

SOUTH SAN FRANCISCO UNIFIED SCHOOL DISTRICT
Minutes of the Board of Trustees' Special Meeting of February 15, 2024

OPEN SESSION

A. CALL TO ORDER - 5:00 p.m.

B. ROLL CALL

Board Members: Ms. Amanda Anthony - Present
Dr. Chialin Hsieh - Present
Ms. Daina Lujan - Present
Mrs. Patricia Murray - Present
Mrs. Mina Richardson - Present
Ms. Jamie Wong, Student Board Member -
Excused

Cabinet Members: Dr. Shawnterra Moore, Superintendent -
Present
Mr. J. Marwan Hannon, Assistant Superintendent,
Human Resources and Student Services -
Present
Mr. Keith Irish, Assistant Superintendent,
Educational Services and Categorical
Programs - Present
Mr. Ted O, Assistant Superintendent,
Business Services - Present

Vice President Amanda Anthony joined the meeting at 5:04 p.m.

C. PLEDGE OF ALLEGIANCE was led by Assistant Superintendent Keith Irish.

D. LAND ACKNOWLEDGEMENT STATEMENT

We acknowledge that the South San Francisco Unified School District is located on the unceded ancestral homeland of the Ramaytush Ohlone peoples who are the original inhabitants of the San Francisco Peninsula.

We wish to pay our respects by acknowledging the Ancestors, Elders, and relatives of the Ramaytush Community and by affirming their sovereign rights as First Peoples.

E. PUBLIC COMMENTS - *(One comment was made following the Strategic Plan presentation.)*

F. PRESENTATION WITH POTENTIAL ACTION

PRESENTATION

1. ADMINISTRATION

a. SSFUSD Strategic Plan

Superintendent Shawnterra Moore, Cabinet members, and Directors shared information on the SSFUSD Strategic Plan. She said, they all contributed to the “year and a half effort to engage our entire community to develop a long term equity student-centered Strategic Plan, and it really is reflective of what our community told us what they wanted for SSFUSD. We will share where we've been, where we are, and where we're actually headed.”

Portrait of a Graduate

During the last school year, a lot of community members, families, students, and staff shared their vision for SSFUSD graduates. Working together these groups created the District's Portrait of a Graduate (PoG). “This is really our promise to our students about what we hope we can produce for them.” The four areas of the PoG are:

Learn - constantly as their life and world change

Navigate - their futures purposefully

Thrive - as a person

Impact - their communities for the better

This summer and past fall thousands more students, staff, and families shared what they wanted to see happen. The District's Steering Committee listened and researched how to bring the PoG to life. Then a long-term plan of five years was created to achieve that goal.

SSFUSD Areas of Pride and Work Ahead

SSFUSD students are outperforming the State on several key measures, including third grade reading, eighth grade math, and high school graduation.

SSFUSD is not quite where it needs to be concerning college:

- 90% of our students want to go to college
- 89% are graduating within 5 years
- Only 56% are graduating prepared and ready for college and career according to State measures.
- This drops to 45% for students who are socioeconomically disadvantaged.

Dr. Moore said, along with the Board, SSFUSD leadership has talked about test scores not being the only measure of success and there is interest in identifying more local metrics to determine what is successful and what is not working. She stated that “...the adults in the system, who set policies and practices, need to think about ways

we can do things differently in order to serve all of our students exceptionally well.”

What the Community Wants

1. Strong Academics for All Students

This means “being able to vary and adjust our instruction based on the students that we serve and the needs that they have, holding them to high expectations and not lowering the bar, making sure that they understand that we believe that they can achieve at high levels and...providing grade-level aligned adopted materials for students, and...engaging in exceptional instruction that engages students and is relevant for them. This really aligns to the PoG and the graduate aim “learn”, which is academic excellence specifically around intellectual curiosity and critical thinking.”

2. Support for Student Well-Being

This involves “...having communities that are safe, that are supportive and that are inclusive where students can really see themselves in our schools, our classrooms, our books, our curriculum, and our experiences.” An important part of the plan includes creating communities where students can embrace one another, can embrace divergent viewpoints, beliefs, and values, while practicing empathy, compassion, and kindness. This aligns with the impact component of the PoG. Superintendent Moore shared that the community wanted a system to support students with mental health challenges and “thrive” is the PoG component to which it aligns.

3. Partnership with our community

Dr. Moore acknowledged the unique and special community of SSF. She said the majority of families have a positive relationship with schools and District level staff and want to be partners in their child’s education. However, many are not sure of how to accomplish or even begin the process. “...so creating opportunities to create stronger connections with our families is going to be really important. Also acknowledging that we have part of our communities that don't necessarily feel like they have a positive engaged connection with our District, so that's an area that we are going to be prioritizing and focusing on with the launch of our plan.”

4. Equitable Resources

While the District has been praised for its diversity and having an explicit commitment to educational equity, some community members believe the District does not allocate resources equitably. Dr. Moore stated that, “When I say resources, it's our time, our people, our facilities, and our money. And so we're going to be looking at ways we can make sure that that's transparent to our

community, and we'll start making shifts to make sure that it is more overt in communicating that in our community.”

5. Clarity, Focus, and Follow-Through

Dr. Moore said it is important that the District is very clear on where it is headed and everyone works collaboratively to get there. “The effort that was taken by our entire District community to come together to develop this shared vision, which is our promise to our students, was a great milestone for us.” Now that they know what they want, they need to focus on executing in a measurable way to gauge success. “So we have a plan, we have a few priorities and initiatives that we will take on over the course of the next five years, and that is designed to help us to stay focused and to develop systems that will enable us to monitor our progress and report out to our Board and our community.”

What Will We Do to Bring Our Vision to Life

Assistant Superintendent J. Marwan Hannon focused on the PoG and bringing the vision to life for every SSFUSD student.

Our Strategic Plan is Anchored in Our Core Values

He said, “...the big themes from our community [are] about what we need to do to realize being a community of excellence we're now ready to share with you our plan for the next five years to bring this vision to life. What good is bringing the vision to life if we're not clear on who we are and what guides us as far as our core values in this labor of love we call teaching, learning, and leadership.”

C - Community is our strength

- We know we are stronger when we all work together as we are all inextricably linked.
- We value everyone's voice and want students, families, and staff to feel empowered to work together to achieve our goals.

A - Authentic relationships matter

- These relationships are at the heart of a community, and SSFUSD wants to be a place where people can bring their true full selves and where all cultures, backgrounds, identities, and experiences are welcome and supported.
- Strong relationships are key among students, staff, and families coming to school, learning, and working together.

R - Resilience propels us forward

- A growth mindset, resilience, and perseverance will be needed to see mistakes as an opportunity to learn and improve, not as a sign of failure.

E - Equity is our north star

- Believe all students have the potential to learn and excel and hold them to high expectations.
- Remain flexible and tailor the approach to students, especially those who come from the least reached communities.

Mr. Hannon said that as the PoG comes to life, the District is committed to working in ways which demonstrate these core values in both actions and words.

5 Priorities for the Next Five Years

1. **Exceptional Instruction** - Every student experiences exceptional instruction that is aligned with the PoG.

Assistant Superintendent Irish said the District is focusing on the following four initiatives in the next 18 months:

- Co-create an instructional vision
- Adopt high quality, culturally-relevant curriculum and assessments, and provide systematic support for teachers to implement them.
- Create and train educators to use highly-effective instructional strategies to support all SSFUSD students, in particular, those who have been historically-underserved.
- Strengthen instructional leadership at both the site and District Office levels.

2. **Engaged Students** - Every student is a holistically-supported, self-directed learner.

Directors Jason Brockmeyer and Marianne Hew reviewed the following three initiatives:

- Work with students to co-create a vision for welcoming, self-affirming, and inclusive learning environments.
- Continue to connect students with resources to support their mental health and well-being.
- Give students the chance to set academic and career goals in school.

This priority is important for amplifying the student voice and making them active leaders in this process to help steer the direction and the vision for what this work will look like for the next 18 months.

“We’re also going to make sure we continue to connect our students with resources, especially around mental health.” “And that they know where it is, they know how to access, and it’s readily available, that’s very important. And we also want to make sure that students are partaking in the learning process, so learning how to make goals, track goals, so that they see their progression, and they’re on the same page with their educators and are supported as they go forward.”

3. **Purposeful Partnerships** - Every student benefits from trusting, high-impact partnerships with families and community in support of realizing our PoG.

Director Marcos Garcia reviewed the following three initiatives:

- Work with families and community to define a vision for purposeful partnership aligned with our PoG, then create and implement a community partnership strategy.
- Pilot a Family Resource Center: a one-stop-shop to meet families' needs (located at SSFHS for now).
- Strengthen two-way communication with families.

Through community engagement efforts such as focus groups with students and parents, they sought to capture their hopes and dreams and understand what the families wished to see for their students' futures. This goal strives to breathe life into the PoG. The initial work will focus on engaging various community members to define what a purposeful partnership is and "...what ways can we contribute to the development of programming and support with our students and our PoG. So one of the key initiatives we've begun this year is strengthening two-way communication."

4. **Empowered Educators** - SSFUSD is the Bay Area's leading organization for mission-driven educators.

Assistant Superintendent Hannon reviewed the following three initiatives:

- Co-create a "Portrait of an Educator" with SSFUSD educators to define the knowledge, skills, abilities, and traits of our educators, as well as the benefits of a career at SSFUSD.
- Offer training and/or coaching for all educators that meets their needs (aligned with our Exceptional Instruction priority).
- Implement talent policies, processes, and systems to address shortages and ensure that all positions are filled with a high-quality, diverse team (e.g., recruiting/hiring/onboarding system).

"...an empowered educator is any single individual who chooses to be a part of our organization, ultimately in service of children, whether directly or indirectly. So our big goal for empowered educators is to become the bay area's leading organization for mission-driven educators." "...we need to define and align our core values and our overall service in line with our Strategic Plan priorities, ultimately to the students we serve." "...if we are not actively investing in our workforce, our people, we will never reach this vision, and so we are exploring ways in which we can tailor coaching, mentorship, as well as professional training aligned to the Strategic Plan but also in a differentiated targeted manner." Having educators with a variety of backgrounds and experiences, the

District wants to build from the ground up with everyone working in concert with each other.

Mr. Hannon emphasized that this is a collaborative effort with colleagues within all departments. “I’m very excited about the possibilities for not only enhancing our overall efficiency in terms of turnaround time but also the quality of the experience that our new hires experience coming on board.”

5. **Equity-Centered Systems** - Our decisions, actions, and resources reflect SSFUSD's commitment to equity.

Mr. Hannon reviewed the following five initiatives:

- Develop a shared understanding of what equity means and looks like in our classrooms, schools, and work District-wide (building on our Equity Policy [BP 0415], and implemented through Exceptional Instruction and Empowered Educators initiatives).
- Implement a focused, transparent annual planning process that allocates resources (people, time, money) equitably, sustainably, and in support of our strategic priorities.
- Implement an equity-centered school facilities plan to meet the needs of all students and staff.
- Define what our PoG looks like at all grade levels, with an equity lens, and align our resources to realize this promise for all students.
- Make data-driven decisions based on a variety of types of data, and develop a progress monitoring system to support this.

“So oftentimes in traditional organizations, we tend to operate in silos, and we think and operate in our prospective departments, teams, and it's very easy for that to occur if we don't center our mission, vision, values.” “...and support our systems, procedures, and practices.” “We're going to continue to implement our new bond with an equity focus when determining which projects to tackle first. Some of these projects are already underway.”

What's Next

These priorities will help the District focus on its work.

2023-24 Annual Priorities

Academic Excellence

Community Engagement:
(Absenteeism & Student Culture)

5-Year Strategic Plan Priorities

Exceptional Instruction

Engaged Students

Talent
(Hiring/recruitment & Professional Learning)

Empowered Educators

Culture and Communications
(2-way communication, strong Relationships)

Purposeful Partnerships

Culture and Communications
(Transparency, data-driven Decisions)

Equity-Centered Systems

Operations
(Budgeting and facilities)

Educational Equity

Assistant Superintendent Ted O said, "It may feel like a lot to take on but it's important to remember that this is actually a five-year plan." "So we actually began last fall already really listening to the feedback from our community, we developed annual priorities that we shared with the Board and District that we've been planning and monitoring our projects this year to see how well they align with the Strategic Plan."

We are Making Good Progress Against This Years' Priorities

Highlights

- Educational Equity: New vision and Strategic Plan are ready and already guiding us
- Culture/Communications: Thousands of staff, families, students engaged in strategic planning during August, October, and January/February
- Operations: Bond oversight committee launched, facilities improvements are being planned/put in motion
- Academic Excellence: Collaborative Inquiry Cycles launched at all sites
- Talent: New hiring system on track

Challenges

- Data: It is taking more time than expected to create the tools and gather/analyze the data we need to measure the impact of our work
- Capacity: Our central office team is stretched between responding to site needs and launching and leading these change efforts

Superintendent Moore reviewed some progress being made on this years' priority. For **Culture and Communications**, she said they are proud of engaging staff and families at sites for more two-way conversations. The number of community liaisons have doubled since

last year, which is important for actively engaging many SSFUSD families. “So we think our work is relationships and building connections relationally with others and our community liaisons have already taken large steps forward in just building trust and figuring out ways to help support them which generated some of the ideas that...have been built into our Strategic Plan.”

She also highlighted **Academic Excellence**. For example, Collaborative Inquiry Cycles have been launched at schools and TOSAs support work happening on campuses. This makes it clearer on what needs to be done instructionally or differently on behalf of all students.

Dr. Moore said some of the challenges were unexpected. At the end of last year, they assessed the progress being made and what changes were needed to “...set ourselves up to meet our goals by the end of the school year.”

We will Stay Focused Over the Next 18 Months

Mr. O stated that this spring they are working on several initiatives from priority five, the Equity Centered Systems.

This Spring - Lay a strong foundation or the next five years.

- **Revamp how we allocate resources** (staff, time, money, facilities) to support our priorities.
- Significantly **improve how we hire and onboard new staff**.
- Partner with students and educators to **co-create a new vision for exceptional instruction**.
- Prepare to **align all our professional development** next year around a common focus.

Next School year - Focus on exceptional science and math instruction at all grade levels

- Roll out **new science and math curricula**, and train leaders and staff on what exceptional instruction looks like using these curricula.
- Build a **bank of high-quality instructional strategies**.
- **Continue our Collaborative Inquiry Cycles** (a process of continuous improvement) at schools, so we can reflect on what is working instructionally, and where/how we can adjust.
- **Strengthen instructional leadership and coaching** at our schools.

We Will Continue to Approach and Design This Work in Partnership with our Community

Dr. Moore said the Strategic Plan was launched with an intentional effort to engage the community and we will continue that endeavor.

- January/February meetings at every school with families, staff and students to introduce the plan and priorities
- March/April site meetings with families, staff & students to set school goals for SY2024-25
- Springtime opportunities for staff, families and students to help define what our PoG looks like at all grade levels, and co-create our Vision for Exceptional Instruction

Dr. Moore summed up the Strategic Plan presentation. “This is our bold and transformational way we believe will make a huge impact for students, all derived from our community.” “It's not going to happen overnight, but we certainly believe that we have the will to get it done for our learners, and we've already begun laying a strong foundation of equity-centered systems to help us put conditions in place to ensure that our students can be successful and to ensure that we have what we need in order to put it into practice for all of our community. We also recognize that there are finite resources as you all know, so there will be a need for us to examine our resources more closely, and to ensure that we are allocating them equitably across our system.”

“We want to make sure that anything that we are doing is sustainable and in alignment to the Strategic Plan.” “...we will be reorganizing and likely restructuring in service of this plan.” “So we want to make sure that we are thoughtful about having the right people in the right positions doing the right work to ensure that we can execute this plan that our community has asked of us to do in the most effective ways.” She believes the District has the educators, staff, students, families, community, and partners to provide every student with a world class education when they graduate.

Mother Teresa said, “None of us, including me, ever do great things, but we can all do small things with great love and together we can do something wonderful.” The Superintendent said she wanted to “...take this opportunity and express my love, respect, and deep appreciation that I have for our entire community for the way that they've engaged and rallied behind us to develop this plan. The feedback, the insights, the critical feedback, the input was so helpful in helping us to determine our path forward.” She specifically acknowledged the Visioning Working Group, the Family Fellows Group, the Steering Committee, Principals, union leaders, students, and partners. “We had Bay Ed Fund, both relationally, financially, and emotionally with some very tough conversations, really pushing our thinking, providing

support and resources, keeping our children first and foremost, and it was really challenging at times but it was necessary...". She thanked Ann Roy for her tremendous support in coherent communications on the Strategic Plan, keeping priorities at the forefront, and strategizing what needed to be done. She also thanked support staff for the collective effort in dealing with documents, presentations, agenda, and food. Dr. Moore also thanked Executive Assistants Nathan Isla and Sonia Losno along with her Cabinet. "We have, despite pressures from competing priorities and other job functions, we have a force of a cabinet who are very present at meetings, they're willing to lean in, take on leadership roles, they are willing to facilitate to set up meetings, to put chairs away if needed, to coordinate schedules, and just fully committed to doing the work for students, because they have a deep seeded belief and they have a heart to do what's right for kids, especially those who are from marginalized communities. This is a team who isn't afraid at all to express diverse differing opinions to speak their truths, to disagree, and to just sit in discomfort. As long as we keep students at the center. So I am just incredibly privileged to be able to work alongside them and to learn from them, and I know I couldn't have helped to facilitate this particular priority if it weren't for all of them. And last but certainly not least, our incredible school board. Your support and belief in me, my leadership, your leadership, and your willingness to always keep students at the center of our work and make equity-centered decisions even when it's hard and even when you get criticized for doing so has been inspiring. Thank you for being you, and for trusting my team as well and trusting our students and trusting our staff, our families, and our community. We believe we've brought forward a plan that truly represents the essence of what our community believes and desires for our community and we believe it will help us launch into providing every student with a world class education."

Trustee Patricia Murray thanked everyone who put in the time and hard work on the Strategic Plan. As a Board member she appreciates the effort and thinks the community will as well.

Vice President Anthony said she likes the alignment between this year's priorities and those going forward since it means the District is on track. She asked about math interventionists, which principals say is helpful for the students. "When I see the priorities for this, it's a lot of instructional coaching which I think is important but...how do we center kids to make sure they are getting what they need rather than just coaching." Dr. Moore replied that they have to wrestle with that since they can do anything, but not everything. At this time, they are looking at "...how to best align our staffing, our words, our policies, our practices all behind what we have in this plan..."

Trustee Chialin Hsieh said she was impressed with this update on the progress and how things are beginning to align. “So I commend you all for the great work and helping us focus on our priorities.” She said staffing restructuring won’t be easy and the discussion will be about competing priorities, but the Strategic Plan will help them out. Dr. Moore said the Strategic Plan “...has not only initiatives but the metrics by which...we will measure our progress along the way.”

Trustee Mina Richardson asked when the Strategic Plan would be launched. She also wanted to know how often the progress would be shared with the community and how it would be communicated. She asked if Dr. Moore would present the plan to the City Council so the entire community knows about it. Dr. Moore said an engagement window just passed wherein the school leaders engaged their families and students with the presentation. She just sent a link to the plan and flyers were created to distribute as part of the layered communication. Also, with the support of Bay Ed Fund, a communication team is being created to keep everyone throughout the community apprised on the progress being made. Dr. Moore shared that she spoke with City Manager Sharon Ranals and offered to share the presentation.

Trustee Richardson asked what the response of both certificated and classified staff has been to the Strategic Plan. She proposed that some veteran teachers who may not be prepared to deal with it may leave. Dr. Moore replied that she does not know how many people will not be on board and said transformational change is hard. “And any time we go through change, it’s really going to be important that we not only communicate it, but we provide the support and the resources to help bring people along. We provide the training and coaching if we need to do that...” So far, she has not heard anyone say they don’t support the plan and would walk away. She added, “As long as we stay grounded and anchored in our core values and recognize why we are here and the work that we said our entire community said they want us to do, this is going to be the direction we continue to move forward in. Some may opt out, but I think we’ll be able to call more in.”

Trustee Richardson said she was excited for the plan since it will impact 46% of the District’s Latinos. “...we need to do something for this community, we can’t sustain it...it’s become a generational thing.” “So I appreciate the Bay Ed Fund for their support, and I appreciate the fact that you led us here, where we are today...”

Trustee Murray said she is very excited and the goals are really lofty. She is proud of all those who participated in the various committees to get where the District is now and trusts we will get there. Dr. Moore reminded her that “...we talked about the need to set high expectations and we are going to have to create conditions to be able to get there.

That is part of who we are and what we believe. It's not going to be easy but we can do it.”

President Daina Lujan said she appreciated the incredible work.

E. PUBLIC COMMENTS

Megan Connery, an ECHS teacher and District employee of 22 years said she appreciates the great direction and lofty goals of the Strategic Plan and offered a few suggestions from certificated staff. She said to increase the college and career readiness math score, the District needs to provide training on co-taught classes, especially Algebra 2. She recommended the training begin in May or early June instead of August. She also spoke about retaining educators and how districts down the peninsula pay significantly more. She realizes that salaries are not being discussed during negotiations this year, but brought this item up for next year to retain high school teachers.

ACTION

1. ADMINISTRATION

a. Approval of the SSFUSD Strategic Plan

MOTION #20 (Hsieh/Anthony) to approve the SSFUSD Strategic Plan.
Motion Carried (Unanimous)

The Board recessed at 6:00 p.m. for a break and reconvened at 6:10 p.m.

G. INFORMATION ONLY PRESENTATION

PRESENTATION

1. EDUCATIONAL SERVICES

a. Accountability and LCAP Mid-Year Update

The Educational Services and Student Services departments reviewed insights on the District's performance across various indicators, as evaluated by the 2023 California Dashboard. Differentiated Assistance and areas which need continued focus were also highlighted.

District LCAP Goals

Mr. Irish began with a look at goals and said the focus for this presentation will be on Goal #1, Academic Achievement.

CAR

This infographic stands for Communication, Achievement, and Relationships. The District has been focusing on strengthening all of the systems so we can strive for excellence on our journey toward equity. The focus will be on the gas tank for checking student progress towards State defined metrics.

Mr. Irish introduced Director Marianne Hew who shared information about the CA dashboard and interpreting the data.

California Dashboard



- State accountability indicators by Priority area
- 2023 is first year back to a “full” Dashboard - a return to colors
- Performance level (color) is a combination of STATUS and CHANGE
- Dashboard Accountability results are not the same as annual CAASPP, graduation, absenteeism results

Dr. Hew said it has been a few years since there has been a full dashboard. It is the State’s accountability system with nine priorities including seven for school districts, broken up by different indicators. 2023 is the first year for an almost full dashboard, which means a return to colors. The District’s last full dashboard was in 2019, prior to the pandemic. She said, “Over the last few years, it’s taken us a while to get back because we’re talking about multiyear data collection and reporting. So with the return to colors, performance level or color is a combination of both status and change. So it’s really looking at both of those pieces, because that’s our focus on continuous improvement.” She noted that the dashboard accountability results are not the same as the annual results reported for CAASPP data, graduation data, and absenteeism results.

Status and Change

Status

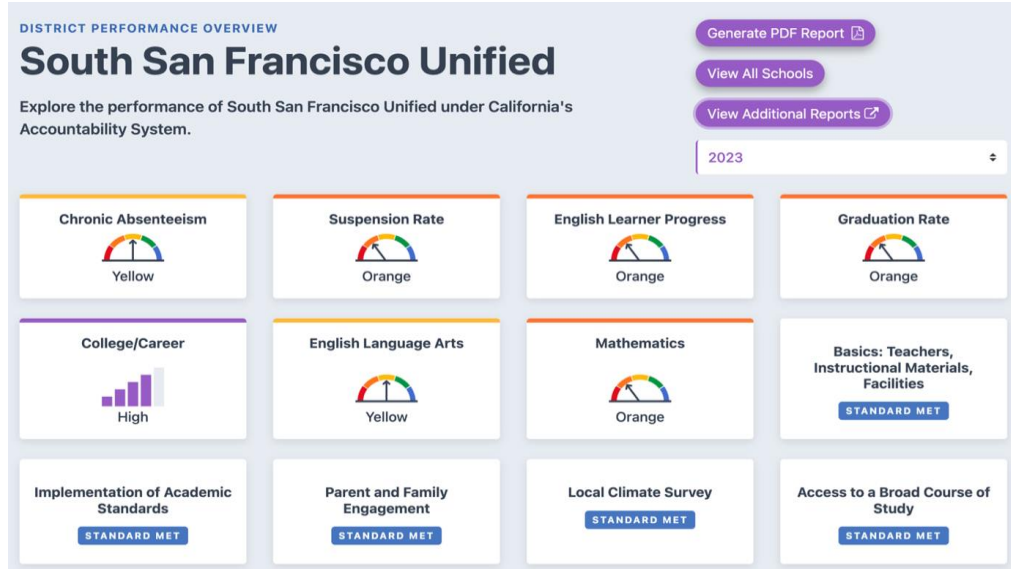
- Performance level set by measure and grade level span
- Very low to Medium to Very high (reversed for Suspension and Chronic Absenteeism)

Change

- The State rewards improvement year over year
- Thresholds are different for each measure
- Decreased significantly to Maintained to Increased significantly

Below is a snapshot of the District’s dashboard with the colored gauges. College and career is one indicator that has not yet returned

to a full dashboard calculation since the information is calculated over four years. It will return to full color next year. Local indicators don't have the gauge and are self-evaluated and self-reported by the District.



Each indicator can be assessed to show the status, points below standard, equity report, and the performance level by student groups.

Student Groups

Currently SSFUSD has 13 student groups. Next year, it will expand to 14 groups since ELs will separate out long term ELs. Data for smaller groups is not displayed due to student privacy.

Dashboard Snapshot by Student Group

Student Group	English Language Arts	Mathematics	English Learner Progress	College/Career	Chronic Absenteeism Rate	Graduation Rate	Suspension Rate
All Students	-3.3 DFS (-1)	-32.8 DFS (-0.3)	N/A	High 55.6%	Very High 21.3% (-3.3)	Low 88.7% (-3.3)	High 3.9% (+1.3)
English Learners	-50.9 DFS (-13.3)	-68.5 DFS (-10.9)	46.9% (-6.3)	Low 19.8%	Very High 25.9% (-4.6)	Very Low 67.5% (-8.1)	High 4.4% (+1.7)
Foster Youth	NPC small group	NPC small group	N/A	NPC small group	NPC 18.2% (-45.5)	NPC small group	Medium 5.9% (-22.7)
Homeless	-23.8 DFS (+61.9)	-71.3 DFS (+51.3)	N/A	NPC 28.6%	Very High 29.7% (-32.8)	NPC 78.6% (-0.4)	Very Low 8.4% (+0.5)
Socioeconomically Disadvantaged	-42.9 DFS (-3.6)	-73.1 DFS (-0.9)	N/A	Medium 44.7%	Very High 28.4% (-6.2)	Medium 85.6% (-3.9)	High 5.3% (+1.5)
Students with Disabilities	-95 DFS (-1)	-118.3 DFS (+5.1)	N/A	Low 18.2%	Very High 28.3% (-3.9)	High 81.8% (+1)	High 6.8% (+1.8)
African American	-55.4 DFS (+0.6)	-99.9 DFS (+5.1)	N/A	NPC small group	Very High 28.3% (-10.4)	NPC small group	Medium 7.9% (-1.3)
Asian	+61.6 DFS (+13.9)	+51.4 DFS (+9.1)	N/A	Very High 81.3%	Medium 8.1% (+0.5)	Very High 96.3% (-1.5)	Low 1% (+0.3)
Filipino	+35.6 DFS (+1.3)	-1.4 DFS (-4.9)	N/A	Very High 76.1%	High 14.8% (-1.9)	Very High 95.6% (-0.5)	Medium 2.3% (+1.3)
Hispanic	-42.4 DFS (-7.4)	-75.8 DFS (-3.7)	N/A	Medium 41.1%	Very High 28.3% (-4.8)	Medium 83.6% (-4)	High 5.1% (+1.4)
Native Hawaiian or Pacific Islander	-49.7 DFS (-5.3)	-66.6 DFS (+1.1)	N/A	NPC 54.5%	Very High 38% (+0.4)	NPC 81.8% (-1.5)	Very High 9.6% (+6)
White	+8.7 DFS (+8.2)	-23.1 DFS (+5.8)	N/A	Medium 45.7%	High 15.4% (-6.6)	Medium 89.1% (-5.3)	High 4.7% (+1.8)
Two or More Races	+17.2 DFS (-6.2)	-4.1 DFS (+5.9)	N/A	High 55.9%	High 19.9% (-3)	Medium 85.3% (-12.7)	High 3.4% (+1.2)

Dr. Hew pointed out “...that there are a couple of student group indicators where we are in the red, quite a bit of orange, some yellow, some green, and some blue.” “...we have fewer groups hitting red for

multiple areas than in previous years, and that's because of a lot of the work that's gone in to really supporting schools and student achievement across the board, and... we've lifted some of our groups out of differentiated assistance." There is still focus on the student groups in orange and red.

Dashboard Snapshot by School Aggregate

Director Hew reviewed the data for SSFUSD elementary, middle, and high schools in the areas of ELA, Math, EL Progress, College/Career, Suspension Rate, Chronic Absenteeism Rate, and Graduation Rate. (There is no graduation rate or a college/career indicator for elementary and middle schools and no chronic absenteeism indicator for high schools.) She pointed out that the college/career indicator for both ECHS and SSFHS are rated "high", which is a significant improvement from past years. This is a result of supporting the students with CTE pathways that interest students who complete them to eventually find job opportunities.

Differentiated Assistance

Dr. Hew explained that a student group is in the red performance level for multiple areas, such as the District's African American and Black group, homeless group, and students with disabilities are identified as differentiated assistance. She said "...they have all exited. So that is huge, a lot to celebrate, a lot of great work...on elevating our students and lifting up their achievements, and supporting them with absenteeism." One group, the Pacific Islanders and native Hawaiian group has re-entered differentiated assistance.

English Learner (EL) Indicator

Dr. Marcos Garcia reviewed the EL Progress dashboard indicator. He noted the District has declined by 6.3% in this area. There is a lot of orange for ELs in ELA, math, and suspension. There is also an increase in the absenteeism rate. He said, "...this does inform our Strategic Plan and so we're using this as an impetus to make sure that we're keeping it in mind for the next five years."

EL Progress in ELA and Math

He compared EL Progress in ELA compared to the all students group. There is a decline of 13.3 points on the CAASPP. The data combines both the EL data with the recently reclassified EL students, which does not provide an accurate picture. "...although current ELs are declining by 15.9 points on the CAASPP, our recently reclassified students are really doing well at 28.6% points above standard." This is a similar trend for math. To understand what they are doing with ELs when they are reclassified and outperform other ELs, he suggested an interview with the reclassified ELs should be conducted. He said, "...what prompts us as teachers and educators [is] to figure out what is it that

we're doing with our ELs when they're reclassified to get them to the point of reclassification that they are in a position to outperform ELs.”

Graduation Rate

ELs' graduation rate is a red category compared to all students. This is an area where they need to do better. He and his secondary EL team and site leaders visited the Bridge program “...to glean what are they doing to support newcomer students in 11th and 12th grade. So we're currently seeing this issue and we're ready to tackle this.”

Special Education

Director Sabrina Yacoub said her information was shared during her February 8 presentation to the Board. They focused on the performance of SpEd students with data, goals, strategies, and progress on targeted areas. Other areas included information pertaining to compliance, engagement, least restrictive environment, ELA, math, preschool, graduation, and college and career indicators for District students with disabilities.

School Climate - Chronic Absenteeism

Director Ryan Sebers compared chronic absenteeism between 2022 and 2023. For this year, the District is in the yellow category. The Native Hawaiian and Pacific Islander student group is the red “hot spot”. “We are currently in differentiated assistance with that group now, and again that's just an opportunity to work closely on how to identify additional strategies so we can better serve that student population.” He presented the rates for all schools in terms of a reduction or increase in absenteeism. 11 sites improved, while 4 had higher incidents of absences. As a whole, SSFUSD improved by 2.1%.

Addressing Chronic Absenteeism and Truancy

Mr. Sebers noted that multiple strategies are taking place at the same time to continuously improve attendance.

- Retraining and refining SSFUSD's chronic absenteeism and truancy processes
- Implementation of Everyday Labs attendance software platform:
 - Everyday Pro interface/engagement, dashboard monitoring
 - Training site leaders
 - Training site support staff
 - Additional trainings to follow, dive deeper into student watch groups and interventions

He said they continue to work on finding the root causes of chronic absenteeism. Everyday Labs is a District partner and has assisted with family communications. This use has grown from K-2 students to now monitoring all students.

Staffing Support

- 3 School Community Liaisons added at Los Cerritos ES, Sunshine Gardens ES, and SSFHS/ECHS
- Additional hours at elementary sites dedicated for attendance monitoring
- 1 Administrative Asst. to be added at DO (Student Services)
- District School Community Attendance Liaison to conduct regular site visits:
 - Check-ins with site personnel regarding Everyday Labs functionality
 - Data review, identification of patterns, student groups
 - Assist with chronic absenteeism and truancy protocol, student cases

Attendance improvement via restorative practices and differentiated interventions

- Collaboration with secondary sites for interventions and best practices
- Intervention groups and restorative circles to address root causes of absenteeism and truancy

Student Services

Director Sebers provided Everyday Labs mid-year data as of January 23, 2024. On that date, the attendance rate was 93.3% and the chronic absenteeism rate was 19.1%. Comparing 2021-22 to 2022-23, there was a 2.1% improvement and the District is on pace for a 3.4% improvement.

Tiers

Everyday Labs uses a tiered system to assess the level of severity of chronic absenteeism. The middle levels of moderate chronic and severe chronic are their focus. Many students in the extreme chronic level are individual situations with counseling implications and are being dealt with in other strategic ways.

Communication

“A very important piece of what we're doing is making sure that we're communicating with households.” Mr. Sebers reviewed the communications which have used, including text and mail nudges, communications with students, and attendance nudges for chronically absent or at-risk students. “In addition to the notifications...we also sent truancy notifications as a parallel process to chronic absenteeism.”

Family Support

They are also doing check-in surveys through the app. “We have 1,330 students who have shown improvement as a result of receiving EveryDay Labs’ notifications and engagement with the family support

program.” Director Sebers reviewed a chart, by grade level, which shows consistent improvement of students’ attendance after having received the nudges.

School Climate - Suspension Rate

Director Ryan Sebers compared the suspension rate between 2022 and 2023. For this year, the District is in the orange category. The Native Hawaiian and Pacific Islander and homeless student groups are in the red “hot spot”. Over a ten-year period, in 2012-13 there were 997 suspensions vs. 408 in 2022-23. This steady decrease has taken time and as of December 2023 there were only 190 suspensions and no expulsions. “Looking at our early data from January, we had a very good month, so we are on pace currently for at least a 6.8% reduction in suspensions.”

Support and Practices

- Bolstering counseling support, mental health services:
 - Daybreak, Care Solace, YSB at all SSFUSD sites
- Adherence to the District Expectations for Student Success Model
- Consistency, retraining
- Guidance of new administrative staff/teams
- Building communication bridges with parents
- Alternatives to Suspension and restorative practices
 - ATS Counseling Program
 - Brief intervention for substances
 - Substance education
 - Ongoing serious misconduct targeted intervention
 - Academic help on Saturday
 - Restorative Circles and School Teams
 - Restorative practices staff development

Mr. Sebers shared that “We've got our wellness counselors, we've got our staff engaged in conversations and integrated with these agencies, and on top of that, we have them also working with our coordinator for restorative practices...” “We've also been using the District expectations for student success. It's a model that works, it's proven.” “There's no such thing as a one size fits all. You have to be in tune with your school staff, in tune with your students. We are using consistency and retraining. When we get new staff, we're in the process of improving but we also have to retrain and make sure that everyone understands what's been working and how we build on it. We continue to guide our new administrators. We continue to build our communication bridges.” He added that they have significantly expanded the Alternatives to Suspension program.

LCAP Mid-Year Update

In the 2023-24 academic year, the State implemented new mandates

for school districts. One requirement is that districts are obligated to provide a mid-year update of their LCAP by February 28, 2024. The update encompasses details of objectives, initiatives, and services.

Goal #1 - Academic Performance

Director Brockmeyer gave a quick update on the four LCAP goals.

- **Goal 1:** Academic Performance
 - Science and Math
 - Alternatives to Suspension program
 - Chronic Absenteeism
- **Goal 2:** Professional Development
 - Collaborative Cycle of Inquiry
 - National Equity Project
- **Goal 3:** Student, Parent, and Community Engagement
- **Goal 4:** Special Education

Trustee Richardson asked Director Sebers what the secret is for the wonderful numbers. “You alluded to the fact that you had a support network and the students vanish from school, there's a team that works with them, then they go back to class [and] that effort is keeping the student in school and the numbers down.” Director Sebers replied “...I think you're alluding to...the suspension practices versus our alternatives.” “...in the human behavior and human psychology realm, you have people who are reacting to something that a student may be doing and making decisions about it and you also have the students themselves who have their various experiences, I mentioned trauma for example, in someone's background. Whatever a student has gone through is causing them to react to a set of stimuli around them, and so you have people making decisions on how they're reacting, so somebody interprets that and says this needs to happen. And that's the disciplinary outcome.” They are trying to build a culture of understanding and treating students as individuals. “...in the classrooms, teachers are astutely and in a caring manner looking at why students may be exhibiting certain behaviors, having conversations and settling things within the classroom before it even gets to an administrative level.” He said, “We have root causes that are going on, now we're starting to look at how we make sure that we're addressing the behavior in the right way.” In the Alternate to Suspension Program they want to do many different things with certain students because there might be multiple interventions. However, if there is a safety issue at the school with a student, it would be a suspendible situation.

Trustee Richardson also asked how much the City is working with the District on new approaches to keep students in school. Mr. Sebers replied that law enforcement would come to a school if they were

responding to a call made to the police department or they are involved in an investigation and need to gather some information at the site. "...they are not doing the primary investigation that results in what the school's determination is or whatever discipline or intervention [is needed]." Trustee Richardson said she appreciates the plan is being implemented.

Trustee Hsieh praised everyone's work, especially that of the District Office and site leaders. She noted that there was a lot of teamwork and work behind the scenes. The District is clearly studying data to support their decisions. She appreciates the guidance given to the Board and the impact our educators have on graduating students.

Vice President Anthony noted that chronic absenteeism is high at Los Cerritos ES and she would like to see the details on a school-by-school basis. She thinks Los Cerritos ES is progressing due to their improved parent engagement and a stronger PTA. She is glad about the coordination and wrap-around services being provided to students who are being suspended. She said some administrators are attending a conference to be trained more on alternatives to suspension. She commented on ELs becoming reclassified. This "...speaks to the power of immigrants and the amazing work that our teams do to help those students who are super motivated to learn English and get there. English is what's blocking them from achievement. It's not their knowledge and their skills." Vice President Anthony wondered what drove those ELs to achieve reclassification and how it can be applied to others. Regarding math instruction, she said, "...being good at math, it was interesting to me that the discussions that we heard at elementary schools are helping students talk about math and understand the math concepts..." "...there's also a big push towards have we lost the memorization part that makes all of those conversations a lot easier, and I want to make sure we're not losing that part of the science of math in our conversations about math."

Trustee Murray thanked the presenters for a great report and the focus on engagement with both staff and students. This is what the Strategic Plan is about and what will move the District forward. She appreciates the report and the progress.

President Lujan thanked everyone for the months of work and how it was presented in an easy to understand way. "This was an incredible meeting."

ADJOURNMENT - 7:08 p.m.