



South San Francisco

UNIFIED SCHOOL DISTRICT

Performance Management Presentation: English Learners

March 23, 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 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

A) Improve Curriculum, Instruction & Assessment

B) Bolster Professional Learning and Collaboration

C) 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
ENGINE
PERFORMANCE MANAGEMENT MEETINGS
showcasing data & progress
ILTs, PLCs, DEPT. MEETINGS

Experience
Explore
Embrace
Excel

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

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



South San Francisco

UNIFIED SCHOOL DISTRICT

Data of English Learners by Elementary School



School Site	# of EL Students	Tot Pop
Buri Buri	77	576
Junipero Serra	66	324
*Los Cerritos	142	305
*Martin	231	395
Monte Verde	57	547
Ponderosa	69	361
Skyline	68	391
*Spruce	253	458
*Sunshine Gardens	132	353
Subtotal	1095	3710

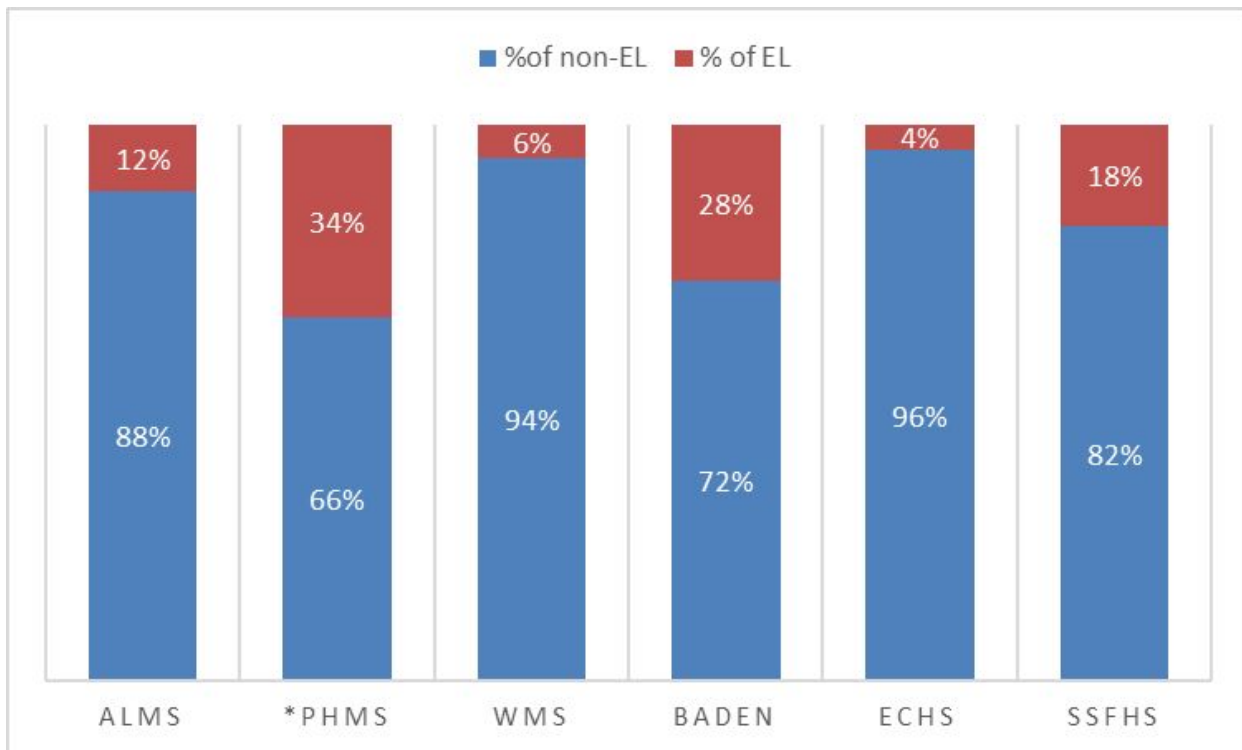
*Title 1 School



South San Francisco

UNIFIED SCHOOL DISTRICT

Data of English Learners by Secondary School



School Site	# of EL Students	Tot Pop
ALMS	74	627
*PHMS	211	612
WMS	29	494
Baden	23	82
ECHS	50	1165
SSFHS	229	1262
Subtotal	616	4242

*Title 1 School



South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

2022 LTEL Data

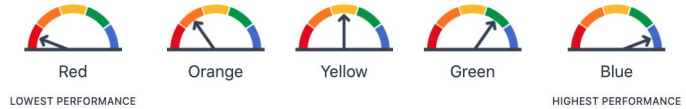
Current EL Enrollments As of Feb. 14th, 2023			
School Site	EL (Any student Designated as an EL)	LTEL (6+ Years as an EL)	AT RISK (4-5 Years as an EL)
Buri Buri	76	13	23
Sunshine Gardens	130	17	33
Martin	226	21	74
Spruce	252	29	67
Los Cerritos	139	22	39
Ponderosa	68	10	24
Monte Verde	54	8	18
Juniperra Serra	64	5	15
Skyline	65	13	18
Alta Loma	70	48	13
Parkway Heights	210	154	15
Westborough	30	23	4
El Camino	49	33	7
Baden HS	31	29	1
South City	239	124	29



Metrics

Change in CA Dashboard

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words 'No Performance Color'.



Because performance on state measures is based on current year (i.e., 2021–22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).





South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

CA Dashboard

EL Progress Indicator

SSFUSD's

Current
performance

compared to CA
State's

English Learner Progress

All Students

State



Medium

53.2% making progress
towards English language
proficiency

Number of EL Students:
1,208

English Learner Progress

All Students

State



Medium

50.3% making progress
towards English language
proficiency

Number of EL Students:
785,734

2.9%
Higher



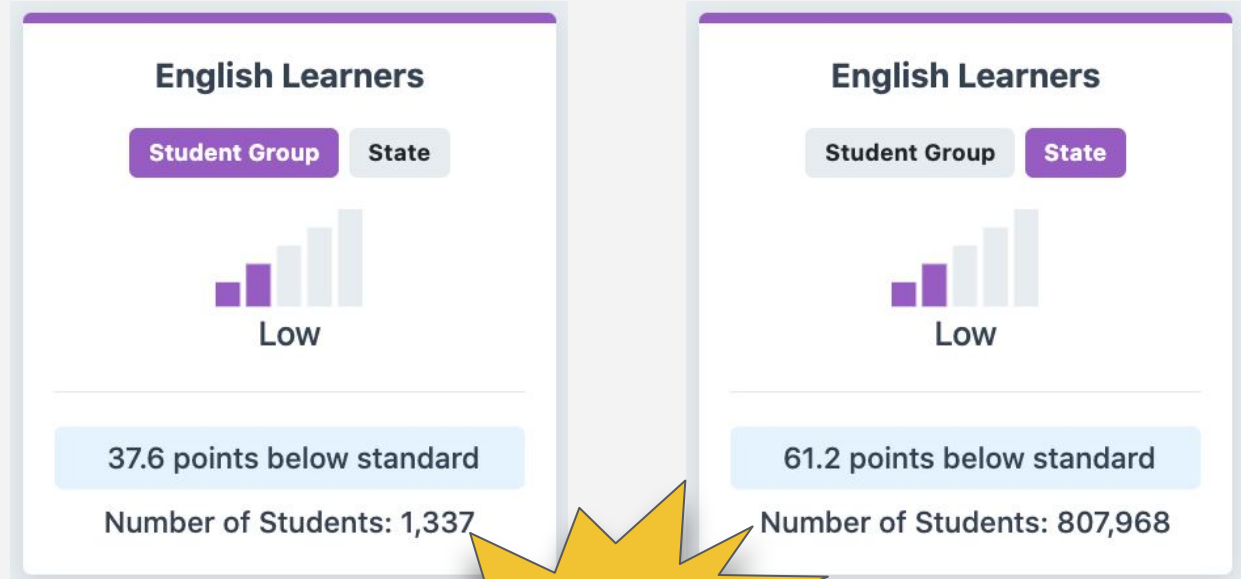
South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

[CA Dashboard](#)
ELA Performance
Indicator

SSFUSD's
Current
performance
compared to CA
State's



23.6 points
higher!



South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

CA Dashboard Math Performance Indicator

SSFUSD's Current
performance
compared to CA
State's

English Learners

Student Group State



Low

57.6 points below standard

Number of Students: 1,332

English Learners

Student Group State



Low

92 points below standard

Number of Students: 806,350

34.4 points
higher!

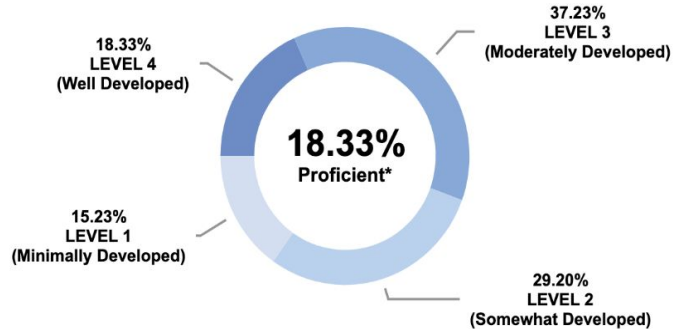


2021 Summative ELPAC

South San Francisco Unified

English Language Proficiency for Summative ELPAC

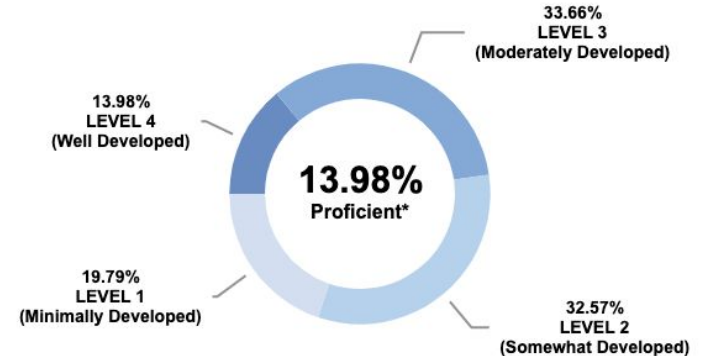
Percent of students within each performance level



State Comparison

English Language Proficiency for Summative ELPAC

Percent of students within each performance level



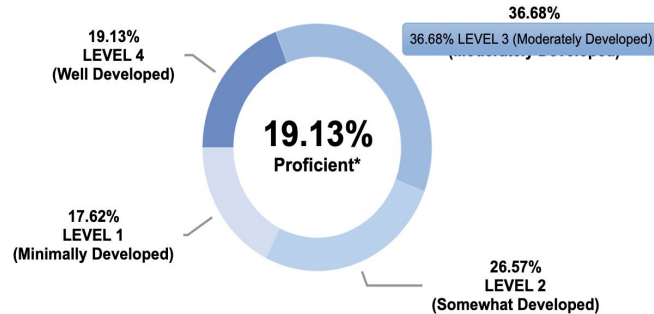


2022 Summative ELPAC

South San Francisco Unified

English Language Proficiency for Summative ELPAC

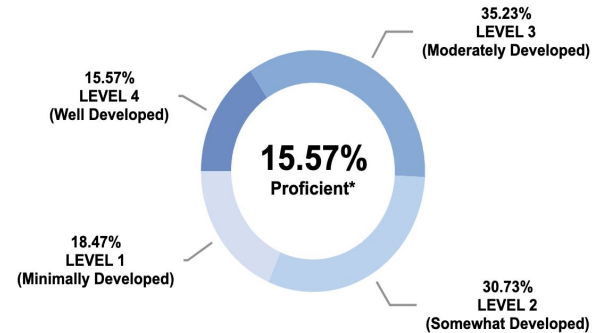
Percent of students within each performance level



State Comparison

English Language Proficiency for Summative ELPAC

Percent of students within each performance level





RFEP Criteria Update

RFEP Criteria Change Proposal_22-23



RFEP Criteria					
Grade	#1 ELPAC	#2 Reading Inventory	#2 SBAC	#3 Grade/Teacher Recommendation	#4 Parent Consult
6	4	730L* or 830L+	2.5+ - (2472+)	C or higher*	In person, signed letter, or phone
7	4	770L* or 925L+	2.5+ - (2494+)	C or higher*	In person, signed letter, or phone
8	4	790L* or 970L+	2.5+ - (2515+)	C or higher*	In person, signed letter, or phone
9	4	850-999L* or 1000L+	2.5+ - (2515+)**	C or higher*	In person, signed letter, or phone
10	4	850-1024L* or 1025L+	2.5+ - (2515+)**	C or higher*	In person, signed letter, or phone
11	4	900-1049L* or 1050L+	2.5+ - (2515+)**	C or higher*	In person, signed letter, or phone
12	4	900-1049L* or 1050L+	2.5+ - (2538+)	C or higher*	In person, signed letter, or phone
		Students meet proficiency of previous grade or basic in current grade. *If basic RI score, students need 2 teacher recommendations and C or higher in ELA	**Use the most recent state score available (8th grade). If not at standard, students need two teacher recommendations and C or higher in ELA	*If below C, need secondary teacher recommendation	
Secondary teacher would be an ELD teacher. If ELA and ELD are the same, then the secondary teacher would be the Social Studies teacher.					

Further discussion needs to be made on the secondary criteria for our dual identified students. We need to discuss with the Special Education Department to determine how this criteria can be met, potentially using the IEP goals.



2022 RFEP Summary

Data

- Increase in 4s at **Los Cerritos, Sunshine Gardens, Ponderosa, and Martin**
- **All three middle schools and South City HS** nearly doubled their number of 4s

Summative ELPAC		2021-2022
School Site	Overall 4	Students RFEP'd
Los Cerritos	12	8
Sunshine Gardens	22	10
Ponderosa	14	7
Martin	17	10
Juniperra Serra	5	4
Spruce	19	12
Skyline	12	10
Buri Buri	10	4
Monte Verde	17	12
Parkway Heights	48	35
Westborough	16	11
Alta Loma	35	31
South City	55	42
El Camino	11	11
Baden HS	3	2**

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*



South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

[EL Graduation Data in 2022 Dashboard](#)

**2.2%
Higher!**

English Learners

Student Group

State



Low

75.5% graduated

Number of Students: 94

English Learners

Student Group

State



Low

73.3% graduated

Number of Students: 74,304



(A-G)- Eligibility

Year	All Students	EL Students
2019	5.4%	0%
2020	40.5%	19.7%
2021	44.2%	9.6%
2022	55.4%	25%



South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

PM Goals Reflection

Performance Management



On Target/Completed



Moving toward target



No/Little progress made



- **Systems & Monitoring** - Ellevation, EL Monitoring, RFEP Monitoring, Parent Liaison, Newcomer Intake Form, Enrollment Process Outlined, TELL {Pilot}, Lectura {Pilot}
- **Training and Professional Development** - Curriculum trainings, GLAD (6 Day Cohort), CRLP Strategies, ELPAC (Initial/Summative/Alternate/Reclassification), Newcomer, ELD 101, Ellevation, Essential Practices, Counseling, Designated ELD in all schools, etc.
- **Parent Engagement** - Parent and Community Liaison positions, DELAC, Site ELAC Meetings
- **Funding/Staffing** - EL C&I TOSA and 6 EL TOSAs supporting 15 Sites



South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Program Goals:
Moving Towards Target



- **Training** - Developing an EL shadowing form, development of a robust professional learning series differentiated by school and grade spans, develop and implement a coaching model for the integration of ELD support, review and implement the EL Professional Learning Plans, review EL data semi-annually to identify LTELs for placement in specially designed designated ELD and ELA courses at the secondary level
- **Funding/Staffing** - Increase hours of Bilingual Aides @ Title I sites and non title 1 sites, Fund Newcomer aides at Parkway & SSFHS



- **Training** - Flooding model at Elementary, EL Essential Practices Framework and Roll Out, Coaching Cycles with teachers
- **Data** - supporting data-driven decision making, instructional program analysis, and instructional practice

6 EL TOSAs support:

- 1700 ELs
- 15 School Sites
- 300+ Educators
- Multiple Subjects and grade levels
- Counseling Departments
- Testing - Alternate ELPAC, Initial ELPAC, Summative ELPAC, and other Assessments
- Monitoring
- Parent and Community Engagement
- Reclassification Process (verifying information and test scores, contacting teachers, contacting parents and submitting paperwork to finalize process)

1 Curriculum and Instruction EL TOSA to support K-12 curriculum adoption and implementation.

And more.

We need help. Maintaining these processes, leaves little time for us to Coach teachers on their instructional practices. It leaves little time for us to work with educators on how to review data to change instructional practices and systems.



Training and Professional Development - ELD Onboarding/Training Series for Bilingual Paraprofessionals, Registrar, Counselors, Administrators, and Teachers; Training by Professional Organizations (CRLP); Develop and Provide Content Specific Integrated ELD trainings and coaching;

Systems and Monitoring - Dual-Immersion pathway; World Language courses offered in middle school; ELD departments and/or PLCs at every site; Expanding Multilingual Recognition System (K-12); Intervention System established for RFEP/EL students

Funding/Staffing - Teacher Stipend for Participating in Coaching Cycles with TOSA; EL Teacher Stipend for added duties; **Additional EL TOSAs** to support sites; **Raise for bilingual paraprofessionals**, increase bilingual paraprofessional staffing at sites; **Elementary ELD Teacher (Flooding Model)**; Stipend/bonus for teachers at Title 1 sites with high numbers of ELs; Secondary Reading Specialists

Curriculum - Purchase Newcomer/EL/LTEL Curriculum; co-taught classes for ELs

Parent Engagement - Bilingual counselors at every site; increase outreach and translation at school events/presentations; presentations for college and career in languages other than English

Data - Develop/adopt focus and tools for collection and aggregation of data

EL DEPARTMENT **3** Year Goals



1

Develop and Foster a Culture of Coaching



2

Develop and Support a Robust and Rigorous ELD Program at All Sites



3

Develop Systems and Processes to Foster a Culture that Promotes, Values, and Celebrates Multilingualism



4

Develop and Implement an Onboarding System for All Certificated and Classified Staff



5

Develop and Support Consistent and Effective Parent and Community Engagement



EL Master Plan Chapters

1. Guiding Principles & Goals for Educating English Learners
2. Identification, Assessment, & Placement
3. Instructional Programs Options & Pathways to Graduation
- 4. Monitoring of Student Progress & Reclassification**
5. English Language Development: Designated & Integrated
6. Staffing/Professional Learning
7. Parent and Community Engagement,
8. Program Evaluation
9. Resource Allocation



South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Programs

[EL Master Plan Revisions](#)

[\(link for review\)](#)

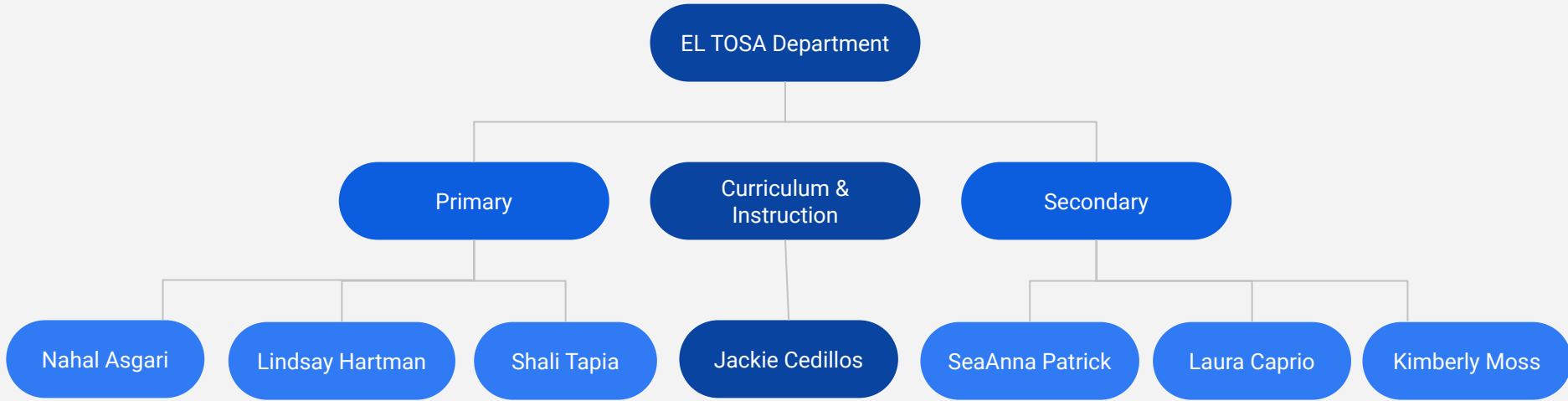
[One Page list of revisions \(11.15.22\)](#)



South San Francisco

UNIFIED SCHOOL DISTRICT

English Learner Program



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

