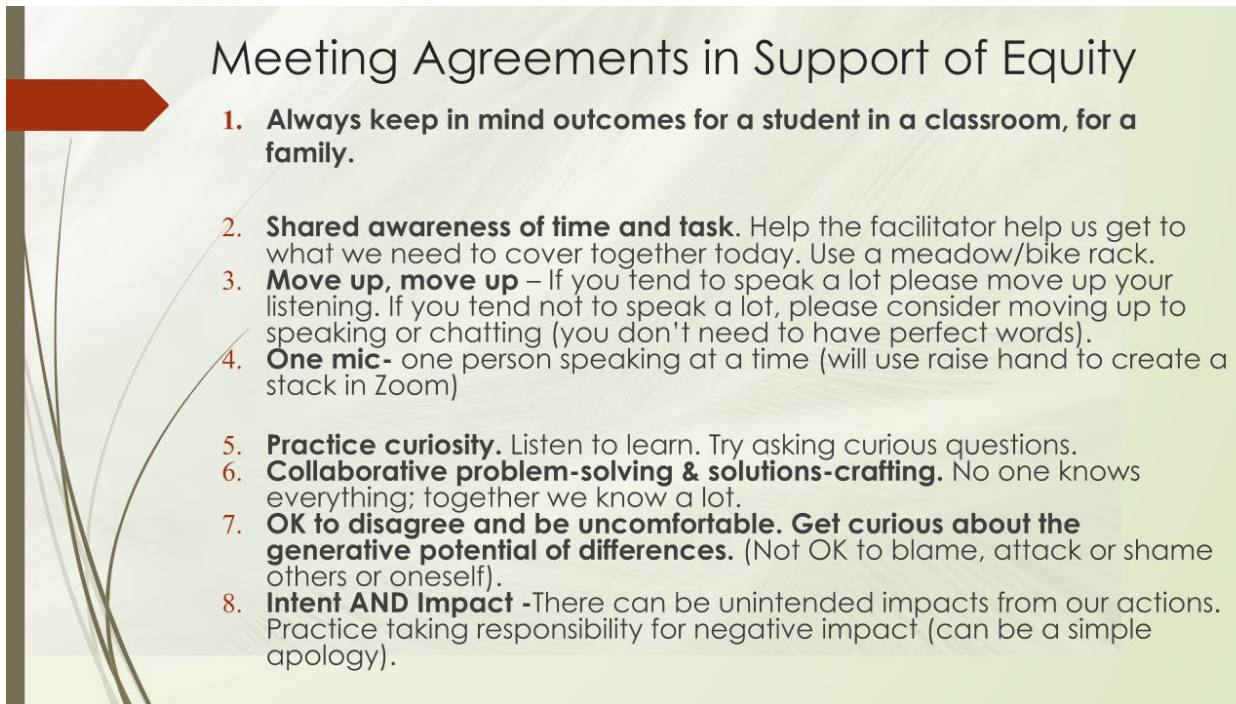


DO NOT FILL IN BEFORE THE MEETING - The facilitator will guide commissioners through use of this document.

Meeting Agreements



Meeting Agreements in Support of Equity

1. **Always keep in mind outcomes for a student in a classroom, for a family.**
2. **Shared awareness of time and task.** Help the facilitator help us get to what we need to cover together today. Use a meadow/bike rack.
3. **Move up, move up** – If you tend to speak a lot please move up your listening. If you tend not to speak a lot, please consider moving up to speaking or chatting (you don't need to have perfect words).
4. **One mic-** one person speaking at a time (will use raise hand to create a stack in Zoom)
5. **Practice curiosity.** Listen to learn. Try asking curious questions.
6. **Collaborative problem-solving & solutions-crafting.** No one knows everything; together we know a lot.
7. **OK to disagree and be uncomfortable. Get curious about the generative potential of differences.** (Not OK to blame, attack or shame others or oneself).
8. **Intent AND Impact** -There can be unintended impacts from our actions. Practice taking responsibility for negative impact (can be a simple apology).

What will support equitable and meaningful engagement for my learner style?

Gabriela helpful to see something, keeping things visible + 1 Mark & Jenny

Alison - clear process for how we collaborate, who speaks, how to participate

Fauuga - stay on topic

Kevine - be brief and succinct in comments to make space (not to limit thought)

Part 1: Guiding vision and core beliefs

Commissioners Lopez, Boggess, Collins, Moliga, Alexander, Lam, Sanchez

1. What resonates strongly for me in the vision? (looking at the graduate profile)

Gabriela Lopez:

Joy not named in graduate profile. But main reason we're here is that students experience joy, happiness in our spaces.

Preparing for career and life how are we measuring that? What does that look like? HOW are we maintaining long lasting relationships with students to know our work is affecting them in a positive way that helps them be prepared for next journey. Example that Peer Resources keeps people in program when they get older which shows valuable resources and people feel cared about.

Learning new languages extremely important. Access to information is #1 and why I ran, I grew up bilingual in a spanish speaking family. How are we including all our families in what we are making decisions about. How are we making sure we are connecting with communities even if we can't engage in same language. Show we are here and care.

Feeling Heard - want that to be at the top of our work

Kevine

How do we create a school district accountable to families and that students have an opportunity to learn things they are passionate about

Question of repair - how can students enter schools and feel cared about

Would echo much of what Commissioner Lopez said

Alison

Important to look back at the text and interrogate whether it's true. Some seems out of date. We are moving forward work handed on to us, resolutions, and also inheriting a history and baggage of what came before.

Achievement gap is the greatest civil rights issue facing SFUSD - Achievement gap is out of date as a problem located in groups of people. Many of us speak of opportunity gap recognizing the deficit in a population is because resources cause different outcomes, the problem is within our systems.

Schools don't have quality as an inherent quality. It's about resources. Some school have more than others and those are issues that aren't really addressed.

Graduate profile talks about creativity, students recognizing their values...great and know my kids are getting this from their schools. Individual education leaders are innovating and doing the work. But don't see a central mechanism creating those outcomes. Or sharing of great learning from one school to another.

+ 1 what Kevine said about being accountable and instruction that is relevant. Interested in systems that promote that, create conditions for teachers to do that work (can't if students are overloaded or if some school have overwhelming human needs)

Accountability, Relevance, Integrity. How are we living up to those words and doing what we say as educators, site leaders, central office staff, board.

Faauga

I came on school board straight from community and political stuff is new to me. Fighting for the same things today.

Graduate profile cool and sad to look at.

Opportunity gap the most important thing to me. Have to name groups and work at it. **Black, Latinx, Samoan, English language learners in SF as core groups.** Data in this city is horrible for this school district. If I were a parent from these groups why would I put my kids in these schools. We are trying and it's not getting there. This system is not supporting our kids who need it most.

How do we close the opportunity gaps.

We've been killing it with resolutions and road maps. But can this school district do it. Not confident given the data/facts. The kids suffer during, pre, after covid it will be these black, brown kids. District needs to put our money where our mouth is.

If we're not closing this opportunity gap in one of the most internationally known cities in the world, but we continue to have racist practices that prevent our black and brown kids to succeed we're not talking about anything in SF.

Continue working at it. It's not impossible.

Matt

Hard to follow my colleagues. They said it all. Love the graduate profile and feel sad like Faauga for what it really looks like for **Black, Latinx, Samoan, English language learners, Indigenous recent immigrants, in SF.** Problem is we have a vision. Agree it could be strengthened like with joy. Have a powerful vision but not a reality for our kids.

True when I started as a teacher in '96. What I've seen change in last 25 years is now we have vision and language around justice and equity but still a huge gap. Don't want to discount real progress. But almost worse because we're saying things like justice and equity but it's not the reality for too many families. Let's put up or shut up. We've been saying for a decade or so. Vision 2025 written in 2014 and have 4 years left to get there. Idea that every child will achieve vision by 2025 and now we're not there.

Innovation and that it is not systemic. In our district we try to standardize from top down and problem is standardization is producing the status quo and don't prioritize innovation.

Value innovation and the people doing the work - teachers and school-based educators, parents, families. Need to trust them and support them with the resources they need then vision won't happen.

What would it take our system so every single Samoan student who walks into a school feels like this is a place I belong. Every Samoan wants to join a school site council and can .A place I can exercise power and voice. Critical for schools, democracy and our city. Our city one of wealthiest and most

Jenny

My son will be graduating in 2025 and is that product of SFUSD

Reading graduate profile and beliefs I am inspired by them. Having third swearing in last night this is a vision I am inspired by and feel connected to. Have much work to realize it. How are we doing in realizing it?

My own upbringing as an immigrant child in a public education system...

Content knowledge is core to our mission and providing quality instruction and learning. How are we developing learners with life skills, problem solving they experience in schools and home

Core belief around academic outcome. We expect, strive for academic excellence. The strategy of how to get there is key and imperative.

Sense of purpose and self is core to any individual child we are raising, our students we are responsible for. Nurturing them. Feeling they are cared for and we are looking out for them.

It's upon us as governors of this district working with superintendent and staff What works, what is working to realize the vision, in systems change that we've all dedicated our lives to.

Mark

+1 joy

Joyful comes about once in the document. Carlos Garca coming in as superintendent and talking about values and we had a lengthy debate about the word joy. Obviously it's super important. When you walk into a school you can feel a sense of joy or frustration or anger. Doon't think enough of our schools are imbued with joyful educators and students. Diickensian model reverted to that keeps joy out too often.

Districts in general take a lot of time creating documents but then put on shelf and not revisited. HAven't dug through to see what we want to change.

+1 nomenclature important. Achievement gap is really an opportunity gap. NEed to revise.

Need to obe specific about student populations we've consistently failed to serve and name them -

Macro issue of funding

We have skilled people at every level but don't have resources to achieve our vision. Can't live up to graduate profile without adequate resources

If SFUSD was a department of the city our budget would be almost double. City has turned back on most needy families. Ballot measures pass but city government itself isn't with us. A shame. This is the wealthiest city in the world with the most inequity. We have the power to change that, choose not to obut can

We are the district, we are the governors. We have to steep up as a group to make the reality that students want to come to school, are joyful. Want to be there.

2. What 1 or 2 core beliefs am I bringing in my leadership? (taking the core beliefs section of the strategic plan as a jumping off point)

Gabriela

My minds go to Quality schools and Authentic partnerships

Kevine: Accountability process. For students/community to be able to hold us accountable for what we said

Faauga - can expand, take some things out, add some things.

What catches my eye is how inclusive are we really. How accepting of family, culture. Determines how we cooperate in the school district.

-

Affinity - space to honor differences

Jenny

Innovation. What are the innovative practices we know are working at smaller scale and support that to scale while not being rigid when centralizing/systemizing. Staying nimble.

All driven by work for equity. How are we really measuring ourselves around equity?

Partnerships

Inter department. Have seen a real shift. Growth is how do we recognize we can't do this alone. We're one of 3 cities that have 1 school district, 1 department of public health we can do it in SF.

Have to adopt new practices as a district.

How do we develop new partnerships

Resources - be more explicit about what are we talking about and what will the equity piece really take. Want to really understand that analysis and maybe over time

Mark In high school was nito Beatlemania

Hey Jude

A day in the life

Imagine - john lennon

3. And for fun...What song or movie captures the heart & soul of your core beliefs?

Gabriels - this song makes me happy and it's exciting. Lenny Kravitz, It ain't over til it's over

Kevine - Change is going to come, Sam Cooke

Alison - Ditto Kevine's song

Faauga - Movie Moana cartoon of a bad ass pacific islander showing how strong PI women are just like my grandmother and mother

Matt - The Matrix. To change a system you have to see it. Someone said to me is we're all emotionally exhausted because we're constructing a reality that isn't true.

Harvesting Core Beliefs Learning

Alignment

Faauga

Practice vs. Reality [for Black, Latinx, Samoan, English language learners, Indigenous recent immigrants students, Foster youth, incarcerated youth, young mothers, students in SPED programs, LGBTQ youth], Homeless youth

Historical data

Urgency

KEVINE

“We are the District” / desire to hold ourselves accountable to making the change that’s needed

Accountability/follow through

Community trust

Ownership

MATT

Outdated plans

Innovation

Many sites are innovating, yet successful practices are not centrally supported/disseminated

MARK

Honesty/Caring/Joy

Joy!!!

Schools must be imbued with a sense of joy/happiness

Relevant and Joyful learning

ALISON

Opportunity Gap is biggest focus

Opportunity Gap (not achievement gap)

JENNY

Wealth of city not translated into resources for our students/families

Fiscal management

Resource allocation not creating the outcomes stated in the vision

“Quality schools” relates to resources which are unequally distributed among sites and among demographic groups

Resources to Realize our VisionA

City and County support for school district

GABRIELA

All students and families should feel visible, valued in our schools.

Interesting differences & potential learning

Academic/Content Knowledge

Instruction

+Jenny has raised the importance of early literacy / literacy and how are we tackling that with reading interventions that make a significant difference. What are the barriers to implement and how will we address?

How do we measure achievement?

Questions about standardized tests and if they really measure student achievement. Have an assessment committee to discuss.

Alison has a question about what measures are valid.

What student data are we looking at?

(Speaking of Graduate Profile, do we have any way of assessing that?)

How do we define “quality schools”? What resources/practices are present?

Learning more about commissioner insight on issues of budget concerns and partnerships. Looking internally at district management of funds and how to balance budget with practices that are creating impact.

Making things happen

Gabriela: Doing what we say we're going to do. Moving away from all or nothing rhetoric (no resources, no support) which moves away from what we have been able to achieve. Relates to how we measure the work we're doing. Balance we have a lot of work to do and recognize that we have successes we can learn from.

Mark usually say majority of students do well academically and that's what highlights the gaps. Both can be true. Highlight what's working at same time we recognize what's not.

What/How does joy look in our school district

How can we have joyful learning if we don't have joyful staff?

What does it look like to fully fund our schools

Emerging principles to check or questions to be asked as we/staff assess priorities

How do we assure our most marginalized groups in the district succeed and meet the graduate profile: Black, Latinx, Samoan, English language learners, Indigenous recent immigrants students, Foster youth, incarcerated youth, young mothers, students in SPED programs, LGBTQ youth.

Does this practice focus resources in a way that creates access and closes the opportunity gap for students who have historically been marginalized?

To get different outcomes, we need to change the system-- so how are we encouraging and disseminating innovation by the people doing the work (teachers, paraeducators, school staff, parents and families, students themselves)?

How are we creating joyful learning (and teaching) environments across our district?

How are we holding ourselves to be accountable to the needs of the classroom?

How are we responsive to the needs of our schools and surrounding communities?

Authentically engage with students and families to ensure they feel valued in our schools.

What are the resources (funding, personnel, development and growth) needed to for vision of student outcomes (short, mid, long term)?

Part 2: Shared analysis of priorities

Initial priority share: Fill in before the break	
Name	Priority #1: Fill in priority and 1 sentence on why this priority (2 sentences max) Priority #2: Same as above
Gabriela	Priority #1 Authentically engage with students and families to ensure the work we are doing is adding to and supporting their learning. Priority #2 Making sure our work is effective.
Mark	Priority #1 Dramatically increase school funding (to at least the national per pupil average adjusted for the cost of living in SF) Priority #2 Implementation of board policies
Alison	Priority #1 Ensure students and families participate as active, and respected partners in student learning and school decision-making. Priority #2 Make schools physically, emotionally and intellectually safe for all students, specifically remove barriers and increase access for historically marginalized students by implementing antiracist curriculum, policies, and practices.
Jenny	Priority #1 Reopening of Schools: Comprehensive assessment of student learning, implement programs/interventions with necessary resources, with equity focus and focal populations Priority #2 As a result of COVID-19, expand community schools to holistically support students and their families
Faauga	Priority #1 Specifically designate focal group Black, Samoan, LatinX, and English Language learners students and as academically at risk populations and prioritize resources to address the equity gaps aligned with the state metrics. Priority #2 address budget deficit and locate new resources with partners, this is essential to assuring we are able to implement quality programming and instruction
Matt	Priority #1: Reallocate resources to schools and classrooms. Why? Because SFUSD spends the lowest percentage of our general fund budget on classroom instruction of any of the 10 largest CA districts-- and with limited resources we need to prioritize direct

	<p>classroom services to children.</p> <p>Priority #2: Reallocate resources to target students who are currently not being served by our system (Black, Latinx, Pacific Islander, ELL/recent immigrant students, students with disabilities, etc.). Why? Educators serving these students, working closely in partnership with families and students themselves, need adequate resources to create joyful and challenging learning spaces for those students.</p>
Kevine	<p>Priority #1: School reopening</p> <p>Priority #2: Increasing transparency</p>

1. SHARING YOUR THINKING ON PRIORITIES
2. WHAT SYNERGIES?

Emerging priority alignment: Round 1	
<p>Small group #1</p> <p>MARK</p> <p>FAAUUGA</p> <p>MATT</p> <p>JENNY</p>	<p>2 priorities emerging from your conversation</p> <p>Bringing in new resources and partnering to drive funds into schools and classrooms with a focus on focal groups Black, Latinx, Samoan, English language learners, Indigenous recent immigrants students ,Foster youth, incarcerated youth, young mothers, students in SPED programs, LGBTQ youth],Homeless youth.</p> <p>[INSERT MEANINGFUL OUTCOME MEASURES - Literacy, High School readiness, graduation rate/college acceptance] and feeling loved and welcomed</p> <p>Ensure students and families participate as active, and respected partners in student learning and school decision-making. - (Community schools?)</p>

Small group #2 KB GL AC	2 priorities emerging from your conversation <ol style="list-style-type: none"> 1. Classroom centered. Direct impact to students. 2. Identify staffing and resources to reopen schools safely and support student success. note : reinvisioning Hybrid Model for returning to in person learning with options and choice for Families and Staff
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Note: this group also spoke about the need for increased transparency in the budget process-- not sure if that is a separate priority but I didn't want it to get lost

Emerging priority alignment: Round 2

What are 2 -3 "mega" priorities(must-haves) for '21/'22?

Synthesizer response:

Name	Alignment Temperature Read Scale of 1-5 5 = Strong alignment that provides very clear direction for '21/'22
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	<p>decision-making & focus of attention</p> <p>3 = Good enough alignment that begins to provide helpful guidance for '21/'22 decision-making & focus of attention</p> <p>1 = Very far from alignment that helps '21/'22 decision-making & focus of attention</p>
Gabriela	<p>How aligned are we getting? (1-5): 3</p> <p>What would get us closer to a 5? Cleaning up our priorities, name specific goals that we want to achieve (may be for another time)</p>
Faauuga	<p>How aligned are we getting? (1-5): 4</p> <p>What would get us closer to a 5? How do we get to more accountability of structures and operations</p>
Alison	<p>How aligned are we getting? (1-5): 4</p> <p>What would get us closer to a 5? Drill down to identify specific projects and measures.</p>
Jenny	<p>How aligned are we getting? (1-5): 4</p> <p>What would get us closer to a 5? Specific measures/outcomes</p>
Matt	<p>How aligned are we getting? (1-5): 4</p> <p>What would get us closer to a 5? More time. Maybe someone could take what we have and clean it up a bit, and then we can come back and re-visit together?</p>
Mark	<p>How aligned are we getting? (1-5): 4.5</p> <p>What would get us closer to a 5? Extended opportunities for conversation for prioritizing, inclusive of staff feedback.</p>
Kevine	<p>How aligned are we getting? (1-5): 5</p> <p>What would get us closer to a 5?</p>

Part 3: Questions for Staff Budget Analysis- Fill in Monday beginning of day 9am Jan. 11

Given today's work, any specific request for inclusion in the staff analysis?

Put your initials after the question, can +1 with initials

Where are we at with funds spent on contracts, when do they sunset. How much are we currently spending on contracts for 20-21, 21-22, 22-23.

What money are we currently spending on initiatives and programs outside of the basic running of schools? (C+I and SFCSD). - AC

What are the various ways we can measure student achievement? Also culture and climate at schools and in classrooms? - AC

I probably mis-understood what Anne Marie Gordon was just saying, but I want to be clear that we are not asking district staff to frame the status quo budget around these priorities; we are asking staff to shift the budget to better reflect these priorities. Thank you! -MA

One outcome indicator I would like to look at is the percentage of general fund budget spent on instruction (as defined by the state accounting category)... I'd like to meet with budget staff to follow up on this soon. Thanks! -MA

How much money (on average by school type) does it take to fully operate a school site that is fully staffed. (Define/Outline fully staffed)-KB