



San Mateo-Foster City USD

Strategic Planning Session 3

Thursday, October 28, 2021



AGENDA

- I. Welcome & Overview
- II. Meeting Guidelines & Norms
- III. Recap Of Data:
 - Celebrating Strengths
 - Identify Data Facts That Are Concerning
- IV. Identify Foundational Building Blocks For Success
- V. Review Of Proposed Plan
- VI. Next Steps

Meeting Norms & Guidelines

We will keep our focus on the best interest of our students.*****

We will stay focused on our goals and avoid getting sidetracked.*

We will communicate openly and honestly with each other.*****

We will respect differences./We will show respect – never dismiss or devalue others.***

Everyone's opinions count./We will be open to ideas of others.

We will respect team meeting times: start on time, return from breaks promptly, avoid unnecessary interruptions.

Each team member will take responsibility for the work of the team./We will each be responsible for the success of the meeting – participate equally– address concerns.


We will work toward the future – learning from the past.



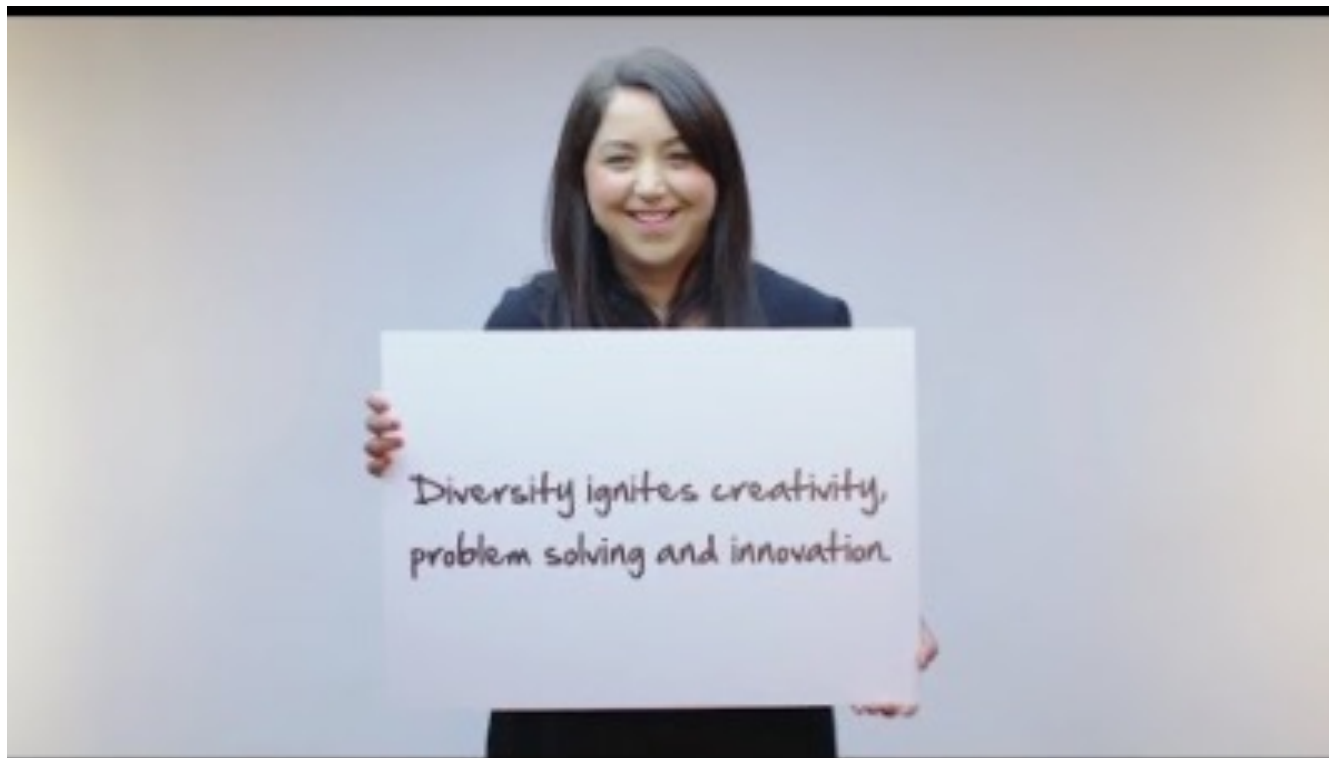
A person with long dark hair, seen from behind, is wearing a dark poncho with a white geometric pattern on the back. They are standing on a sandy beach, looking out at the ocean where waves are breaking. The sky is overcast and grey.

UNDERSTANDING IS THE FIRST STEP TO ACCEPTANCE,
AND ONLY WITH ACCEPTANCE CAN THERE BE RECOVERY.

J.K. ROWLING

 SayingImages.com

Inclusion In The Workplace





“Perhaps more than ever,
schools need leaders
who purposefully
address matters of the
heart.”

- Rick DuFour

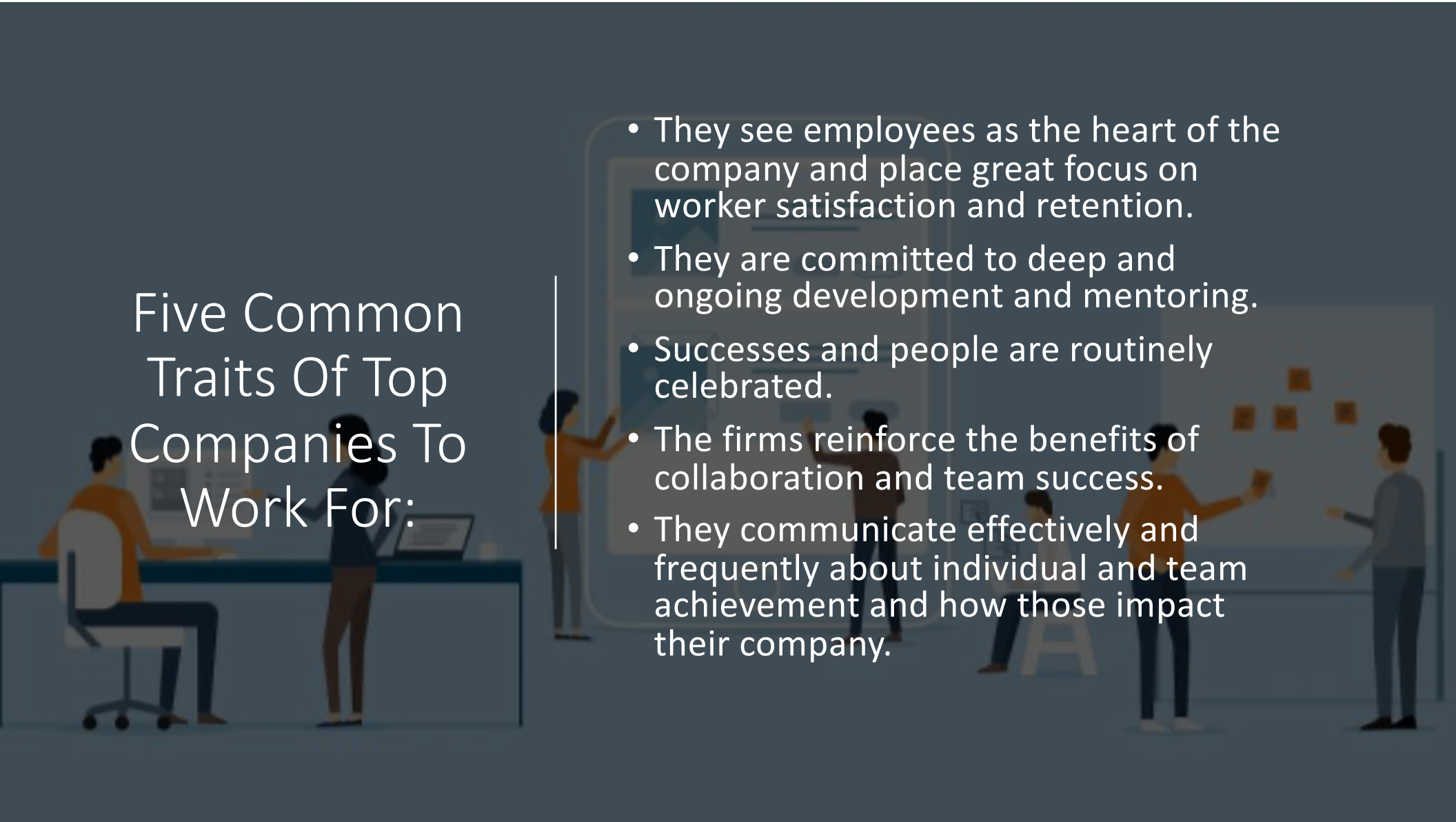


FORTUNE
100
BEST
COMPANIES
TO WORK FOR

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Five Common Traits Of Top Companies To Work For:

- They see employees as the heart of the company and place great focus on worker satisfaction and retention.
- They are committed to deep and ongoing development and mentoring.
- Successes and people are routinely celebrated.
- The firms reinforce the benefits of collaboration and team success.
- They communicate effectively and frequently about individual and team achievement and how those impact their company.



“Personal Service is not something you can dictate as policy. It comes from the culture. How you treat your employees is how you expect them to treat your customers.”

— Isadore Sharp, CEO & Founder

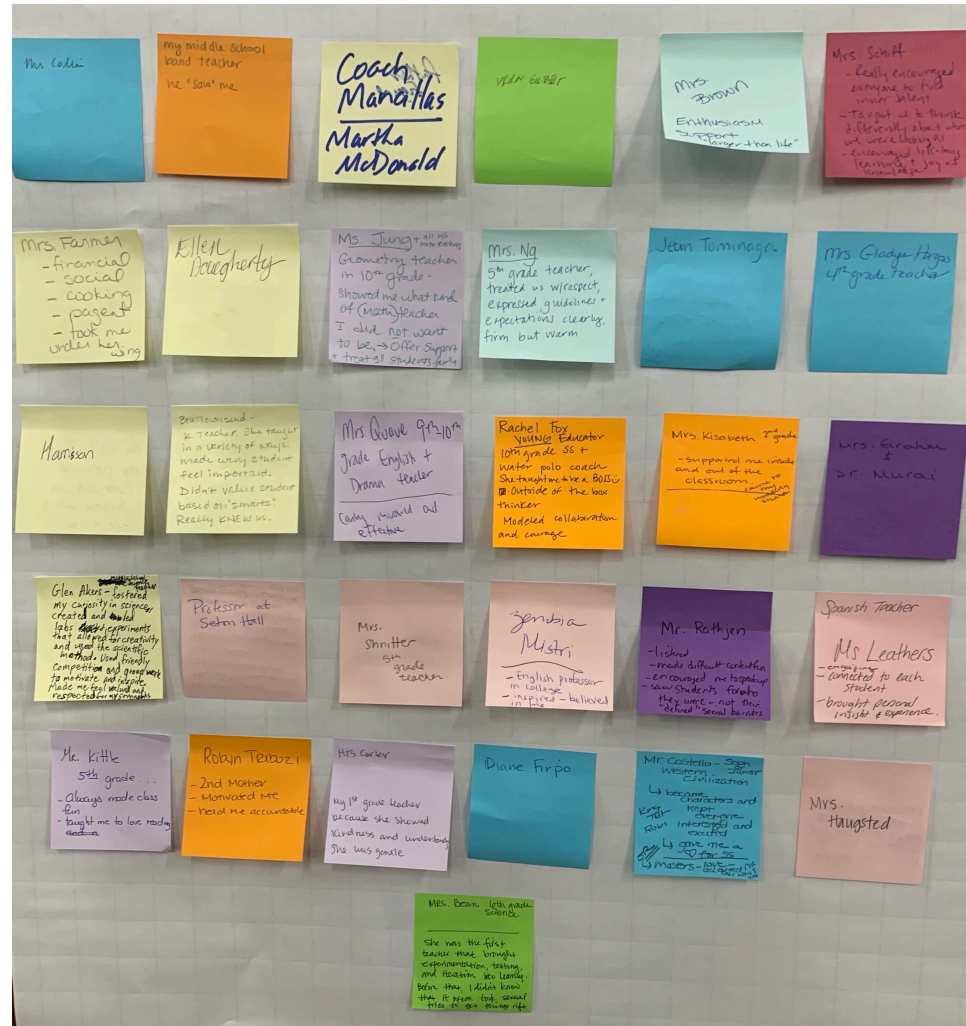


**HOW DO
YOU TREAT
YOUR
EMPLOYEES?**



Work Group – Session Two

The Power of ONE Caring Adult!



Political
 funding priorities \$\$
 guideline expectations
 Presidential/Elections △
 Integration Policies
 Internal Politics
Economic
 Cost of living
 Recession
 Teacher shortage (workers/subs)
 Economic insecurities

Projecting Possible Impact On The Future Of The Strategic Plan

Looking through the lens of the four areas listed below, what are 1-2 local, state or national impacts that can influence and impact the Strategic Plan?

Political: Funding priorities, guidelines & expectations, presidential elections, integration policies, internal politics

Economic: Cost of living, recession, teacher shortage (workers/subs), economic insecurities

Technological: Access & availability, pace of technology (updates, PD), balance of technology (latest & greatest), engagement - devices vs. analog

Pandemic: Prolonged period of uncertainty, absences (unexcused/fear factor), speed of decisions (on the fly), social interactions (masks)

Technological
 Access / Availability
 Pace of technology (updates, PD)
 Balance of technology - latest / greatest
 Engagement - devices vs. analog
 (analog, validation, brain changes, SEL)
Pandemic
 Prolonged period of uncertainty
 Absences - unexcused / fear factor
 Speed of decisions - on the fly (impromptu) not expected / not
 Social interactions (masks)

STATE & SAN MATEO COUNTY

What did you learn about how the State is performing?

CA State	County
<ul style="list-style-type: none">- 1-2% improvements- Those excelling continue to do so.- Data correlates by student group- Are gains actually representative of improvements.- more SED data needed	<ul style="list-style-type: none">- 1-2% improvements- higher proficiency in ELA than Math- C.A. Tests do not equate to "same" tests- Socio-economics in SM County are ↑ than state.

What did you learn about how the County is performing?

Identification of Areas Needing Attention

- Absenteeism

barriers → disengagement
suspension = "bad list" SEL

- Discipline

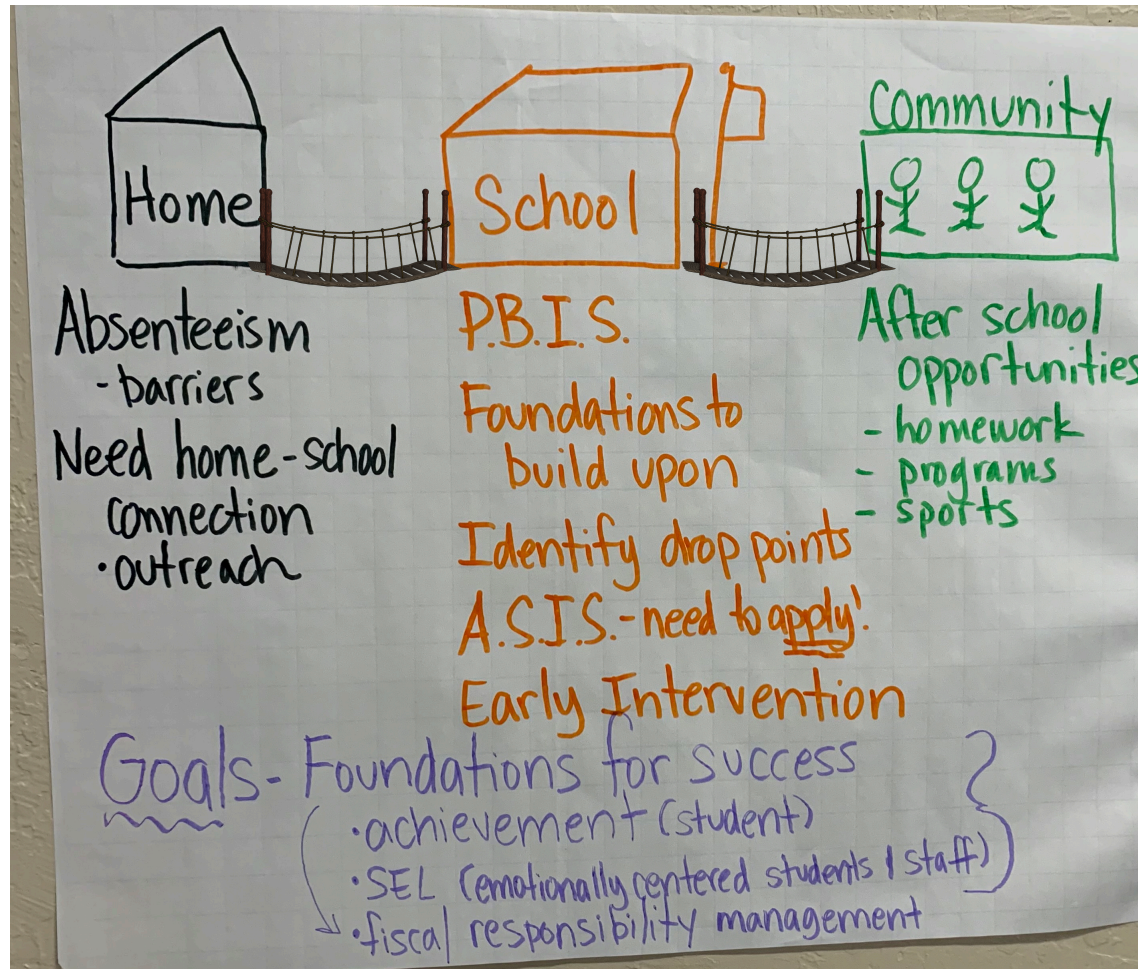
- Is there a correlation?

- Identify drop points - ^{Why is this happening?}
How can we create a system that starts low?
Are there successful districts?

- Invest in foundations and the
future...and invest in them

- Community and afterschool opp.

Successful Partnerships



Bridging Home to School to the Community

Districtwide ELA & Math Data for Latinx Students & Latinx Who Are Also Socioeconomically Disadvantaged



	English Language Arts	Math
What did you learn about how Latinx students in the District are performing?	<ul style="list-style-type: none"> • Lower than rest of the state • Big drop • Performing significantly worse over time • They are performing far worse than the state and our county. • The “Not Met” group went down from 37% to 51.45. This is pre pandemic • “Standard Not Met” went down from 46% to 60.31% • We are failing our Latinx students 	<ul style="list-style-type: none"> • Lower than rest of the state
What did you learn about how Latinx students who are also socioeconomically disadvantaged are performing?	<ul style="list-style-type: none"> • They are performing even lower than Latinx • Lowest performing in the county 	<ul style="list-style-type: none"> • They are performing even lower than Latinx • There is a slight increase from 22% to 23.24% • “Standard Not Met” went from 43% to 52.60
What do you notice about the levels of achievement over several years?	<ul style="list-style-type: none"> • “Not Met” are rising • “Not Met” %has significantly decreased in ELA & Math 	<ul style="list-style-type: none"> • The “Not Met” are going up •
What additional type of data (related to Latinx students) do you want to see?	<ul style="list-style-type: none"> • What is the number of Latinx and latinx SED from 15-16 to 18-19? • What were the strategies for supporting Latinx students in 15-16 to 18-19? Are we still using those strategies? • Screeners for ELA? 	<ul style="list-style-type: none"> • What programs are being paid for to help these students? • How does a child’s reading and language level impact ability to demonstrate math skills? • Data on literacy of foundational math skills of K-2 students • Screeners for Math? • Who is designing the curriculum + is it really made for non-white students?

Districtwide ELA & Math Data for White Students & also White Students Who Are Also Socioeconomically Disadvantaged



	English Language Arts	Math
<p>What did you learn about how White students in the District are performing?</p> <p>What did you learn about how White students who are also socioeconomically disadvantaged are performing?</p>	<ul style="list-style-type: none"> • They are performing much better than the state and the county • Big difference in Level 1 among white and white SED students • Overall went up, level 1 decreased • There is a positive trend with SED students. The overall “Not Met” is decreasing • Housing situations have declined more, doubling up & homeless population has also decreased • Performing lower than the county 	<ul style="list-style-type: none"> • The level of students “exceeding” has gone up a little • They are moving up • SED went down, decrease in level 1 • The “Standard Not Met” went down from 49% to 47.06% • The students are doing much better • Higher performing than the county
<p>What do you notice about the levels of achievement over several years?</p>	<ul style="list-style-type: none"> • More students are moving forward and outperforming the state by a lot • They are benefiting from the institution and structures we have in place • Difference is more than double. Large gaps 	<ul style="list-style-type: none"> • We are doing great for the white students. Let’s keep this up for them • The poorer students are doing worse
<p>What additional type of data (related to White students) do you want to see?</p>	<ul style="list-style-type: none"> • How are they doing in comparison to other white students in the area? • What is the population of White SED students? • Other stressors, taking care of siblings, being “parents” 	

Districtwide ELA & Math Data for Asian Students & Also Asian Students Who Are Also Socioeconomically Disadvantaged



	English Language Arts	Math
<p>What did you learn about how Asian students in the District are performing?</p> <p>What did you learn about how Asian students who are also socioeconomically disadvantaged are performing?</p>	<ul style="list-style-type: none"> • High Performing • Increased “Exceed” + “Met” Standards • Highest Performing in the District • “Not Met” lowered • “Meeting or Exceeding” at a high %. • Doing better over time • Still pretty good & improving • “Not Met” is improving • Minor Increase, similar to state level performance • “Standard Not Met” decreased 	<ul style="list-style-type: none"> • “Exceed” is the largest % • % of “Standard Not Met” is small • They are making growth. However, in Math, they had a significant drop. But they are still outperforming most students in our district • Doing extremely well. “Standard Not met” extremely low • “Met” or “Exceed” decreased • “Not Met” slightly lower • Significant decline • Only decline is for SED • Scores decreased
What do you notice about the levels of achievement over several years?	<ul style="list-style-type: none"> • Decreased 1% in ELA • They are slightly growing but are very high already • “Exceed” rose while other categories dropped significantly 	<ul style="list-style-type: none"> • Dropped 9% from 15/16-18/19 • Students in level 2 increased dramatically
What additional type of data (related to Asian students) do you want to see?	<ul style="list-style-type: none"> • Who is in the group “Asians”? Languages? EL? • Mental Health • Population changes • Breakdown by school 	

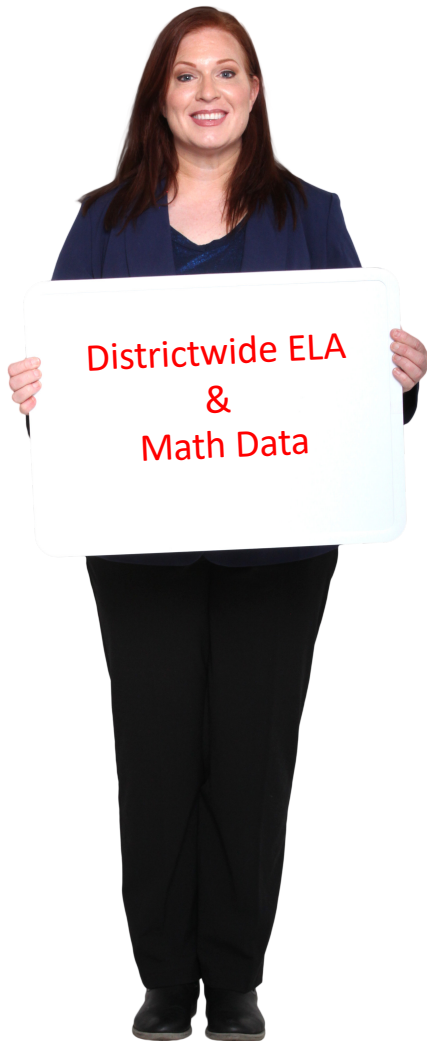


Districtwide ELA & Math Data for Black/African-American Students & also Black/African-American Students Who Are Also Socioeconomically Disadvantaged

	English Language Arts	Math
What did you learn about how Black/African-American students in the District are performing?	<ul style="list-style-type: none"> • Not much of a middle • Overall decline, lowest performing subgroup • County is performing higher • Students performing significantly lower than the county 	<ul style="list-style-type: none"> • More “Not Met” than “Met” • Overall decline • County is performing higher
What did you learn about how Black/African-American students who are also socioeconomically disadvantaged are performing?	<ul style="list-style-type: none"> • 10% decrease • Highest % of “Not Met” • SED students went down from 15% to 9.68% • They are not making progress 	<ul style="list-style-type: none"> • 10% decrease • Highest % of “Not Met” - 80% • Much lower than all other subgroups • Same % in 15-16 but lower in 18-19
What do you notice about the levels of achievement over several years?	<ul style="list-style-type: none"> • Small increase in “Not Met” • Largest level 1 grouping • Steady increase in levels • They have dropped in all levels • We are not serving these children 	<ul style="list-style-type: none"> • Small decrease in “Not Met” • Level 4 decreased the most • The level of achievement has decreased so much • We have to do better, it is our moral imperative
What additional type of data (related to Black/African-American students) do you want to see?	<ul style="list-style-type: none"> • How many students are we talking about? • Population size? • High school numbers? • Feeder schools? • Demographic make up +disabilities • The data is upsetting • Why are the percentages so low? Curriculum, biases, relevant, responsive? 	<ul style="list-style-type: none"> • 100 students • Success stories from districts with the same numbers • Why are we not talking about this in the way we are talking about Els and SpEd? • How are they performing in the classroom?

	English Language Arts	Math
What did you learn about how student achievement changes over time?	<ul style="list-style-type: none"> • We can see that there is slight improvement in ELA and Math • Our students are still lower than county and state • Slightly better with “Met & Exceeded” • Shift upwards in both categories • Level 1 shinning 	<ul style="list-style-type: none"> • Performing lower than county and state
What questions do you have about this data?	<ul style="list-style-type: none"> • How are students with disabilities doing in districts near us • What can we learn from from other districts that are more successful with this subgroup • Why are they taking the test? • Population size • Program implementation • High School Data 	<ul style="list-style-type: none"> • For those students “Exceeding” standards, what is helping them?





	English Language Arts	Math
What did you learn about how the District is performing?	<ul style="list-style-type: none"> • 62% "Met or Exceed" remained steady • Flat data • Our students are not growing – they aren't making progress 	<ul style="list-style-type: none"> • 55% "Met or Exceed" remained steady • Flat data • Slight decrease • Math scores are going down slightly
What follow up questions do you have regarding the district's data?	<ul style="list-style-type: none"> • Are we typical among districts? 	<ul style="list-style-type: none"> • When was curriculum changed? • We still have 44% of our students who are not meeting or exceeding standards
What is one (or more) piece of data for us to celebrate?	<ul style="list-style-type: none"> • 62% are meeting standard • Compared to state data, 50% of students "Met Standards" • Our district is outperforming the state 	<ul style="list-style-type: none"> • Compared to state data, 50% of students "Met Standards"
What is one (or more) piece of data for us to be concerned about?	<ul style="list-style-type: none"> • % "Not Met" is larger than "Nearly Met" • % "Not Met" is not decreasing over time • Who makes up the not met? Demographics? • Data is not consistent • Latinx (SED) performance in both ELA & Math decreased overtime 	<ul style="list-style-type: none"> • Our strategies are not working. That is why we have disproportionally •
What are your ideas related to how we may be performing compared to other districts?	<ul style="list-style-type: none"> • Are we performing similar to similar districts? • Initiatives are not impending academic performance • Do we have declining enrollment? 	<ul style="list-style-type: none"> • What should the target be? • Assess the core curriculum they are assessed in? • What is the growth data? • Who gets classified as SpEd?

Building Blocks Framework for Professional Practices



Strong Fiscal Management



Shared/Distributed Leadership



Professional Development



Family & Community Engagement



Data-Based Decision Making

Fiscally Responsible Choices



What does this look like?

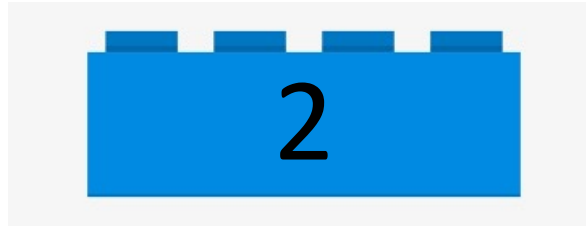
Organizational Level:

Administrative Level:

Classroom Level:



Shared Leadership Model



What does this look like?

Organizational Level:

Administrative Level:

Classroom Level:





What does this look like?

Organizational Level:

Administrative Level:

Classroom Level:



It Takes A Village



What does this look like?

Organizational Level:

Administrative Level:

Classroom Level:



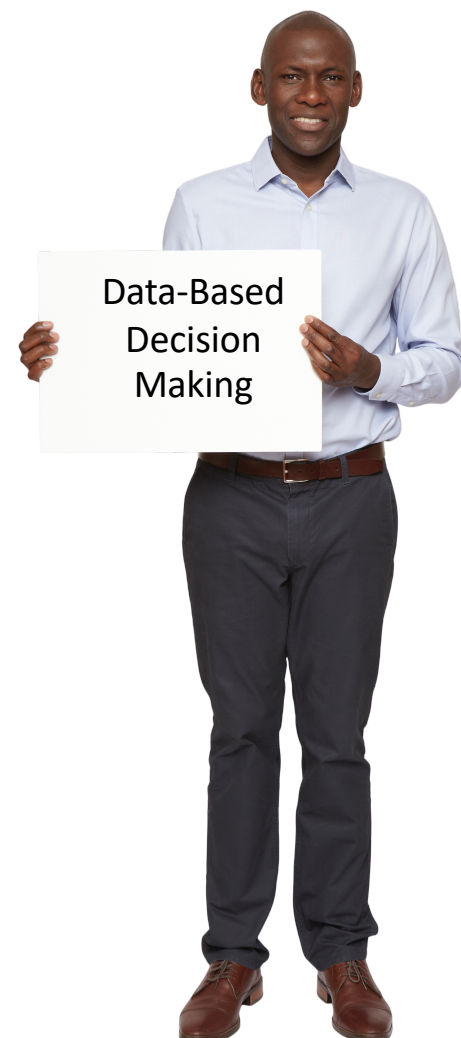


What does this look like?

Organizational Level:

Administrative Level:

Classroom Level:





Six Words or Less Message To Your Students!

818-857-2320

