

LCAP Task Force

Meeting #9

Date: 6/14/23

Time: 4:30-5:30

Location: [Zoom Link](#)

Slides Agenda



Objectives	SFUSD Norms/ LCAP Task Force Community Agreements
<ul style="list-style-type: none"> Hold an After Action Review of our work this school year Look forward to our work next school year Begin planning a start of the school year kick off with members from School Site Councils/ ELACs/Advisory Committees, etc. 	<p>SFUSD VALUES :</p> <ul style="list-style-type: none"> Student-Centered, Fearless, United, Social Justice, Diversity-Driven <p>LCAP Task Force Community Agreements:</p> <ul style="list-style-type: none"> Keep students & equity at the center Be part of the solution towards anti-racism, equity, and social justice Be engaged: speak up & listen up Brave space: allow ourselves to hear, internalize, and reflect on our biases, racism and ways we hold up white supremacy, rather than holding a space that protects us from confronting these things What is learned here leaves here

Time	Agenda Item	Notes/Guiding Questions
4:30	Welcome & Sign in	<p>Welcome & Review objectives</p> <ul style="list-style-type: none"> Ground in SFUSD Norms/LCAP Task Force purpose/Community Agreements Sign in
4:35	Looking Back: <i>Review of LCAP 1st Reading</i>	<p>Shoutout to Havah Kelly, Asipesionau(Nau) Finau and Rionda Batiste Video: https://www.youtube.com/watch?v=fKcJ2LIKckY (Begins at 24:30) Reflections & Takeaways</p> <p>Notes:</p> <ul style="list-style-type: none"> Powerful testimony, words, they were great speakers Continue this process of parents speaking to the recs and the identified needs Questions: Does the community have input on the dollar amounts that are assigned to each action? <ul style="list-style-type: none"> Community input does inform changes that get made...It is staff responsibility to do the official mapping- deciding which expenditures go into which buckets but a crucial piece of community engagement is for them to provide feedback as to which investments should be lower, higher or different Are the many, many verbose Action descriptions mandated or can they be changed for next year's LCAP to a small number of clear outcomes such as "every school's water is safe to drink" or "every school has enough paraeducators for the number of students who need their help". <ul style="list-style-type: none"> Within the statewide system of support, MTSS model- Level 1 provided by state, COE, geographic agencies...get support re: specific areas of need; Level 2- Diff Assistance based on dashboard performance- work w/ a DA provided...CoE, CDE, etc. If in DA for 3 years and no substantive progress in terms of the indicator area/student groups that

		<p>have been identified, then we can be referred to the CCEE, then they work with us...if CCEE works with us and names that there are systemic issues and there is no progress, they can recommend that the state supt provides intensive intervention- state supt can direct changes to LCAP, programs, etc...no changes re: local bargaining agreement but other fiscal allocations, etc. In order to get there, LEA that received 3 yrs of DA, 1 year w/ CCEE...4-5 consecutive years...</p> <p>Our job as the LCAP Task Force is to raise public awareness, push our district and board to make progress</p>
4:40	Looking Back: <i>LCAP Task Force After Action Review</i>	<p>Example Guiding Questions for an After Action Review:</p> <ul style="list-style-type: none"> • What did we expect to happen? • What actually happened? • What went well, and why? • What can we improve on, and how? <p>Notes from discussion:</p> <ul style="list-style-type: none"> •
5:00	Looking Forward: <i>LCAP Task Force/ Community Engagement</i>	<p>What do we want to keep/toss/recycle (do differently) in our LCAP Task Force work next year?</p> <ul style="list-style-type: none"> • Review 23-24 Timeline <p>What do you envision Town Halls/Community Engagement to look like next school year? SSC Kick Off Mid October</p> <p>Notes:</p> <ul style="list-style-type: none"> • None of us are only 1 story...we started with so many voices at the beginning...the last few meetings, we've been getting true to hearing the voices of those furthest from opportunity... • Appreciation that we have staff who are focused on this work and here to support organization of this work...appreciation for the outreach for who else should be involved... • Transition year with many who are new- great to have new folks. Lots of good things- activities with students, ideas for how to improve- things we've heard overtime making things more accessible... • Would be great to have consistent participation but we need to build on what we are doing and build the capacity- and I think this happens by having consistency in participation and over time become
5:20 min	Close	<ul style="list-style-type: none"> • Action Items (see below) • Process Checker- Reflections (Content & Process) • Announcements from the Group • Appreciations • 2023-2024 Interest Survey

After Action Review Notes

What did we expect to happen?	What actually happened?	What went well, and why?	What can we improve on, and how?
<ul style="list-style-type: none"> • Get a better understanding of the LCAP process (+2) • Establish a predictable and supported way for the task force to work, now that we have staffing • Have space and opportunities for families to evaluate the LCAP plans • Opportunity for those farthest from opportunity to share their experiences in a safe place and provide input on the LCAP 	<ul style="list-style-type: none"> • We got to hear from the community in town halls (it's been a while!) (+1) • We had regular meetings • We got to hear from students (+1) • Folks made a presentation to the board • We got a staff person to support the work - yay! - Whoot! Whoot! • Interpreters were present at meetings and community members had to use Google Voice or personal devices to tap into translation. 	<ul style="list-style-type: none"> • The presentation to the Board was very powerful (+1) • Taking time with advisories to listen and dive into what families need and listen to folks lived experiences in preparation for the 1st reading of the LCAP • Bringing in student voice to the plan- let's do more of this next year (+1)- and have students on the TF - Yes - we need the SAC on the taskforce again! (+1) • New LCAP slide deck. Time for a refresh of our stakeholder engagement • Identified three core areas (math/reading, college readiness, and addressing the whole child) • Breakdown of the funding (+1) 	<ul style="list-style-type: none"> • Wondering how we can improve both understanding of what this work is and/or could be, what it is not and how to sustain momentum- both in active participation (attendance) and action (specific roles- like community engagement, LCAP review & feedback, review of community feedback and synthesizing, understanding of budget & resource allocation, progress monitoring etc. (+1 and also have very clear, realistic objectives for the group for the year) • Would love to see more and consistent participation from groups/people so each meeting builds on the others • Would like more guest appearances from staff responsible for LCAP buckets and goals/guardrails to talk about their programs with taskforce members (+2) • or answer questions at Townhalls or community workshops • Opportunity to catch new people up to the process offline. • Connect LCAP to SPSAs in a more meaningful way • More progress monitoring updates • Focus in on key actions that we want to learn about- act on in our various roles and bring back info about how things are going • Process to determine membership- how many active members vs. interested community members (per Greene Act)- draft LCAP bylaws per such things • Wondering about how we can create stronger connection or relevance between LCAP and SPSAs (+1) • How does the LCAP work connect with important CBOs who can help share this information with the populations named in the LCFF funding. For example, could we hold an LCAP discussion at the Hut, with Coleman, PPSSF or Mission Graduates (+2)? • Make the LCAP actions and document easily understandable to parents. Explain how LCAP translates to things you can see, as opposed to abstract concepts. (+1) • Foreshadow what is to be expected in the

			<p>next meeting, have the next meeting's agenda available, so participants can get a preview or prepare.</p> <ul style="list-style-type: none"> • Interpretation would be better if we have translation devices made available instead of using Google Voice or personal devices because community members relay crucial
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Next Steps:

What	Who	By When