South San Francisco
UNIFIED SCHOOL DISTRICT

WELCOME!

LCAP 2018-2019
Community Meeting

Meeting Goals

TOPIC	Presenter	Time
Welcome and Introductions	Mr. Irish Assistant Superintendent of Educational Services	2 min
Overview of LCFF	Mr. O Assistant Superintendent of Business	5 min
Overview of LCAP	Dr. Garrett & Dr. Bhatia	2 min
New Accountability System (CA School Dashboard)	Mr. Irish	2 min
Community Input Session	Mr. Irish	45 min
Shareout/Questions	All	5mins



LCAP GOAL 1

Academic Achievement

The district will provide a high quality curricular program for students that will raise student proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, CA Dashboard results, interim assessment data and ELPAC/Reclassification data.

LCAP GOAL 2

Professional Development

Identified classified staff, certificated and administrative staff will participate in professional development to create capacity and expertise in curriculum program implementation based on the development of scope and sequence as measured by walkthrough observations and other evidence (artifacts and student work).

LCAP GOAL 3

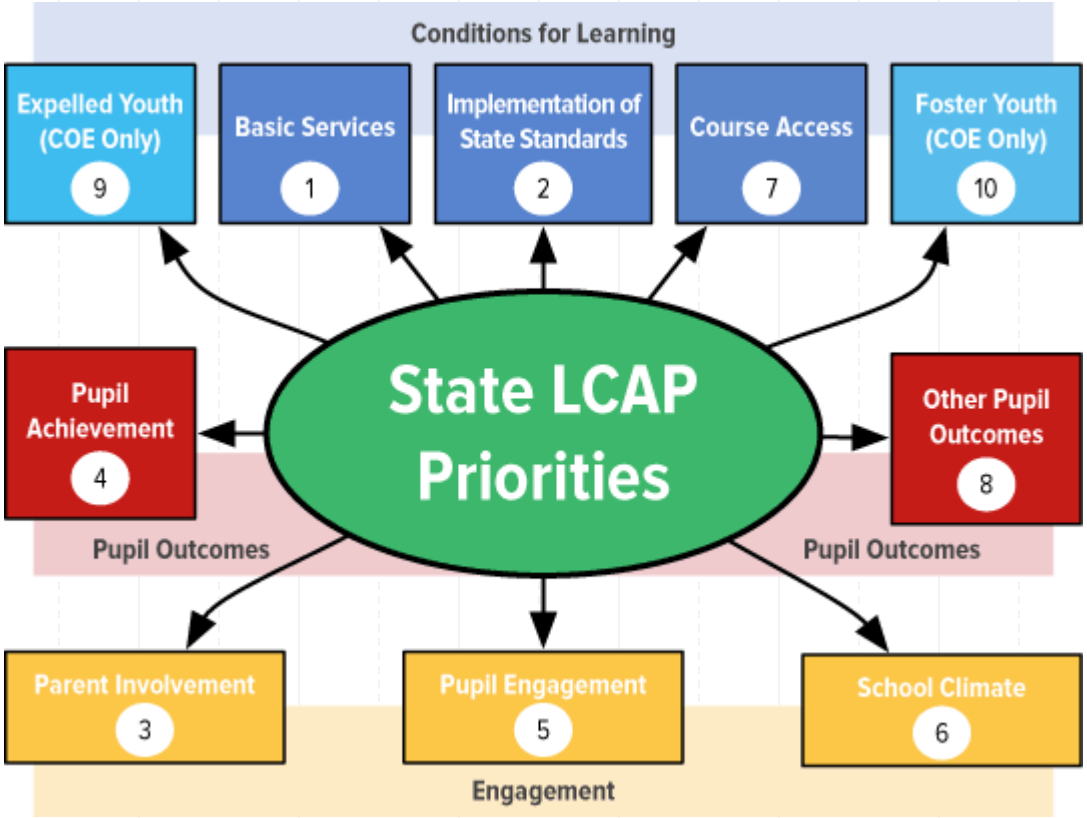
Student, Parent & Community Engagement

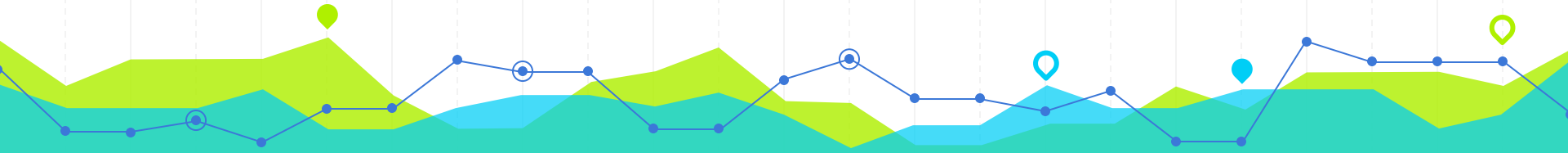
Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTSA, DELAC, ELAC, AAPAC as well as in other parent meetings as measured by attendance sign in sheets.

District Priorities

- Improve Curriculum, Instruction & Assessment
- Bolster Professional Learning and Collaboration
- Strengthen Leadership Capacity

LCAP State Priorities





Overview of LCFF

Major Changes Made by the Local Control Funding Formula (LCFF)

Before LCFF	After LCFF
Revenue Limits	LCFF base funding differentiated by grade span
State categorical programs with temporary tiered flexibility	Unduplicated pupil weights, including concentration funding
K-3 class size reduction limited funding with unlimited class sizes	K-3 class size reduction, target 24:1
Accountability and performance process separate from funding	Local Control Accountability Plans (LCAP) required

Unchanged

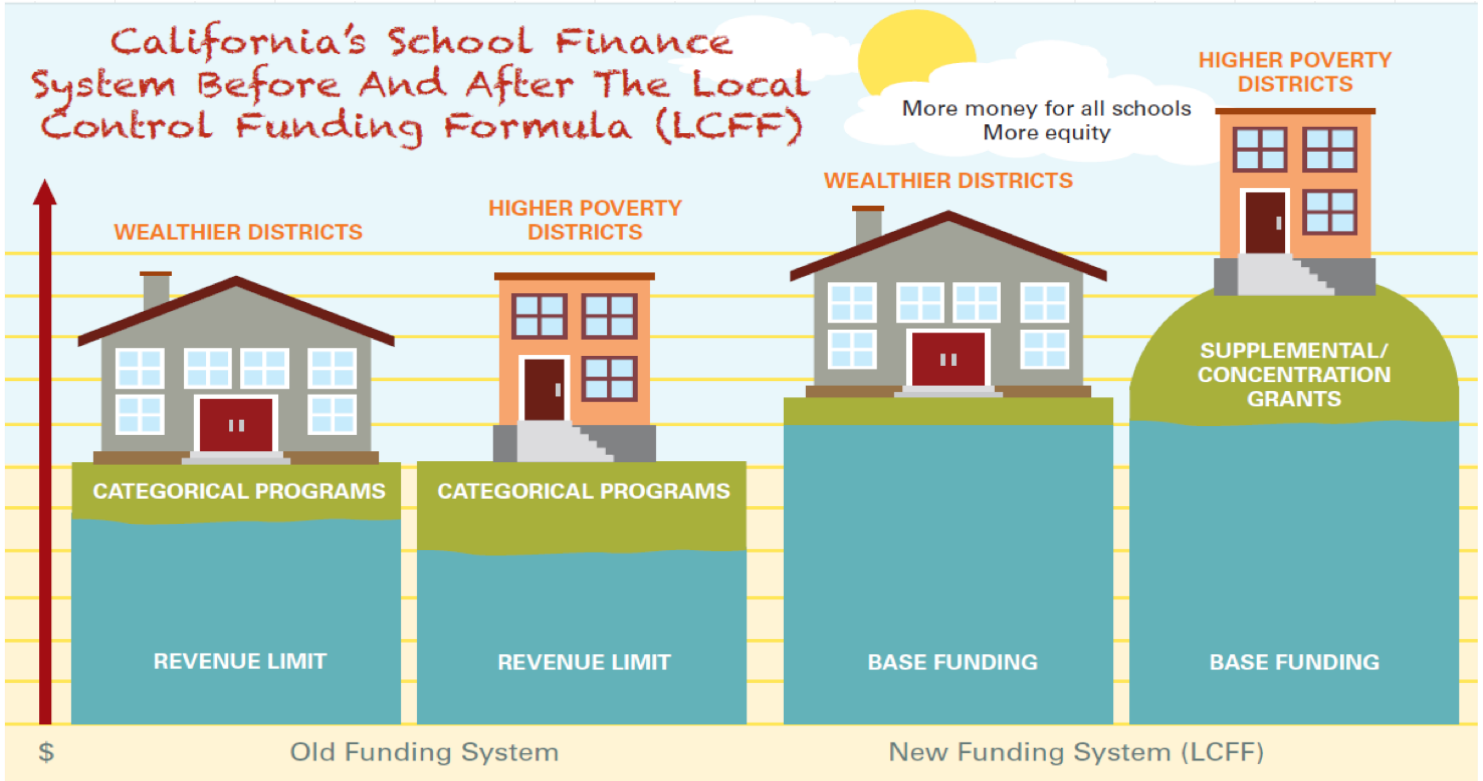
- Financial audits
- Compliance with *Williams*
- School Accountability Report Cards
- Federal funding, planning, and accountability requirements
- Local educational agency as subgrantee of the state

LCFF Funding Formula

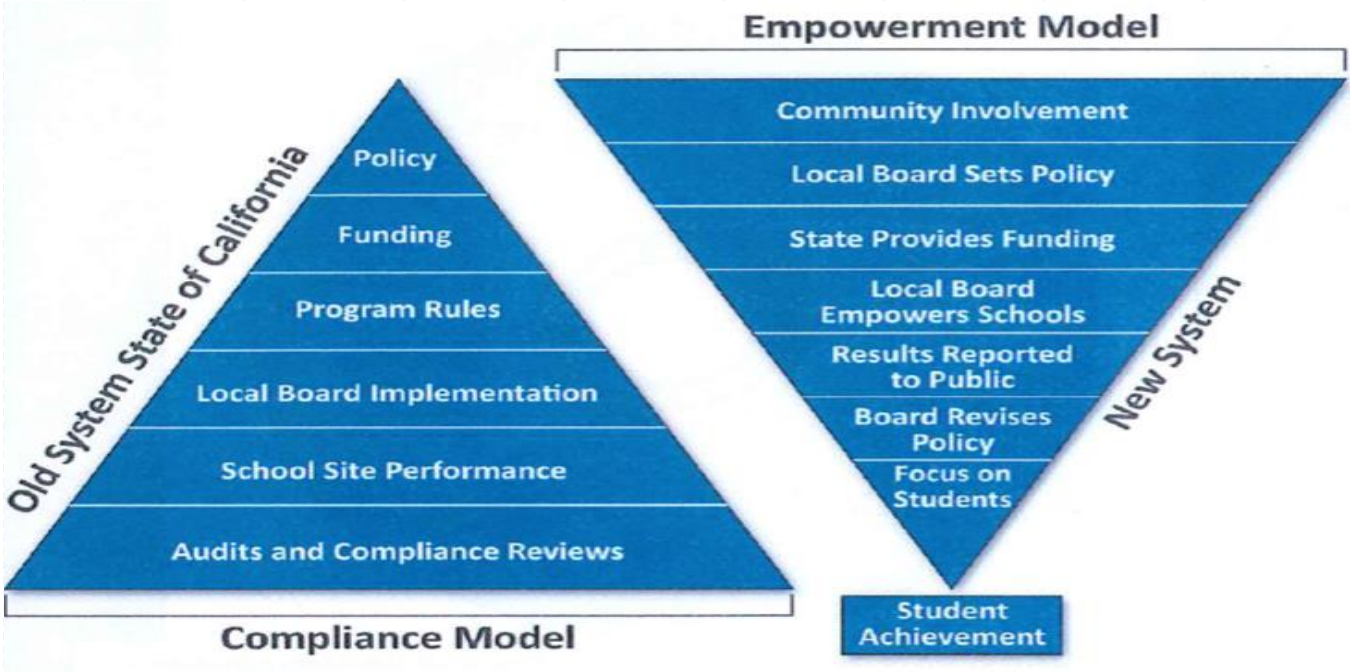
Formula Component	Rates/Rules
Target base rates (per ADA)	K-3 = $7,374 4-6 = $7,484 7-8 = $7,707 9-12 = $8,931 **School Services of California Dartboard January 2018 Proposed
Base rate adjustments	K-3 = 10.4% of base rate 9-12 = 2.6% of base rate
Supplemental funding for EL/LI/FY	20% of adjusted base rate
Concentration funding	Each EL/LI student above 55% of enrollment generates an additional 50% of adjusted base rate
Add-ons	Targeted Instructional Improvement Block Grant, Home-to-School Transportation, Economic Recovery Target



LCFF Funding Formula

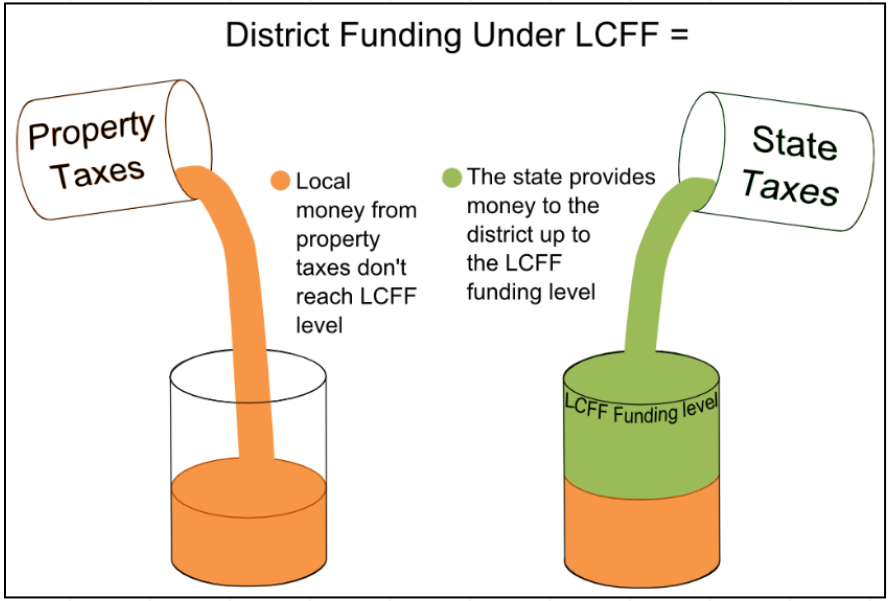


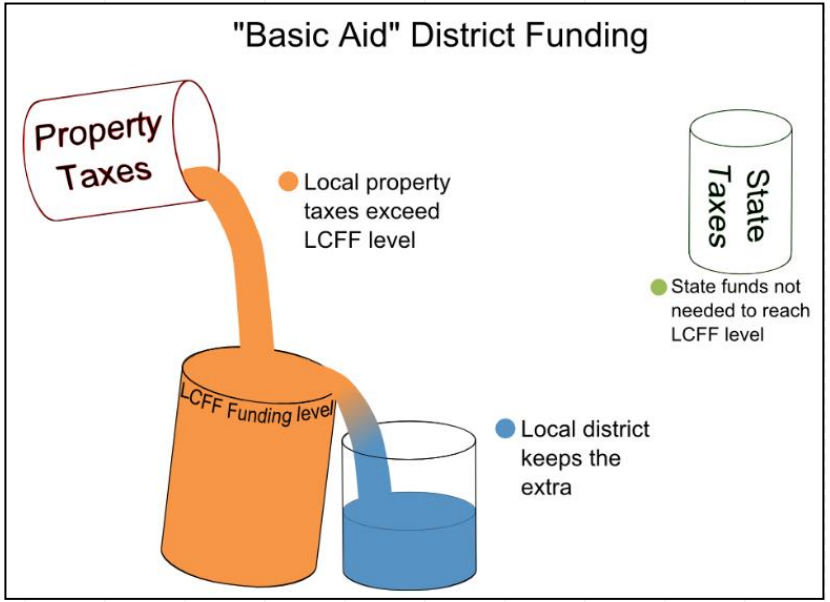
Local Control and Accountability Plan (LCAP)



Source: School Services of California, Inc.

Funding for School Districts – LCFF vs. Basic Aid





LCAP Unduplicated Pupil % and Amounts

	2015-16	2016-17	2017-18	2018-19	2019-20
Total Enrollment*	8,973	8,909	8,735	8,521	8,352
Total Unduplicated Pupil Count*	4,297	4,178	4,335	4,029	4,029
Unduplicated Pupil %*	47.89%	46.90%	49.63%	47.28%	48.24%
LCAP Amount**	$4,902,997	$4,599,668	$4,706,338	$6,808,555	$6,838,140

* Based on data from 2018-19 2nd Interim Financial Report

** Amount budgeted in the LCAP for additional services to support Unduplicated Pupils



LCFF Minimum Proportionality Percentage (MPP)

Minimum Proportionality Percentage

- MPP is the lowest level of increased or improved **services** for unduplicated students
  - A minimum, not a maximum
  - Services funded with LCFF
    - Not federal or other restricted
  - Services are above those provided for all students (base program)
    - Not above services in prior year
    - Not a maintenance of effort calculation
  - In the LCAP year
    - Not the current year
    - Can calculate additional years for transition planning

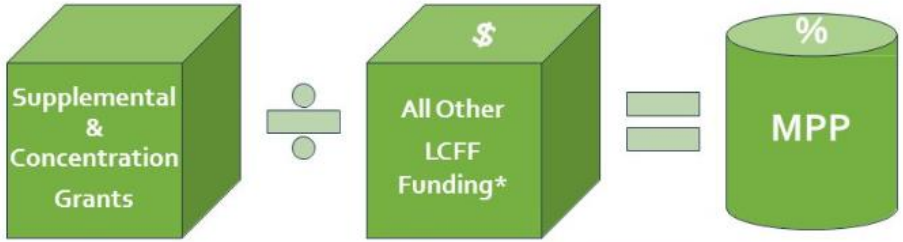


LCFF MPP Calculation

Minimum Proportionality Percentage

At full LCFF implementation

The MPP calculation is:

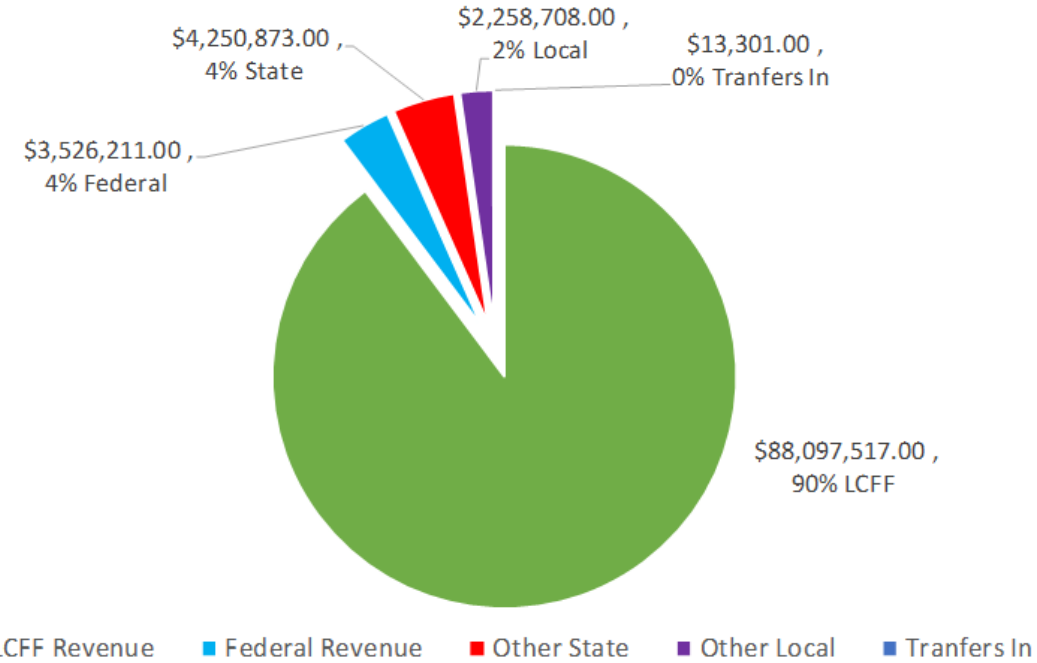


*Less TIIG and Transportation (add-ons)

2018-19 First Interim
General Fund Projected Revenues

REVENUES	2018-2019	PERCENTAGE
LCFF Revenues	$88,097,517	89.76%
Federal Revenue	$3,526,211	3.59%
Other State	$4,250,873	4.33%
Other Local	$2,258,708	2.30%
Transfers In	$13,301	0.01%
TOTAL	$98,146,610	100%

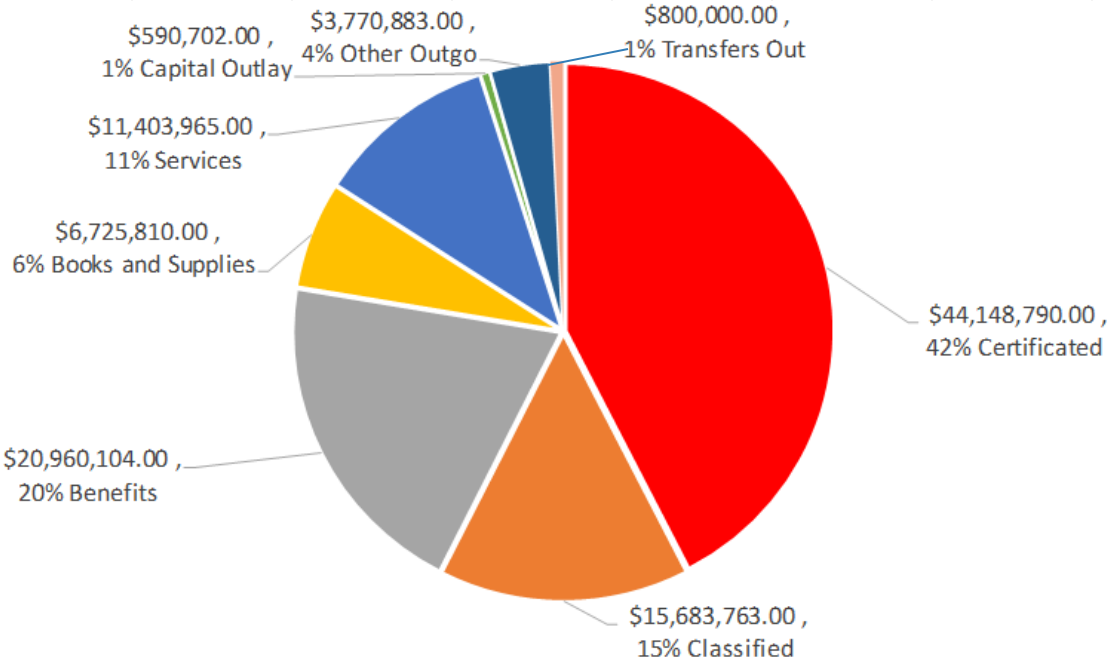
2018-19 First Interim
General Fund Projected Revenues

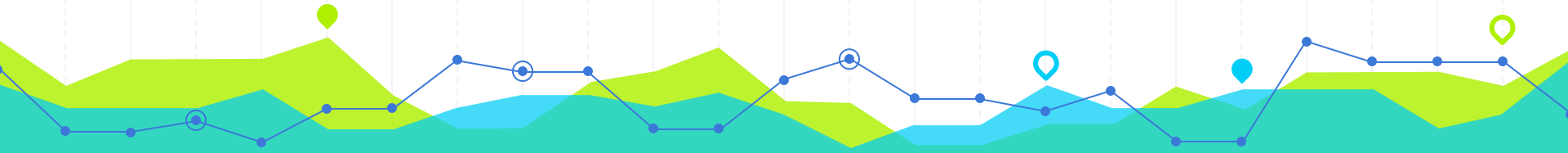


2018-19 First Interim
General Fund Projected Expenditures

EXPENDITURES	2018-2019	PERCENTAGE
Certificated Salaries	$44,148,790	42%
Classified Salaries	$15,683,763	15%
Benefits	$20,960,104	20%
Books & Supplies	$6,725,810	6%
Services	$11,403,965	11%
Capital Outlay	$590,702	1%
Other Outgo	$3,770,883	4%
Transfers Out	$800,000	1%
TOTAL	$104,084,017	100%

2018-19 First Interim
General Fund Projected Expenditures



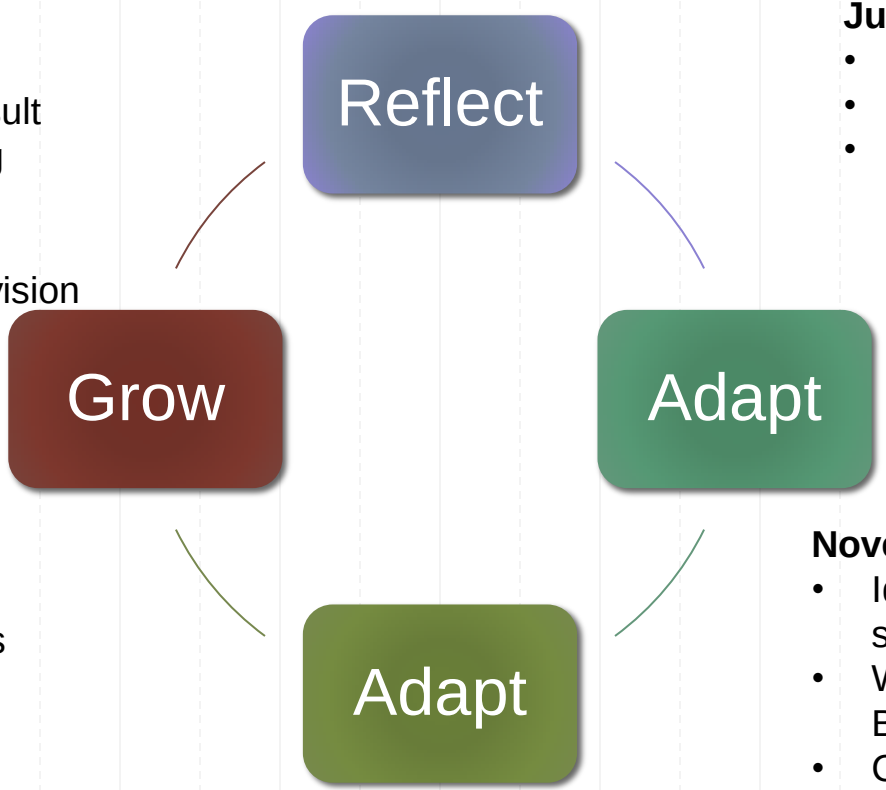


Overview of LCAP

LCAP Stakeholder Engagement Timeline

April – June
- Review progress and consult stakeholders in completing annual update and making needed revisions
- Finalize following May Revision
- Hold public hearing
- Adopt and implement

July - October
- Evaluate Progress
- Conduct needs assessment
- Consult stakeholders



February-March
- Draft plan
- Present to advisory groups
- Respond to comments
- Adjust and Reflect

November-January
- Identify goals, actions and services
- With Governor's January Budget, align resources
- Consult stakeholders

Annual LCAP Update

Goals

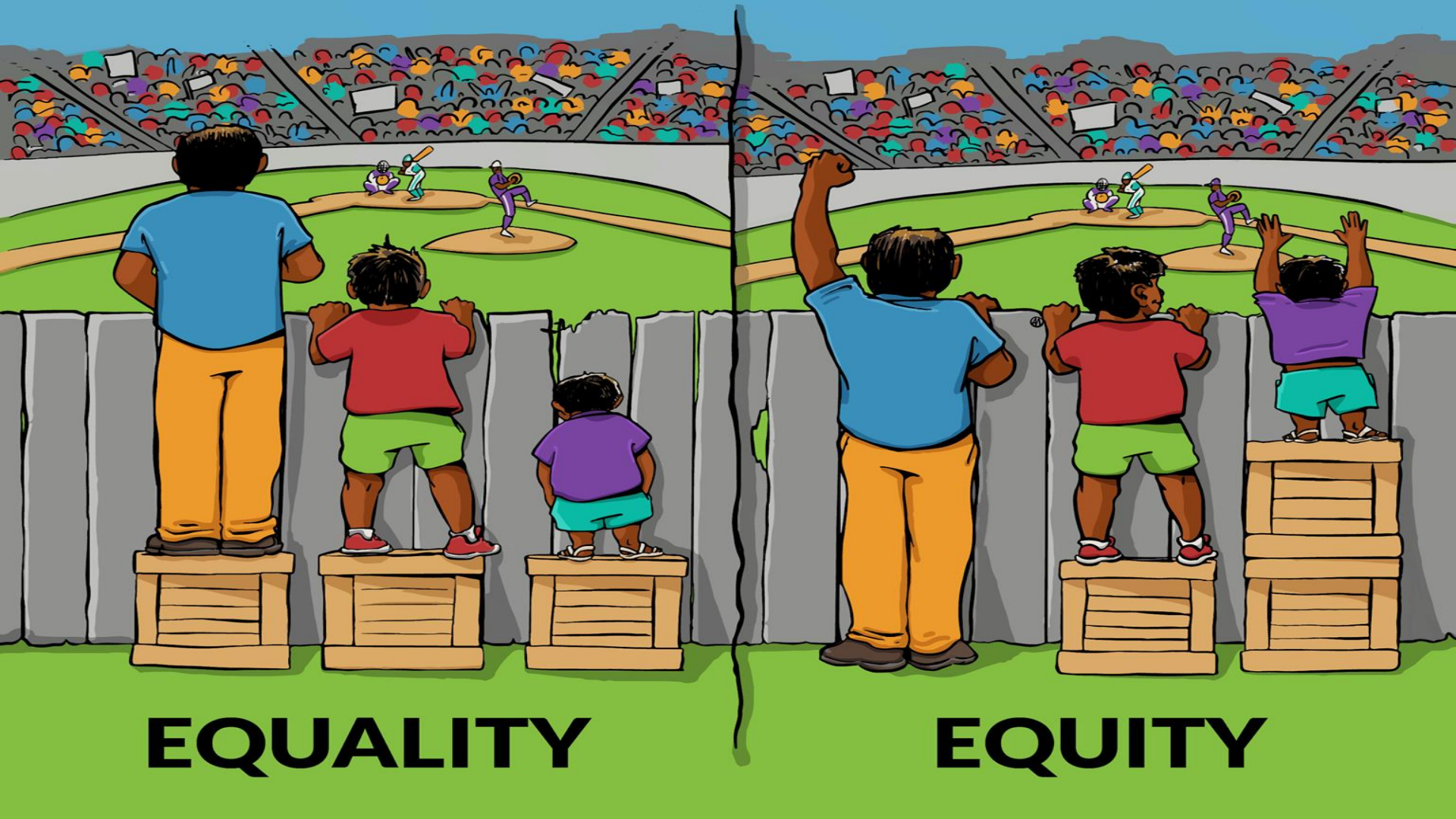
- Review any changes in applicability of goals from prior year
- Review the progress toward goals

Expenditures

A list and description of expenditures for the fiscal year:

- Implementing the specific actions included in the LCAP as a result of the review and assessment
- Serving identified students: English Learner, Socio-economic disadvantaged and Foster Youth

This is a rolling or “evergreen” plan, and a new year must be added in each annual update.


EQUALITY
EQUITY

California School DASHBOARD

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Explore information about your local school and district.

Search by school, district, or county name | 2018 | Search


Red

LOWEST PERFORMANCE


Orange


Yellow


Green


Blue

HIGHEST PERFORMANCE

5 Local Indicators

1- Basic Conditions
2- Implementation of State Standards
3- Parent Engagement
4- School Climate
5- Access to a Broad Course of Study

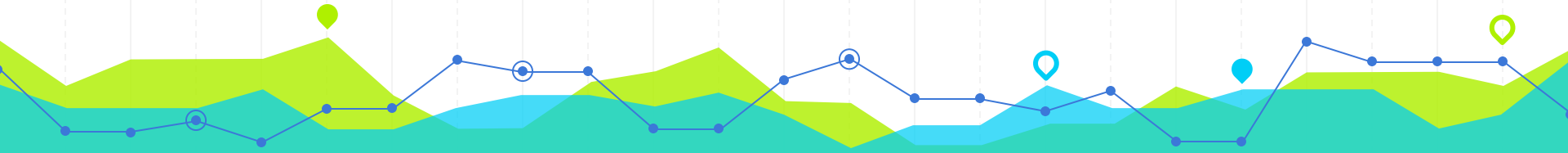
Data collected & submitted by District

6 State Indicators

1- Academics
2- English Learner Progress
3- Graduation Rate
4- Chronic Absenteeism*
5- Suspension
6- College & Career Indicator

Data collected through CALPADS or outside vendors. CDE uploads data.

**not reported for high school*



Academic Indicator

Academic Indicator (P4)

Smarter Balanced Scores
English Language Arts and Mathematics

The Academic Indicator is based on average student distance from the lowest possible (grade specific) scale score for the ***Standard Met*** Achievement Level per content area on the Smarter Balanced ELA and Math assessments

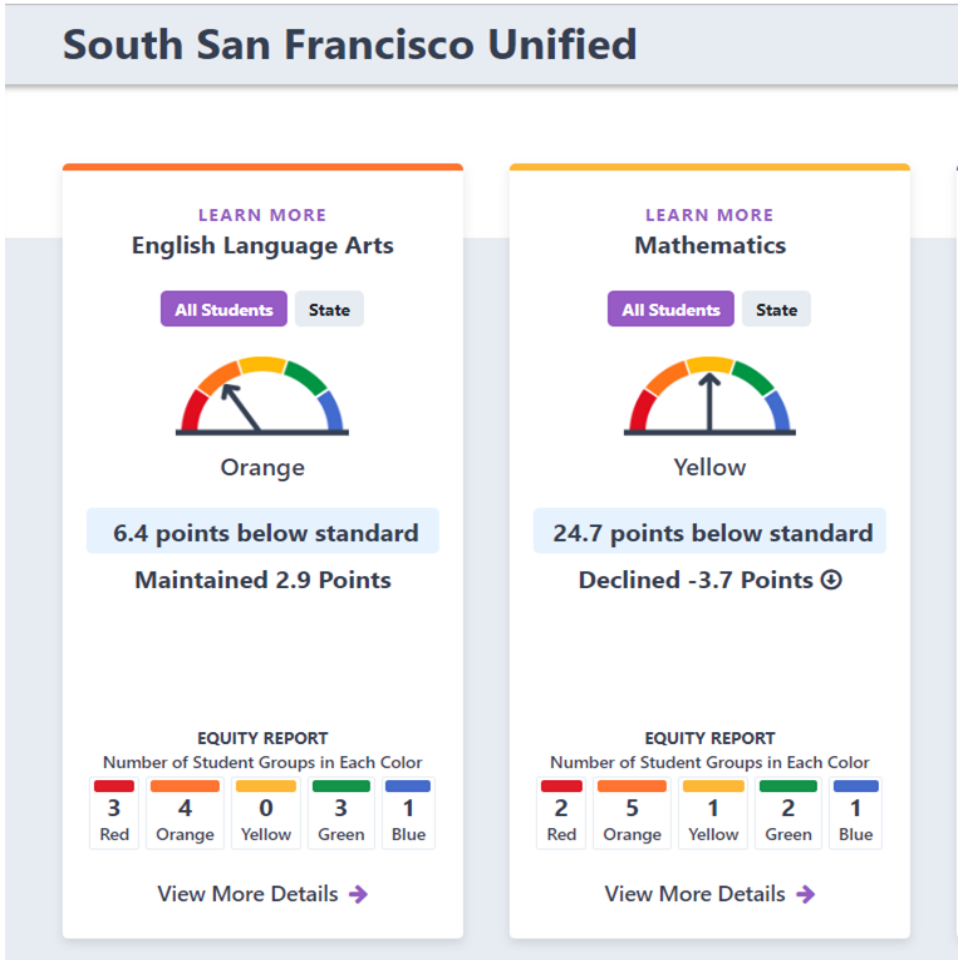
Who counts…

- Grade 3-8 & 11 students
- Students who are continuously enrolled from fall census day to the first day of testing

	Formula
Status	Sum of All Students' Distance From Standard (DFS) on 2018 Smarter Balanced Summative Assessments ***divided by*** Total Number of 2018 Smarter Balanced Summative Assessments valid scores
Change	2017–18 DFS on Smarter Balanced results ***minus*** 2016–17 DFS on Smarter Balanced results

Participation rate is included in the calculation.
Each percentage point below 95% decreases the status by 0.25 points

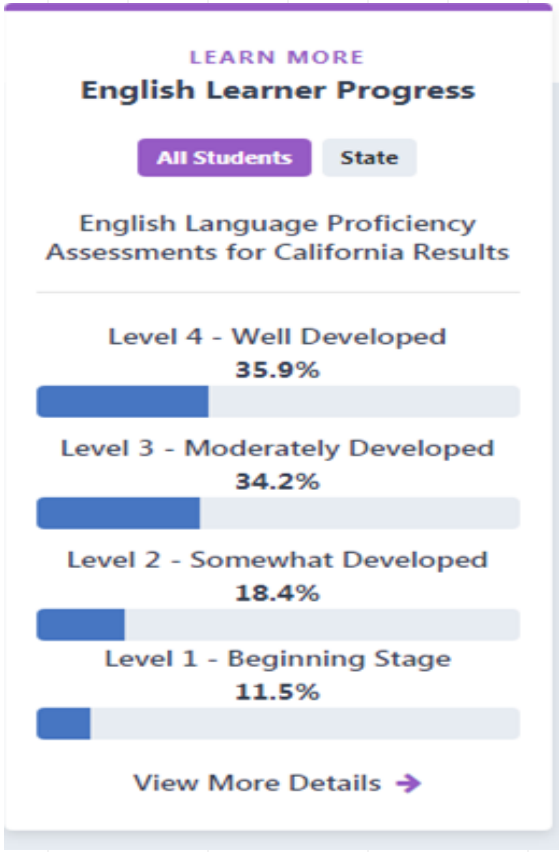
Academic Indicator



Student Groups by Performance Level

ELA	Math
Asian	Asian
Filipino,Two or More, White	Filipino,Two or More
None	White
English Learners, Hispanic, Socioeconomically Disadvantaged, Pacific Islander	English Learners, Socioeconomically Disadvantaged, African Americans, Hispanics, Pacific Islander
Homeless, African Americans, Students with Disabilities	Homeless, Students with Disabilities

English Language Progress Indicator



English Language Progress Indicator (ELPI)

English Learner Progress (P4)

- Status, Change, and Performance Level/Color will be reported on the 2020 dashboard
- The Fall 2018 Dashboard reports the percentage of students in each performance level on the ELPAC.

College and Career Indicator



Percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator

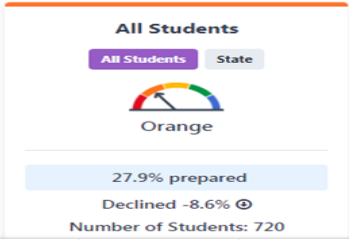
High School Diploma

- Advanced Placement Exams
- A-G Completion
- College Credit Course
- International Baccalaureate Exams
- CTE Pathways
- State Seal of Biliteracy
- Smarter Balanced Assessments
- Leadership/Military

College/Career

All Students

Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



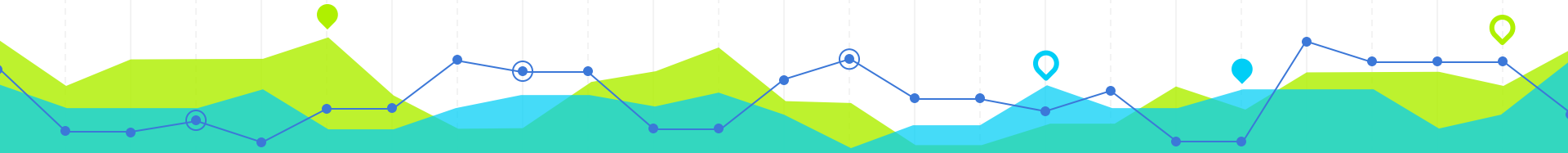
Student Groups by Performance Level

None
None
Asian
Filipino, Hispanic, White
English Learners, 2 or More Races, & Socioeconomically Disadvantaged, Students with Disabilities

Pathway of Prepared Students

0%	CTE Pathway
73.3%	Smarter Balanced Scores
0%	College Coursework
35.8%	Advanced Placement
47.3%	A-G Eligibility
7.5%	State Seal of Biliteracy

Not applicable → Military Science | International Baccalaureate



Graduation Rate



Graduated with a High School Diploma

Four-year cohort graduation rate for non-alternative schools is combined with Dashboard Alternative School Status (DASS) graduation rate

Graduates:
Earned traditional high school diploma

Non Graduates (but in the cohort):
Earned high school equivalency certificate (e.g., GED), California High School Proficiency Examination (CHSPE), Adult Education Diploma, or Certificate of Completion

*Students who earn an adult education diploma or CHSPE no longer count as graduates

*Students who transfer to an adult education program or community college without earning a regular high school diploma are no longer removed from cohort denominator.

Cohort:

All students who first enrolled in grade nine four years ago

→**Includes:**
- Dropped out over four years
- Transferred in
- Lost transfers (exited out as a transfer but never enrolled in another school by Fall Census Day)

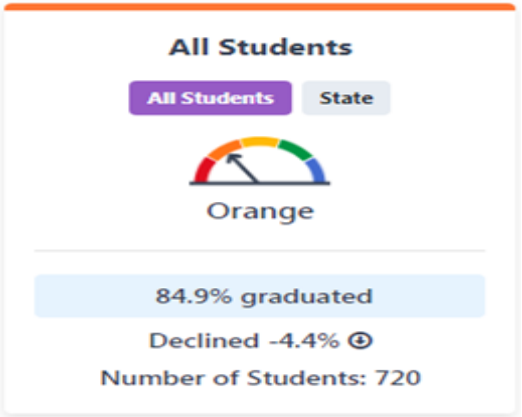
→**Minus:**
- Transferred out, emigrated, or died during the four years

→**Keep:**
- Early graduates

Graduation Rate

All Students

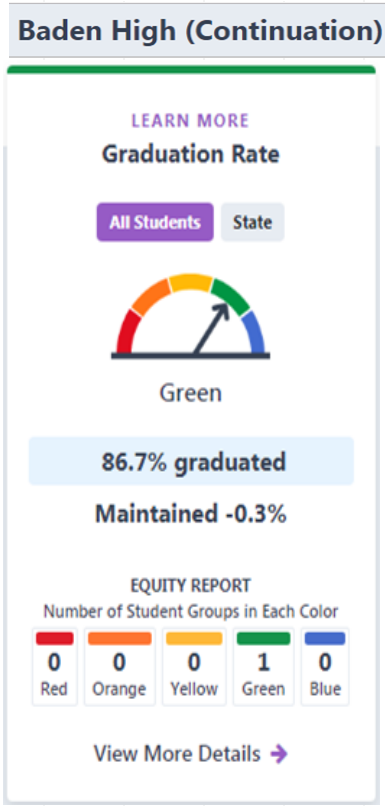
Explore information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



Student Groups by Performance Level

None	Asian	Filipino	English Learners, Hispanics, 2 or more, White, Socioeconomically Disadvantaged	Students with Disabilities

Dashboard Alternative School Status (DASS) Graduation Rate



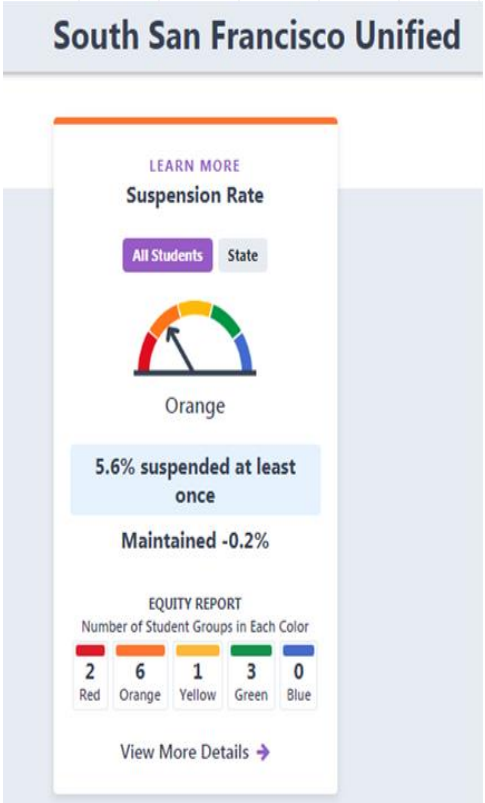
- Standard diploma (including CHSPE)
- HS Equivalency GED)
- Adult Education
- Early Graduates
- Certificate of Completion if eligible for CAA

DASS Graduation Rate

Students included in the numerator

1. Grade requirement
2. Certificate requirement
3. Enrollment days

Suspension



Student Groups by Performance Level

None
Asian, Filipino, 2 or more
Pacific Islander
African American, English Learner, Hispanic, Homeless, Socioeconomically Disadvantaged, White
Foster Youth and Students with Disabilities

Elementary School Level Results

	Student Achievement (P4)		Student Engagement (P5)	School Climate (P6)
	Academic ELA	**Academic Math**	**Chronic Absenteeism**	**Suspension**
Buri Buri	Green	Green	Orange	Blue
Junipero Serra	Blue	Blue	Green	Blue
Los Cerritos	Yellow	Orange	Orange	Green
Martin	Orange	Orange	Orange	Orange
Monte Verde	Blue	Blue	Yellow	Blue



Elementary School Level Results

	Student Achievement (P4)		Student Engagement (P5)	School Climate (P6)
	Academic ELA	**Academic Math**	**Chronic Absenteeism**	**Suspension**
Ponderosa	Green	Green	Yellow	Blue
Skyline	Green	Green	Orange	Green
Spruce	Yellow	Orange	Orange	Orange
Sunshine Gardens	Yellow	Orange	Yellow	Blue



Middle School Level Results

	Student Achievement (P4)		Student Engagement (P5)	School Climate (P6)
	Academic ELA	**Academic Math**	**Chronic Absenteeism**	**Suspension**
Alta Loma	Yellow	Orange	Orange	Green
Parkway	Orange	Orange	Yellow	Red
Westborough	Green	Green	Orange	Green



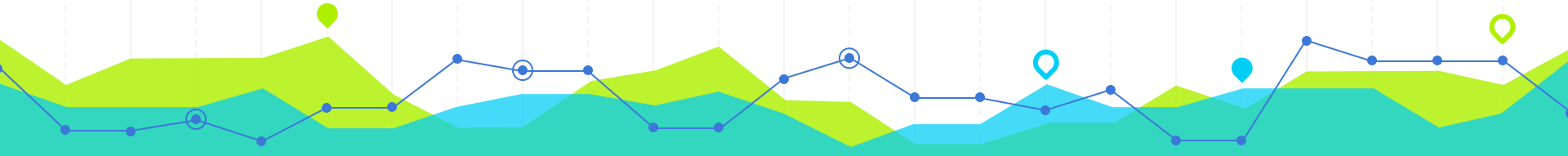
High School Level Results

	Student Achievement (P4)		Student Engagement (P5)	School Climate (P6)	Broad Course (P8)
	Academic ELA	**Academic Math**	**Graduation Rate**	**Suspension**	**College & Career**
El Camino	Green	Green	Yellow	Green	Orange
SSFHS	Yellow	Orange	Red	Yellow	Red
Baden	N/A	N/A	Green	Orange	Orange



SSFUSD Focus 4

- English Language Development
- Special Education
- Chronic Absenteeism
- Suspension



Focus 1 - English Language Development

What are your thoughts about improving the following areas within our English Learner Master Plan?

- Instructional Programs
- EL Professional Development
- English Learner Monitoring and Reclassification
- Parent and Community Involvement



Instructional Programs

- Review and Assess current EL Programs
  - Structured English Immersion I
    - Secondary ELD
  - Structured English Immersion II
    - Newcomer Pathway
  - Elementary Needs
- Secondary ELD Course Sequence & Curriculum



EL Professional Development

- Designated and Integrated ELD
- BeGlad
- Site ELD TOSA - Train the Trainer
- ELD Instructional Strategies
- ELA/ELD Digging deeper into priority standards
- Designated ELD - Science



English Learner Monitoring and Reclassification

- Revise and Update RFEP Forms
- Training on new RFEP Forms, processes and procedures
- English Learners with Special Needs
  - Alternate Assessment



Parent and Community Involvement

- Define EL Parent support needs
- Explore EL Parent engagement strategies and build leadership capacity
- Increase attendance for parents at ELAC/DELAC and site family events



Focus 2 - Special Education

What are your ideas on improving Special Education services for students at SSFUSD?

- Increase Special Education programs
- Purchase Special Education Curriculum
- Increase Staff Mental Health Support at Sites

SPED Program - Proposed Changes for 2019-20

- 3 areas of focus:
- Programs
- Curriculum
- Staffing support



SPED Programs

- Consider adding the following programs:
- Mild to moderate - Buri Buri
- Moderate to Severe - TBD
- TSS - Westborough
- Emotionally Disturbed - SSFHS
- Collapsing one CBI at Westborough to SDC



SPED Curriculum

- Moderate to Severe - exploring/piloting/FFME- Unique curriculum
- Looking to find a district adopted reading intervention program
- Looking to find a district Phonics program
- Looking to find a universal screener tool for Dyslexia



SPED - Staffing Support

- Examining current roles & responsibilities for SPED staff
- Looking for additional mental health support - Counselors, Behavior analysts, Program Specialists/School Psyc/SLP's/SPED teachers



District plan for Discipline

- Research possible Alternative to Suspension programs
- Explore campus beautification/service programs for replacing Saturday School and after-school detention
- Standardize reporting discipline infractions in SIS



Focus 3 - Chronic Absenteeism

- Definition: Students that miss more than 10% of school days in a year (18 or more) are defined as chronically absent. This includes both excused and unexcused absences.

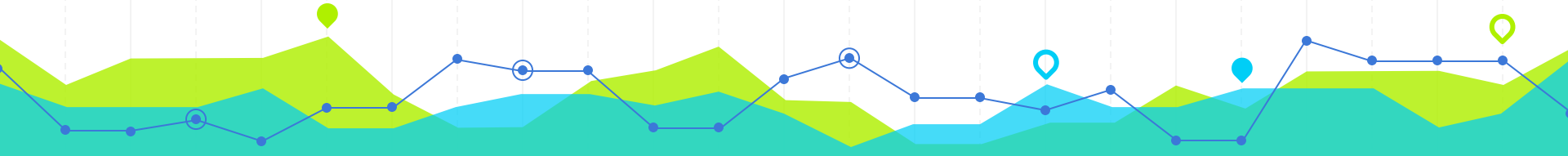
- Question: What can SSFUSD do to assist students in attending school more regularly?

Proposed District Plan-Chronic Absenteeism

- Create sheet with common definitions of absence codes and train site administrators and appropriate classified staff
- Develop communication plan to parents/community regarding importance of regular attendance, utilize the District's chronic absenteeism letter template
- Utilize existing standardized truancy letters, frequency, SART/SARB continuum (Student Services TeamSpot and Google Drive)

Proposed District Plan-Chronic Absenteeism

- Consider using existing staff or hire additional staff to make phone calls to families and students that close to being a “Chronic Absent student.”
- With Chronic absent students conduct a meeting to determine if additional supports are needed
- Continue to research various attendance programs (Attendance works, Attention 2 Attendance etc)



Focus 4 - Suspension

Definition: Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (BP 5144)

- What ideas do you have to reduce suspensions at SSFUSD?

Community Input - Gallery Walk

Divide into groups of 4

Each group will have 10 minutes to review the SSFUSD Focus 4

At each station, each group will:

- Review data & Focus 4 (2 min)
- Discuss and provide input (5 min)
- Write suggestions on poster and/or post-it notes (3 min)

South San Francisco
UNIFIED SCHOOL DISTRICT

THANK YOU FOR YOUR PARTICIPATION!