



**San Francisco Board of Education  
Parent Advisory Council**

**Report of Findings and Recommendations**  
from Community Conversations on Racial Equity in SFUSD

**June 10, 2014**

# Report of Findings and Recommendations from Community Conversations on Racial Equity in SFUSD

June 2014

## Executive Summary

The Parent Advisory Council's (PAC) work is closely aligned with the priorities set by the San Francisco Unified School District (SFUSD), and informed by what we learn through reaching out to hear from families across the district. After reviewing extensive data, this year PAC members decided to carry out a community engagement campaign to support the district's goal of access and equity.

Through a restorative framework, the PAC reached out to hear from families about their experiences with racial equity to learn what is working, name the challenges school communities face and identify solutions to improve outcomes in this regard, for all SFUSD students. In addition, we aimed to spark dialogue around the reality of race at the schools and community organizations where conversations were held. The intent here was that the conversations themselves might uncover hidden biases and raise awareness that we all have them. In turn, the hope was that this recognition might engage communities in efforts to repair harm related to racial equity.

From February 20<sup>th</sup> through April 25<sup>th</sup>, we heard from 124 participants in 11 conversations held at schools sites and with community groups. The majority of participants were parents and in smaller numbers, we heard from community members, educators and students.

Based on what we learned from these community conversations our Report of Findings and Recommendations on Racial Equity in SFUSD are presented this report.

## Findings

Many of the findings echoed what the PAC has heard in previous community conversations on Restorative Practices and more recently, the engagement process on the Local Control and Accountability Plan.

- Parents were **grateful and very receptive** to having these conversations and **wanted to see more members of their community** have the opportunity to participate in this dialogue, ideally on an ongoing basis.
- At the same time, some **participants acknowledged** that it also **felt uncomfortable** to be in this space having these conversations. Experiencing this discomfort was often acknowledged as an inherent, but important part of dealing with the reality of experiences of racial inequity in an honest, forthright way.

- Participants **articulated the need to have these conversations** about racial equity at their schools **with teachers, administrators and other district staff**.
- Schools that had a **designated staff person for family engagement** and an **organized African American parent group**, had the **greatest participation** in these conversation as well as diversity of parent leadership represented on their SSC, PTA and ELAC. There was a sense that the work to build across communities had been started with the **intentional support of such coordination** at these schools.
- In other schools, we found communities **struggle with the challenge to bridge across differences** in their students' ethnicity, socioeconomic background and home language.
- The role of **leadership also played a part** in making these conversations happen as well as creating **opportunities for diversified parent leadership** to develop at school sites.
- Some participants **expressed an urgency for dynamics to shift** among racial groups, wondered if anything would be different as a result of these conversations and hoped they would start to experience changes at the site level.
- Many concerns people shared were about **the importance of cultural competency** and **culturally responsive instruction** as well as **the need to provide relevant training and support** for all school staff to support better outcomes for all students.
- Participants **highlighted the need for increased accountability and quality of teaching**, including hiring **qualified** and reliable **substitute teachers**.
- Parents conveyed the **need to see culturally relevant curriculum** that is **reflective of the collective history** of the students in our classrooms and the district as a whole.
- Participants emphasized the **need to validate students' cultural identity** with classroom practices, instructional materials and staff who mirror them.
- **Conversations illuminated parents' concerns about** schools having **low expectations** for their children, not liking or understanding them, and not supporting them to achieve. These feelings were **compounded by experiences participants shared of inconsistencies in disciplinary practices** in which some students were treated more harshly than others within schools and across the district.
- We heard the **desire to see an increase in staff to support safety and student wellness** (social workers, nurses, counselors, etc.), as well as **a reduction in the loss of instructional time** when students are sent out of the classrooms.
- Across **all conversations participants expressed their desire for more culturally sensitive and improved communication** that recognizes them as respected partners in their children's education and seeks out connections with families and communities.

## **Recommendations**

1. **Promote opportunities for school communities to engage in dialogue** focused on improving racial equity at school sites. The more this discourse happens, the more we can learn from each other's experience and promote appropriate and improved actions and interventions.
2. **Provide, encourage and support opportunities for teachers, principals and other district staff** to participate in professional development to work with families and students of diverse cultural backgrounds.
3. **Adopt culturally responsive curriculum to reflect the collective histories**, experiences and lives of the student populations represented in our schools.
4. **Identify strategies to address the challenge of bridging across cultural differences** that many schools face by providing tools for principals and school leaders to support these efforts.
5. **Provide opportunities for parents to develop leadership** capacity to give voice to all families represented at school sites.
6. **Develop a plan to improve communication and strengthen relationships among students, schools and families** - at each school, and in the district as a whole.

## Report of Findings and Recommendations from Community Conversations on Racial Equity in SFUSD

### Background

At the beginning of each year, the PAC looks at SFUSD student achievement data, suspension rates and other school climate information, as well as the district's strategic initiatives to set our priorities for the year. In September, after reviewing substantial data, PAC members felt compelled to lead a project that would begin a dialogue around racial equity<sup>1</sup> to support the district's goal of access and equity.

As in previous conversations, we wanted to shed light on family perspectives and promote knowledge and understanding of the experiences of those with different racial backgrounds within school communities. Additionally, we hoped the process would encourage participants to reflect on unconscious biases in order to identify solutions and propel change.

### Why Racial Equity is important for SFUSD to address

San Francisco Unified School District's strategic plan recognizes the achievement gap as the greatest social justice and civil rights issue facing our country.

In 2012-2013, African-American students made up approximately 10% of the school population, but accounted for over 50% of the suspensions. In addition, African American high school students missed an average of 19 more instructional days than their peers. Together African American and Latino students made up 77% of the suspensions, yet represented only 35% of the students enrolled in SFUSD schools at the time. **Students who are not in class or in school are not learning.**

Although San Francisco remains the highest-performing urban school district in the state, we also have the widest gap in achievement between racial groups of students. Despite recent gains for African American students in San Francisco, they continue to score substantially lower than their counterparts in other urban districts across the state.

**Suspensions and students being out of the classroom affect everyone's child because *we are a community* by the very nature of us being a part of the same *unified* school district.**

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<sup>1</sup> Racial equity is what would be achieved if one's racial identity no longer predicted, in a statistical sense, how one fares in the world. In this case, we are talking about educational outcomes in our schools. There are two main parts to this concept. The first part is that race can currently predict outcomes, like suspensions, dropouts, and student achievement. The second part is that equity is about FAIRNESS. It's about making sure people have access to the same opportunities. A system of racial equity works to address the needs of each individual student and provides the greatest level of support to the students of greatest need.

These statistics are not unique to San Francisco. However, the opportunity we have as a community to think outside of the box, identify solutions and do things differently for our schools, our district and, most importantly, for our students is unique. Superintendent Richard Carranza has made it one of the district's priorities to address the disproportionality in student achievement and discipline practices that fall along racial boundaries. The commitment from district leadership is the first step in addressing the racial inequities that exist in SFUSD schools and our district as a whole. Nevertheless, the challenge is to shift what families and students experience at their schools so that one's educational outcomes are not determined by his or her race. As one parent expressed,

*"When our kids walk through this door they should all be treated the same. Is our child supposed to be treated differently because of their ethnicity? What difference does it make if I live in a mansion or the projects? "*  
*- Parent from a K-8 Schools*

How do we as a unified school district start to shift from the predictable power of demographics to making social justice a reality for every student?

Talking with each other is an essential step in moving forward from commitment into action. PAC members recognized that conversations about racial equity could be uncomfortable, and at the same time, we realized it could support mutual understanding through hearing each other's stories and learning from one another's experiences.

*"It felt very uncomfortable to stay in this space talking about this (racial equity)."*  
*- Elementary School Parent*

*"I appreciate the honesty and what I learned from others sharing their experiences."*  
*- Elementary School Parent*

Through intentional, structured dialogue with a restorative approach, school communities can begin to move from what divides them to what unites them by establishing a common ground built on trust.

*"I think our diversity is what makes us unique. There are disparities that fall on race and economic lines, and we need to find something common. A common thing is we want what's best for our kids. So let's work from that point. We may be different, but we have the same needs."*  
*- Parent from a K-8 School*

To support this idea, PAC members structured our community conversations by utilizing the same restorative framework currently being implemented in schools across the district. We hoped not only to model, promote and strengthen restorative practices but also provide participants a safe space to voice their frustrations and concerns about their experiences in order to begin to identifying solutions to repair harm.

## Our Approach

PAC members considered a number of factors when determining the list of schools to invite, including:

- Schools where the PAC has never held a community conversation;
- Schools where the PAC has held a conversation but not within the last two years;
- Demographics of the school's student population; and
- Schools that have an ED (Emotionally Disturbed) class on site.

Given the disproportionately of suspensions rates among African American and Latino students and the pursuant gap in achievement and opportunity, the PAC made it a priority to reach out to hear from these communities. However, the discussion questions were designed to capture the voices of families across differences in language, ethnicity, geography, culture, types of schools their children attend, and socioeconomic background.

We heard community questions, concerns and suggestions through:

- **Community conversations** in schools with focused outreach to specific sites and family populations, including six with Spanish interpretation and one with Cantonese.
- **Focus groups** with community groups working with families and serving students (including the Children's System of Care located in the Bayview neighborhood, the Indian Education Parent Advisory Committee and the S.F. Board of Education Parent Advisory Council).

The objectives of each conversation were to:

- **Provide a safe space** for families to share their stories, reflections and experiences with racial equity in the San Francisco Unified School District through a restorative framework.
- **Learn** from families and school communities about what is working, identify additional work needed and solutions to repair harm and support better outcomes for all students regarding racial equity in our district.
- **Hear from 150-200 participants** to identify patterns.

To gather participants' input, we utilized the following Restorative Practice questions in a carousel fashion, in which small groups cycled through stations with each question below on chart paper, and wrote responses:

- What has been your family's experience with racial equity in the district?  
What do you think/feel about it?
- What has been the impact of your experience? [Positive and Negative]
- What has been the hardest part about your experience?
- What is working for your family at your school and in the district regarding racial equity?
- What circumstances and conditions challenge your school's ability to address racial equity?  
[What's not working?]
- What is needed to make things better for your family, your school and the district?  
[What are the solutions?]

To reflect and expand upon the carousel responses, a conversation with the whole group followed the small group process and, together, participants identified next steps as a community.

## **Who We Heard From**

Between February 20th and April 25th, 2014 **we conducted 11 community conversations** about racial equity and **heard from 124 participants**. Based on surveys of participants:

- 81% were parents/guardians/relatives
- 2% were high-school students
- 11% were educators/district staff
- 6% were community members

They represented **39 different SFUSD schools**:

- 21 Early Education and K-5 schools
- 4 K-8 schools
- 8 Middle schools
- 6 High schools

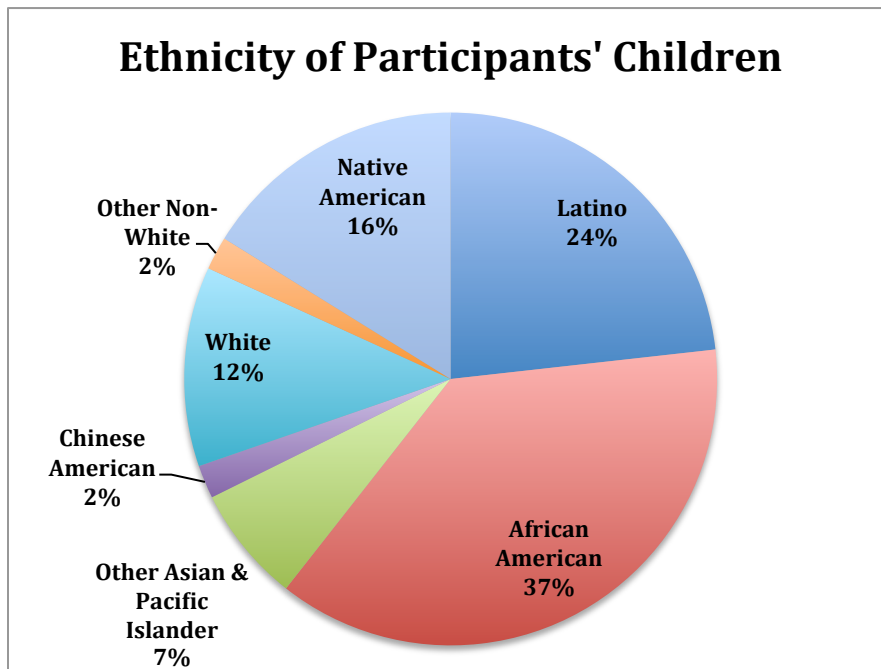


Of the participants:

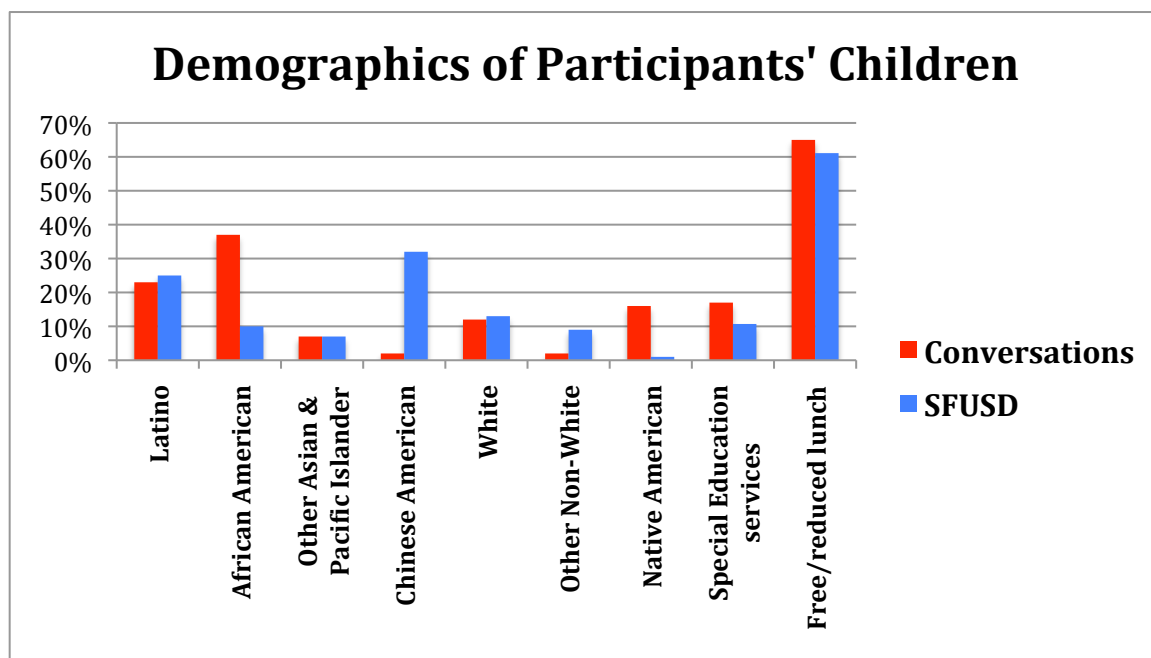
- 24% speak a language other than English in their home (SFUSD = 25% English Learners)
- 65% of their children qualify for free or reduced-price meals (SFUSD = 61% qualify)
- 17% of their children receive Special Education services (SFUSD = 11% with an IEP)
- 5% were either a grandparent or other relative of a student

Participants' home languages:

- 76% speak English
- 23% speak Spanish
- 1% speak Chinese



## Demographics of Participant’s Children compared to SFUSD Student Enrollment



### Report of Findings: What We Heard in the Conversations

The following findings highlight the major themes and observations that emerged from the PAC’s community conversations about racial equity in SFUSD. As promised, we do not include names of schools or groups associated with the quotes throughout this report to protect and respect the participants’ anonymity and confidentiality.

- Parents were **grateful and very receptive** to having these conversations and **wanted to see more members of their community** have the opportunity to participate in this dialogue, ideally on an ongoing basis.

*“Racial equity is important to me as a Cuban woman. I liked hearing thoughts, opinions, ideas and solutions. I’m ready for next steps.”* - Elementary School Parent

*“I loved the opportunity to participate and talk about race and equality.”*  
- Elementary School Parent

*“I would like to have an encore meeting in the near future.”*  
- Elementary School Parent

*“Keep the conversation going with the families that were not able to make it tonight. We hear the same stories from the same families so the more stories we can hear the better.”*

*- Grandparent of High School Student*

*“I would like some of this information to be shared with the general PTA. Some of these numbers are shocking and sad.”*

*- Elementary School Parent*

*“I feel like that when we have these conversations they are so transformative.”*

*- Elementary School Parent*

*“I enjoyed hearing everyone’s experience and sometimes we feel isolated so it feels good to hear that other people share the same thoughts. It’s not good that the problem is happening, but it’s good that we’re putting it on the table.”*

*- Parent from K-8 School*

- At the same time, some **participants acknowledged** that it also **felt uncomfortable** to be in this space having these conversations. Experiencing this discomfort was often acknowledged as an inherent, but important part of dealing with the reality of experiences of racial inequity in an honest, forthright way.

*“The whole conversation made me feel self-conscious.”*

*- Elementary School Parent*

*“There’s a misconception that because I’m black it would be easier for me to talk about it.”*

*- Elementary School Parent*

*“It’s difficult for parents because they feel embarrassed or shy. Hard to come out and say this is how we should do it, but by writing it down it feels like a safe way of communicating how we are feeling.”*

*- Elementary School Parent*

- Participants **articulated the need to have these conversations** about racial equity at their schools **with teachers, administrators and other district staff.**

*“I feel the staff should have been here to hear all these thoughts. I find that our staff don’t like to speak their minds but behind closed doors.”*

*- Parent from K-8 School*

*“I would love to have a training for this or workshop for teachers.”*

*- Elementary School Parent*

*“Involve teachers and administration in these talks.”*

*- Middle School Parent*

*“Encourage more parents to get involved in these meetings. And teachers?”*

*- Elementary School Parent*

- Schools that had a **designated staff person for family engagement** and an **organized African American parent group**, had the **greatest participation** in these conversation as well as diversity of parent leadership represented on their SSC, PTA and ELAC. There was a sense that the work to build across communities had been started with the **intentional support of such coordination** at these schools.

*"I like how all the school programs work together for the students. Our school feels like a family school."*  
- Elementary School Student

*"We feel like family. We support one another. We support the teachers. We support each other's families."*  
- Elementary School Parent

*"I have been involved with parent leadership here for awhile, and I have seen a change. When I first started, the PTA was small and very limited in diversity. But now it's multiplied exponentially and for me being in this school and seeing this painful change and growth I'm ready to see where this seed grows."*  
- Parent from K-8 School

*"I walked around and saw the same thing... parent participation. I noticed a lot of new faces here tonight, so what did we do right? Let's try to find out what it was and recreate it."*  
- Elementary School Parent

*"Two years ago there was a minimal African American council here and ELAC didn't exist, but I'm seeing change. We need to learn from our past and learn to ask for what we want."*  
- Elementary School Parent

- In other schools, we found communities **struggle with the challenge to bridge across differences** in their students' ethnicity, socioeconomic background, and home language.

*"It's difficult to form bonds across racial groups even when you would like to."*  
- Elementary Student Parent

*"A lot of people were interested in going to this school because it was diverse at the time but a lot of times people still hang out with their own race. There's not a lot of interaction between races. But I'm wondering how to do something proactive to reach other groups."*  
- Elementary Student Parent

*“At my children’s school, our PTA is not very welcoming unless you’re already part of the group. The school is mostly Caucasian and doesn’t do a good job reaching out to other groups. I once went to a PTA meeting and brought up talking about race/minority groups. A lot of parents stopped speaking to me, even ones I thought were my friends.” - Parent from K-8 School*

*“We need opportunities for the school (staff, teachers, families, and students) to become a community.”  
- Elementary School Parent*

- The role of **leadership also played a part** in making these conversations happen as well as creating **opportunities for diversified parent leadership** to develop at school sites.

*“How do I as principal ensure that we talk about it more out loud? There should be more diversity training for the staff and acknowledge the uneasiness that this creates and to have a safe space for these dialogues. That it’s okay to feel uncomfortable.”*

*- Elementary School Principal*

*“The principal showed up, figuratively and literally, at our meeting and at the school during these meetings. It was a big boost and brought a new energy to the group.”*

*- Elementary School Parent*

*“It’s sometimes difficult for parents on the downside of power to advocate for themselves and their family. Sometimes encouragement is needed.”*

*- Elementary School Parent*

- Some participants **expressed an urgency for dynamics to shift** among racial groups, wondered if anything would be different as a result of these conversations, and hoped they would start to experience changes at the site level.

*“I’m at the point where all we do is talk and talk and talk, but when will we make solutions? We say we want it, but do we really want it? Because I feel like we’re at the same spot or maybe even worse than where we started. What are you doing to help push this forward?”*

*- Parent from a K-8 School*

*“I almost feel that they need to go to each school and do an assessment of the school. Each school acts so independent. The School Board says one thing, but when you go into schools it’s another thing. There’s a disconnect. It’s like a whole other foreign land between schools and the district.”*

*- Elementary School Parent*

*“If we want change we can’t keep just talking, but go above and beyond.”*

*- Elementary School Parent*

*“I’ve been having this conversation with schools and PTAs for years and nothing has changed. I hope maybe something will change by the time my daughter has graduated from high school.”*

*- Parent from K-8 School*

- Many concerns people shared were about **the importance of cultural competency and culturally responsive instruction** as well as **the need to provide relevant training and support** for all school staff to support better outcomes for all students.

*“Teachers need to be re-educated or retrained because they’re not sensitive to these situations.”*

*- Elementary School Parent*

*“I thought I taught equitably last year, but turns out I wasn’t. I learned what equity really was and I realized I was failing my kids. Teachers need to learn what equity really is and what it looks like and should be. That is the only way for us to be educators.”*

*- Educator from a Middle School*

*“Culturally, we have different ways of expressing ourselves and some African American are perceived as angry and violent but it’s just that they are passionate and expressive and as we look to have more conversations there has to be space for different modes of expressing stuff and that would be an important ground rule for everyone to understand.”*

*- Elementary School Parent*

*“Teachers are judgmental and biased. They track our kids and then they get labeled as the problem child. That’s how other kids start to see our children.”*

*- Elementary School Parent*

*“My child was at different school last year and I felt they were judging him. They were quick to put a label on him as defiant. I didn’t even know what it meant and asked a counselor. I thought it was a huge label to put on a child and fought against it. The teachers didn’t know what to do with him because he was struggling so labeled him as a bad student. I listened to my therapist and pulled him out of that school. Now he’s doing so well academically in his new school. I know that it’s not just my child that went through this. It felt like the rest of the school were high achievers and my child wasn’t so they shooed him away.”*

*- Middle School Parent*

- Participants **highlighted the need for increased accountability and quality of teaching** including hiring **qualified** and reliable **substitute teachers**.

*“More accountability for teachers who are the primary educators for our children. More communication to the family about what concerns the teachers have regarding social/academic areas.”*  
- Elementary School Parent

*“The subs they send need to be turned around and sent out. It’s criminal. Keep it real.”*  
- Elementary School Participant

- Parents conveyed the **need to see culturally relevant curriculum** that is **reflective of the collective history** of the students in our classrooms and the district as a whole.

*“Race is an issue because we teach white history. Why are we still teaching about Christopher Columbus? My son came home and told me what he learned and I had to spend our entire walk home unteaching him about Columbus, the lies. We have limited number of African American heroes taught in school and almost no Latinos. It tells our kids they don’t have a history, that they’re not important. Collective history needs to be taught.”*

- Elementary School Parent

*“The curriculum does not reflect our history.”*  
- Elementary School Parent

*“Need to welcome different curriculum.”*  
- Middle School Parent

- Participants emphasized the need to **validate students’ cultural identity** with classroom practices, instructional materials and staff who mirror them.

*“There isn’t enough black and brown representation in staff.”* - Elementary School Parent

*“Hire more people of different background in the school system.”* - High School Parent

*“I feel teachers should go out to our communities to get to know kids - our children are in crisis - teacher field trips to see what conditions are like in the neighborhoods to understand their students.”*  
- Elementary School Grandparent

- **Conversations illuminated parents’ concerns about schools having low expectations** for their children, not liking or understanding them, and not supporting them to achieve. These feelings were **compounded by experiences participants shared of inconsistencies in disciplinary practices** in which some students were treated more harshly than others within schools and across the district.

*“When I was in high school, my teacher told me I was going to end up pushing a cart. No expectations.”* - Recent High School Graduate

*“My daughter’s counselor was ready to judge her based on her looking like a Latina and thought that she won’t do well academically. I had to show her previous test results to show that my child was struggling only because this year we had to miss school due to family issues. The counselor then went back to look at her records and saw she does do well.”* - Middle School Parent

*“Students get passed over because they are black.”* - Elementary School Participant

*“My son started here in the middle of 1<sup>st</sup> grade and the teacher was great, but I noticed that sometimes the African American children were made to feel invisible, and that they would be punished differently than the non-African American kids, misunderstood.”* - Elementary School Parent

*“I believe that because people have stereotypes, that it is how people perceive other people and no one really adjusts that. I see little boys here playing kind of rough and no one stereotypes them, but if they were boys of color...”* - Elementary School Parent

*“The biggest thing I notice is our kids [African American] are punished for things other kids are doing too, but nobody notices. Our kids are made to feel like they don’t belong and get in trouble and the other kids don’t.”* - Elementary School Parent

- We heard the **desire to see an increase in staff to support safety, student wellness** (social workers, nurses, counselors, etc.) **and a reduction in the loss of instructional time** when students are sent out of the classrooms.

*“Problem has to do with funding. My son’s teacher has help half time and is overwhelmed. If they could put someone to help with behavior and focus on those students who need more support... The problem is city-wide not just our school.”* - Elementary School Parent

*“Students need more support.”* - Elementary School Parent



*“We don’t have suspensions and expulsions. But if you look at the children that are usually in the office, they are mostly African American and are losing class time.”*

*- Elementary School Parent*

*“My son was at another school in Special Education, and he kept getting sent out of the classroom. He would get rewarded with fruit and snacks when he went to the office. So he started acting up to get the reward.”*

*- Elementary School Parent*

*“Teachers aren’t getting the support that they need to make education effective.”*

*- Elementary School Parent*

*“We need help for the children to solve differences when they are outside the classroom (recess, lunch, before and after school starts).”*

*- Elementary School Parent*

▪ Across all conversations participants expressed their desire for more culturally sensitive and improved communication that recognizes them as respected partners in their children’s education and seeks out connections with families and communities.

*“We need to educate parents and the school needs to have more communication and workshops with parents - to teach parents how to interact, instead of blaming.”*

*- Parent from a K-8 School*

*“Have more events or programs for the parents to be involved. Have the teachers establish a relationship with the parents from the beginning of the year.”*

*- Elementary School Parent*

*“We need better communication and continue to improve, strengthen the support for each of our children.”*

*- Elementary School Parent*

*“Language barrier/communication: getting everything in English. It is hard to help my child with homework. I can’t understand the instructions. I always hope the afterschool program can help.”*

*- Elementary School Parent*

*“The secretary helps to improve communication between groups. Our school is 30% Chinese and 45% Hispanic and the rest are other, but the secretary helped keep all the parents in harmony and we have a strong parent community.”*

*- Elementary School Parent*

*“Improving communication by using multiple avenues - phone, internet. Provide ESL services.”*

*- Elementary School Parent*

*“I’d like more opportunities for the parents to know what is going on in the school with the children so as to better know how to help them.”*

*- Elementary School Parent*

## **Recommendations**

1. **Promote opportunities for school communities to engage in dialogue** focused on improving racial equity at school sites. The more this discourse happens, the more we can learn from each other's experience and promote appropriate and improved actions and interventions.

### Action step:

- Support schools sites to have these dialogues by providing staff support and resources to lead them.

2. **Provide, encourage and support opportunities for teachers, principals and other district staff** to participate in professional development to work with families and students of diverse cultural backgrounds.

### Action steps:

- Create a menu of professional development (PD) workshops that provide strategies to address working with culturally diverse communities in our schools.
- Set a concrete goal of the number of teachers and staff to reach each year.
- Track the data, including the number of PD workshops offered and the number of attendees.
- Create Professional Learning Communities (PLCs) to support PD implementation and ongoing dialogue.

3. **Adopt culturally responsive curriculum to reflect the collective histories**, experiences and lives of the students represented in our schools.

### Action steps:

- Incorporate culturally diverse stories, histories and themes into the Common Core States Standards' instructional materials, practices and trainings to reflect the students enrolled in SFUSD.
- Identify schools currently offering ethnic studies courses or leading similar work and create a SharePoint folder for lesson plans, materials and an exchange of ideas.

4. **Identify strategies to address the challenge of bridging across cultural differences** that many schools face by providing tools for principals and school leaders to support these efforts.

### Action steps:

- Explore how the work the SFUSD Restorative Practices Team is leading in this area to identify strategies to support and strengthen relationships across diverse communities.
- Incorporate successful strategies into the SFUSD Family Engagement Plan.
- Assess which SFUSD schools have formed African American parents groups or other diversity groups and identify the strategies, tools and support they needed to successfully form their group. Share these practices with other schools

5. **Provide opportunities for parents to develop leadership** capacity to give voice to all families represented at school sites.

Action steps:

- Identify a staff point person responsible for family engagement at schools sites.
- Promote the SFUSD Family Engagement Standards at site level at Back-to-School Nights, parent-teacher conferences, SSC, ELAC and PTA meetings and other school-wide events.
- Encourage school sites to create parent leadership opportunities on and beyond the SSC, ELAC and PTAs.

6. **Develop a plan to improve communication and strengthen relationships among students, schools and families** - at each school, and in the district as a whole.

Action step:

- Incorporate “Communication” as a central theme within the SFUSD Family Engagement Plan.

## **Conclusion**

The PAC appreciates the school communities and groups that hosted these courageous conversations centered on racial equity. We want to acknowledge and thank the families for their honesty and willingness to share their heartfelt stories, as well as the leadership at each of the schools for opening their doors to us with a warm welcome. PAC members recognize the value of these dialogues for those school communities who participated in them and, for the greater SFUSD community, as a process to move toward a more equitable educational experience for all students in our district.

We also recognize the limitations of a 90-minute conversation in its ability to make a significant dent in a system that has its roots seeped in decades of history. But like a steady drop of water over time, the cumulative effect of many can erode even the strongest, most solid of rocks. We hope that what we learned and shared from these conversations will ripple like the impact of a tiny pebble on the water and extend beyond our reach to support the work of the district in this area. It will require SFUSD’s continued commitment, greater dialogue and intentional actions to successfully achieve the goal of access and equity for all students to thrive in San Francisco public schools.