Joint Advisories Report & Recommendations
For the May 25, 2021 Meeting of the SFUSD Board of Education

This is a report to the Board of Education by the Joint Advisories representing families in the San Francisco Unified School District, including the African American Parent Advisory Council, the District English Learners Advisory Committee, the Community Advisory Committee for Special Education, the Native Hawaiian and Pacific Islander Matua Advisory Council, the Parent Advisory Council, and staff representing and supporting Native American and Migrant families, and Foster Youth, with whom we have worked closely over the course of this school year. This report is a result of our collaborative efforts through the Advisory Alignment coalition and the Local Control and Accountability Plan Task Force.

I. Acknowledgments & Appreciations
   A. Learning and working in a pandemic is hard, and our students, families, and staff faced two pandemics this year - COVID and Racism; this past year has truly been unlike any other. Many people, including some of those presenting this report, worked tirelessly and well beyond their job descriptions, to support students and families, connect them to resources, and ensure that they had whatever it was that they needed to thrive.

   B. Partnership is essential to all that we do and this year, the advisories have worked with multiple community based organizations including the Latino Task Force, the Mission Economic Development Agency, Mission Graduates, Mission Promise Neighborhoods, the San Francisco Beacon Initiative, the Department of Children, Youth & their Families, Golden Gate Regional Center, the Mayor’s Office of Disability, San Francisco Recreation and Parks Department, Support for Families of Children with Disabilities, and many more. We extend our appreciation to all our partners in the work - we literally could not do it without you.

   C. We also want to acknowledge the context within which we present this report:
      1. This report is presented without the benefit of having reviewed the next Local Control and Accountability Plan, or LCAP, which will be in place for the next three school years - 2021-22, 2022-23, and 2023-24.
      2. In preparing this report we DID review the following -
         a) Our Joint Advisories Report from May 26, 2020 which was focused on Distance Learning and the experiences of families in the Spring of 2020,
         b) Our feedback on the Learning Continuity and Attendance Plan from Fall 2020,
         c) The Learning Recovery Plan presentation from the May 4, 2021 Committee of the Whole Board of Education meeting, and
         d) Stakeholder feedback from the ten engagement events we conducted this Spring, focused on our African American, Pacific Islander, and Latinx students, as well as our students learning English as an additional language, students with Individualized Education Plans, or IEPs, and students receiving Foster support services.
II. Findings

A. Celebrations & Successes, or what has worked well this year -  
   “What’s working? Partnerships with CBOs and wellness checks.” NH & PI MAC participant  
   1. Providing laptops and internet access has greatly decreased the digital divide that has long plagued our district. Also, this year, meetings were made more accessible to families and students by offering online options, and with the inclusion of ASL interpretation and captioning; we strongly encourage the continuation of increasing access to ALL students and families. 
   2. Access to healthy food throughout the Pandemic has been invaluable to families and we deeply appreciate the dedication and hard work of all the Student Nutrition and Services staff, as well as volunteers, who made it possible to keep students fed. 
   3. For students who have certain medical conditions or otherwise struggled to get to school consistently prior to the Pandemic, Distance Learning has provided an opportunity for them to remain engaged in their education in a way that was not previously possible, and we hope that we can continue to provide opportunities for these students to engage in their education in the way that best supports their success. 
   4. Students in foster care have been able to remain in their school of origin, no matter where they may have moved, and this has had a profound impact on their ability to stay connected and engaged in their education. 
   5. The Student and Family Resource Link was an effective way for families to have contact with a human when sites shut down. Many advisory lead staff were tasked with supporting the new Student and Family Resource Link and, while it has proven to be a tremendous resource for our families, it has also been a very heavy lift for staff, both emotionally and workload-wise.

B. Many concerns raised in last year’s reports remain unresolved, including  
   1. Lack of adequate supports and assessment for ELL-identified students, “(My) EL student has not had a chance to practice speaking for a year; English development has stalled.” CPAC parent 
   2. Lack of adequate supports and services for students with IEPs, 
   3. Insufficient Professional Development Opportunities for staff and Social Emotional Supports for students, 
   4. Reliable access to appropriate technology and internet service for EVERYONE, and 
   5. The need for communication of clear, accurate, useful information, with consistency across schools and from SFUSD to school site leaders. While this has improved somewhat, there is still much room for improvement.

C. Feedback from Spring 2021 Stakeholder Engagement -  
   1. Families want the District to commit to a FULL return to in-person learning for the start the 2021-22 school year, for ALL grades. 
   2. Overwhelmingly, families are most concerned about their children's mental health and want to know what social-emotional support will be in place -
“Learning is hard if other, social emotional issues are not dealt with through counseling and support groups” PAC parent
“If SEL is not taken care of, nothing else works” CPAC parent
“Kids need play time, physical activity, athletics, social and mental health supports, and materials tailored to the PI experience.” NH & PI MAC participant
Other concerns include -
  a) **Physical safety** as students return to their school campuses within the context of the inter-racial violence that has occurred this past year,
  b) The **academic setbacks** their students have experienced from a year in Distance Learning, and
  c) **Health and safety measures** including adequate PPE, increased janitorial and maintenance services and updated ventilation.

3. There is a great need for the return of **out of school time programs** that are high quality, accessible for all students, and affordable for all families.
4. It is imperative that High School students in **foster care** be able to access distance learning in order to remain with their school of origin until graduation.

### III. Recommendations

#### A. Priorities Reflected in Learning Recovery Funds Proposal

1. **Expanded Summer Learning Programs** for 2021 & 2022, and
2. The implementation of proven successful **tutoring** programs, to help address **learning gaps**, as well as
3. **Training** for educators (including front office and OST Program staff) on **Tier 1 and 2 Supports and Interventions and Anti-Racist Practices**.

#### B. Priorities based on Spring 2021 Stakeholder Engagement -

1. Increased **mental health services** and support for students AND for staff; in addition to the multiple layers of trauma many of our students have experienced. SFUSD’s Learning Recovery Plan reported that 80% of SFUSD staff have reported fatigue and/or secondary trauma. Many of these staff are classroom teachers and others whom our students rely on for support. Partnerships with community based organizations can help increase access to mental health resources for students, families and staff.
2. **A clear plan for ensuring the emotional and physical safety** of students upon return to school campuses, including rebuilding community and sense of belonging. Currently, there seems to be no set District-wide curriculum for Social Emotional Learning, and so great inconsistencies across the district and within school sites. “It’s difficult (for my kid) to have a supportive relationship with their teacher with remote learning.” NH & PI MAC participant
   “I worry about (my child’s) personal safety going to school.” CPAC parent of High School Student
3. **A clear plan for assessing students** to understand where they are in their learning and developing a plan to support their continued growth and success.

C. **Considerations that Support Parent Engagement** at the School Site Level
   1. **Parent Liaison(s)** that speak(s) ALL the home languages at the school,
   2. **Clear communication**, in home languages, on accessible platforms,
   3. Offering **English classes** and other supports for families in partnership with community organizations, and
   4. **Representation** in systems and structures, for example, having one’s ethnicity be an option to select on forms. “Arabic families have to select “White”; this discourages parents’ participation” - SSC member, Tenderloin Community School
   5. **Accountability** “Keep promises to parents… call families to check in, what’s up.” NH & PI MAC participant

D. **Proposed changes** to processes going forward -
   1. Shift to **Timeline and Processes for input to LCAP updates** -
      a) **Designate** a District Department and Staff to hold, drive & support LCAP Task Force work,
      b) Review of **Best Practices** in other Districts and adopt, as appropriate, and
      c) **Start** a year-round process in the Fall to allow for workshops as well as the opportunity for meaningful input prior to submission.

   “Student and family input is valuable and critical to informing any processes, decisions, or plans meant to serve them.” AAPC meeting participant

   2. Alignment with **school site planning** process and **School Plans for Student Achievement, or SPSAs**
      a) Workshops in the Fall to provide stakeholders with tools,
      b) Meaningful community engagement conducted in the Winter, and
      c) Culminating with thoughtful, connected plans in the Spring at Summit.

   3. Development of **coordinated system for seeking family engagement** to
      a) **Align** engagement efforts across district departments,
      b) **Lessen demand** on families and advisory leads, and
      c) **Provide follow-up** on impact of feedback to families.

IV. **Concerns & Questions** that came up -
   A. **Logistical** Concerns for School Year 2021-22:
      1. Access to high-quality, affordable (based on Bay Area income and expense levels)
         **Out of School Time Programs** -
         “Working families need free or affordable after school programs, with income qualifications based on actual San Francisco wages and expenses.” PAC parent
      2. **Availability** of high quality **remote learning options** for those who may need it
      3. **Changes to School Start Times and Transportation Services**

B. **Questions** that remain:
1. What is the **plan to address the loss of special education services and therapies over the past year**?
2. What is being done to support the **retention of African American students** in SFUSD?
3. What is being done to support **consistency in educator staffing** going forward?

4. **What is the District's plan** for if/when something happens that requires us to return to a remote/hybrid learning situation, such as COVID surges, poor air quality due to fires, a major earthquake, etc.?

5. **How are we actualizing SFUSD's four focus areas**: Anti-racist practices, the Graduate Profile, Authentic Partnership, and Consistent Structures for Support; how do we move from theory and philosophy to practice?

C. **Follow-up and Response**

Last Spring, we did not receive a formal response to our report; we are requesting a formal response and follow-up to this report and would like to know when we can expect to receive it. We also hope that the feedback, recommendations, and questions in this report will be used as a vehicle for dialogue in the process of continuous improvement, as we seek to serve the success of ALL SFUSD students.

THANK YOU!

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V. **Appendix**

A. **Links to Documents Referenced**

1. Report to the SFUSD Board of Education by the Joint Advisory Committees - AAPAC, DELAC, CAC & PAC - May 26, 2020

2. San Francisco County Office of Education and San Francisco Unified School District Learning Continuity and Attendance Plan 2020-21 Response to Stakeholder Feedback, Fall 2020

3. Budget Update Recording Learning Recovery Funds, May 4, 2021

B. **Stakeholder Engagement Conducted Spring 2021**

1. 03/04/21 Foster Youth Services Coordinating Program Executive Advisory Council

2. 03/10/21 San Francisco Independent Living Skills Program (Current and former foster youth)

3. 03/25/21 SFUSD Community Advisory Committee for Special Education General Meeting

4. 04/07/21 Parent Advisory Council April Meeting

5. 05/01/21 Chinese Parent Advisory Council Meeting

6. 05/06/21 Tenderloin Community School, School Site Council May Meeting

7. 05/07/21 District English Learners Advisory Committee, Mission Economic Development Association & Mission Graduates Facebook Live (in Spanish)

8. 05/12/21 Second District Parent Teacher Association 411: LCAP Community Meeting

9. 05/13/21 Native Hawaiian & Pacific Islander Matua Advisory Council May Meeting