Program Team Review: SMCOE LCAP Clarification Table
2021-22 LCAP

District: South San Francisco School District

By August 31:
The following items need clarification in your 2021-22 LCAP. If the response you submit is determined to be sufficient, you will be notified, and a copy of this clarification table will be posted with your LCAP on the SMCOE website.
The components of the LCAP for the 2021-2022 LCAP year must be posted as one document assembled in the following order:

1. LCFF Budget Overview for Parents
2. Annual Update with instructions
3. Plan Summary
4. Stakeholder Engagement
5. Goals and Actions
6. Increased or Improved Services for Foster Youth, English Learners, and Low-income students
7. Expenditure Tables
8. Instructions
9. Clarification Table

Page # in LCAP	Item	Clarification needed/question	District response	COE response to District	Additional District response (if needed)
19-20 Annual Update					

3-4	Goal 1: Annual Measurable Outcomes	For the metric, “Distance from Level 3 on the CA Dashboard in ELA and Math,” provide Actual outcome based on CAASPP 2019 data.	2019 CAASPP Distance from Level 3 (standard met): All students 52% ELA / 44% Math; Asian: 76% ELA / 74% Math, Filipino 66% ELA / 60% Math , Hispanic/Latinx 38% ELA /29% Math , PacIslander 41% ELA / 29% Math, African Am/Black 35% ELA / 22% Math, White 56% ELA / 46% Math, MultiRace 67% ELA / 57% Math , English Learners 21% ELA / 20% Math , Students w/Disabilities 19% ELA / 19% Math, Socioeconomically Disadvantaged 38% ELA / 29% Math, Homeless 35% ELA / 25% Math	Approved.	Done
7-8	Goal 1: Annual Measurable Outcomes	For the metric, “Implementation of Common Core Instruction,” provide Actual outcome based on CAASPP 2019 data.	2019 CAASPP met/exceeded: All students 52% ELA / 44% Math; Asian: 76% ELA / 74% Math, Filipino 66% ELA / 60% Math , Hispanic/Latinx 38% ELA /29% Math , PacIslander 41% ELA / 29% Math, African Am/Black 35%	Approved.	Done

			ELA / 22% Math, White 56% ELA / 46% Math, MultiRace 67% ELA / 57% Math , English Learners 21% ELA / 20% Math , Students w/Disabilities 19% ELA / 19% Math, Socioeconomically Disadvantaged 38% ELA / 29% Math, Homeless 35% ELA / 25% Math		
8-9	Goal 1: Annual Measurable Outcomes	For the metric, “English Learner Metrics,” provide Actual outcome for 1a and 1b based on CAASPP 2019 data.	2019 CAASPP met/exceeded: English Learners 21% ELA / 20% Math	Approved.	Done
8-9	Goal 1: Annual Measurable Outcomes	For the metric, “English Learner Metrics,” provide Actual outcome for (3) English learner performance on the new English Language Proficiency Assessment for California.	ELPAC summative: Level 1 15.89%, Level 2 28,97%, Level 3 34.6%, Level 4 29.46%	Approved.	Done
54-55	Goal 2: Annual Measurable Outcomes	For the metric, “To ensure college readiness, the number of students who are college ready as assessed by the EAP will increase by 5% each year,” provide Actual outcome based on the CAASPP 2019 data.	2019 EAP: All students 24% ELA /11% Math; Asian: 50% ELA / 37% Math, Filipino 25% ELA / 11% Math, Hispanic/Latinx 16% ELA / 4% Math, PacIslander N/A , African Am/Black N/A, White 25% ELA / 2% Math, MultiRace 31%	Approved.	Done

			ELA / 21% Math, English Learners 4% ELA / 2% Math, Students w/Disabilities 0% ELA / 0% Math, Socioeconomically Disadvantaged 18% ELA / 9% Math		
20-21 LCP Annual Update					
78	Analysis of Distance Learning Program	Provide information for the successes and challenges of implementing “Continuity of Instruction.”	The main source of success throughout the 2020-2021 school year has been through the establishment of in person learning hubs for each of our elementary school sites. SSFUSD applied for a waiver with the San Mateo County Health Department to establish learning hubs in late October. Learning hubs were established initially at our elementary Title I schools including Spruce Elementary, Sunshine Gardens Elementary, and Martin Elementary. Students identified most at risk for learning loss by their teachers were prioritized	Approved.	Done

			for placement in these learning hubs. A total of 10 learning hubs were established (3 of them were at community locations), serving 201 students from kindergarten to grade 12. Some learning hubs were established through partnerships with external providers such as the Boys and Girls Club and South San Francisco Parks and Recreations, and other learning hubs were supported with classified staff members from SSFUSD. In January six additional learning hubs were established. Three of the learning hubs were established at our final Title I elementary site, one at El Camino High School, and two at South San Francisco High School. Beyond the learning hubs, SSFUSD has also opened to some of our high school sports teams, and a few senior		

			activities. All learning hubs and other groups wear the appropriate EPE and practice social distancing as required by the county 4 pillars of safety.		
80	Actions Related to the Pupil Learning Loss	For the action, “Profession Learning: How to Support the Socio-Emotional Needs…,” provide Estimated Actual Expenditures.	$ 0	Approved.	Done
Plan Summary					
		No clarification needed		Approved.	
Stakeholder Engagement					
	Prompts 1 and 2	No clarification needed.			
	Prompt 3	Please specifically state which goals and/or actions in the LCAP were directly influenced by the stakeholder feedback referenced?	-Increased Summer School Offerings - Goal 1, Action 26 - A - E -Increase mental health support for students - Goal 1 - Action 21 - A & B -Increase academic support for all students - Goal 1, Action 21 - A - L	Approved.	Done

Goals and Actions					
31-37	GOAL 2: Goals and Actions	Please remove State Priority 1 *(Basic Services)* from the Goal Description for Goal 2, as there are no metrics addressing this priority. State Priority 1 is addressed in Goal 1. Please add State Priority 1 to the Goal Description for Goal 1.	Done	Approved.	Done
38-40	GOAL 3: Goals and Actions	Please remove State Priority 5 *(Pupil Engagement)* in the Goal 3 Goal Description. State Priority 5 is addressed in Goal 1 with metrics. Please add State Priority 5 to the Goal Description in Goal 1.	Done	Approved.	Done
Increased or Improved Services					
42-45	Prompt 1	Answer the questions below for the listed actions. 1. What are the unique needs of the unduplicated groups for the listed actions? 2. How do the listed actions address the unique needs of unduplicated pupils? 3. How do the listed actions help unduplicated pupil groups achieve the associated measurable outcome for the related goal? 4. How was it determined that the listed actions were the most effective use of funds to meet the needs of unduplicated pupils? 5. For the listed actions carried over from the 2017-20 LCAP, how was it determined whether or not the action was effective as expected?			
		Goal 1, Action 15 (LEA-wide)	1.EL's have unique needs since staff struggle on how to	Approved.	

			grade students due to english proficiency and educational backgrounds. 2.By examining current grading practices we can modify policies/practices that are inflexible and lead to poor student outcomes. 3. If grading practices are modified and applied universally to all EL's, we should see and increase student performance. 4.SSFUSD has analyzed grades (number of F's) once annually over the past 2 years. We conducted the data analysis protocol and now are moving out of the awareness phase to the implementation phase of a few key grading practices.		

		Goal 1, Action 20 (LEA-wide)	1(4 yr plans).Unduplicated groups (EL's SPED and SED) students have more access and opportunities to take college prep & rigorous course work at SSFUSD. (explain why) include placement practices - why can't they get into them) By moving to a 7 period modified block schedule, our unduplicated students have the opportunity to take additional courses during the school day. 1. This action addresses the opportunity gap that many unduplicated students encountered in previous years before the HS bell schedule was modified. 2. By analyzing a-g, CCI, and graduation rated and enrollment	Approved.	

			data gave us the information needed that SSFUSD had to increase the probability that unduplicated students can take a rigorous course load while in SSFUSD. 3.SSFUSD has made a commitment to the 8 state priorities and a broad course of study for students to be successful. 4.SSFUSD will continue to monitor data a-g, CCI, graduation rates and analyze senior survey results that indicated an increase for all student groups in the aforementioned data points.		
		Goal 1, Action 21 (LEA-wide)	1.The unique needs of our EL's and Students with disabilities were taken into account with increasing staffing supports to support	Approved.	

			English proficiency and student comprehension. 2.These actions will provide additional supports (academic & mental health) during and before and after the school day. 3. By providing additional academic and mental health supports for all students; we will see increase in student achievement, attd and lower number of discipline infractions. 5.This action is a carry over from the 2017 - 2020 LCAP. Students will definitely need additional supports for academic/mental health as they return to in person instruction.		
		Goal 1, Action 22 (LEA-wide)	1.Our EL's students with disabilities and socio - economic disadvantaged are	Approved.	

			suspended at a disproportionate rate vs other students groups in SSFUSD. 2.The actions listed point out newly created programs (Alternative to Suspension) and the PAX Good behavior game to assist students in being able to monitor self regulation behaviors and participate in alternative programs that teach them restorative practices in order to reduce recidivism rates for students. 3.SSFUSD will continue to strive to provide inclusive learning environments ready to meet the needs of all students. 4.SSFUSD will continue to monitor discipline and number of referrals data to		

			determine if we're making an impact. 5.This action is a carry over from the 2017 - 2020 LCAP. SSFUSD will continue to use school climate data and CA healthy kids data to determine effectiveness of these actions.		
		Goal 1, Action 23 (LEA-wide)	1.Foster Youth and homeless students often do not have access to basic school supplies and are limited in what they can participate in for extra curricular activities. 2.By providing access to basic school supplies and by providing transportation for our foster youth and homeless students, they are able to participate in all school activities as well as	Approved.	

			extra curricular activities. 3 - 5. These actions will assist our foster youth and homeless students by being able to participate in all school activities including extra curricular activities. These actions will provide basic needs such as school supplies, and transportation so students can participate fully. These actions are carried over from 2017 - 2020 and are essential for homeless and Foster youth in SSFUSD.		
		Goal 1, Action 24 (LEA-wide)	This is action that is carried over from the 2017 - 2020 LCAP. The extra allocation given to students that meet the at promise criteria, to meet their academic, socio -	Approved.	

			emotional and behavioral needs comes in many forms at our school sites - this could be homework center model, 1:1 tutoring; online tutoring access for students; after school programs and possible additional staff to provide targeted support. School sites and the district monitor these actions by examining CA dashboard data points and survey data.		
		Goal 1, Action 25 (LEA-wide)	This is action that is carried over from the 2017 - 2020 LCAP. The extra allocation given to students that meet the English Learner criteria, to meet their academic, socio - emotional and behavioral needs comes in many forms at our school sites -	Approved.	

			this could be homework center model, 1:1 tutoring; online tutoring access for students; after school programs and possible additional staff (reading specialists & paraprofessionals) to provide targeted support. School sites and the district monitor these actions by examining CA dashboard data points and survey data.		
		Goal 1, Action 26 (LEA-wide)	This is a carry over action from the 2017 - 2020 LCAP. SSFUSD has provided additional learning opportunities for all students in the district. The programs designed are created to meet the needs of students - Big Lift - K - 3 - to address literacy skills of our students	Approved.	

			-Elevate math - to assist our students in meeting content standards in math -ESY - provide additional leaming opportunities for students to meet IEP goals and objectives; STEAM - provide enrichment opportunities and access to content standards in English, math, science and the arts HS enrichment & credit recovery - SSFUSD analyzes CAASPP data and CA dashboard data and will continue to meet the needs of English learner students by providing additional learning opportunities throughout the school year and summer.		
		Goal 1, Action 28 (LEA-wide)	By analyzing grade data for the last two	Approved.	

			years, SSFUSD has seen grading trends where certain student groups have a higher number of D's and F's than other student groups. By examining grading practices and modifying grading practices that disproportionately unduplicated students, we will make changes in our policies that will lead to higher student outcomes.		
		Goal 2, Action 2 (LEA-wide)	1.SSFUSD took into account the instructional needs of English learners when we decided to create GLAD professional learning cohorts. Staff are focused on research based instructional strategies such as focusing on building academic language; increasing student talk and	Approved.	

			guiding oral language. By training staff on these high lever instructional strategies we will see increased student performance on CAASPP and ELPAC assessments. These actions are a carry over from 2017 - 2020 LCAP.		
		Goal 2, Action 4 (LEA-wide)	SSFUSD is starting to build the MTSS pyramid and has implemented an universal screener for grades K - 3. By administering an Universal screener (DIBELS) to all students in grades K - 3, this will be another data point to assist us in determining which students needs additional supports with reading and literacy to reach our goal of 80% or more of 3rd graders scoring in	Approved.	

			the standard met category on the CAASPP assessment.		
		Goal 3, Action 2 (LEA-wide)	SSFUSD LCAP goal 3 focuses on student, parent and community engagement. In SSFUSD we want to ensure that we are receiving input from our parents that have students that may be English learners, socio-economic disadvantaged, special education, Foster youth so SSFUSD created a district committee to elicit input. Therefore, for all district plans or federal plans, SSFUSD meets with our DELAC (District English Language Advisory Council) SEPAC (Special Education Parent Advisory Committee and other district committees to	Approved.	

			ensure we receive input on the creation of our district plans. This way we hearing directly from our families of our unduplicated students. We measure progress in a variety of ways to determine if the actions and recommendations are improving student outcomes. We examine CA dashboard results as well as survey data to monitor our effectiveness of our actions. This action is a carryover from the 2017 - 2020 LCAP.		
		Goal 3, Action 3 (LEA-wide)	SSFUSD is part of the Big Lift initiative and is supporting all students to reach proficiency (standard met) as measured by the ELA 3rd CAASPP assessment. Our goal is 80% of 3rd graders	Approved.	

			will score in the standard met or higher category on the 2021 CAASPP assessment. This actions will provide outreach in order for us to obtain consent to administer additional assessments (Brigance) in order to provide additional targeted support for students to reach our intended goal. In addition, we want to provide additional resources and summer opportunities for our students that meet the criteria in our 2021 summer school programs to assist in meeting grade level standards. This is a carryover action from the 2017 - 2020 LCAP.		
		Goal 3, Action 4 (LEA-wide)	SSFUSD is committed to increase parental and student	Approved.	

			engagement in our district. In past years we've had little to no input from our students on district plans, programs and policies. Over the past year, SSFSD has had an increase in parental and student involvement in board meetings and district programs, policies and practices. Through stakeholder engagement meetings students have asked for a venue to provide input. SSFUSD has created a student advisory committee to provide a venue for our students to provide input and feedback on programs, policies that are important to them while in SSFUSD. In addition, the community and parents have put equity at the forefront		

			and have asked SSFUSD to examine policies and practices to ensure that they are equitable for all students. SSFUSD has created a Diversity and Inclusion committee where a group of parents, staff, community members and students will discuss items and make recommendations to SSFUSD leadership to promote strategies and best practices within th realms of racial, social, sexual gender diversity. This is a new action for the 21 - 22 LCAP.		
Page 45-46	Prompt 2	How are each of the contributing actions expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the applicable LCAP year? SSFUSD has met the requirement of increasing services for our foster youth, EL, SED and special needs students by 9.24% ($618,290) as required. Some of the highlights of our new services/actions are as follows: -provide extending instructional learning time via expanded summer school learning opportunities ($1,550,000) - provide additional learning supports such as tutoring - Academic Centers (elementary) ($450,000) and Paper - (secondary)($197,500) - 6 - 12;			

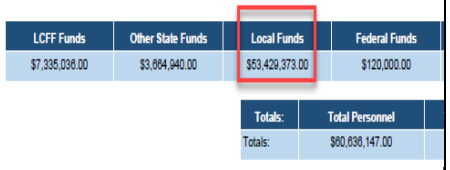
		-provide access and opportunities to a broad course of study (CTE pathways) and possible expansion at middle school in 2021 - 2022 ($141,000) -provide integrated student supports to learning - SEL TOSA ($103,000) SEL curriculum($30,000); the addition of 7 Wellness counselors ($718,000) -provide additional professional learning to ensure proper implementation of revised practices, policies and procedures in an equitable manner to meet the needs of our foster youth, EL, SED and special needs students($94,000) SSFUSD will use LCFF Supplemental funds or local funds (expanding learning opportunities grant).			
				Approved.	
Data Entry Table					
53-57	Contributing Expenditures Table	Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive for the listed actions: ● Goal 1, Action 5 ● Goal 1, Action 7 ● Goal 2, Action 9 ● Goal 2, Action 10 ● Goal 2, Action 11 ● Goal 2, Action 12	Goal 1, Action 5 - SPED/SED Goal 1, Action 7 - SPED/SED Goal 2, Action 9 - SPED/SED Goal 2, Action 10 - SPED/SED Goal 2, Action 11 - SPED/SED Goal 2, Action 12 - SPED/SED	Approved.	
53-57	Contributing Expenditures Table	Indicate the location (Specific site, or LEA-wide?) of services being provided for the listed action: ● Goal 3, Action 2	Buri, Junipero Serra, Los Cerritos, Martin, Monte Verde, Ponderosa, Skyline, Spruce and Sunshine Gardens for students in grades K - 5	Approved.	

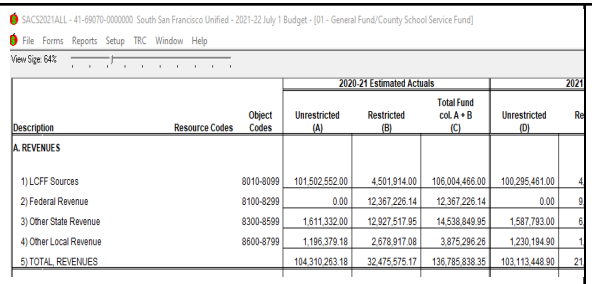
Budget Team Review: SMCOE LCAP Clarification Table
2021-22 LCAP

District: **South San Francisco Unified SD**

By August 15:
The following items need clarification in your 2021-22 LCAP. If the response you submit is determined to be sufficient, you will be notified, and a copy of this clarification table will be posted with your LCAP on the SMCOE website.

Page # in LCAP	Item	Clarification needed/question	District response	COE response to District	Additional District response (if needed)
Budget Overview for Parents					
Plan Summary					

Goals, Actions					
Expenditure Table					
47 of 72	#1	Local funds in the Total Expenditures Table is $53,429,373. Per SACS report, other Local revenue is only $2,354,874.40. Review and fix funding sources. Total Expenditures Table  LCFF Funds: $7,335,036.00 | Other State Funds: $3,864,940.00 | Local Funds: $53,429,373.00 | Federal Funds: $120,000.00 Totals: | Total Personnel Totals: | $80,636,147.00	Changed funding source from Local Funding source to LCFF Funding source for the Goals and Actions that were not supported by Local funds, but are supported by LCFF funds which is the main funding source for South San Francisco Unified. G1-A (7) Moved $213K from Local to LCFF funding source. (Personnel Expenditures) G1-A (17) Moved $49,142,880 from Local to LCFF Funding Source (Personnel Expenditures)	FIXED.	

		 2020-21 Estimated Actuals 2021 Description / Resource Codes / Object Codes / Unrestricted (A) / Restricted (B) / Total Fund col. A + B (C) / Unrestricted (D) / Re A. REVENUES 1) LCFF Sources 8010-8099 101,502,552.00 4,501,914.00 106,004,466.00 100,295,461.00 4 2) Federal Revenue 8100-8299 0.00 12,367,226.14 12,367,226.14 0.00 9 3) Other State Revenue 8300-8599 1,611,332.00 12,927,517.95 14,538,849.95 1,587,793.00 6 4) Other Local Revenue 8600-8799 1,196,379.18 2,678,917.08 3,875,296.26 1,230,194.90 1 5) TOTAL, REVENUES 104,310,263.18 32,475,575.17 136,785,838.35 103,113,448.90 21	G1-A (19) Moved $3,000 from Local to LCFF Funding source. G1-A (20) Moved $345,000 from Local to LCFF Funding Source (Personnel Exp.) G1-A (21) Moved $374,815 from Local to LCFF Funding Source (Personnel Exp.) G1-A (21) Moved $29,378 from Local to LCFF Funding Source (Non-Personnel) G1-A (22) Moved $120,000 from Local to LCFF funding source. (Personnel Exp.) G1-A (27) Moved $10,000 from Local to LCFF funding source. (Non-Personnel exp.) G2- A (1) Moved $25,400 from Local to LCFF (Non Personnel) and $322,200 from Local to LCFF (Personnel Exp.) G2-A (6) Moved $6,000 from Local to LCFF funding source. (Non-Personnel exp.) G2-A (11) Moved $10,000 from Local to LCFF funding source (Personnel Exp.) G3-A (1) Moved $618,000 from local to LCFF funding source.		

			G3-A (2) Moved $9,000 from local to LCFF funding source. (Non-Personnel Exp.) G3-A (4) Moved $10,000 from Local to LCFF Funding Source. (Non-Personnel Exp.)		
Contributing Table					