



Educational Equity Data &
District Priorities Presentation
June 22, 2023



District Goals

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 4

Special Education

The district will provide high quality curricular programs for students with IEPs that will raise student engagement in school and proficiency on the California Common Core State Standards as measured by overall academic achievement on state assessments, and engagement rates.

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 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

District Priorities

A) Improve Curriculum, Instruction & Assessment

B) Bolster Professional Learning and Collaboration

C) Strengthen Leadership Capacity

PM:

SSFUSD

OWN 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
ILTs, PLCs, DEPT. MEETINGS

Experience
Explore
Embrace
Excel

the
WHEELS
SYSTEMS of ASSESSMENT
sets the pace

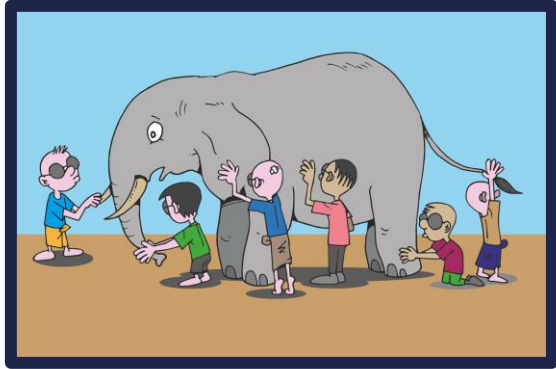
WHAT QUESTIONS HELP US DETERMINE ROOT CAUSES of PERFORMANCE?

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

EQUITY

“Moving from Safe to Brave Space”

-Dr. Tyrone Howard, UCLA-



Four Agreements (Glenn E. Singleton)

1. Stay Engaged

2. Experience Discomfort

3. Speak Your Truth

4. Expect/Accept Non-Closure



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/professional development),
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 vs. Equity

Equality



Equity



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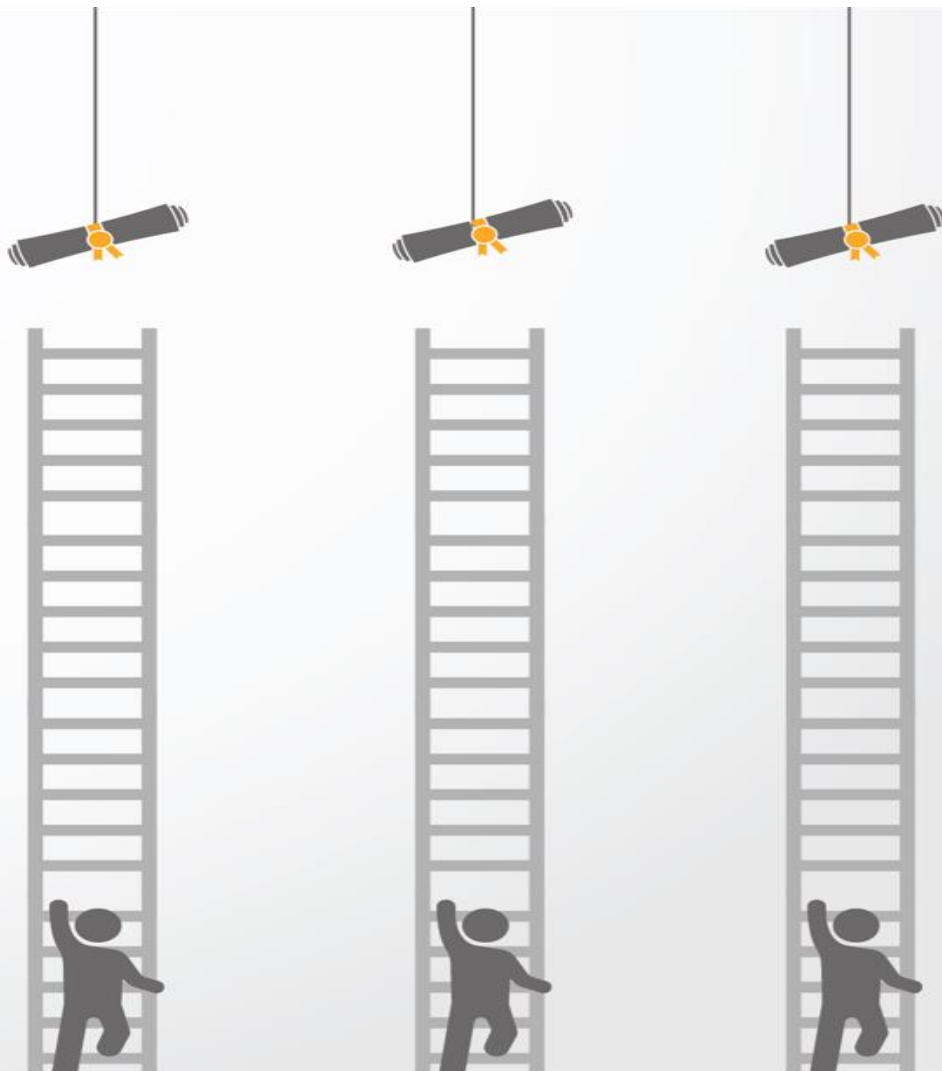
EQUALITY

imagines an
equal world.

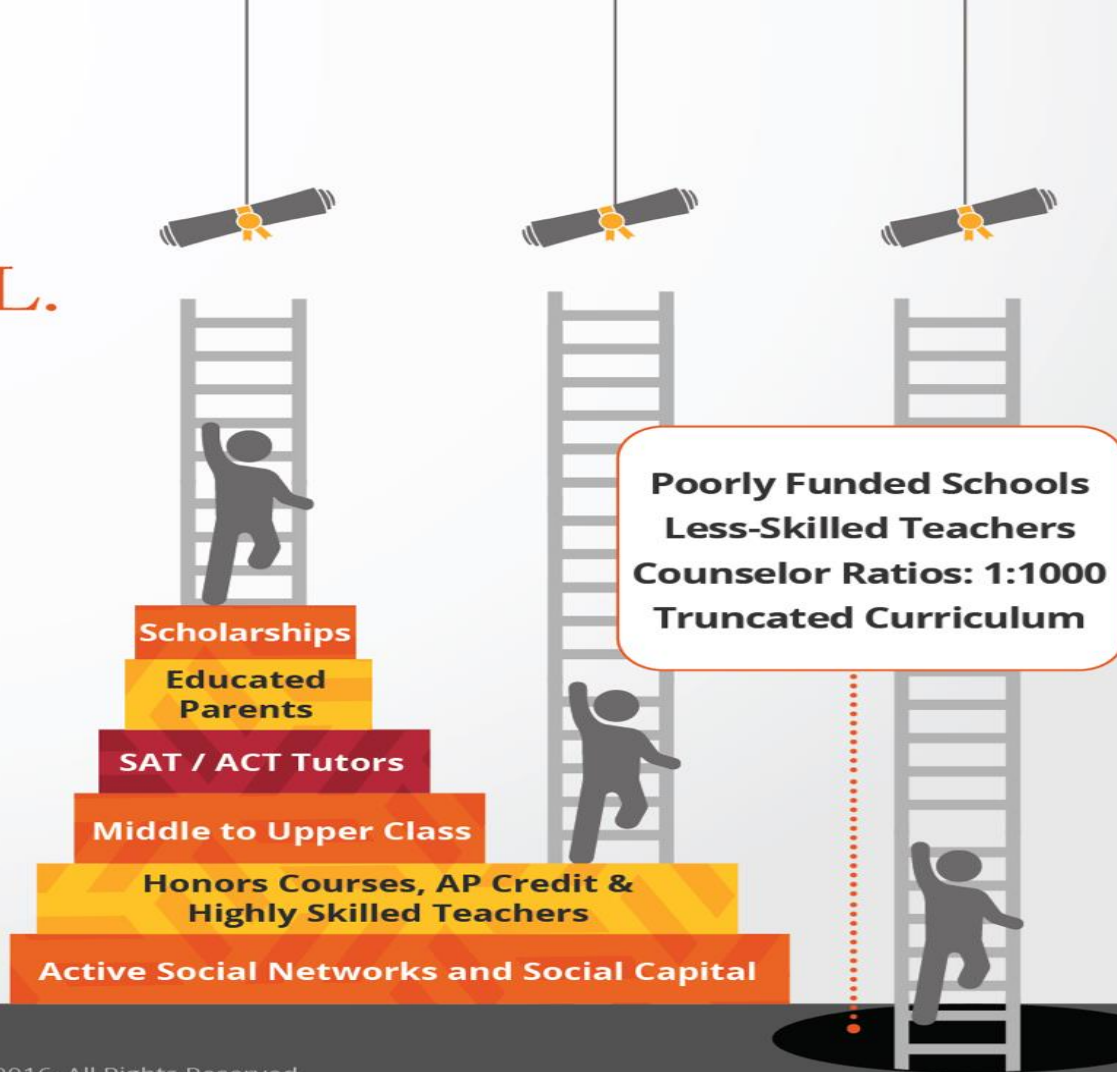
*"I care about all
students equally"*



CENTER *for* URBAN
EDUCATION



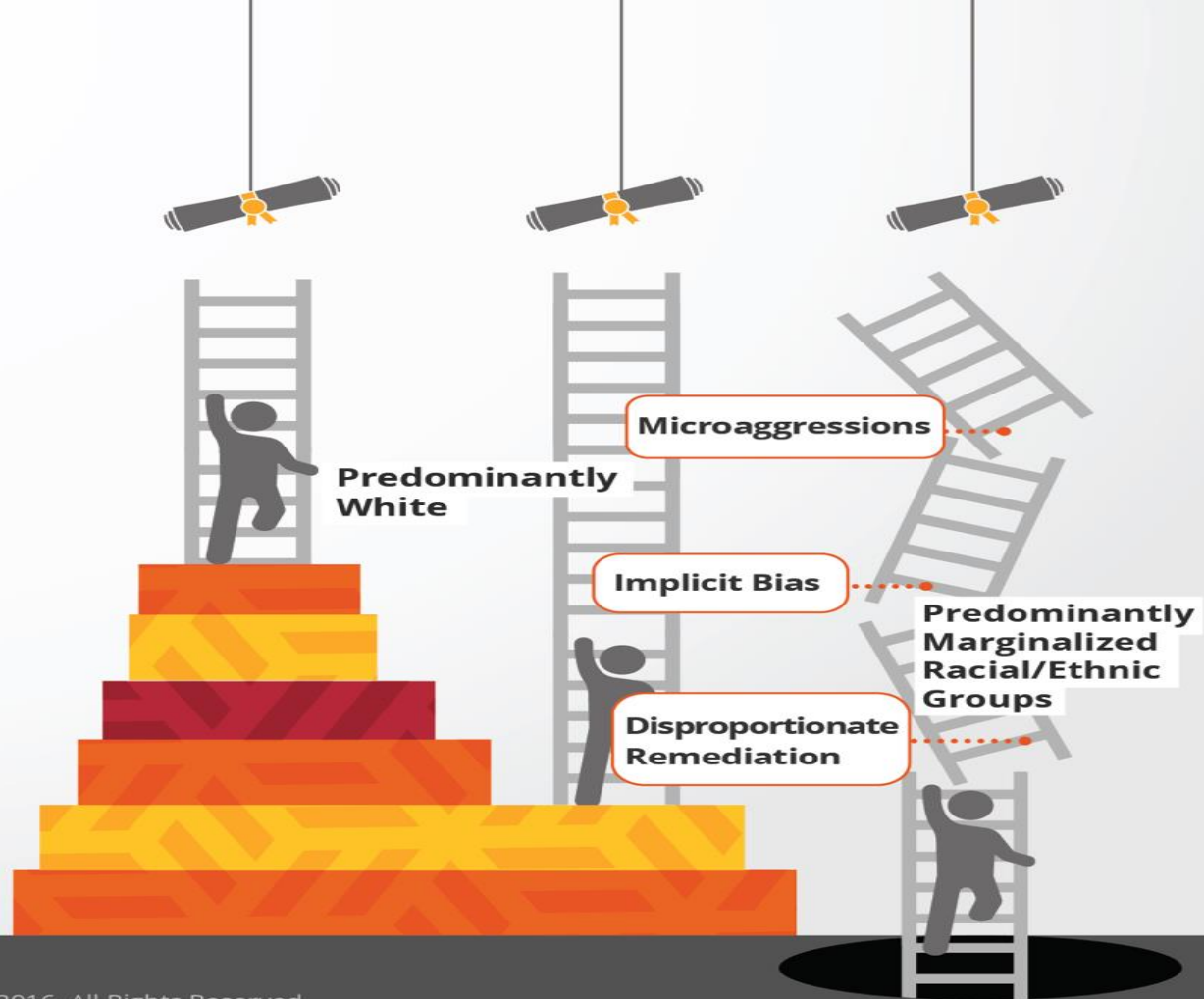
But the world
ISN'T EQUAL.



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.



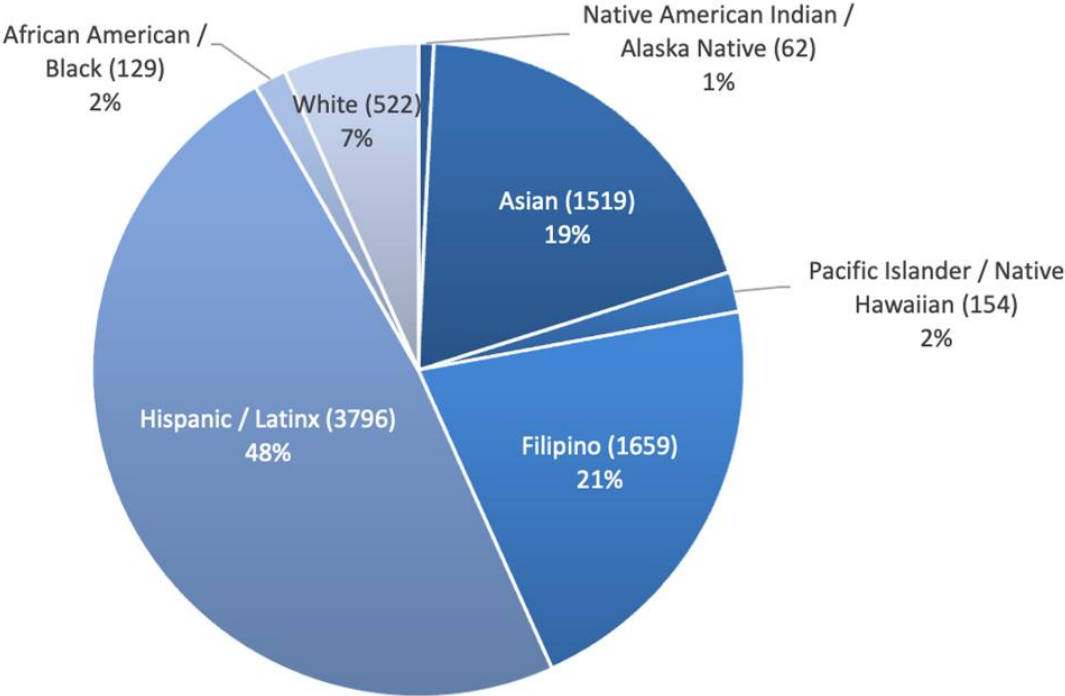
CENTER *for* URBAN
EDUCATION



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



SSFUSD Demographics

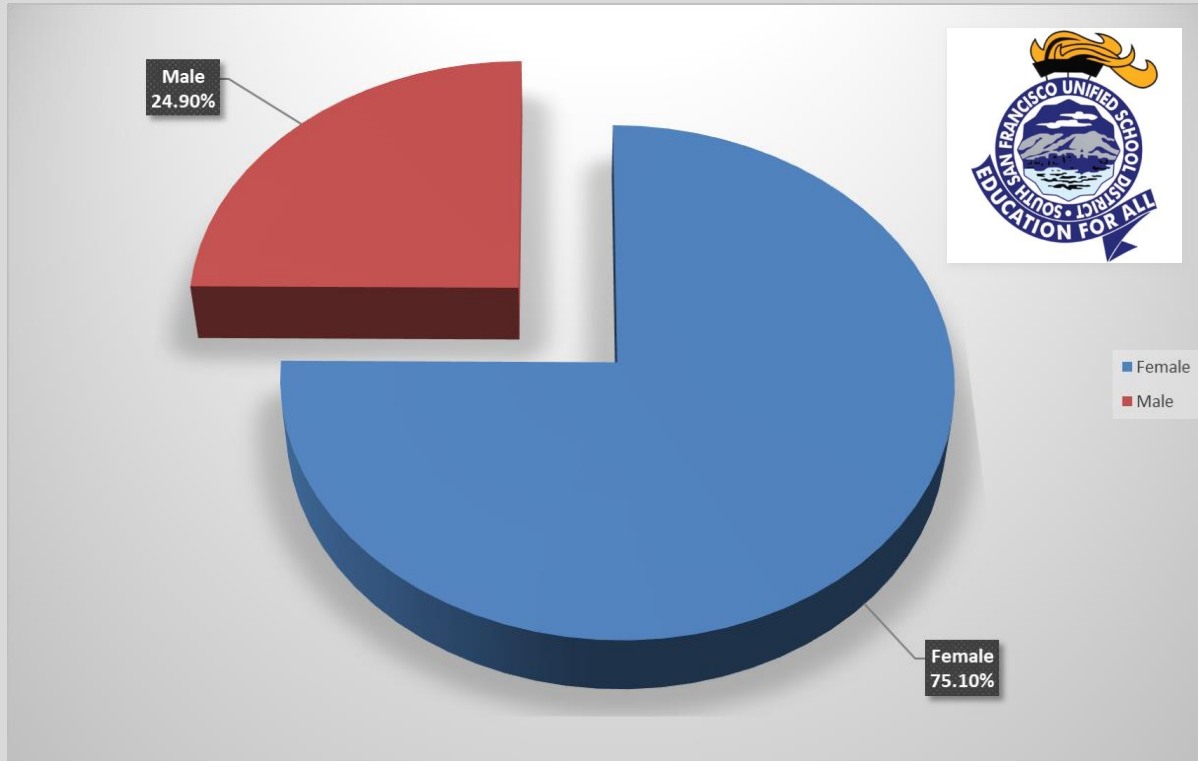


Grade Level Span	#
Elementary (TK - 5th)	3,555
Middle (6th - 8th)	1,735
High (9th - 12th)	2,571
Total SSFUSD	7,861

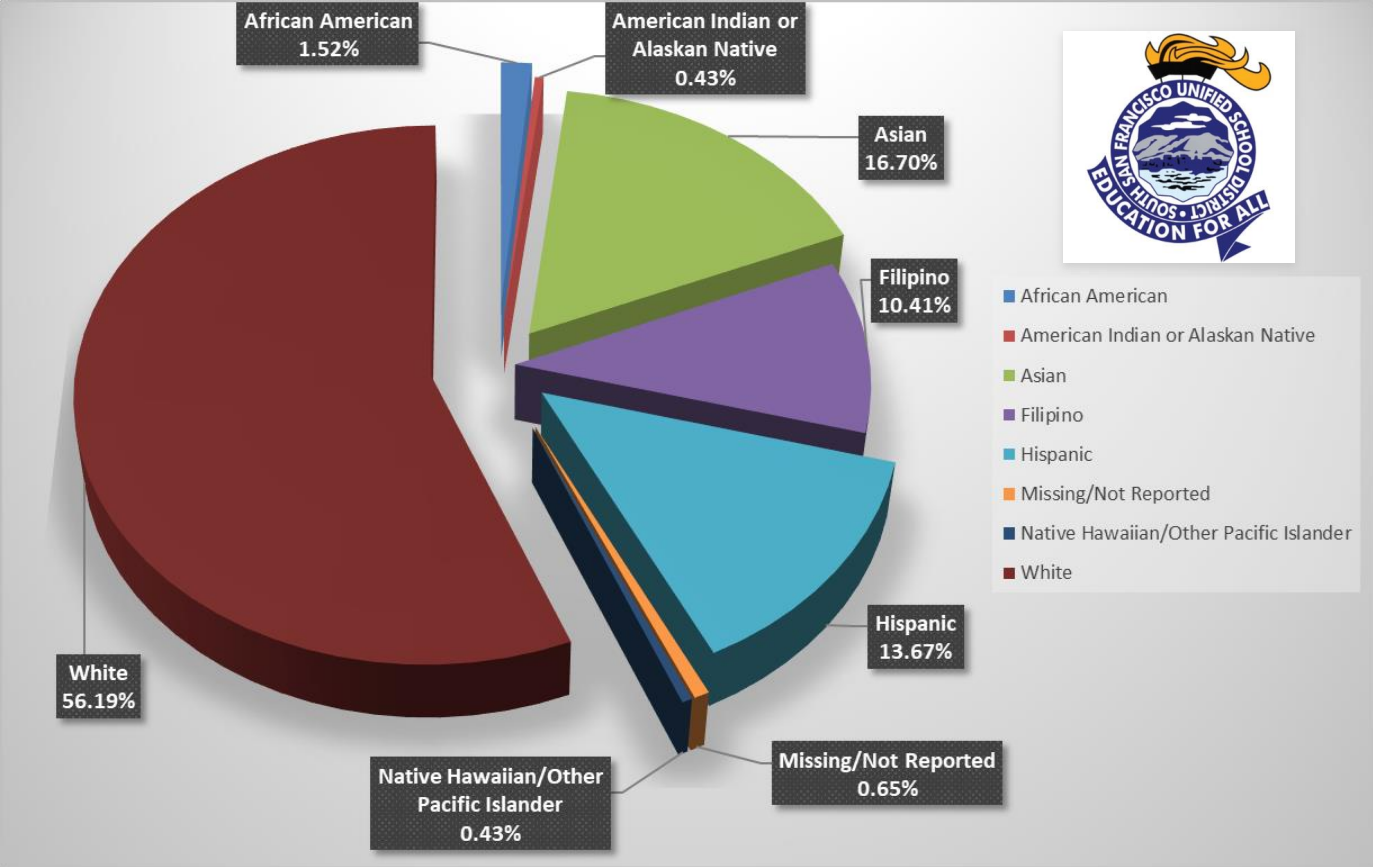
Student Group	#	%
Female	3,817	49%
Male	4,044	51%
English Learners	1,708	22%
Students w/Disabilities	1,422	18%
Homeless	143	2%
Foster Youth	45	1%
Migrant	33	0.4%
Socioeconomically Disadvantaged	3,210	41%

Data as of 02.27.2023, Infinite Campus

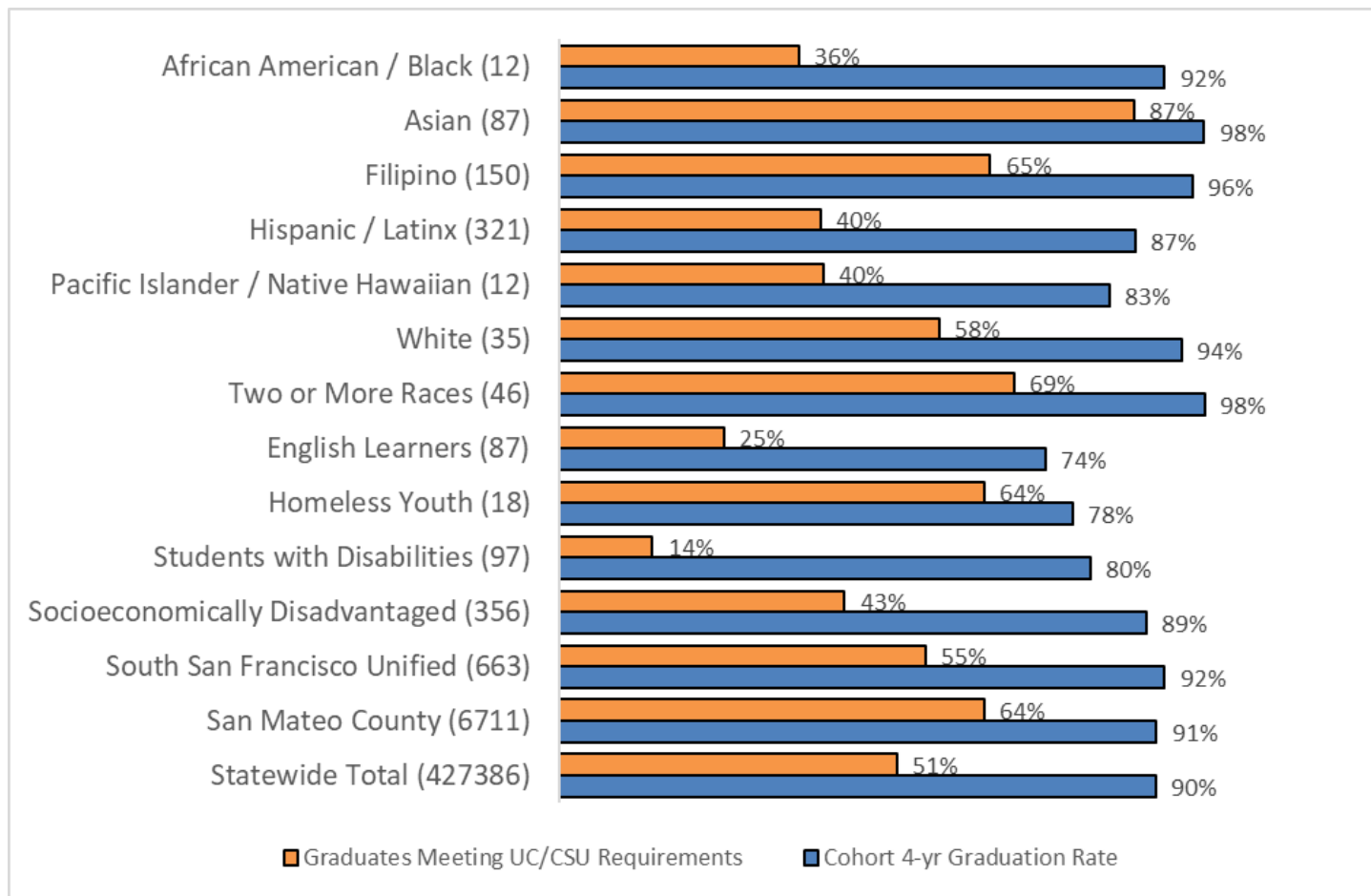
SSFUSD Gender Breakdown in Male and Female Teachers



SSFUSD Teacher Demographics

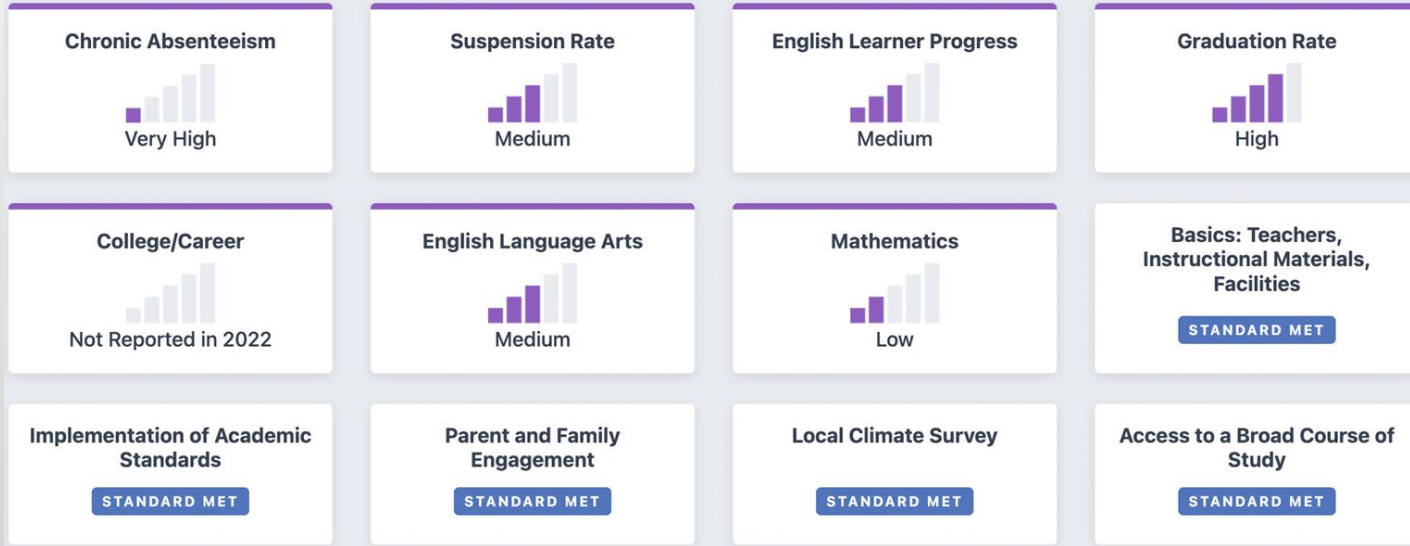


SSFUSD Graduation Rates: Class of 2022





SSFUSD's Dashboard for 2022



- Chronic Absenteeism figures may be inflated for 2021-22 due to COVID practices
- Each Indicator counts students differently
- No College/Career Indicator will be reported for 2022
- Local Indicators are based on District self-evaluation and are approved by the Board. These apply to District Dashboard only.



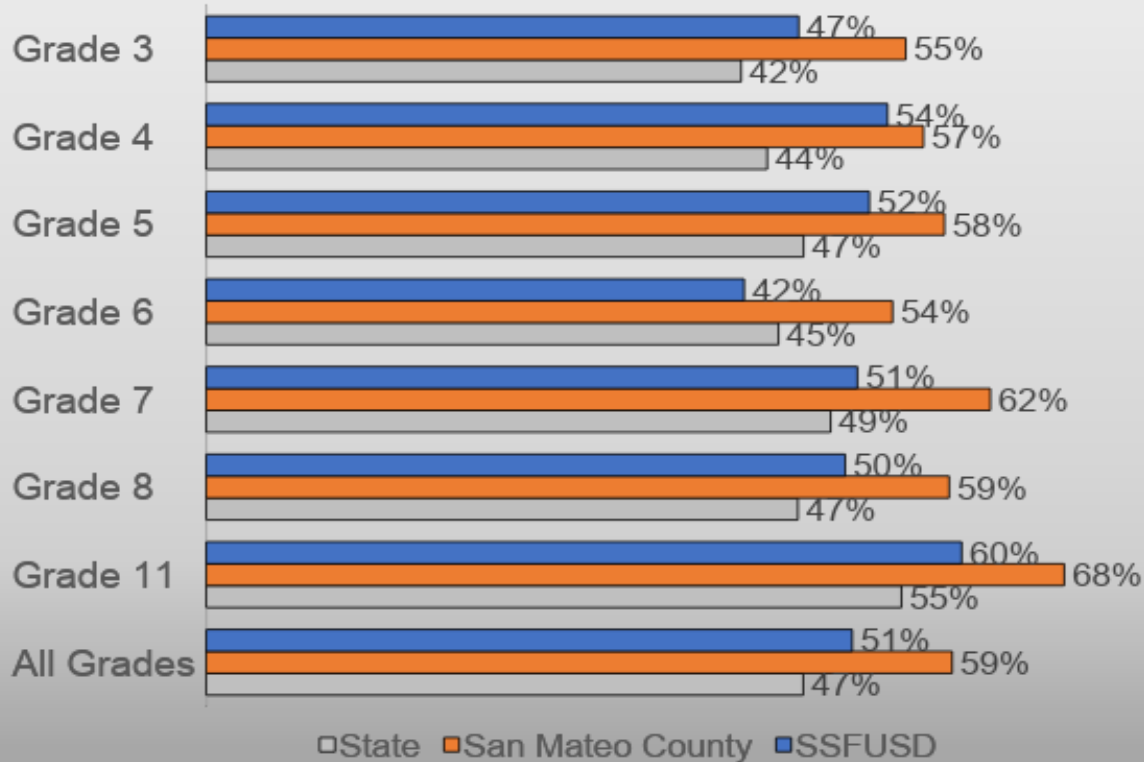
2022 Dashboard: SSFUSD, State

Indicator	SSFUSD		State	
Chronic Absenteeism (K-8 only)	Very High	24.7% chronically absent	Very High	30% chronically absent
Suspension	Medium	2.7% suspended at least one day	Medium	3.1% suspended at least one day
English Language Arts	Medium	2.2 pts below standard	Low	12.2 pts below standard
Mathematics	Low	32.4 pts below standard	Low	51.7 pts below standard
Graduation Rate (HS only)	High	92% graduated	Medium	87.4% graduated
English Learner Progress	Medium	53.2% making progress toward proficiency	Medium	50.3% making progress toward proficiency



Smarter Balanced English-Language Arts: SSFUSD, County, State

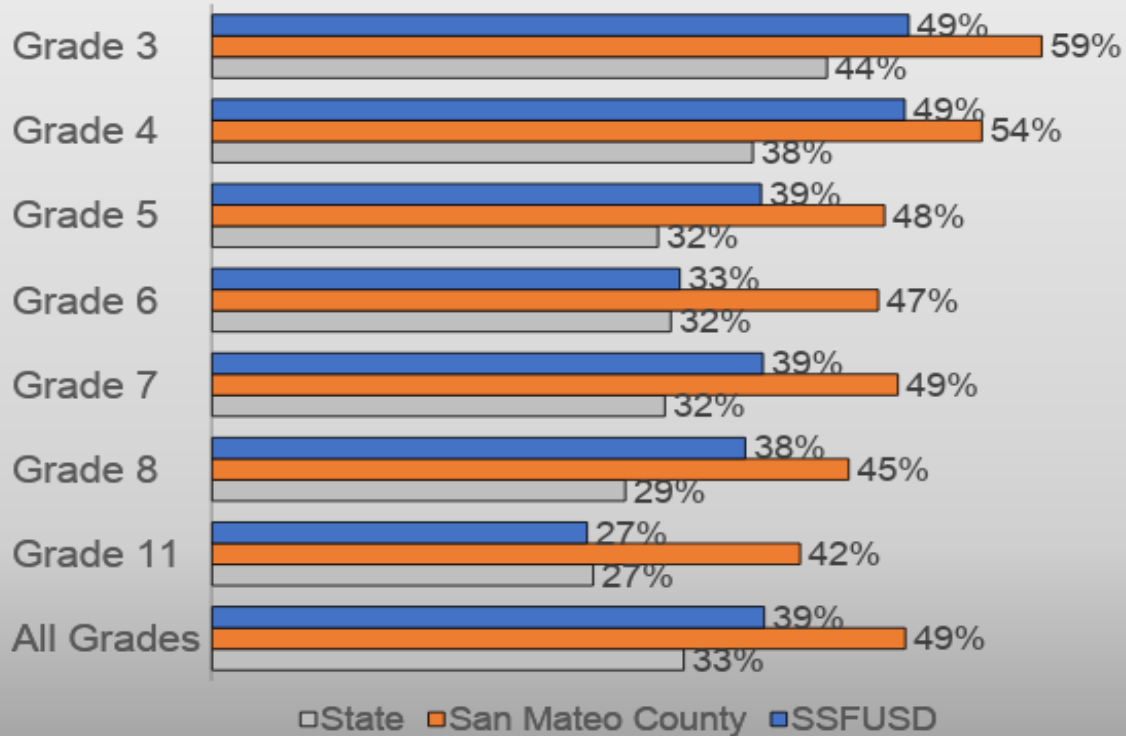
Percentage of Students Meeting/Exceeding Standard - by Grade Level





Smarter Balanced Mathematics: SSFUSD, County, State

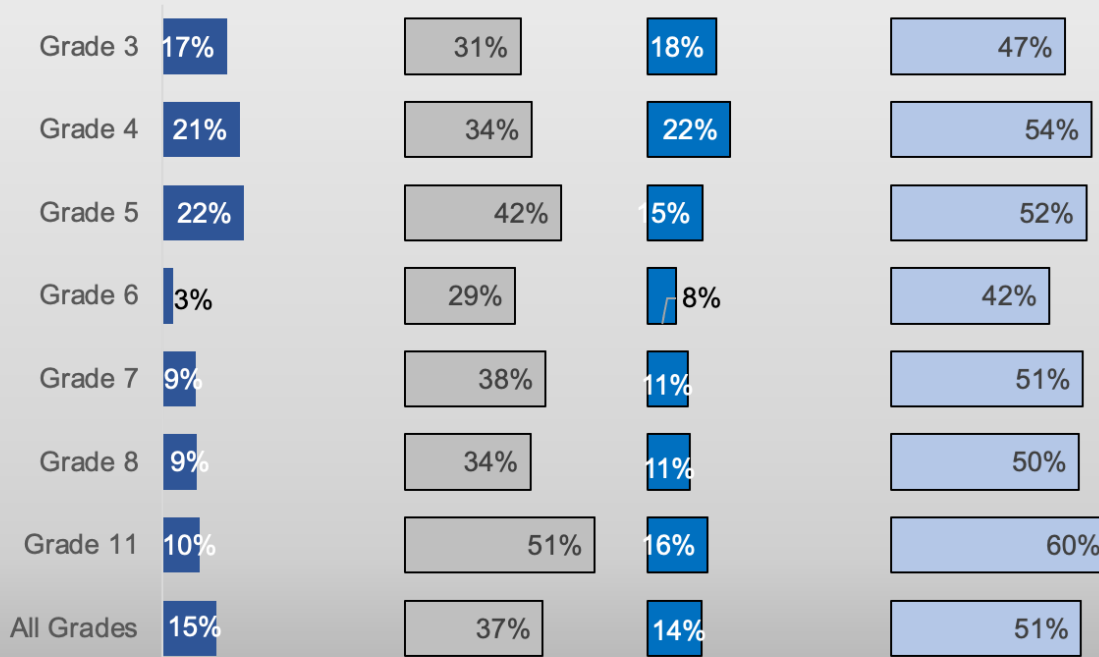
Percentage of Students Meeting/Exceeding Standard - by Grade Level





Smarter Balanced English-Language Arts: Target Student Groups

Percentage of Students Meeting/Exceeding Standard - by Grade Level



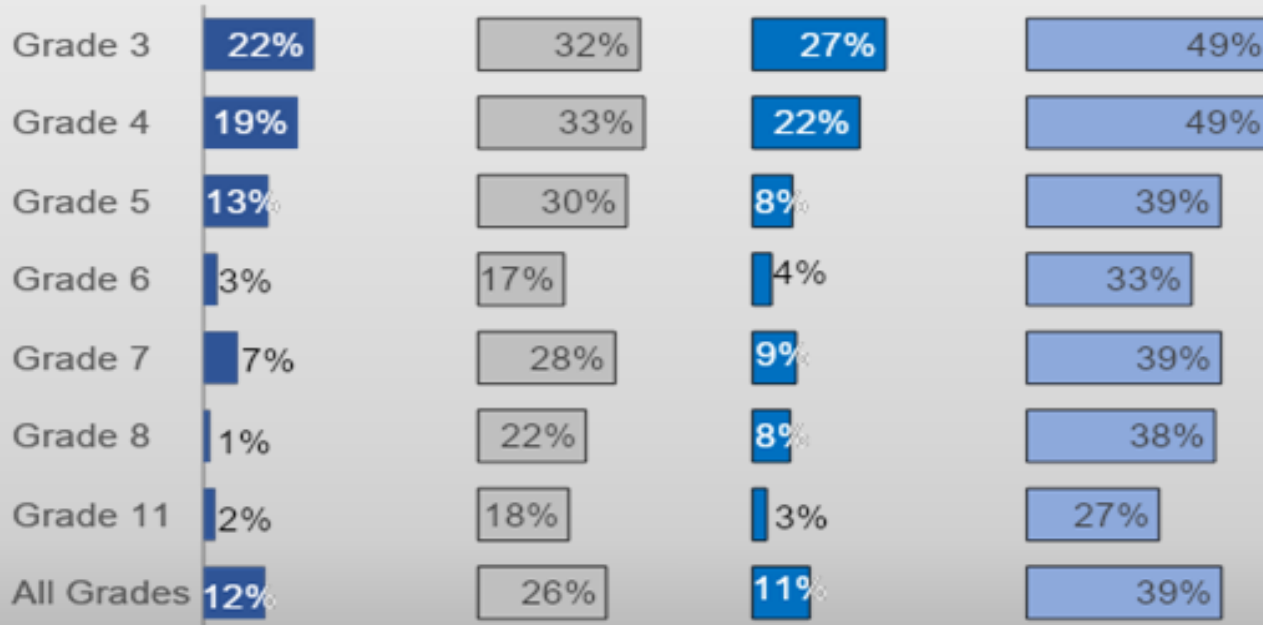
SSFUSD
Target: 80%

■ English Learners □ Socioeconomically Disadvantaged ■ Students w/Disabilities □ All Students



Smarter Balanced Mathematics: Target Student Groups

Percentage of Students Meeting/Exceeding Standard - by Grade Level



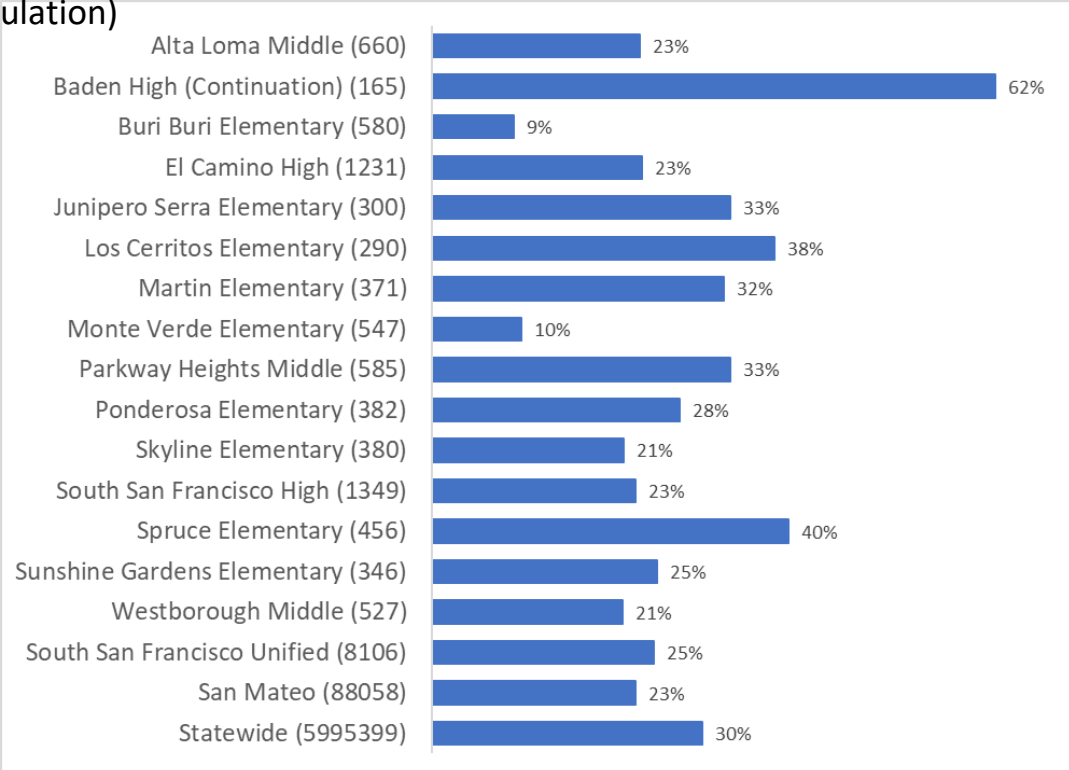
SSFUSD
Target: 80%

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Students Chronically Absent in 2021-22

Percentage of students chronically absent - by school (n=total student population)

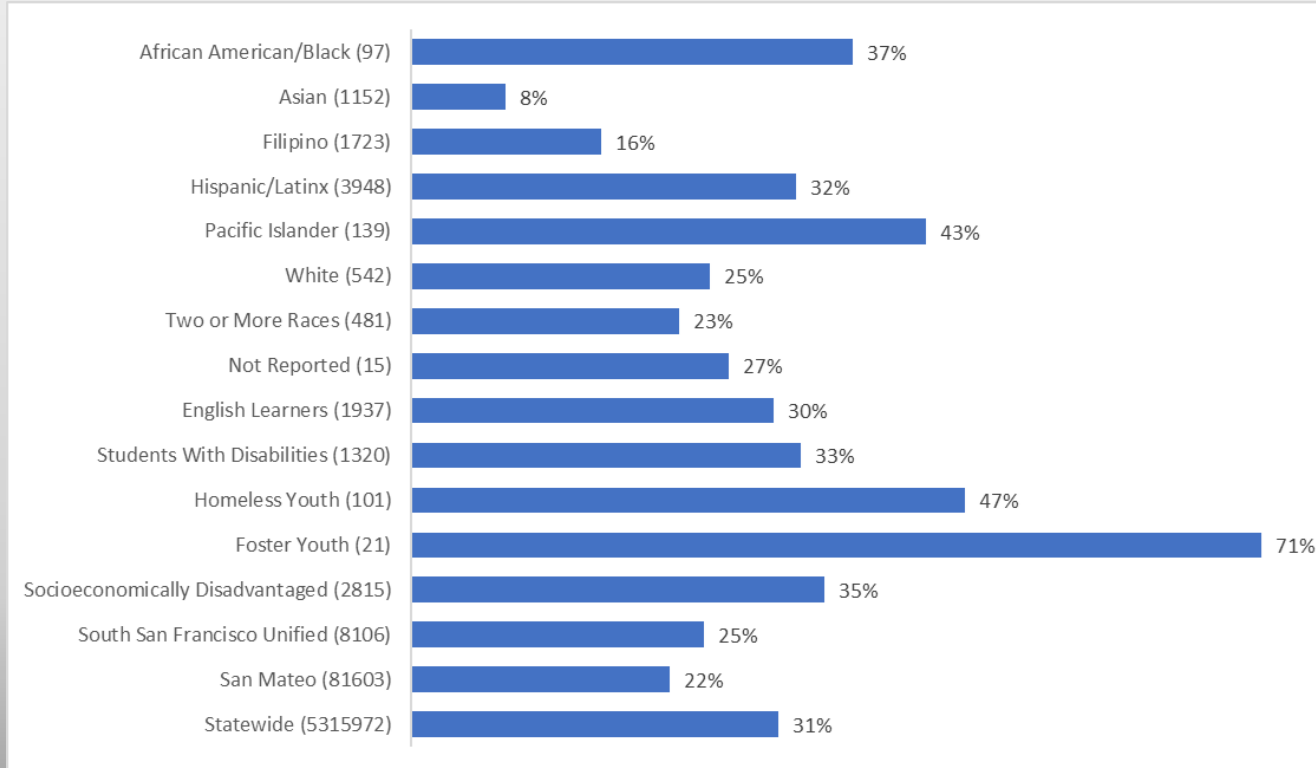


**California defines a student as “chronically absent” if absent for more than 10% of that student’s enrolled instructional days*



Students Chronically Absent in 2021-22

Percentage of students chronically absent - by student group (n=total group population)

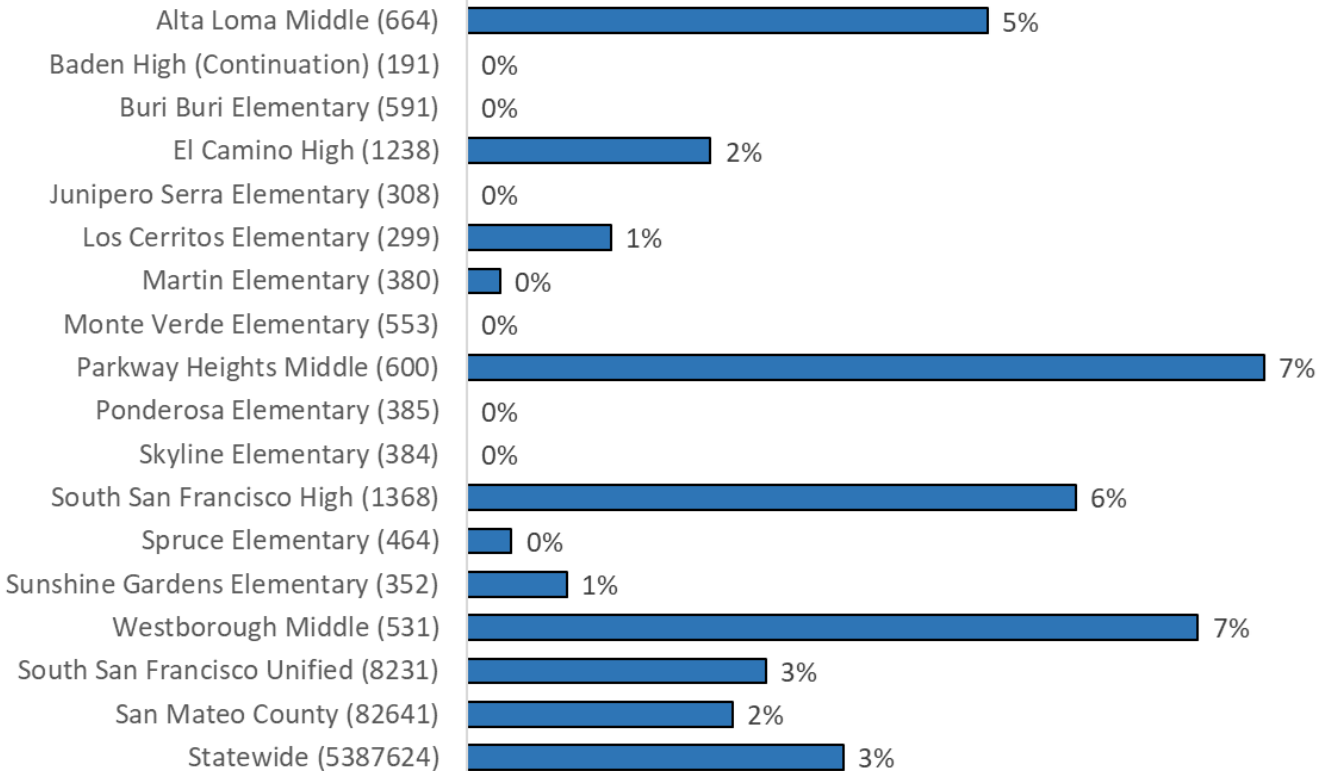


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Suspension Rate in 2021-22

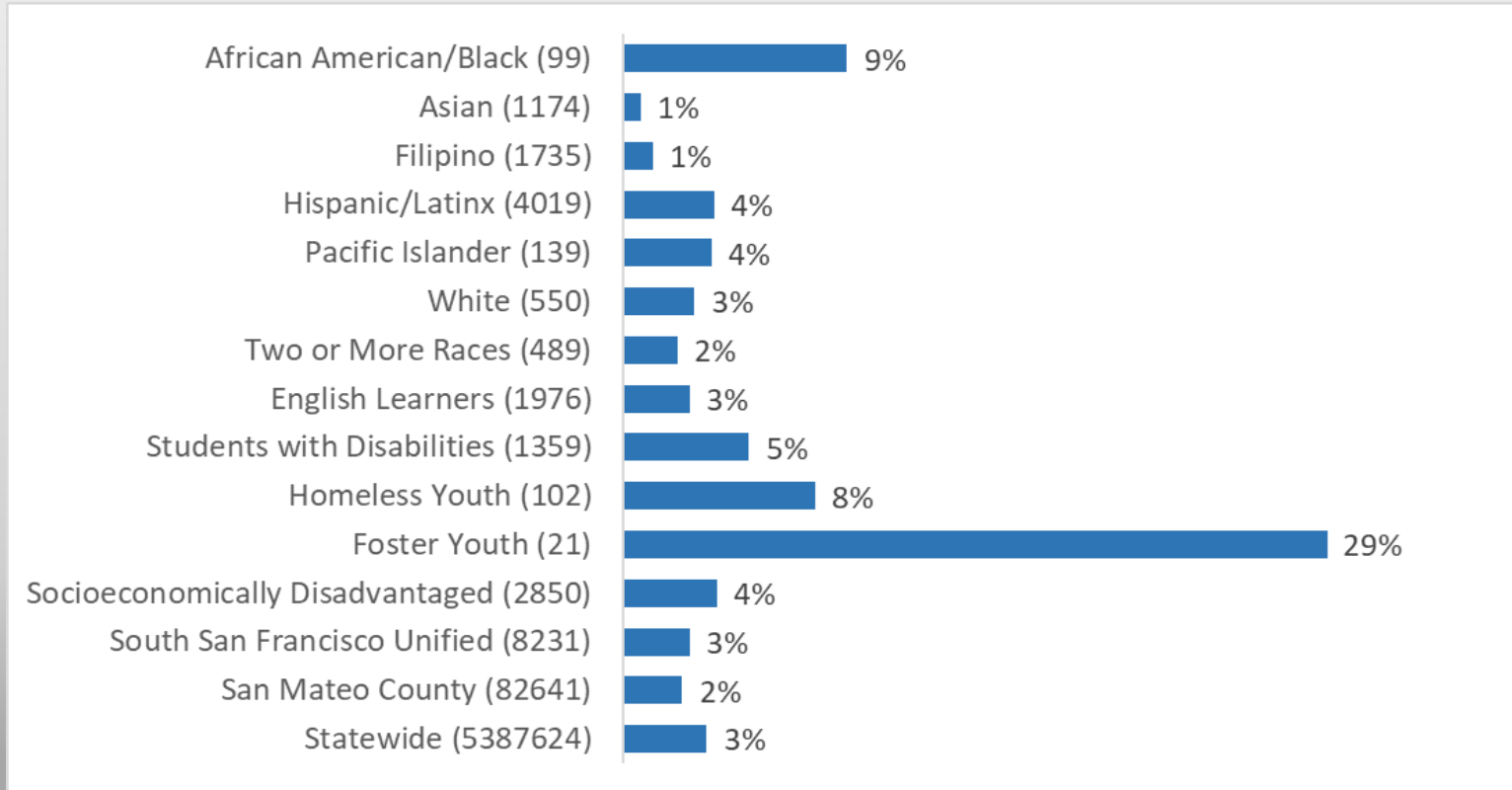
Percentage of students suspended one or more times - by school (n=total student population)





Suspension Rate in 2021-22

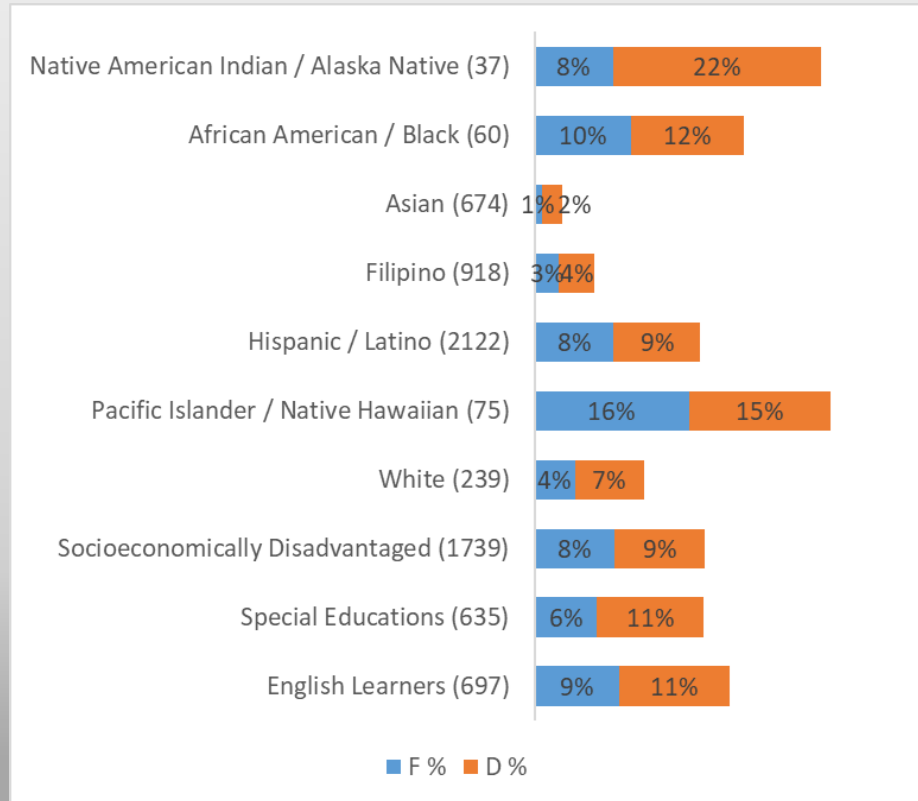
Percentage of students suspended one or more times - by student group (n=total group population)





Rate of D/F Grade Marks - Secondary ELA

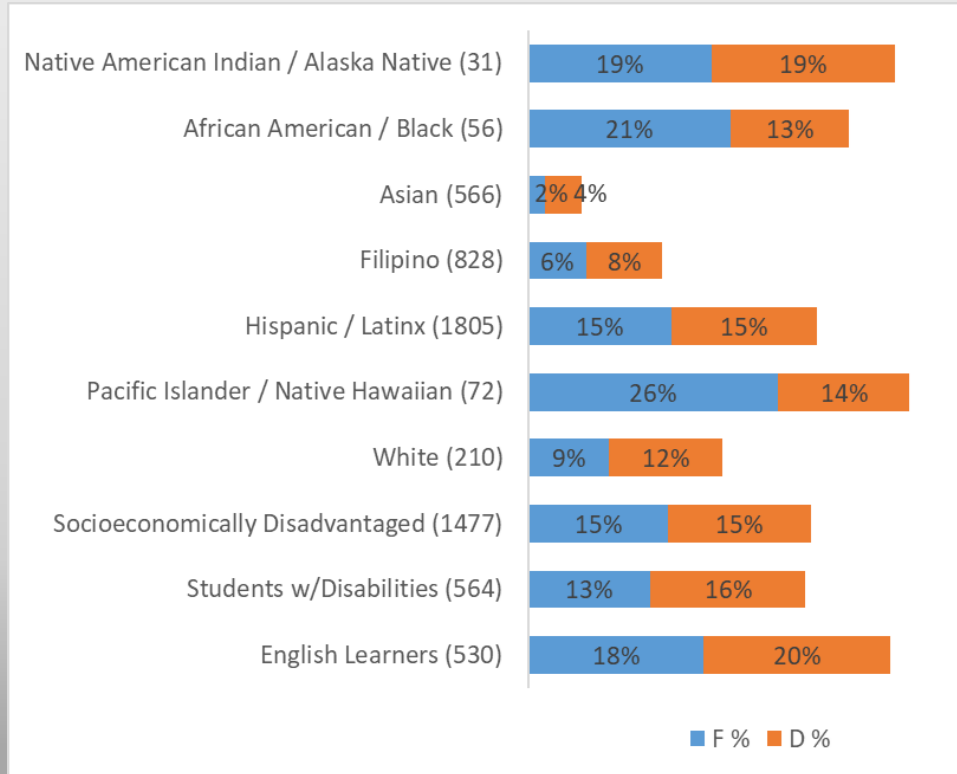
Percentage of students with D or F grade for Semester 1 - Fall 2022





Rate of D/F Grade Marks - Secondary Math

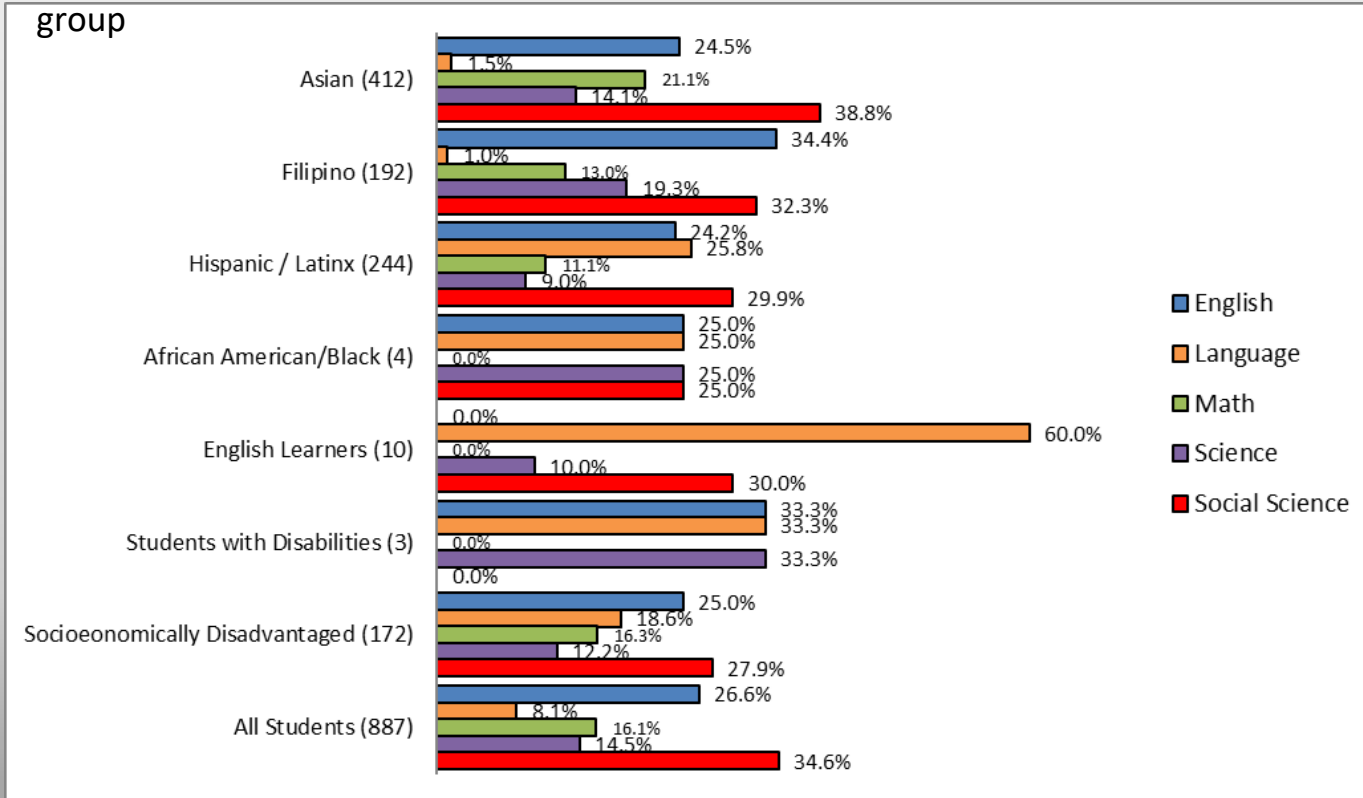
Percentage of students with D or F grade for Semester 1 - Fall 2022





Students Enrolled in AP Courses: 2022-23

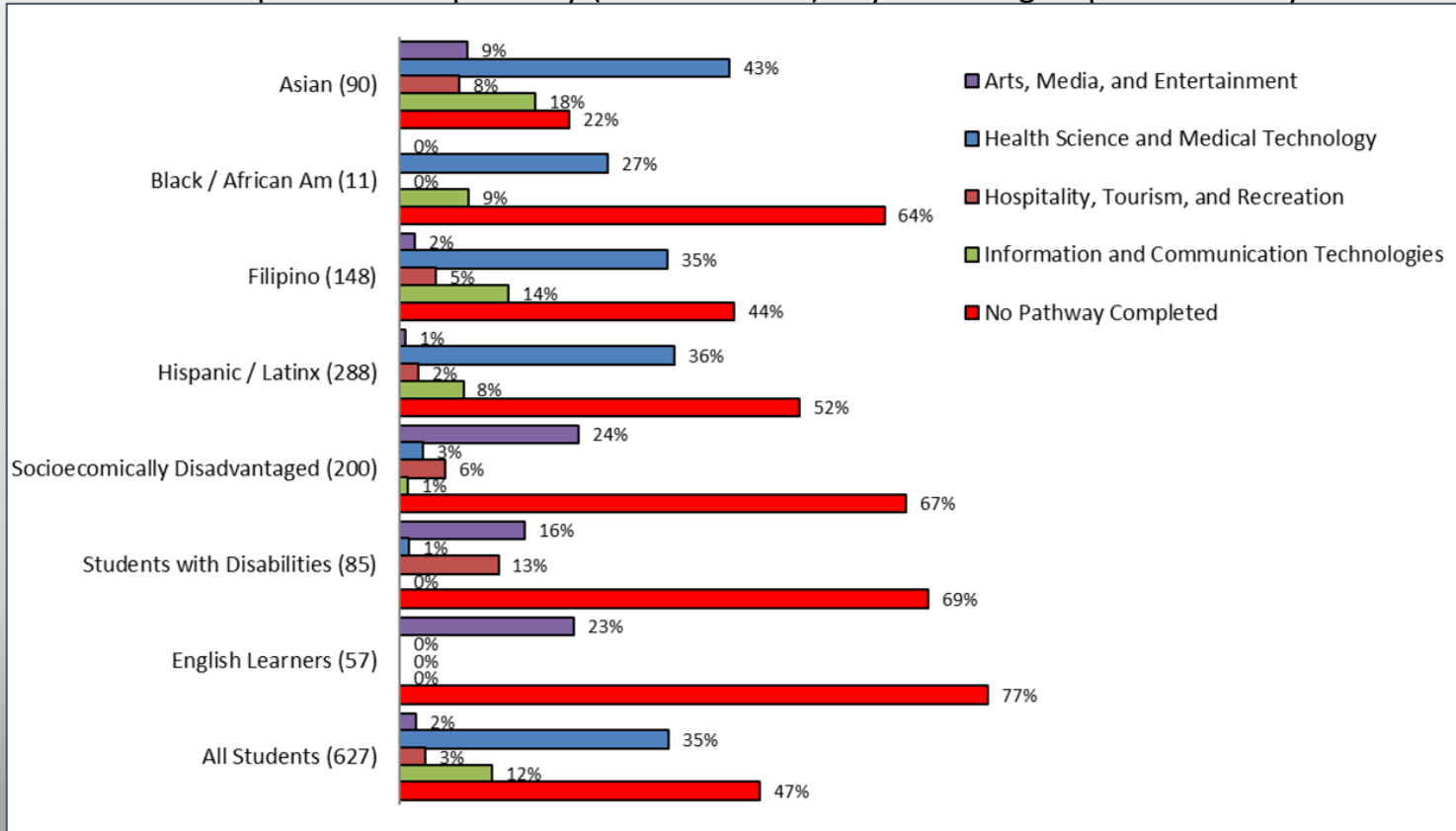
Students enrolled in Advanced Placement courses - by content area and student group





Students Completing a CTE Pathway: Class of 2022

Students who completed a CTE pathway (2 or 3 courses) - by student group and industry sector





Priorities for 2023-2024

Academic Excellence (Teaching and Learning) DP 1

- Prioritize efforts and implement systems to improve academic excellence across the district (the “what”)
- Aligned, coherent CIA & PL (prof. learning – below is “the how”)
 - Collaborative Cycle of Inquiry with a specific focus on the **planning** rigorous, engaging lessons and **teaching** in ways that are relevant and engaging to students (more student discourse and agency in their learning).
 - Use and monitor the use of scope and sequence via classroom visits
 - Provide professional learning tied to the collaborative cycle of inquiry planning and teaching steps and supporting HR in other EDS specific learning opportunities.
 - Work in collaboration with HR regarding the FFT instructional framework.
 - 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 to be more equitable

Equity & Access = Outcomes

Talent Management (Human Resources) DP 2

- Recruitment, hiring, placement, training, retention, and negotiations through an equity lens
 - Utilize evaluation system to establish baseline data and determine a plan and system for more targeted support for continued growth & improvement in order to improve student outcomes.
 - Targeting recruitment more intentionally; utilizing engaging methods to show our commitment to inclusion, equity, and excellence
 - Shifting hiring practices that align to our aspirations for DEIB
 - Work in collaboration with EDS to align to professional learning to gauge teacher and staff performance and support needed (eventually compare to student outcome data)
- 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 to be more equitable
 - Launching a PL system (tiered and differentiated)



Priorities for 2023-2024

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
- Implement beginning phases of the school bond facility measure
- Securing grants to support priorities
- Investment in staff via financial resources
 - PL and negotiations
- Performance management (process and tools for turning our strategies into actions that are progress monitored (*continuous improvement*))
- Implementation of programs and strengthening systems to be more equitable

Equity & Access = Outcomes

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

- Prioritize efforts and implement systems to improve chronic absenteeism across the district
- Deepen systematic implementation of programs, practices, processes and alternative supports with:
 - Restorative discipline practices
 - School safety (including MOU with police)
 - Social, emotional and mental health supports
 - Alternative to Suspension/Expulsion Program
 - Online Registration
 - Student Advisory committee
- Performance management (process and tools for turning our strategies into actions that are progress monitored (*continuous improvement*))
- Implementation of programs and strengthening systems to be more equitable



Continued Efforts 23 - 24 (and beyond)

Educational Equity

- Educational Equity as our throughline and anchor for everything we implement
- Equity & Student Centered Strategic Plan

Culture

- Building positive, trusting, inclusive relationships & excellent customer service across all sites
- Strengthen and evaluate partnerships
- Further establishing that of a data-driven culture to understand progress and use that to drive our professional learning foci

Communication

- Continue to utilize communication tools to ensure two way communication and transparent information sharing



Acknowledge & Celebrate Accomplishments

- SSFUSD board has developed an Equity Board Policy and the District Leadership team has almost finalized the Equity Administrative Regulation.
- SSFUSD is engaging cohorts of teachers with grading for equity and trying to implement new practices
- SSFUSD has realigned report cards to align with academic standards
- SSFUSD has a partnership with EOS to increase access to higher level courses and to actively connect with and encourage students from historically underrepresented groups to take higher level courses
- SSFUSD secured online tutoring services for secondary students and students w/IEPs to access
- SSFUSD implemented an alternative to suspension to minimize the impact to students, esp. BICOC & increase restorative justice practices in schools.
- SSFUSD finances field trips for students in need

CONGRATULATIONS AND KEEP UP THE AMAZING WORK!



Focus & Coherence

It's hard to edit. It's hard to stay focused. And yet, we know we'll only do our best work if we stay focused. And so, you know, the hardest decisions we made are all the things not to work on, frankly.

-Tim Cook, CEO of Apple

