



Board Study Session

May 18, 2022





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.

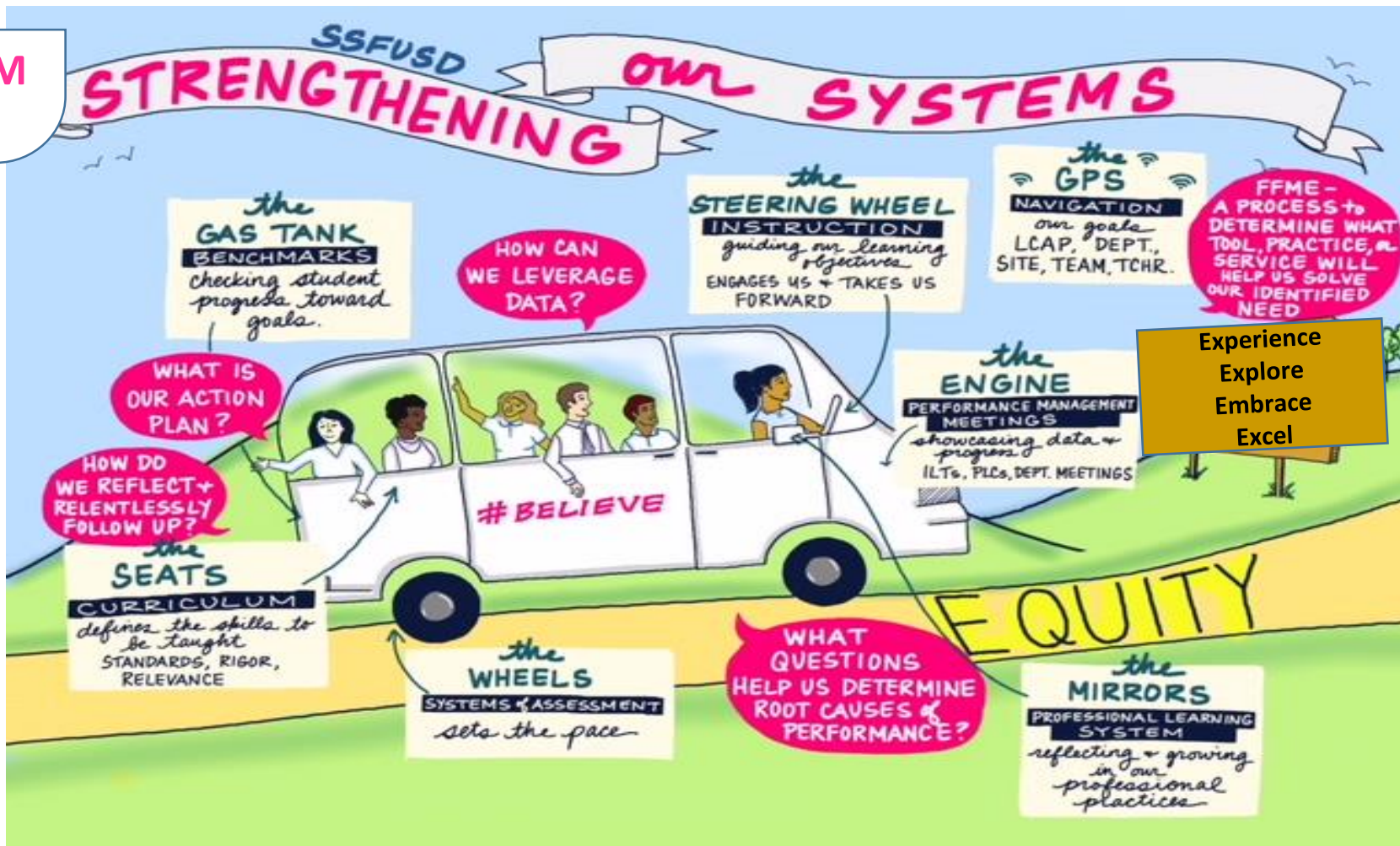
District priorities

Improve Curriculum,
Instruction &
Assessment

Bolster Professional
Learning and
Collaboration

Strengthen
Leadership Capacity

PM
:





Educational Equity in SSFUSD

- Equity Definition- SSFUSD recognizes that educational excellence requires a commitment to equity. We believe that educational equity means that each student receives what they need, when they need it, to develop to their full potential.



Systems in SSFUSD

Strengthening Systems in SSFUSD

Systems: 5 Ps – people (hiring/mindsets), programs, practices, policies, processes

For us, it's about reframing our work and our lens and ensuring we are engaging through the lens of equity.



Systems in SSFUSD

Systematic – step by step guide written out for anyone to follow

Systemic – can be replicated across the system

EQUALITY

imagines an
equal world.

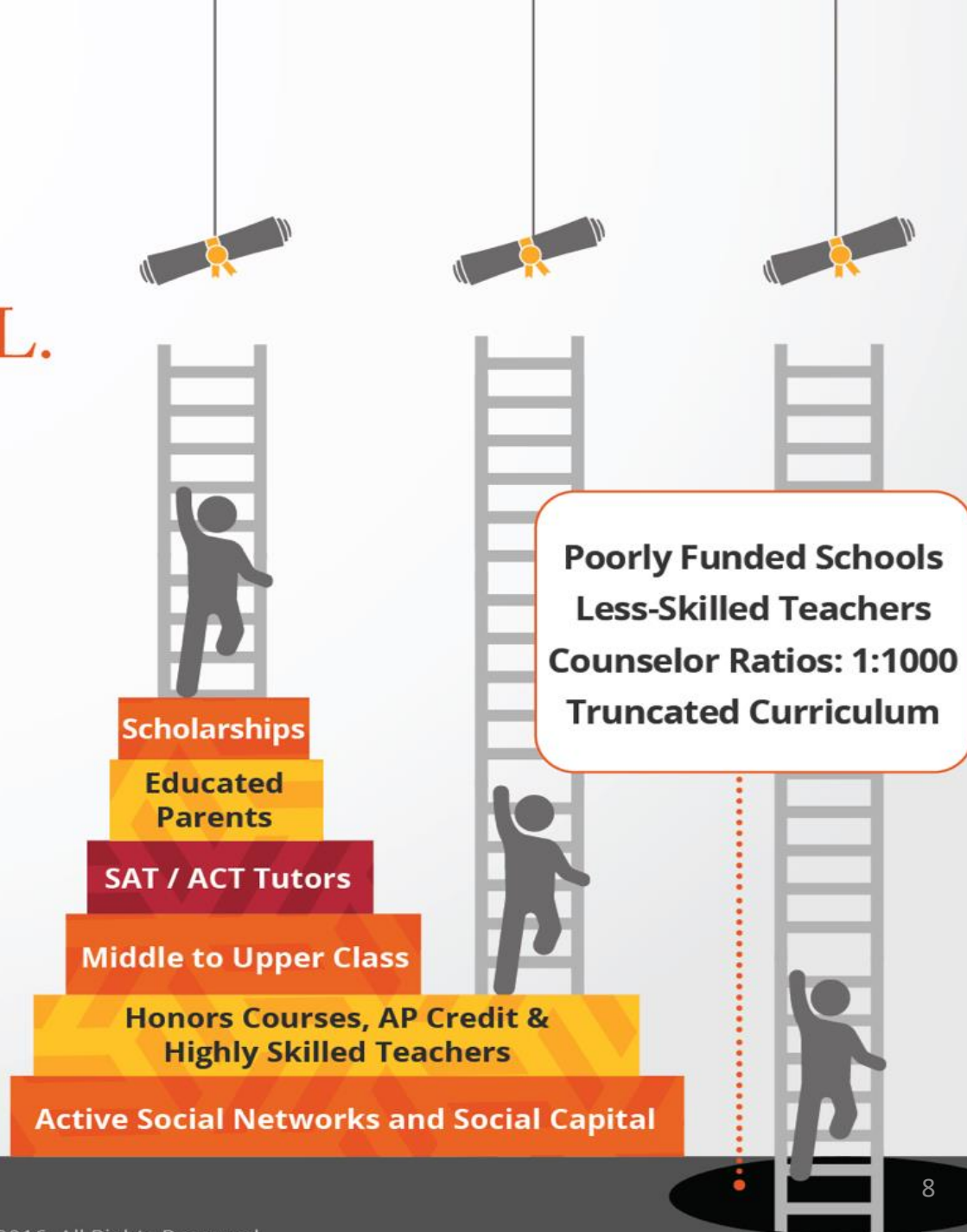
*"I care about all
students equally"*



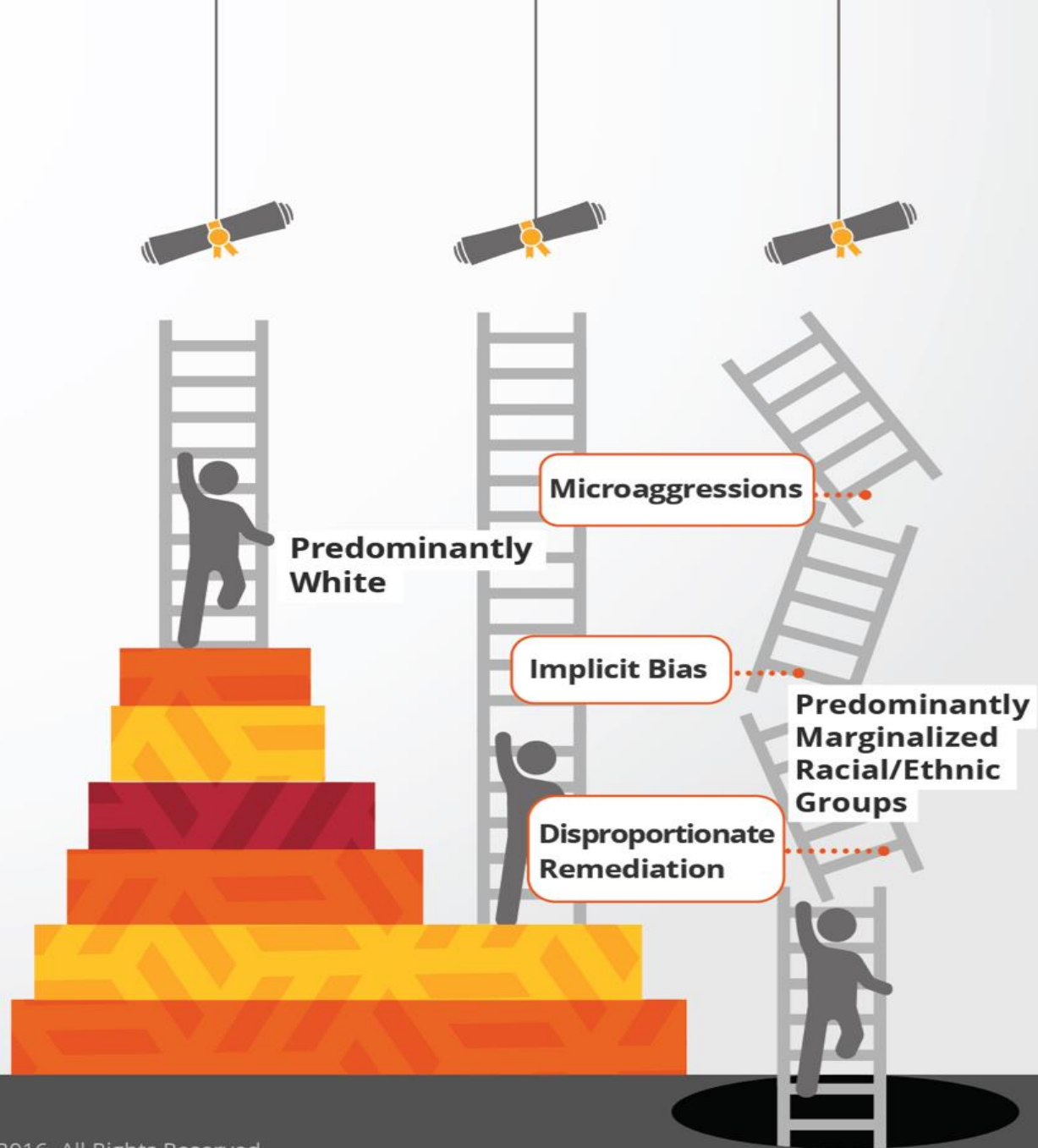
CENTER *for* URBAN
EDUCATION



But the world
ISN'T EQUAL.



And it has
**BIAS AND
SYSTEMIC
RACISM.**

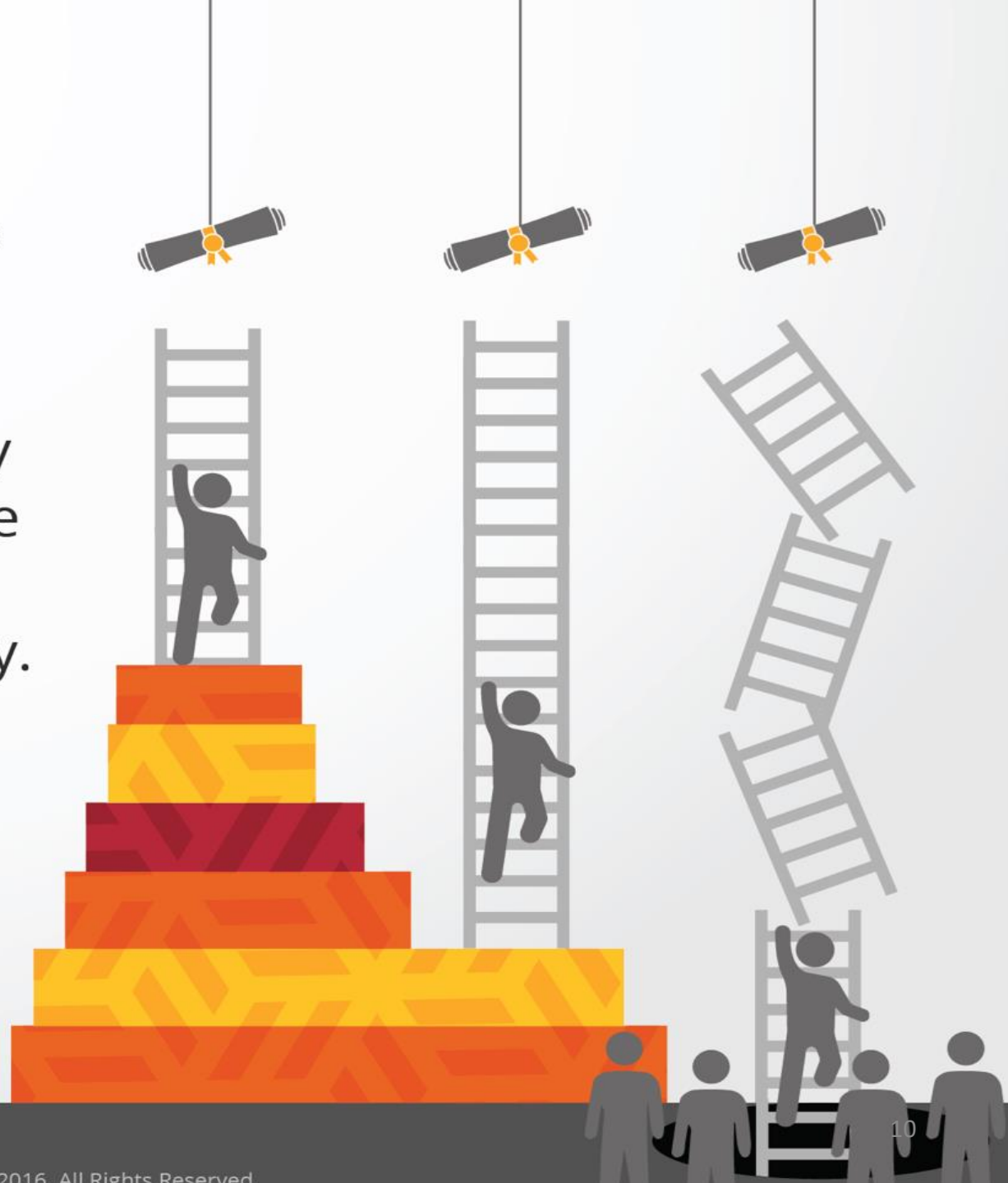


CENTER *for* URBAN
EDUCATION

Within this same picture, a **DIVERSITY** lens focuses only on bringing more students into an unequal pathway.



CENTER *for* URBAN
EDUCATION



In contrast, **EQUITY** redirects resources to the pathways with greatest need to fix barriers and intentionally provide support.





Priorities for 2022-2023

Academic Excellence (Teaching and Learning) DP 1

- Aligned, coherent CIA & PL (prof. learning)
 - Establishing non-negotiable goals for instruction and achievement
 - Use and monitoring use of scope and sequence via classroom visits
 - Implementation of assessments and engaging in data analysis protocol
 - Focusing on ways to shift adult behaviors to enhance student results
 - Monitor lesson plans and giving feedback
 - Visiting classrooms, collecting data, giving feedback, and reporting out
- Performance management (process and tools for turning our strategies into actions that are progress monitored (*continuous improvement*))
- Implementation of programs and strengthening systems
 - Tackling grading/homework to ensure educational equity
 - Implementation of Illuminate, online registration, system of assessments and data

Equity & Access = Outcomes

Talent Management (Human Resources) DP 2

- Recruitment, hiring, placement, training, retention, and negotiations through an equity lens
 - Targeting recruitment more intentionally; utilizing engaging handouts to show our commitment to inclusion and equity
 - Shifting hiring practices, questions, to include formal questions that align to our aspirations
 - Create a data system to capture all evaluations, align to professional learning to gauge teacher and staff performance against student outcome data
 - Developing systems to train and help improve staff practice thus improve results
- Performance management (process and tools for turning our strategies into actions that are progress monitored (*continuous improvement*))
 - Monitoring and reporting out on goals and actions to gauge success
- Implementation of programs and strengthening systems
 - Launching a PL system (tiered and differentiated)



Priorities for 2022-2023

Operational and Fiscal Stewardship (Budgeting) DP 4

- Allocation of resources equitably
 - Deepen understanding of needs at each site and align resources and monitor implementation to gauge success
- Securing grants to support priorities
- Investment in staff
 - PL and negotiations
- School facilities
- Performance management (process and tools for turning our strategies into actions that are progress monitored (*continuous improvement*))

Community engagement and connectedness (School Climate & Safety) DP 3

- Implementation of programs, practices and strengthening systems
 - Restorative practices
 - School safety (including MOU with police; renaming JS)
 - Social, emotional and mental health supports
 - Alternative to Suspension Program
 - Online Registration
 - Student advisory committee
- Performance management (process and tools for turning our strategies into actions that are progress monitored (*continuous improvement*))

Equity & Access = Outcomes



Next Year's Additional District Priorities 22 - 23

- The following district priorities will either continue or commence in the 22 - 23 school year:
 - Danielson Instructional Framework
 - Scope & Sequence Implementation - ELA & Math
 - Instructional Coaching program & support for staff
 - CTE pathways expansion & Middle School CTE grant
 - MS Bell Schedule
 - NGSS Implementation
 - Continue to work on equity driven practices, policies and procedures to close the achievement gap between specific student groups (ELD & Students with disabilities)

**SOUTH SAN FRANCISCO UNIFIED SCHOOL
DISTRICT ADMINISTRATIVE REGULATION
AR 0415.1 EDUCATIONAL EQUITY**



The South San Francisco Unified School Board of Education seeks to ensure that policies, programs, processes, and practices produce equitable outcomes for students who identify as Black, Indigenous, People of Color (BIPOC) and other marginalized student groups. The district's equity definition and statement recognizes that educational excellence for all students requires a commitment to educational equity.

SSFUSD Board Equity Policy

Definition: Equity, in SSFUSD, is defined as giving students what they need, when they need it to fulfill their potential.

The South San Francisco Unified School District is strongly committed to maintaining high expectations for all of its students and to eliminate historical barriers, persistent disparities in achievement, performance and socio-emotional adjustment among subgroups based on race, ethnicity, language, national origin, gender, sexual orientation, gender identity, gender expression, socio-economic status or disability.

Educational equity is a means of ensuring the decisions, policies and practices in our system are culturally sensitive and provide all students with access, opportunity, resources and support to: meet students' individual needs to learn, grow, and develop in a safe and healthy environment; support all stakeholders in advocating for fairness; and ensure the ultimate outcome of all students becoming college, career and life ready.

The Educational Equity Administrative Regulations are in service of the Boards statement and commitment to fighting institutional racism and systemic inequities in the district. These regulations are designed to create an inclusive, equitable and welcoming environment for BIPOC (Black, Indigenous, and people of color) students, staff and their families. We seek to eradicate opportunity gaps for BIPOC. Educational Equity Board Policy:

1. fighting racism as an institution
2. being an inclusive and welcoming environment for BIPOC students, staff, and their families, and
3. eradicating opportunity gaps for BIPOC students.



District Priority 2, -
Talent Management;
Academic
Excellence (DP 1);
Operational and
Fiscal Stewardship
(DP 4)

SSFUSD seeks to ensure that financial and human resources are provided to support the work of staff, students, families and community groups in promoting equity and inclusion in our District. This includes analyzing expenditures and allocating financial and human resources in a manner that provides all students with equitable access to district programs, support services, and opportunities for success and promotes equity and inclusion in the district. Such resources include access to highly-qualified administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.

The following actions are intended to provide tangible steps for the implementation of the Board's Equity Policy.

1. **Process** -Develop a strategy to recruit a diverse (in race/ethnicity, language, tenure status, perceived strengths) hiring team for all recruiting events and align financial resources to support all hiring needs. (Aligned to, "Financial and HR are provided to support the work of staff, etc...." above)
 - a. Create aesthetically pleasing, inclusive, and welcoming pamphlets, videos, banners, etc...during hiring events to showcase our core value of hiring diverse, highly qualified staff.
 - b. Advance the representation of Black, Indigenous, People of Color at all levels within our school district, to the extent legally permitted.
 - i. Adopt the use of hiring policies and procedures that are targeted to increase representation of BIPOC in all applications for district vacancies, to the fullest extent allowable by law
 - ii. Ensure that hiring committees have an equity process in place to design the hiring team that reflects our commitment to equity and diversity
 - iii. Develop opportunities to provide ongoing coaching and support of the experience of BIPOC staff so that the district can improve retention, job satisfaction and their psychological safety and well-being.
2. **Process**- Reevaluate the system of evaluation for all staff across the district, by aligning the evaluations to a set of standards across the district; provide ongoing coaching and training to support growth in staff practice; engage in regular informal and formal classroom visits to give feedback, and monitor growth over time in practice and in



- student learning outcome data, etc.. (Aligned to “Such resources include access to highly-qualified administrators, teachers, and other school personnel...” above)
3. **Process-** Develop a process to analyze staffing at each site, review student achievement data, teacher evaluation data, and place teachers having the most success with students at schools who are struggling to meet student learning needs (Aligned to, “Analyzing expenditures and allocating financial and human resources, etc...” above)
 4. **Process or Practice** - Survey BIPOC, students and their families to learn and understand their needs (Aligned to “...provides all students with equitable access to district programs, support services, and opportunities for success etc...” above)
 - a. **Process/protocol** – Analyze disaggregated race data to inform the need to create equitable access to district programs and support services
 5. **Process and Program** - Develop a system of evaluation for school leaders based on a set of professional standards that include artifacts, evidence, evidence of positive student outcome results, and school visits to recruit, develop, and retain highly qualified administrators. (Aligned to “Such resources include access to highly-qualified administrators, teachers, and other school personnel.” above)
 6. **People/professional development/Program/Practice-** Commit to learning about anti-racist, anti-discriminatory or inequitable values/practices and to stand up to these values in daily interactions by respectfully challenging one’s thinking when confronted with inequities or discriminatory practices. (Aligned to “Such resources include access to highly-qualified administrators, teachers, and other school personnel; funding; technology, equipment, textbooks, and other instructional materials; facilities; and community resources or partnerships.” above)
 - a. Research providers
 - b. Determine the best ways to deliver training in an ongoing, systematic way
 - c. Determine how to monitor implementation by using a common walkthrough tool
 - d. Develop a calendar for the year that delineates when trainings will be, by which provider, the outcomes, when we will monitor implementation, etc..
 - e. ETC....
 7. **Program** - Identify anti-racist, diverse, multicultural resources to incorporate into the curriculum in all subject areas. (Aligned to “...technology, equipment, textbooks, and other instructional materials” above)



Human Resources



Human Resources and Student Services

Human Resources and Student Services collect various types of data as it pertains to students and staffing. Here are examples of data we have

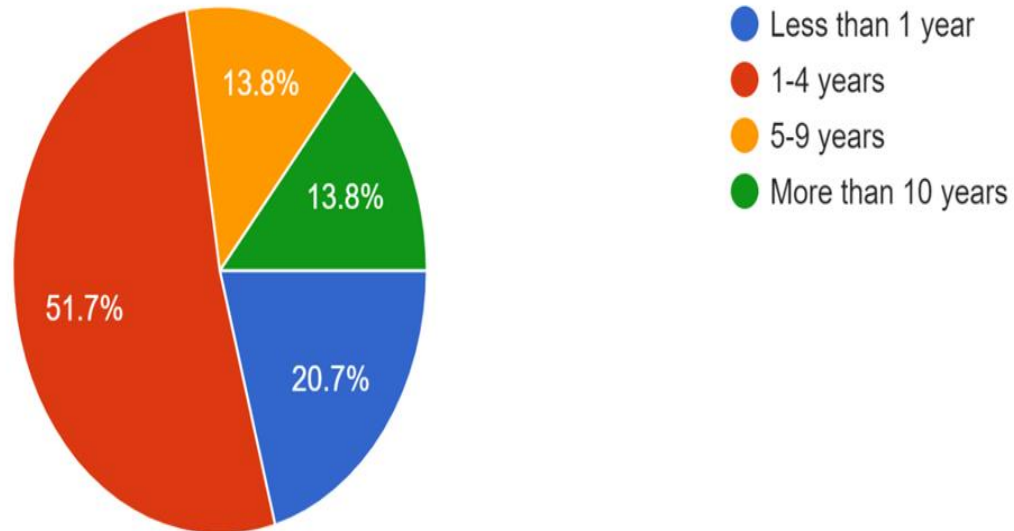
- Exit Survey Data
- Staff Scattergram
- Student Enrollment
- Staffing Enrollment
- Student Suspension and Expulsion



Human Resources and Student Services

Length of employment in the district:

29 responses

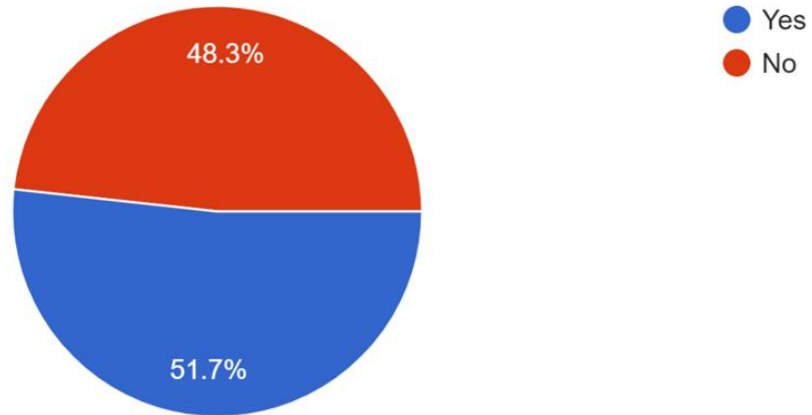




Human Resources and Student Services

Are you leaving SSFUSD to work for another school district?

29 responses

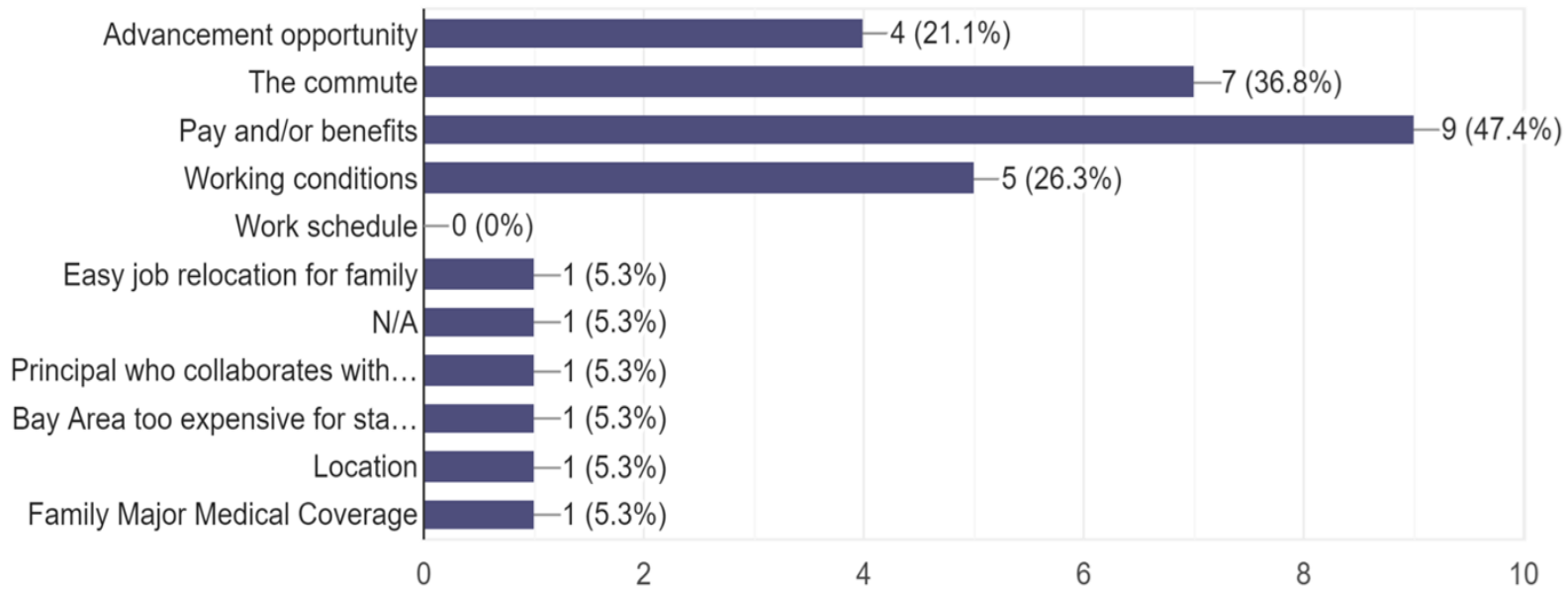




Human Resources and Student Services

If you are leaving to work at another district, why did you choose that district?

19 responses

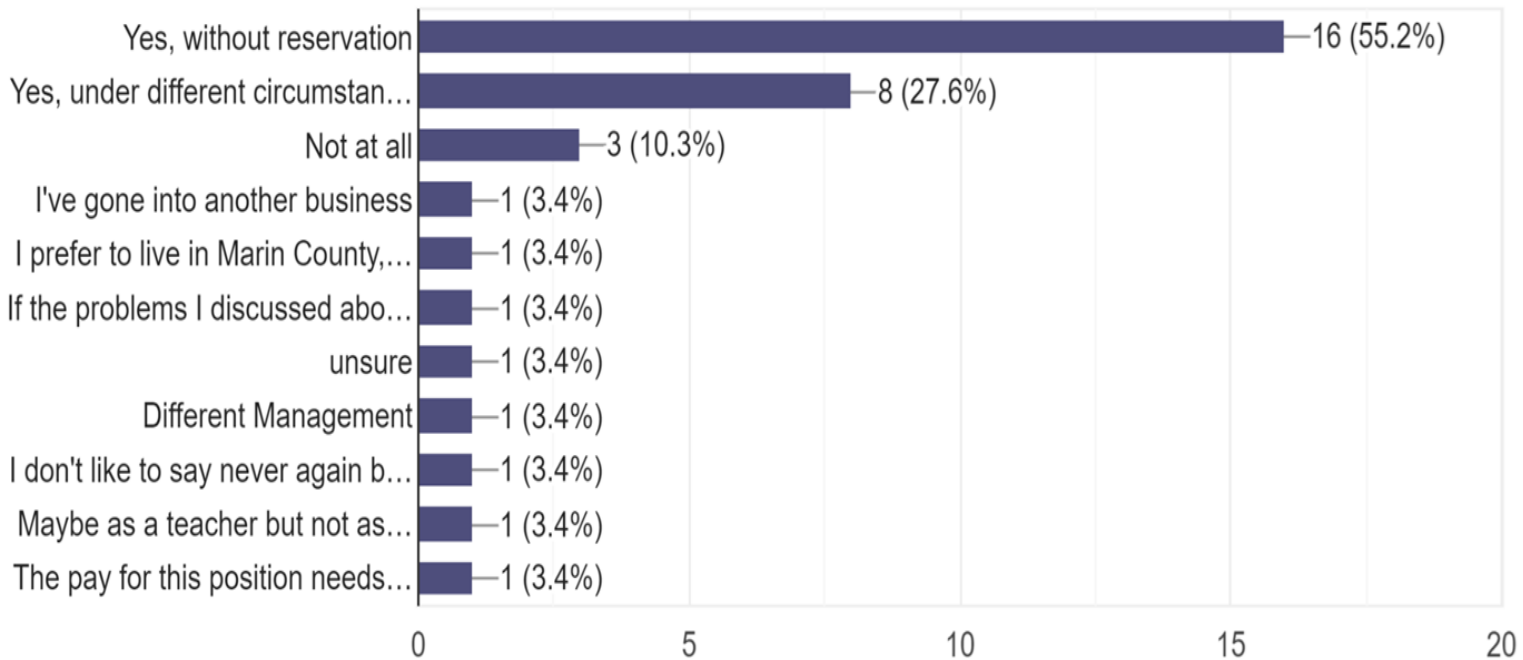




Human Resources and Student Services

If given the opportunity, would you return to work for SSFUSD in the future?

29 responses





Human Resources and Student Services

South San Francisco Unified School District
 2021/2022 Unit Employees FTE Salary Placement Overview

Step Years	C FTE	D FTE	DM FTE	E FTE	EM FTE	FTE FTE	FM FTE	Total FTE	%
1	20.00	3.00	2.00	1.00			4.00	30.000	6%
2	6.00		9.00		1.00		4.00	20.000	4%
3	6.00	3.00	4.00	2.20	3.00			18.200	4%
4	5.40	6.20	4.00	1.00	4.00		7.00	27.600	5%
5	6.20	8.00	2.00	1.00	5.00	1.00	9.00	32.200	6%
6	3.00	6.00	5.20	4.20	4.00		7.00	29.400	6%
7	3.00	3.00	2.00	4.60	4.00	2.00	6.00	24.600	5%
8	3.00	4.00	3.00	2.00	4.00	5.00	9.00	30.000	6%
9	1.00	3.00	1.00	3.00	3.00	3.00	6.20	20.200	4%
10	1.00	3.00	0.50	4.20	1.00	5.20	8.00	22.900	5%
11	1.00	1.00				5.20	9.00	16.200	3%
12	2.00		4.00	3.00	1.00	1.00	5.00	16.000	3%
12B		0.40	1.00	3.00	1.40	3.00	4.00	12.800	3%
12C		3.00		5.00	1.00	7.20	11.40	27.600	5%
12D	1.00		1.00	2.50	3.20	5.00	6.60	19.300	4%
12E		1.00		1.80		13.20	8.40	24.400	5%
17		1.00		1.50	2.00	4.00	6.20	14.700	3%
17B	1.00	1.00				3.00	9.00	14.000	3%
17C	2.80		1.00	2.00		1.50	7.00	14.300	3%
17D		1.00				5.00	1.60	7.600	2%
17E		1.00		3.00		4.00	1.00	9.000	2%
22		1.00		2.00		4.00	8.00	15.000	3%
22B		1.00		1.00		1.00	1.20	4.200	1%
22C		1.00		1.00		5.20	4.00	11.200	2%
22D				2.00		8.36	2.80	13.160	3%
22E				1.00		1.00	3.50	5.500	1%
27				2.00		12.40	7.60	22.000	4%
Totals	62.40	51.60	39.70	54.00	37.60	100.26	156.80	502.06	100%
	12%	10%	8%	11%	7%	20%	31%	502.060	



Human Resources and Student Services

South San Francisco Unified School District

Certificated Classroom FTE Analysis

	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2021
<i>Elementary</i>							
Buri Buri	23	24	24	25	24	24	23
Junipero Serra	12	12	13	12	12	12	11
Los Cerritos	12	12	13	12	13	13	11
Martin	18	18	17	17	16	16	16
Monte Verde	22	22	22	22	22	22	21
Ponderosa	16	16	16	16	16	16	15
Skyline	16	16	16	17	17	17	15
Spruce	23	21	21	20	19	19	15
Sunshine Gardens	16	16	15	15	16	14	14
Total Elementary	158	157	157	156	155	153	141
<i>Middle School</i>							
Alta Loma	26.06	24.80	25.60	25.40	25.60	25.10	23.50
Parkway Heights	23.06	22.00	22.00	22.20	21.70	21.20	20.60
Westborough	24.86	23.30	23.20	21.80	21.20	19.70	17.60
Total Middle School	73.98	70.10	70.80	69.40	68.50	66.00	61.70
<i>High School</i>							
El Camino	51.40	50.20	47.20	44.70	44.00	44.70	42.40
South San Francisco	51.80	50.60	49.80	45.40	48.10	44.10	43.20
Total High School	103.20	100.80	97.00	90.10	92.10	88.80	85.60
Total	335.18	327.90	324.80	315.50	315.60	307.80	288.3

Missing Baden, Children's Center, TOSA's, etc.



Human Resources and Student Services

SSFUSD's 4 Year Enrollment Trend

School	Actual Students 8/28/18	Actual Students 8/28/19	Actual Enrollment 8/28/20	Actual Enrollment 8/24/21
Buri Buri	607	620	604	571
Junipero Serra	304	296	311	291
Los Cerritos	302	291	284	271
Martin	408	406	386	353
Monte Verde	531	526	504	546
Ponderosa	411	397	381	377
Skyline	407	414	394	369
Spruce	511	499	458	426
Sunshine Gardens	361	357	327	322
	3842	3806	3709	3526
Alta Loma	702	701	674	640
Parkway	598	578	561	570
Westborough	614	593	546	524
	1914	1872	1781	1734
El Camino	1242	1216	1207	1201
South SF	1293	1230	1282	1273
Baden	80	82	82	70
	2615	2528	2571	2544
Ind. Study	3	0	2	0
Middle College	68	68	80	63
Therapeutic Day	11	11	11	10
Community Day	0	0	0	0
	82	79	93	73
Total	8453	8285	8154	7877



Human Resources and Student Services

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT SUSPENSION REPORT 2019-2020

Race / Ethnicity Definition	Race / Ethnicity Code	Race / Ethnicity District Enrolled	Race / Ethnicity % District Enrolled	Race / Ethnicity Suspension Count	% Suspended Within Race / Ethnicity Subgroup	Race / Ethnicity % Suspended of Total District Enrolled
American Indian or Alaska Native	100	83	0.96%	3	3.61%	0.03%
Chinese	201	860	9.92%	5	0.58%	0.06%
Japanese	202	43	0.50%	2	4.65%	0.02%
Korean	203	22	0.25%		0.00%	0.00%
Vietnamese	204	76	0.88%		0.00%	0.00%
Asian Indian	205	119	1.37%	3	2.52%	0.03%
Laotian	206	3	0.03%		0.00%	0.00%
Cambodian	207	10	0.12%		0.00%	0.00%
Hmong	208	2	0.02%		0.00%	0.00%
Other Asian	299	173	2.00%	4	2.31%	0.05%
Hawaiian	301	17	0.20%		0.00%	0.00%
Guamanian	302	2	0.02%		0.00%	0.00%
Samoaan	303	92	1.06%	12	13.04%	0.14%
Tahitian	304	2	0.02%		0.00%	0.00%
Other Pacific Islander	399	123	1.42%	12	9.76%	0.14%
Filipino	400	2,190	25.27%	51	2.33%	0.59%
Hispanic/Latino	500	3,778	43.59%	189	5.00%	2.18%
Black or African American	600	161	1.86%	16	9.94%	0.18%
White	700	836	9.64%	55	6.58%	0.63%
Undefined	999	76	0.88%		0.00%	0.00%
Totals		8,668		352		4.06%



Human Resources and Student Services

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT EXPULSION REPORT 2019-2020

Race / Ethnicity Definition	Race / Ethnicity Code	Race / Ethnicity District Enrolled	Race / Ethnicity % District Enrolled	Race / Ethnicity Expulsion Count	% Expelled Within Race / Ethnicity Subgroup	Race / Ethnicity % Expelled of Total District Enrolled
American Indian or Alaska Native	100	83	0.96%	0	0.00%	0.00%
Chinese	201	860	9.92%	0	0.00%	0.00%
Japanese	202	43	0.50%	0	0.00%	0.00%
Korean	203	22	0.25%	0	0.00%	0.00%
Vietnamese	204	76	0.88%	0	0.00%	0.00%
Asian Indian	205	119	1.37%	0	0.00%	0.00%
Laotian	206	3	0.03%	0	0.00%	0.00%
Cambodian	207	10	0.12%	0	0.00%	0.00%
Hmong	208	2	0.02%	0	0.00%	0.00%
Other Asian	299	173	2.00%	0	0.00%	0.00%
Hawaiian	301	17	0.20%	0	0.00%	0.00%
Guamanian	302	2	0.02%	0	0.00%	0.00%
Samoan	303	92	1.06%	1	1.09%	0.01%
Tahitian	304	2	0.02%	0	0.00%	0.00%
Other Pacific Islander	399	123	1.42%	0	0.00%	0.00%
Filipino	400	2,190	25.27%	2	0.09%	0.02%
Hispanic/Latino	500	3,778	43.59%	3	0.08%	0.03%
Black or African American	600	161	1.86%	0	0.00%	0.00%
White	700	836	9.64%	0	0.00%	0.00%
Undefined	999	76	0.88%	0	0.00%	0.00%
Totals		8,668		6		0.07%



Human Resources and Student Services

SSFUSD										
Suspensions/Expulsions										
14-Year Trend (2006-2020)										
	Suspension	Difference prev. year	% Increase/ Decrease prev. year	Difference 2006-07	% Increase/ Decrease 2006-07	Expulsion	Difference prev. year	% Increase/ Decrease prev. year	Difference 2006-07	% Increase/ Decrease 2006-07
2006-2007	1645					61				
2007-2008	1750	105	6.38%	105	6.38%	63	2	3.28%	2	3.28%
2008-2009	1499	-251	-14.34%	-146	-8.88%	78	15	23.81%	17	27.87%
2009-2010	1237	-262	-17.48%	-408	-24.80%	53	-25	-32.05%	-8	-13.11%
2010-2011	1136	-101	-8.16%	-509	-30.94%	71	18	33.96%	10	16.39%
2011-2012	1058	-78	-6.87%	-587	-35.68%	52	-19	-26.76%	-9	-14.75%
2012-2013	997	-61	-5.77%	-648	-39.39%	44	-8	-15.38%	-17	-27.87%
2013-2014	772	-225	-22.57%	-873	-53.07%	24	-20	-45.45%	-37	-60.66%
2014-2015	590	-182	-23.58%	-1055	-64.13%	32	8	33.33%	-29	-47.54%
2015-2016	631	41	6.95%	-1014	-61.64%	17	-15	-46.88%	-44	-72.13%
2016-2017	554	-77	-12.20%	-1091	-66.32%	13	-4	-23.53%	-48	-78.69%
2017-2018	644	90	16.25%	-1001	-60.85%	9	-4	-30.77%	-52	-85.25%
2018-2019	620	-24	-3.73%	-1025	-62.31%	6	-3	-33.33%	-55	-90.16%
2019-2020	352	-268	-43.23%	-1293	-78.60%	6	0	0.00%	-55	-90.16%



Educational Services

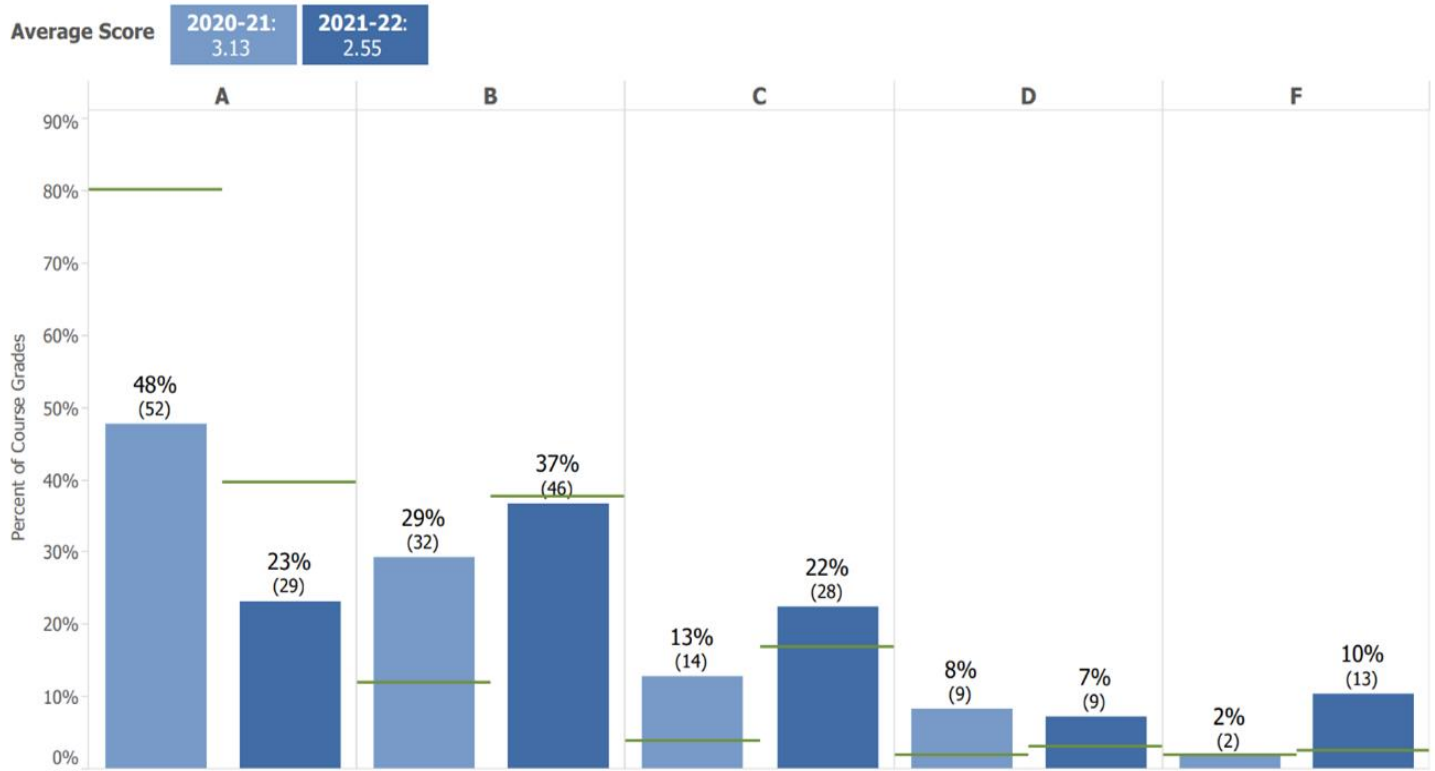


Advanced Placement - SSFUSD

	2020-21	2021-22
All 11th and 12th Grade Students	284	383
Students of Color & Low-Income Students	First-Time Takers	96
	Experienced Takers	79
Med/High-Income White & Asian Students	First-Time Takers	96
	Experienced Takers	112



AP Grade Distribution - Fall 2021 - SSFUSD



Note: Grades that are not A through F (e.g. pass / incomplete) are not included in this section of the report.

Semester 1 AP data for South San Francisco Unified School District



SED, Students of Color, First Time Takers - SSFUSD

English	AP English Language and Composition	13	29 (+123%)
	AP English Literature and Composition	1	2 (+100%)
History & Social Science	AP Macroeconomics		3
	AP United States Government and Politics		3
	AP United States History	13	15 (+15%)
Math & Computer Science	AP Calculus AB		2
	AP Computer Science A	4	6 (+50%)
	AP Statistics		2
Sciences	AP Biology		18
	AP Chemistry	2	1 (-50%)
World Languages & Cultures	AP Italian Language and Culture	4	2 (-50%)
	AP Spanish Language and Culture	18	42 (+133%)



SED, Students of Color, Experienced Tests Takers - SSFUSD

		2020-21	2021-22
English	AP English Language and Composition	4	16 (+300%)
	AP English Literature and Composition	10	39 (+290%)
History & Social Science	AP European History	1	
	AP Macroeconomics	22	17 (-23%)
	AP United States Government and Politics	22	12 (-45%)
	AP United States History	12	8 (-33%)
	AP World History	1	
Math & Computer Science	AP Calculus AB		14
	AP Computer Science A	8	4 (-50%)
	AP Statistics		12
Sciences	AP Biology		12
	AP Chemistry	10	3 (-70%)
	AP Physics 1: Algebra-Based		4



ECHS - Fall Semester 2021

		2020-21	2021-22
All 11th and 12th Grade Students		158	244
Students of Color & Low-Income Students	First-Time Takers	27	56
	Experienced Takers	41	38
Med/High-Income White & Asian Students	First-Time Takers	25	73
	Experienced Takers	51	77
Number of Courses		8	10
Total Course Grades		365	446
Average Courses per Student		2.3	1.8



SSFHS - Fall Semester 2021

		2020-21	2021-22
All 11th and 12th Grade Students		126	139
Students of Color & Low-Income Students	First-Time Takers	25	40
	Experienced Takers	27	41
Med/High-Income White & Asian Students	First-Time Takers	9	23
	Experienced Takers	33	35
Number of Courses		8	11
Total Course Grades		279	246
Average Courses per Student		2.2	1.8

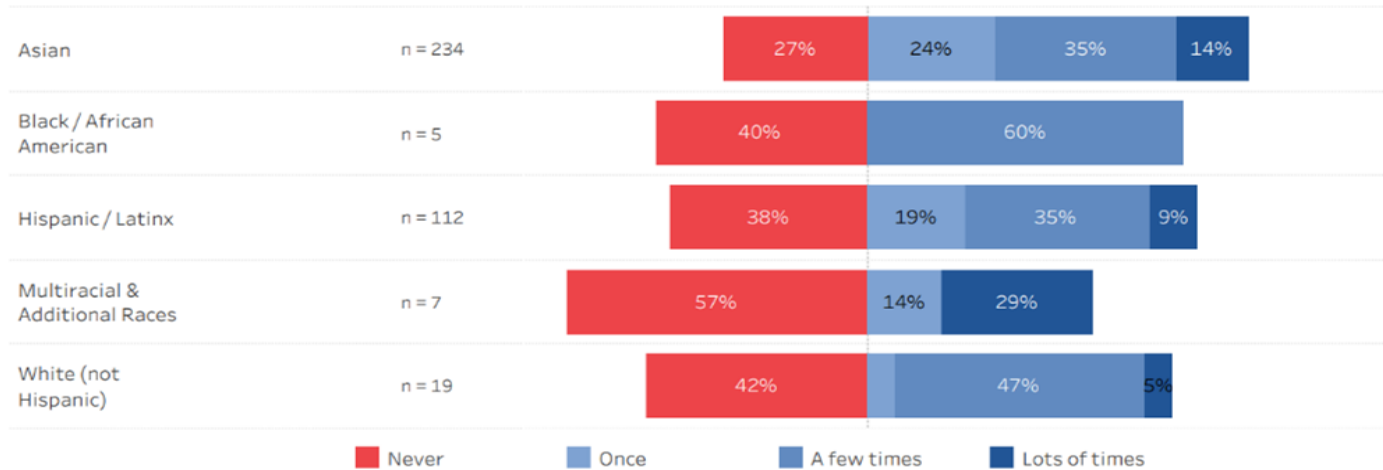
Semester 1 AP data for South San Francisco High School, the San Francisco Unified School District



Encouraged to take AP classes by Staff- ECHS

4. Welcome & Encouragement to Participate in AP

How many times have students been invited to participate in AP by a staff member?

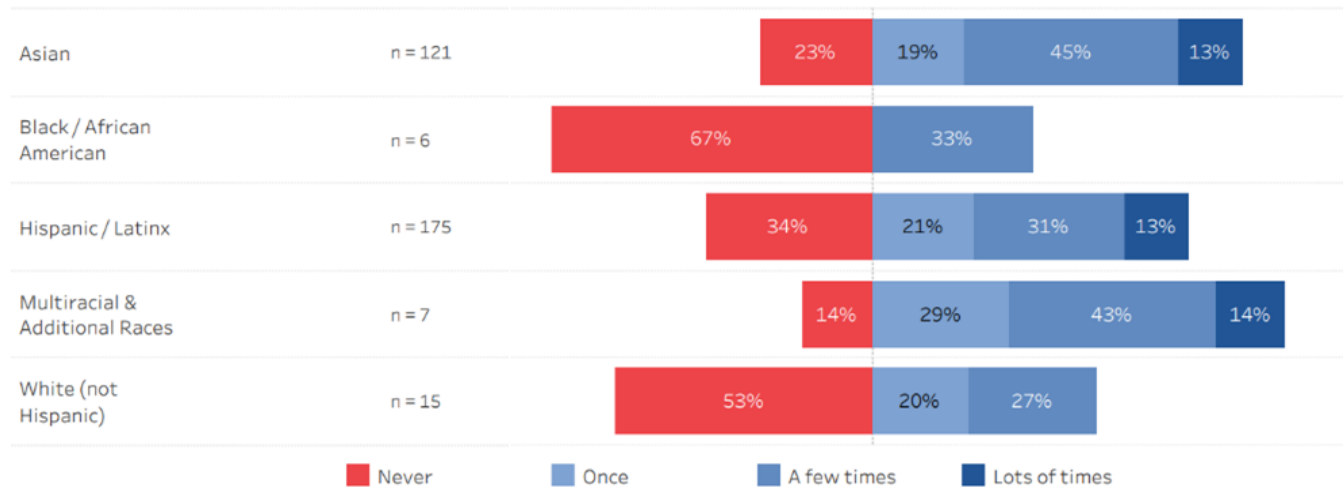




Encouraged to take AP classes by Staff- SSFHS

4. Welcome & Encouragement to Participate in AP

How many times have students been invited to participate in AP by a staff member?





Support and Belonging - ECHS

Do historically underrepresented students of color and low-income students have adults in their building they trust and/or who they go to for study support?

94% (65) of historically underrepresented students of color and low-income students **in AP** have named at least one adult they trust in the building

84% (58) of historically underrepresented students of color and low-income students **in AP** have named at least one adult in the building they go to for study support

89% (84) of historically underrepresented students of color and low-income students **not yet in AP** have at least one adult they trust in the building

73% (69) of historically underrepresented students of color and low-income students **not yet in AP** have at least one adult in the building they go to for study support

Staff

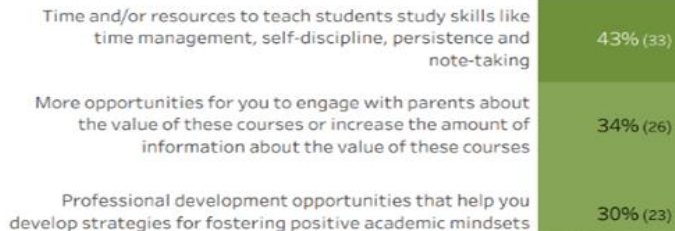
Responses 'Other' and 'None' are hidden

"How do you want to be better supported by your school to help students in their transition to AP classes for the first time?"

Staff select up to 3 responses

'Other' and 'None' response choices are hidden

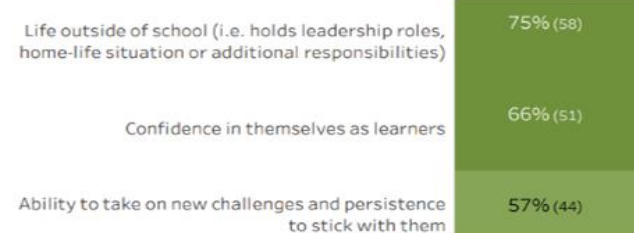
n = 77



"When thinking about how to best support each student, what information about your students would be the most helpful to know?"

Staff select up to 5 responses

n = 77





Support and Belonging - SSFHS

Do historically underrepresented students of color and low-income students have adults in their building they trust and/or who they go to for study support?

92% ⁽⁵⁵⁾ of historically underrepresented students of color and low-income students **in AP** have named at least one adult they trust in the building

83% ⁽⁵⁰⁾ of historically underrepresented students of color and low-income students **in AP** have named at least one adult in the building they go to for study support

84% ⁽¹²⁹⁾ of historically underrepresented students of color and low-income students **not yet in AP** have at least one adult they trust in the building

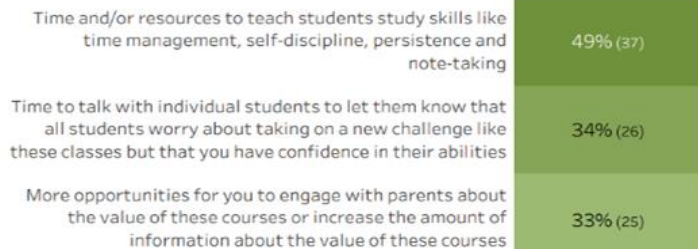
73% ⁽¹¹²⁾ of historically underrepresented students of color and low-income students **not yet in AP** have at least one adult in the building they go to for study support

Staff

Responses 'Other' and 'None' are hidden

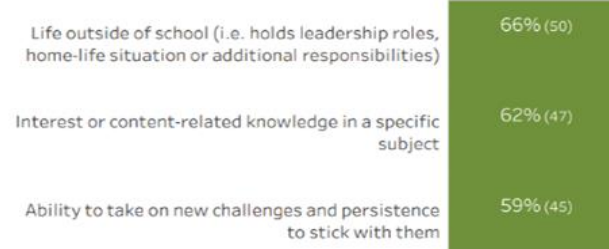
"How do you want to be better supported by your school to help students in their transition to AP classes for the first time?"

*Staff select up to 3 responses
'Other' and 'None' response choices are hidden
n = 76*



"When thinking about how to best support each student, what information about your students would be the most helpful to know?"

*Staff select up to 5 responses
n = 76*



not a problem, take care, etc... [Sent items]



Business Services



Support for English Learners

- SSFUSD has approximately 1,723 students who are classified as English Learners in 2020-21
- Of these, 1,128 are in elementary school, 342 are in middle school and 253 are in high school
- The District sets aside \$300K in the LCAP each year to support these students
- The funds are budgeted under program MGMT 123
- The funds are allocated to each site based on the number of English Learner students at that site
- Sites must spend all the funds each year
- An exception was given in 2019-20 and 2020-21 due to the COVID-19 pandemic.



Support for English Learners

This is how the elementary schools spent their funds between 2018-19 to 2021-22

Elementary Schools		2018-19	2019-20	2020-21	2021-22
Additional Teacher Support	1000	70,309	42,930	1,934	4,468
Clerical & Instr'l Aides Support	2000	16,824	16,315	14,287	20,239
Benefits Associated with Salaries	3000	15,101	13,710	4,808	11,345
Books/Instr Mtls & Supplies/Student Laptops	4000	23,407	57,843	7,342	24,043
Learning Softwares/PD/Translation/Other Svcs.	5000	81,049	26,609	8,011	12,866
Totals		206,689	157,408	36,381	72,960
Budget		210,239	200,794	200,793	196,402
Balance Remaining		3,550	43,386	164,412	123,442
Carryover Allowed		No	Yes	Yes	No



Support for English Learners

This is how the middle schools spent their funds between 2018-19 to 2021-22

Middle Schools		2018-19	2019-20	2020-21	2021-22
Additional Teacher Support	1000	1,952	1,915	71	810
Clerical & Aides Support	2000	4,447	8,889	0	3,008
Benefits Associated with Salaries	3000	2,071	3,411	6	492
Books/Instr Mtls & Supplies/Student Laptops	4000	28,802	1,092	12,260	1,449
Learning Softwares/PD/Translation/Other Svcs.	5000	609	3,045	754	460
Totals		37,881	18,353	13,091	6,219
	Budget	43,219	57,175	57,175	59,547
	Balance Remaining	5,338	38,822	44,084	53,328
	Carryover Allowed	No	Yes	Yes	No



Support for English Learners

This is how the high schools spent their funds between 2018-19 to 2021-22

High Schools		2018-19	2019-20	2020-21	2021-22
Additional Teacher Support	1000	15,303	6,873	5,150	625
Clerical & Aides Support	2000	8,380	2,090	17,072	6,600
Benefits Associated with Salaries	3000	8,780	1,819	7,240	2,588
Books/Instr Mtls & Supplies/Student Laptops	4000	10,119	1,738	905	116
Learning Softwares/PD/Translation/Other Svcs.	5000	14,451	2,200	3,300	0
Totals		57,033	14,721	33,668	9,930
		46,542	42,030	42,030	44,227
	Balance Remaining	-10,491	27,309	8,362	34,297
	Carryover Allowed	No	Yes	Yes	No

