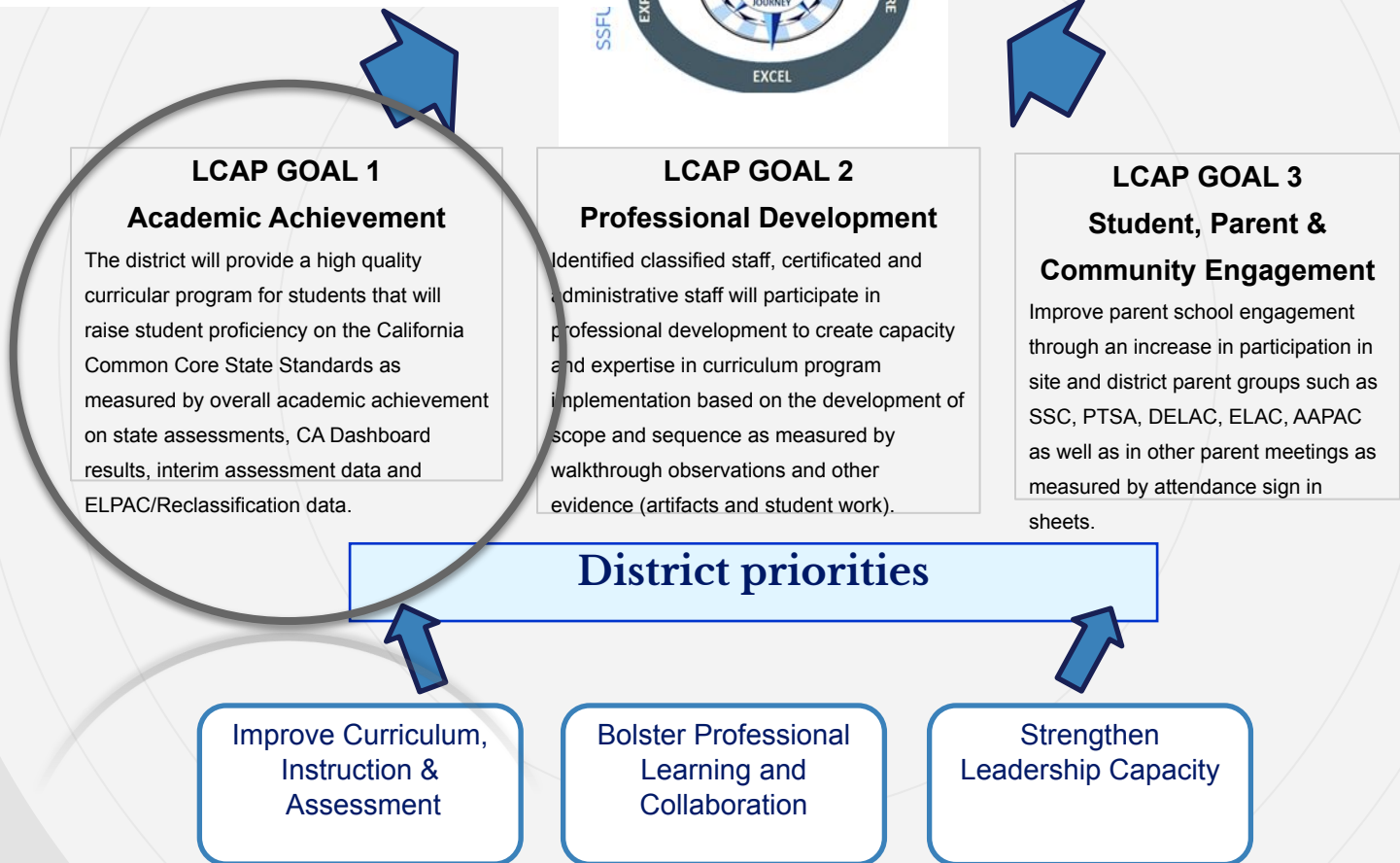
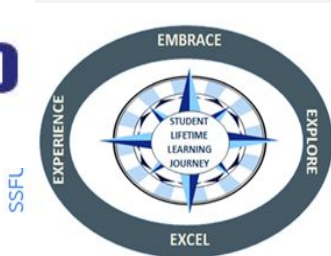




Performance Management Presentation: English Learners

February 10, 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

:

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, & 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
ILTs, PLCs, DEPT. MEETINGS

Experience
Explore
Embrace
Excel

the
WHEELS
SYSTEMS & 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

Who is Enrolling? Fall 2021 Initial ELPAC

In order to protect student privacy, an asterisk () will be displayed instead of a number on test results where 10 or fewer students had tested. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.*

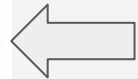
Number of Students and Mean Scale Scores

Mean Scale Scores	K	1	2	3	4	5	6	7	8	9	10	11	12	All
# of Students Enrolled	201	8	9	*	7	7	4	4	*	10	6	4	7	273
# of Students Tested	201	8	9	*	7	7	4	4	*	10	6	4	7	273
# of Students Tested with Scores	201	8	9	*	7	7	4	4	*	10	6	4	7	273
Mean Scale Score - Overall	376.4	*	*	*	*	*	*	*	*	*	*	*	*	N/A

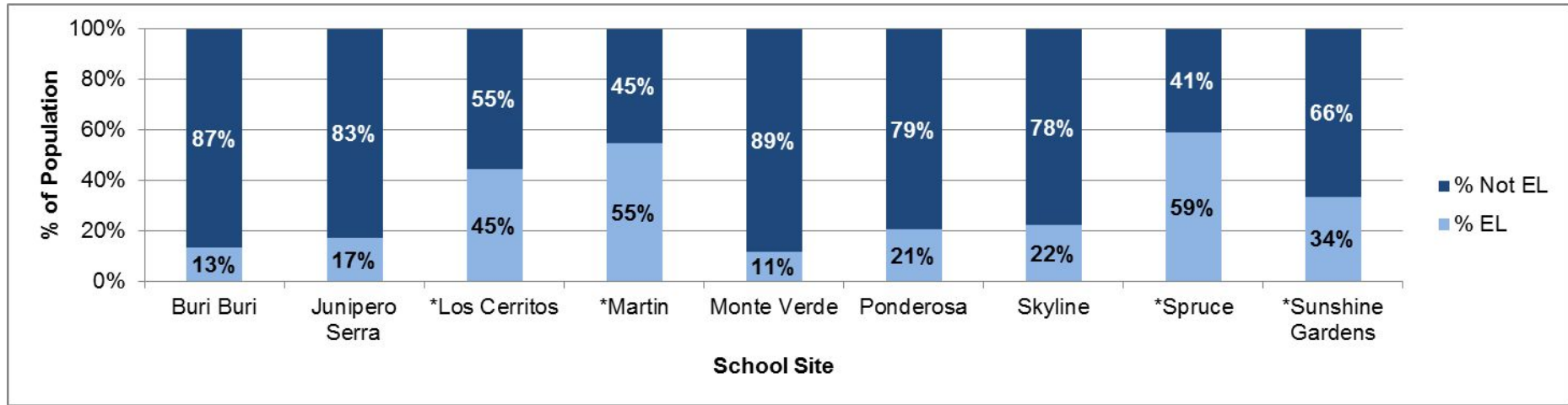
Percentage of Students at Each Performance Level

Overall Performance

Performance Level	K	1	2	3	4	5	6	7	8	9	10	11	12	All
Initial Fluent English Proficient (IFEP) Percentage of students by grade for level	26.87%	*	*	*	*	*	*	*	*	*	*	*	*	27.47%
Intermediate English Learner Percentage of students by grade for level	29.35%	*	*	*	*	*	*	*	*	*	*	*	*	25.64%
Novice English Learner Percentage of students by grade for level	43.78%	*	*	*	*	*	*	*	*	*	*	*	*	46.89%

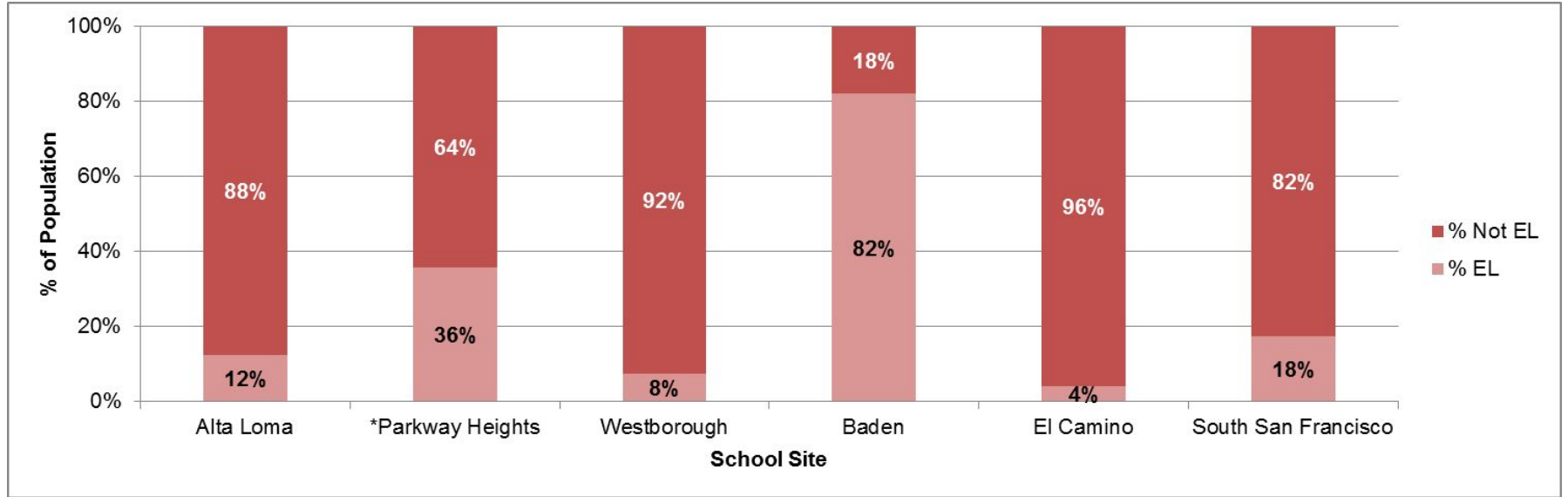


Data of English Learners by Elementary School



	Buri Buri	Junipero Serra	Los Cerritos	Martin	Monte Verde	Ponderosa	Skyline	Spruce	Sunshine Gardens
# of EL Students	76	51	128	195	62	78	82	255	111

Data of English Learners by Secondary School



	ALMS	PHMS	WMS		Baden	ECHS	SSFHS
# EL Students	80	201	39		23	50	228

Metrics

Performance Management
(progress towards goal)

CA Dashboard
(current performance)



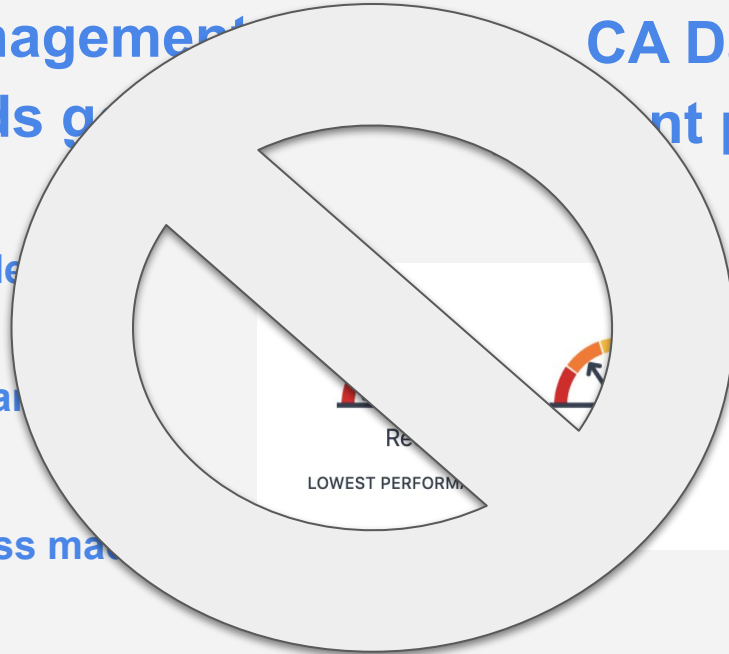
On Target/Complete



Moving toward target



No/Little progress made



Yellow



Green



Blue

HIGHEST PERFORMANCE

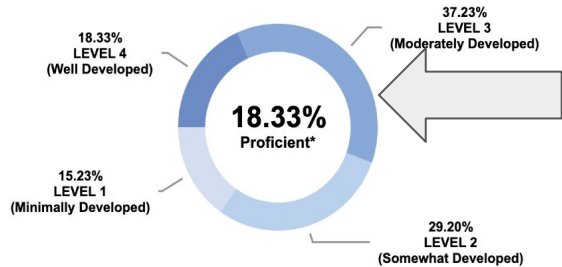
LOWEST PERFORMANCE

2021 Summative ELPAC

South San Francisco Unified

English Language Proficiency for Summative ELPAC

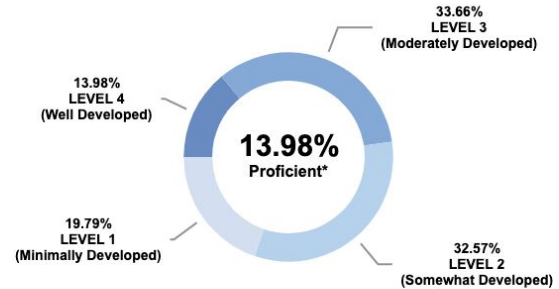
Percent of students within each performance level



State Comparison

English Language Proficiency for Summative ELPAC

Percent of students within each performance level





2021 Synthesis of CAASPP Data

Student Group	SSFUSD % Met or Exceeded Standard for ELA	Statewide % Met or Exceeded Standard for ELA
ALL	53.40	49.01
EL	13.85	11.31
English Only	56.57	53.60
RFEP	53.40	58.08



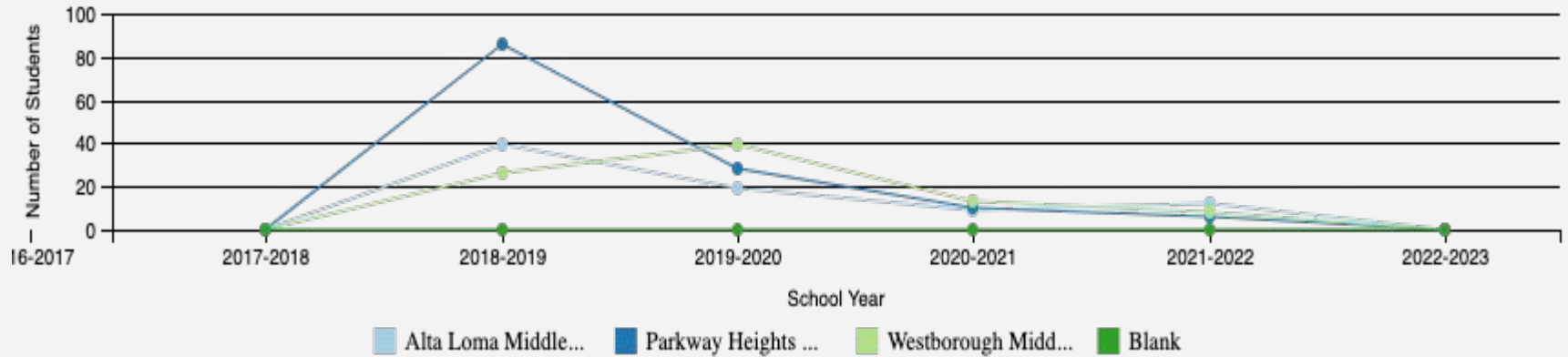
South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

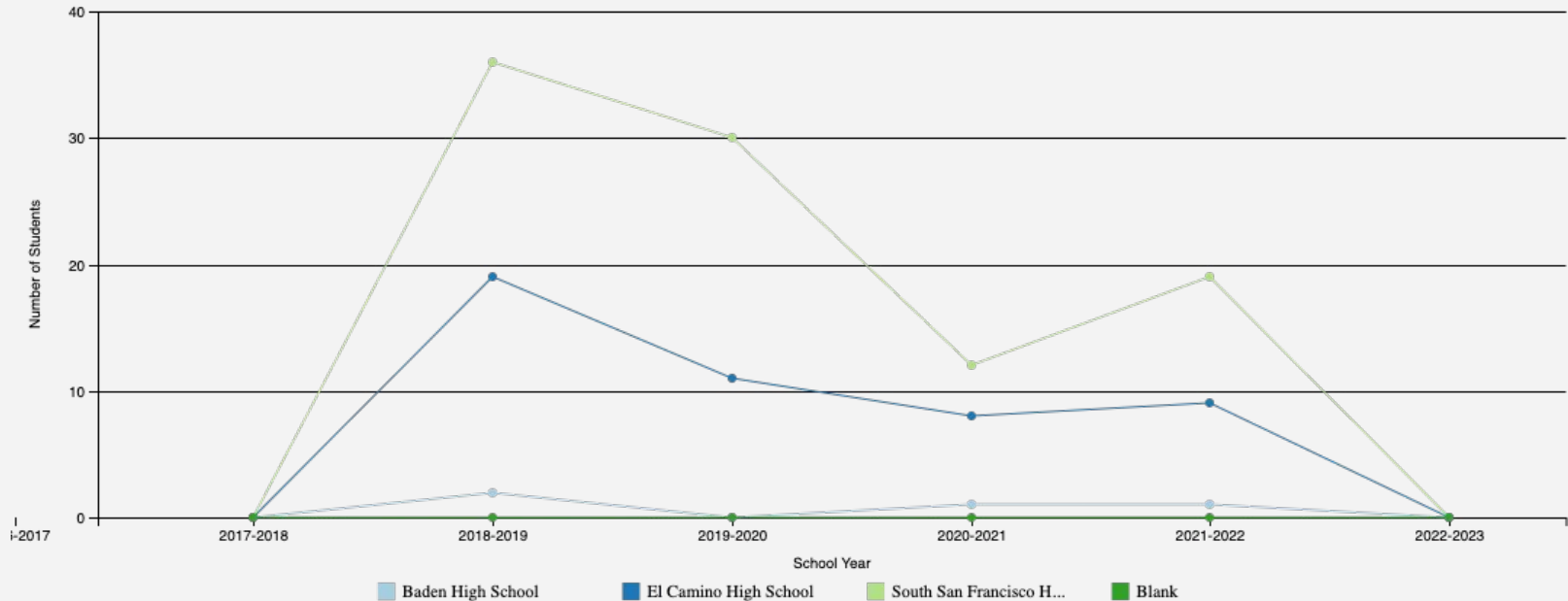
Middle School RFEP Data

RFEP by Date - Middle School



High School RFEP Data

RFEP by Date - High School





South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

2021 RFEP Summary Data

Site	Overall 4 - Summative 2021	Students RFEP'd
Los Cerritos	3	3
Sunshine Gardens	6	4
Ponderosa	8	7
Martin	7	6
Junipero Serra	13	13
Spruce	27	13
Skyline	24	20
Buri Buri	27	22
Monte Verde	47	43
Parkway Heights	20	6
Westborough	9	8
Alta Loma	19	12
South San Francisco	28	19
El Camino	16	9
Baden	0	0*

2021 LTEL Data

Site	ELs	LTELS	AT RISK (4-5 years as an EL)
Los Cerritos	128	2	50
Sunshine Gardens	111	1	39
Ponderosa	78	1	27
Martin	195	2	64
Junipero Serra	51	0	15
Spruce	251	8	74
Skyline	80	0	25
Buri Buri	76	3	29
Monte Verde	62	1	31
Parkway Heights	200	140	18
Westborough	39	23	6
Alta Loma	82	54	14
South San Francisco	224	104	23
El Camino	51	28	9
Baden	24	23	0

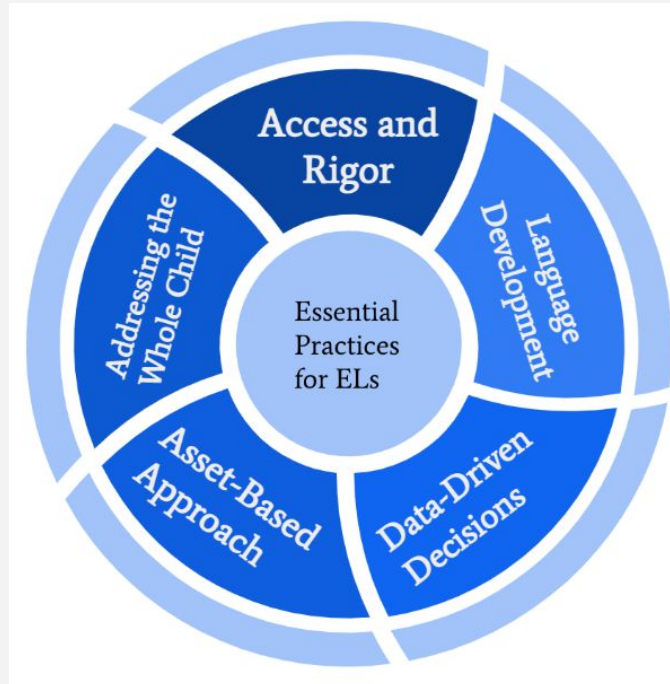
EL Graduation Data in 2020 and 2021

Year	Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
2020	All Students	660	564	2	85.5%
2020	English Learners	96	67	1	69.8%
2021	All Students	705	596	3	84.5%
2021	English Learners	82	52	2	63.4%

EL Grad Data in 2021 by School

<u>Name</u>	<u>Cohort Students</u>	<u>Regular HS Diploma Graduates</u>	<u>Cohort Graduation Rate</u>	<u>Graduates Meeting UC/CSU Requirements</u>	<u>Graduates Earning a Seal of Biliteracy</u>	<u>Graduates Earning a Golden State Seal Merit Diploma</u>
Baden High (Continuation)	19	7	36.8%	0	0	0
El Camino High	13	13	100.0%	2	1	1
South San Francisco High	51	31	60.8%	6	2	1
South San Francisco Unified	84	51	60.7%	8	3	2
San Mateo County	1,012	682	67.4%	157	77	56
Statewide Total	57,465	41,188	71.7%	10,136	3,788	4,365

Essential Practices for EL Instruction



Essential Practice #1 Access and Rigor

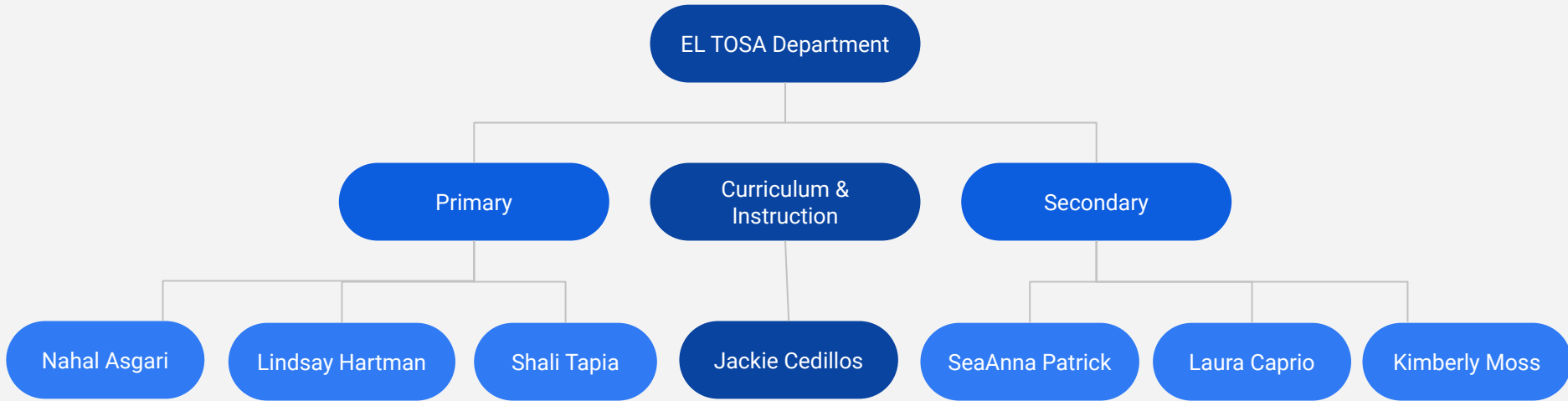
- Students engage with **grade-appropriate texts or tasks** and require **critical thinking** and/or application.
- Students effectively **access language** resources and other **scaffolds** to support their **understanding**.
- Teacher makes grade-level and **complex material / content comprehensible** without simplifying material (amplifying, not simplifying).
- Students receive consistent messaging that academic and post-secondary **success is attainable for all**.
- Classes and master schedules are configured to minimize isolation of ELLs and **maximize inclusion in mixed fluency settings** and grade-level core content.

Essential Practice # 2 Language Development

- Classroom environment is language rich and is structured to facilitate student-student interaction and collaboration.
- Academic language related to the task and objective is explicitly named, taught, rehearsed, and reinforced.
- Students develop and use language to explain ideas, express understanding and negotiate meaning. Teacher engages students in activities to fortify complex output and to foster academic discussion to support content and language development.
- Students have opportunities to learn how language works to make meaning.
- Site has clear structures, expectations, and support for daily Designated ELD.
- Site-based structures support ongoing professional development and inquiry to support all teachers to include language practices and embedded supports for ELLs in planning, instruction, and assessment.

Essential Practice # 3 Data Driven Decisions

- Teacher checks for understanding throughout the lesson to gather evidence of content and language learning and to adjust instruction during the lesson.
- Teacher uses multiple data sources to refine practice.
- Site uses multiple data sets on an ongoing basis to place and effectively monitor progress as well as to inform program design.
- Site has systems in place to progress monitor and support ELLs with disabilities.



Key Responsibilities of EL TOSAs

- **Professional Development**
(Certificated/Classified)
 - Designated/Integrated ELD
 - Guided Language Acquisition Design (GLAD)
 - Analysis English learner data (ELPAC; local data)
 - Curriculum resources of ELs (Wonders, Studysync; AVT, English 3D)
 - 2012 ELD Standards
 - Differentiated Support (Newcomer/LTEL)
 - The Essential Practices for EL Instruction
- **Coaching Support**
 - Lesson plan development
 - Grouping strategies
 - Modeling instructional strategies for ELs
 - Instructional Schedules
- **Data Analysis & Dissemination**
(Initial/Summative ELPAC)
 - Site Administrator
 - Program/Course Design
 - Student Placement
 - Grade level and Content Teams
 - Proficiency and Progress of EL students
 - Grouping structures
 - Unit Design
- **Accountability to state and federal requirements**
 - Training and coordination of required language assessments: ELPAC
 - Support and refine systems
 - *Initial Identification*
 - *Reclassification*
 - *4 Year monitoring of exited EL students*
 - EL Master Plan Revisions & Dissemination

Appendix

Data of English Learners by Elementary School

Infinite Campus Ad Hoc 1.14.2022				
School Site	Total School Site Population	EL Count	% EL	% Not EL
Buri Buri	577	76	13%	87%
Junipero Serra	296	51	17%	83%
Los Cerritos	287	128	45%	55%
Martin	356	195	55%	45%
Monte Verde	540	62	11%	89%
Ponderosa	378	78	21%	79%
Skyline	368	82	22%	78%
Spruce	431	255	59%	41%
Sunshine Gardens	330	111	34%	66%

Data of English Learners by Secondary School

Infinite Campus Ad Hoc 1.14.2022				
School Site	Total School Site Population	EL Count	% EL	% Not EL
Alta Loma	643	80	12%	88%
Parkway Heights	561	201	36%	64%
Westborough	517	39	8%	92%
Baden	28	23	82%	18%
El Camino	1209	50	4%	96%
South San Francisco	1302	228	18%	82%