



2021 - 2022 LCAP Mid Year Updates

2.24.2022





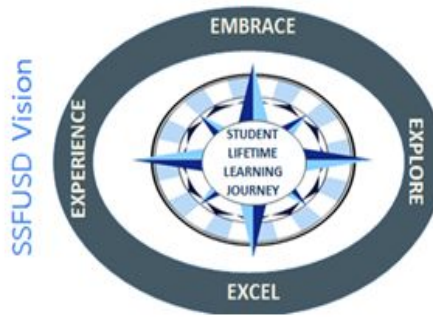
Agenda

- Purpose of 21-22 LCAP Mid Year Updates
- Background Information
- Budget Overview for Parents
- 21 - 22 Mid year LCAP updates
- Resources - 2021 LCAP Mid Year Report & 2022 Supplement to Annual Update



Purpose

- To receive updates on the mid year LCAP implementation of Goals, Actions, Services, Expenditures and Metrics
- To receive information on the 2021 LCAP mid year report & 2022 Supplement to the Annual Update 2021 - 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

SSFUSD

STRENGTHENING OUR SYSTEMS

the
GAS TANK
BENCHMARKS
checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

the
STEERING WHEEL
INSTRUCTION
guiding our learning objectives
ENGAGES US + TAKES US FORWARD

the
GPS
NAVIGATION
our goals
LCAP, DEPT.,
SITE, TEAM, TCHR.

FFME
A PROCESS TO DETERMINE WHAT TOOL, PRACTICE, or SERVICE WILL HELP US SOLVE OUR IDENTIFIED NEED

WHAT IS OUR ACTION PLAN?

HOW DO WE REFLECT + RELENTLESSLY FOLLOW UP?

the
SEATS
CURRICULUM
defines the skills to be taught
STANDARDS, RIGOR, RELEVANCE



the
ENGINE
PERFORMANCE MANAGEMENT MEETINGS
showcasing data + progress of
ILTs, PLCs, DEPT. MEETINGS

Experience
Explore
Embrace
Excel

the
WHEELS
SYSTEMS of ASSESSMENT
sets the pace

WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES of PERFORMANCE?

EQUITY

the
MIRRORS
PROFESSIONAL LEARNING SYSTEM
reflecting + growing in our professional practices





Background



AB 130 - Sec 124(e)

- Requires LEA's to present an update on the annual update to the 2021 - 2022 LCAP and Budget Overview for parents on or before February 28, 2022 at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting the LEA must include the following:
 - The Supplement for the Annual Update for the 2021 - 2022 LCAP
 - All available mid year outcomes data related to metrics identified in the 21 - 22 LCAP
 - mid year expenditure and implementation data on all actions identified in the 2021 - 2022 LCAP



Budget Overview for Parents



Budget Overview for Parents

- The state of California provided additional funds to school districts (Educator Effectiveness Block Grant & a- g completion grant) after the 21 - 22 LCAP was adopted on June 24, 2021

| 2021-22 LCAP Mid-Year Update | | | |
|---------------------------------------------------------------|---------------------------------|------------------------------|-----------------|
| District Name: SSFUSD | | | |
| Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget | | | |
| Budget Item | Projected 2021-22 Budget Amount | Actual 2021-22 Budget Amount | Difference |
| Total LCFF funds | \$104,941,552.00 | \$106,083,699.20 | \$1,142,147.20 |
| LCFF supplemental and concentration grants | \$6,675,374.00 | \$6,539,716.00 | -\$135,658.00 |
| All other state funds | \$7,902,089.00 | \$10,676,464.97 | \$2,774,375.97 |
| All local funds | \$2,354,874.40 | \$2,266,859.05 | -\$88,015.35 |
| All federal funds | \$9,453,293.81 | \$13,784,675.28 | \$4,331,381.47 |
| Total projected revenue | \$124,651,809.21 | \$132,811,698.50 | \$8,159,889.29 |
| Total budgeted general fund expenditures | \$133,305,215.94 | \$152,971,691.28 | \$19,666,475.34 |

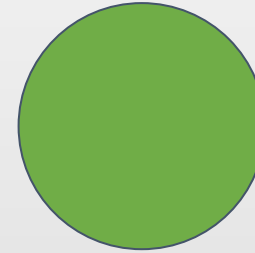


Mid Year Updates

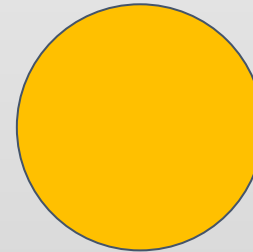


Performance Indicators

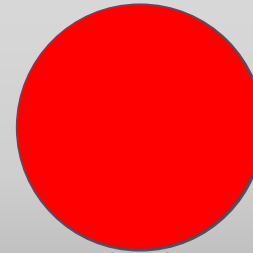
Completed or Adequate Progress



In progress






Little or No Progress Yet









Goal #1

- 1.1 -Implement the SSFUSD CTE plan to provide all students 
- 1.2 -Continue K-12 NGSS Implementation and Curricula Adoption at all grade levels. 
- 1.3 - Provide support and training for staff that are part of the English Learner development program 
- 1.4 - Increase college and career readiness for all students 



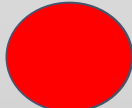



Goal #1

- 1.5 - Improve achievement rates of students with IEPs 
- 1.6 - Provide intervention support in literacy for elementary students 
- 1.7 - Continue to build continuum of services in order to build internal capacity that is detached from outside agencies/schools to support our students with disabilities 
- 1.8 - Design Systems and Structures to Monitor the academic and language data for ELs on an quarterly basis 

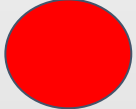





Goal #1

- 1.9 - Continue to support the BARR program at SSFHS 
- 1.10 - Implement Dynamic Indicators of Basic Early Literacy Skills (DIBELS) dyslexia screener in grades K-2 at all elementary sites to assess early acquisition of literacy skills and provide intervention support for students if needed. 
- 1.11- Develop a Balanced assessment system aligned to district scope and sequence in ELA & Math 
- 1.12 - Design systems, policies, practices and procedures that promote inclusion and diversity and provide opportunities and access for all students 






Goal #1

- 1.13 - Create a safe, healthy and inclusive learning environment for all students 
- 1.14 -. Create a safe, healthy and inclusive learning environment for all students 
- 1.15- Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating 
- 1.16 - Fund additional staff to lead, train and monitor curriculum, instruction and assessment work 






Goal #1

- 1.17 - Provide students access to standards aligned instructional materials and highly qualified trained staff 
- 1.18 - Ensure that are facilities are well maintained and safe. Ensure that all staff and students know how to respond in case of an emergency 
- 1.19 - Develop systems and processes for consistent data policies and practices to ensure data integrity across the district 






Goal #1

- 1.20 - Provide students access to a broad course of study that 's rigorous and prepares them for college and career opportunities 
- 1.21 - Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning 
- 1.22 - Continue to implement restorative practices at all schools and in classrooms 






Goal #1

- 1.23 - Provide funds to support the basic needs (school supplies, transportation, clothing etc) of our foster youth & homeless students 
- 1.24 - Provide additional supports during and after school to assist students in academic, behavioral and socio - emotional learning 
- 1.25 - Provide additional allocation via LCFF Supplemental allocation to school sites to support our EL students in order to meet their academic, behavioral and socio-economic needs 





Goal #1

- 1.26 - Continue to provide students additional learning opportunities and instructional learning time in order to provide intervention support, enrichment and/or to meet other student learning needs 
- 1.27 - Provide support for educators to participate in Teacher Leadership Team (TLT) meetings (PLC's) where groups of educators work collaboratively in re - occurring cycles of inquiry and improvement 
- 1.28 - Reform K-12 Grading Policies and Practices to ensure grades are accurate, bias resistant, fair, consistent and motivating 





Goal #1

- 1.29 - SSFUSD will implement all actions as required by state/federal plans as required (ATSI, CCEIS - (significant disproportionality) and Differentiated Assistance. 
- 1.30 - Human Resources department will research, evaluate via our Fit, Feasibility, Monitoring and Evaluation process (FFME), and select a talent management system to monitor our evaluation systems in order to determine professional learning needs across the district for classified, certificated and administrative staff. 







Goal #2

- 2.1 - All teachers will engage with professional development focused on common core, cultural competence, equity work, restorative practices, mindset work, positive behavioral systems, socio - emotional programs, English learner services, and Special Education services. For those teachers that are new to the field of education, the Induction Program will provide the necessary supports to assist our new teachers in earning their clear credential. 
- 2.2 - Provide Professional Learning to build practices of classroom teachers for EL students 




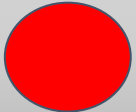


Goal #2

- 2.3 - Provide professional learning on EL Monitoring systems & ELPAC assessments 
- 2.4 - Provide professional learning on EL Monitoring systems & ELPAC assessments 
- 2.5 - Provide Professional learning for counselors/administrators on the qualities and practices of a data-driven, comprehensive school counseling program 
- 2.6 - Build capacity of staff for data analysis and reporting 







Goal #2

- 2.7 - Continue to build systems for data governance amongst site staff responsible for data processing 
- 2.8 - Develop systems and processes for consistent data policies and practices to ensure data integrity across the district 
- 2.9 - Increase IEP team capacity and effectiveness in transitioning students to between grade spans 
- 2.10 - Decrease Suspension rates of students with IEPs 



Goal #3




- 3.1 - SSFUSD will continue to provide various opportunities for our students to increase engagement and enhance the school culture 
- 3.2 - Improve parent school engagement through an increase in participation in site and district parent groups such as SSC, PTA/PTSA, DELAC, ELAC, AAPAC, SEPAC as well as other parent meetings as measured by attendance sign in sheets
- 3.3 - Continue outreach to families to support a strong first five to kindergarten transition 
- 3.4 - Increase opportunities for stakeholder engagement and feedback 




Metrics





Metrics - Goal #1

- CAASPP Achievement rate - decrease in performance for all student groups as compared to 2019 
- Graduation Rate - increase in graduation rate in all student groups except multi race, EL & Socio - economic disadvantaged students 
- College/career readiness - Early Assessment Program: Students attaining "Ready for College" (Level 4) in ELA and Math - all student groups increased except white and EL student groups 

****see 21 LCAP mid yr report for additional information





Metrics - Goal #1

- College/career readiness - UC/CSU eligibility: Students meeting a-g requirements - increase for all student groups except White, EL and Students with Disabilities 
- College/career readiness - post-secondary planning: Students reporting postsecondary education plans - cannot report data until Summer 2022
- College/career readiness - AP enrollment and achievement (pass rate = score of 3 or higher) - increase enrollment in AP courses for our target student groups: African Americans, Hispanic/Latinx, Students with disabilities; EL students saw a slight decrease in enrollment in AP courses 


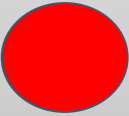


Metrics - Goal #1

- District literacy assessment - 2 different assessments administered - Literably in 2021 and Dibels in 2022 - 46% of students who took the Dibels assessment scored in the standard met/exceeded categories 
- English Learner Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, reclassification, ELPAC summative, suspension, chronic absenteeism - EL performance declined in all metrics except Suspension rate (Distance Learning in 2020 - 21) 






Metrics - Goal #1

- Students with Disabilities Metrics:
CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, suspension, chronic absenteeism - increase CAASPP ELA/graduation rate and decrease in CAASPP math, a-g, Chronic Absenteeism rate - Suspension rate was 0% in 2020 - 21 
- Career Technical Education Metrics: CTE pathway completion, CTE course pass rate - cannot report out progress at this time 


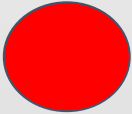
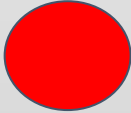


Metrics - Goal #1

- AVID Program Metrics: AVID enrollment, graduation rate, UC/CSU (a-g) met - increase in enrollment, graduation rate and a-g completion rate 
- Grade Mark Analysis: students receiving a D or F - cannot acquire data at this time 
- Chronic Absenteeism (grades K-8) - all student groups decreased except our EL student group which had a slight increase from 2019 - 



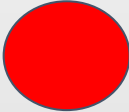


Metrics - Goal #1

- Suspension rate - all student groups decreased 
- Teacher Retention - data will be collected later in spring 
- Professional Development - a survey will be administered later in spring semester 





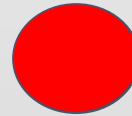
Metrics - Goal #2

- Professional Development sessions offered - a survey will be administered later in spring semester 
- Suspension rate - all student groups decreased 
- Students with Disabilities Metrics:
CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, suspension, chronic absenteeism, Least Restrictive Environment (LRE) rate - CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, suspension, chronic absenteeism - increase CAASPP ELA  graduation rate and decrease in CAASPP math, a-g, Chronic Absenteeism rate - Suspension rate was 0% in 2020 - 21




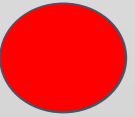
Metrics - Goal #2

- English Learner Metrics: CAASPP ELA and Math achievement, graduation, UC/CSU (a-g) met, reclassification, ELPAC summative, suspension, chronic absenteeism - EL performance declined in all metrics except Suspension rate (Distance Learning in 2020 - 21)





Metrics - Goal #3

- Participation at parent group meetings including PTSA, DELAC, SePAC, and AAPAC meetings - still collecting data - cannot report out at this time 
- Stakeholder participation in bi-annual school climate survey (California Healthy kids Survey) - survey was administered in 2021 - survey will be administered in 2023
- Baseline data: 1565 respondents Parents: 662 respondents Staff: 358 respondents 



Resources

- [2021 LCAP Mid Year Report](#)
- [2022 Supplemental to the Annual update](#)
- [Budget Overview for Parents](#)

