee any roadblock to this moving forward.</p> <p>See LCAP Goal 2.11 Resource Management: Ensure access to healthy food and nutrition for all students PreK - 12.</p>

<p><b>Asks &amp; Expectations: Communication</b></p> <p>Increase meaningful engagement and create more direct lines of communication between Board, Staff, and Advisory Groups to support dialogue and resolution with Families</p>	<p>As shared above, we believe collaboration among school employees, families, and the greater community in support of student achievement is based on authentic relationships, mutual respect, and shared responsibilities. Communication is a critical factor and an area we have taken steps to address and acknowledge that more can be done.</p> <p>SFUSD invests in additional staff support such as Family Liaisons (see LCAP Goal 3.04) who serve as an important resource to families at individual school sites. We also support a number of parent advisory bodies through staffing and resources to provide outreach and engagement opportunities to focal community populations (see LCAP Goal 3.05). These dedicated staff members serve as a critical communication support to families.</p> <p>Additionally, SFUSD's parent advisory bodies have opportunities to present information directly to the Board of Education. The PAC presents monthly, and each parent advisory body has dedicated time annually. We hear the expressed desire here to improve meaningful engagement and commit to exploring opportunities to do this in the coming year.</p>
<p><b>Asks &amp; Expectations: Systems &amp; Structure</b></p> <p>Provide the structural supports necessary for this work to be successful and meaningful -</p> <ul style="list-style-type: none"> <li>• <b>Local Control and Accountability Plan (LCAP) Coordinator</b></li> <li>• <b>Queer-Trans Parent Advisory Council (QT PAC) Coordinator</b></li> <li>• <b>Include parent leaders in district professional development</b></li> <li>• <b>Technical supports</b> for volunteer parent leaders</li> <li>• <b>Updates to the Brown Act</b> <ul style="list-style-type: none"> <li>○ AB 1944</li> <li>○ Exempt parent volunteers from in-person requirement</li> </ul> </li> </ul>	<p><b>LCAP Coordinator</b> This position has been budgeted and we will post the position once the 2022-23 budget is approved</p> <p><b>QTPAC Coordinator</b> This position is not currently funded. As was shared at 1st Reading, staff's recommendation is to implement the budget balancing plan which calls for significant central office reductions. Additional priority investments may be considered after the State budget is finalized over the summer.</p> <p><b>Include parent leaders in district PD</b> We have some examples of where PD opportunities have been provided to parent leaders. For example, the Special Education Services team does provide some PD to CAC members during the year at their monthly CAC meetings at their request. SpEd also partners with S.F. Support For Families at their Annual Information and Resource Conference and provides several modules related to students on IEPs. Part of our Alternative Dispute Resolution grant involves monthly PD for families and this year we developed the Parent Education Institute in collaboration with the Bar Association of San Francisco on parent related issues. We received a recent request to expand offerings to families more generally and we are currently exploring what that may look like in the year ahead.</p> <p>Another example, we provided, and continue to provide, free 1:1 technology tool training sessions with SF ED Fund volunteers in multiple languages for families, as well as support to families through the Student and Family Resource Link.</p> <p>Some of this work is also indicated in LCAP Goal 3.02</p> <ul style="list-style-type: none"> <li>• Provide professional learning resources and technical assistance for district staff, students and families in order to make informed decisions, including support to school governance bodies and parent advisory groups (i.e. SSC, ELAC, AAPAC, SAC)</li> <li>• Provide professional development and training on the Best Practices Tool Kits for district wide school events, including</li> </ul>



	<p>Back to School, Parent Teacher Conferences, and the School Site Planning process.</p> <p>The best practices toolkits are already available on the district website. <a href="https://www.sfusd.edu/sfusd-family-partnership">https://www.sfusd.edu/sfusd-family-partnership</a></p> <p>We will work with the LCAP Task Force to better understand the types of PD that would be helpful and determine how this may be addressed in the coming year, recognizing that limited capacity and reduced resources may limit our ability to attend to this particular ask.</p> <p><b>Technical supports for volunteer parent leaders</b> SFUSD does not have the capacity to provide and manage SFUSD google accounts for families. This would require adding staff in DoT as we currently only have 1 Google administrator for all staff and students.</p> <p>Students do have access to technology and wifi for those who need it, currently. District hotspots allow for multiple devices to connect to them for Internet access at home.</p> <p>We would need to explore any legal implications for providing technology to parent/caregivers, as well as need additional to add staff to support expanding technology access to families.</p> <p><b>Updates to Brown Act</b> AB 1944 is still pending in the legislature. The District cannot implement pending legislation. Similarly, it is not within the District's power to exempt individuals or groups of individuals from the Brown Act.</p>
<p><b>Asks &amp; Expectations: Support for Specific Student Populations</b></p> <p><b>Prioritize the voices of Black and Brown students</b>, and others whom the District has historically failed</p>	<p>See LCAP Goal 1.07, 1.08, 1.09, 1.10, 1.11, 2.05, 2.07, 2.08, 3.05</p>
<p><b>Asks &amp; Expectations: Funding</b></p> <p><b>Prioritize funding to provide proven successful strategies</b> to support ALL students</p>	<p>SFUSD utilizes research based practices and benefits greatly from the collaboration with internal partners in our Research, Planning and Assessment department and external partners through the Stanford/SFUSD Partnership. Over the last several years, this work has produced shared findings from research between Stanford and SFUSD. A couple of highlights from this relative to successful strategies include:</p> <ul style="list-style-type: none"> <li>• Ethnic Studies Pilot Follow Up: <a href="#">This brief</a> provides an overview of SFUSD's 9th grade ethnic studies (ES) pilot and the research partner's analysis of how student participation in this course influenced longer-term high school persistence (i.e., enrollment, attendance, credits earned) and educational attainment (i.e., high school graduation and postsecondary enrollment).</li> </ul>

- Exploring the Relationship between PreK, TK, and K-5 Teaching and Learning; [This presentation](#) shares learning around a couple of topics related to Early Education programming including how the quality of SFUSD preschool classrooms contributes to the development of children's cognitive, language, social-emotional, and motor skills; how preK practices relate to elementary literacy and mathematics skills from kindergarten through Grade 2.

Related LCAP Goals for these two strategies include: 1.02, 1.02

SFUSD has initiated several studies to better understand our current practices and will be using information from this work to inform our work moving forward. Information about that work is highlighted here:

#### *MTSS Supports*

Allocation of funds from the district to individual schools is of clear interest to SFUSD and other districts and an important question in education policy more generally. Beginning in 2012, SFUSD began to allocate additional resources via the Multi-Tiered System of Supports (MTSS). MTSS utilizes a different approach and is designed to enhance equity within the district. Each year, student and teacher characteristics (inputs) at each school are analyzed to create three tiers used to differentiate resource allocation and additional site supports. In alignment with Bryk's "Five Essentials" framework, funds allocated by the MTSS are used to support schools needs across the five essentials: school leadership, professional capacity, instructional guidance, student-centered learning climate, and family-community ties (we denote the resources allocated via the MTSS as "supports"). This program has been in place for nearly ten years and has been the basis for allocation of over 40 million dollars but has not yet been evaluated. Currently, a joint team from Stanford and SFUSD, will explore these two questions as a means to evaluate MTSS: (1) What is the impact of MTSS funds on school and student outcomes? We ask whether changes in tier placement are associated with outcome changes using school fixed effect approaches. (2) Do school resource requests translate into outcome gains? We ask whether the resource requests made by schools translate into gains and whether such gains differ across outcomes as a function of the requests.

Related LCAP Goal: 2.02

#### *TNTP Audit*

Throughout the 2021-2022 school year, the Curriculum and Instruction division partnered with TNTP to audit the elementary ELA core curriculum. This audit included a review of centrally provided Tier I instructional resources, observations of classroom practices across the district, analysis of collected classroom assignments and student work samples, and site educator focus groups and surveys. Based on the findings of this audit, C&I is in the process of launching the next phase of this work with TNTP. Throughout the 2022-2023 school year we will work with TNTP and district stakeholders to review and evaluate ELA core curriculum programs, select a small subset to pilot, and, depending on the results of the pilot, determine a program to adopt for K-5 ELA core curriculum.

Related LCAP Goal: 1.01



<p><b>Asks &amp; Expectations: Proactive Engagement in Anti-Racist Work</b></p> <p>Address conflicts, move from being REACTIVE to PROACTIVE, engage in Anti-Racist work, and Promote Restorative Healing across Difference and Structure.</p>	<p>Through various Student &amp; Family Services Division Meetings (Job-alikes, Coordinated Care Team meetings, Multidisciplinary and All Division meetings) as well as additional opportunities for other school site staff to build staff capacity. Examples include:</p> <ul style="list-style-type: none"> <li>- De-Escalation Training was provided as an online session to SFSD staff.</li> <li>- Restorative Practices consultation and materials were made available through Student Family School Resource Link Line requests</li> <li>- Job Alike trainings for skill building around family partnership, implicit bias, cultural humility and anti-racist practices                             <ul style="list-style-type: none"> <li>- <a href="#">Restorative Practices Circle Planning Slides</a></li> <li>- <a href="#">Restorative Practices Circle Planning Resources</a></li> <li>- <a href="#">De-Escalation</a></li> <li>- <a href="#">[ILM] #FamilyPartnershipsMatters SY21-22</a></li> <li>- <a href="#">Anti-Racist Facilitation for CCT Co-Leads Agenda</a></li> </ul> </li> </ul> <p>Human Resources, through the Talent Development team, leads work toward an Antiracist Organizational Culture. We must model among the adults who work for SFUSD the inclusive and affirming culture we wish for our schools and classrooms. The Talent Development team currently plans and coordinates professional learning for all administrators at Admin Institute. In 2022-23, all administrators will engage in 6 hours of professional learning focused on equity-centered support and supervision for employees. The Talent Development team also leads and coordinates monthly racial affinity groups for all administrators, to expand in 2022-23 to develop racial affinity groups accessible to all other employees.</p> <p>The Curriculum and Instruction department, alongside RPA, the Department of Technology, and Human Resources, will be launching, in the coming year, a multi-year effort to improve the quality of instruction across all classrooms and schools in SFUSD. The cornerstone of this effort is accountability for ensuring that EACH and EVERY student experiences a positive culture of learning, essential content aligned with their grade level and subject area, academic ownership, and daily demonstration of learning. It is no longer enough to educate some or most students, but rather to hold ourselves accountable for ensuring that EACH and EVERY child makes measurable progress each day toward standards.</p> <p>This time of capacity building and training are components of LCAP Goals 1.06, 2.01, 2.02, 1.08</p>
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