



# Accountability Update: 2023 CA School Dashboard and LCAP Mid-Year Update

15 February 2024





# Study Session Agenda

- Report on 2023 California School Dashboard
- Differentiated Assistance Update
- LCAP Mid-Year Update



# District Goals

## LCAP GOAL 1

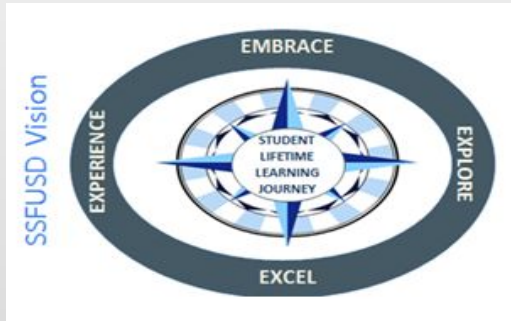
### Academic Achievement

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 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 4

### Special Education

The district will provide a 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 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

SSFUSD

# STRENGTHENING OUR SYSTEMS

*the*  
**GAS TANK**  
**BENCHMARKS**  
checking student progress toward goals.

HOW CAN WE LEVERAGE DATA?

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

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

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

Experience  
Explore  
Embrace  
Excel

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

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*  
**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



- ❑ 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



# CA School Dashboard

## STATUS

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

## CHANGE

- Rewards improvement
- Thresholds are different for each measure
- Decreased significantly to Maintained to Increased significantly

# South San Francisco Unified

Explore the performance of South San Francisco Unified under California's Accountability System.

Generate PDF Report 

View All Schools

View Additional Reports 

2023 

Chronic Absenteeism



Yellow

Suspension Rate



Orange

English Learner Progress



Orange

Graduation Rate



Orange

College/Career



High

English Language Arts



Yellow

Mathematics



Orange

Basics: Teachers,  
Instructional Materials,  
Facilities

STANDARD MET

Implementation of Academic  
Standards

STANDARD MET

Parent and Family  
Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of  
Study


STANDARD MET



# Indicators

Each Indicator card includes: 1) Status performance level, 2) Change result, and 3) Equity Report

**LEARN MORE**  
**English Language Arts**



Yellow

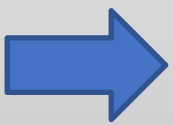
**1** 3.3 points below standard

**2** Maintained -1 Points

**3** EQUITY REPORT  
Number of Student Groups in Each Level







1	5	1	3	1
Red	Orange	Yellow	Green	Blue

[View More Details →](#)



**Student Group Details**  
**All Student Groups by Performance Level**

13 Total Student Groups

 Red Students with Disabilities	 Orange African American English Learners Hispanic Pacific Islander Socioeconomically Disadvantaged	 Yellow Homeless
 Green Filipino Two or More Races White	 Blue Asian	 No Performance Color American Indian Foster Youth



# Student Groups

- 13 possible groups this year, next year there will be 14 group
- Each Indicator has its own rules for including students in a group
- Small groups (Homeless, Foster Youth) threshold is 15; otherwise 30 for accountability reporting (colors)

It is possible to have performance level but not a color assigned. For CHANGE to be calculated, must be eligible for all years included. For student privacy, data for smaller groups is not displayed.

# SSFUSD 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)	<b>Very Low 67.5%</b> (-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	<b>Medium 5.9%</b> (-22.7)
Homeless	<b>-23.8 DFS (+61.9)</b>	<b>-71.3 DFS (+51.3)</b>	N/A	NPC 28.6%	<b>Very High 29.7%</b> (-32.8)	NPC 78.6% (-0.4)	<b>Very Low 8.4%</b> (+0.5)
Socioeconomically Disadvantaged	-42.9 DFS (-3.6)	- 73.1 DFS (-0.9)	N/A	Medium 44.7%	<b>Very High 28.4%</b> (-6.2)	Medium 85.6% (-3.9)	High 5.3% (+1.5)
Students with Disabilities	<b>-95 DFS (-1)</b>	-118.3 DFS (+5.1)	N/A	Low 18.2%	Very High 28.3% (-3.9)	<b>High 81.8% (+1)</b>	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	<b>Medium 7.9%</b> (-1.3)
Asian	+61.6 DFS (+13.9)	+51.4 DFS (+9.1)	N/A	<b>Very High 81.3%</b>	<b>Medium 8.1%</b> (+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	<b>Very High 76.1%</b>	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%	<b>Very High 38%</b> (+0.4)	NPC 81.8% (-1.5)	<b>Very High 9.6%</b> (+6)
White	+ 8.7 DFS (+8.2)	-23.1 DFS (+5.8)	N/A	Medium 45.7%	<b>High 15.4%</b> (-6.6)	<b>Medium 89.1%</b> (-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)	<b>Medium 85.3%</b> (-12.7)	High 3.4% (+1.2)

DFS -Distance From Standard (uses average CAASPP scale scores per student group to calculate performance level for Dashboard)

NPC - No Performance Color (for student groups that do not have two consecutive years of data)

NPC Small Group - No Performance Color or Level for student groups too small to display any data

# SSFUSD Elementary Schools - School Aggregate

School - All Students	English Language Arts	Mathematics	English Learner Progress	Suspension Rate	Chronic Absenteeism Rate
Buri Buri Elementary	+33.8 DFS (+8.4)	+21.8 DFS (+15)	48.4% (+18)	0% (0)	10% (+0.9)
Junipero Serra Elementary	+25 DFS (+11)	-5.2 DFS (+8)	NPC 31.7% (-12.7)	0% (0)	23.8% (-9.2)
Los Cerritos Elementary	-53 DFS (-7)	-59.3 DFS (-11.6)	49.4% (+5)	3.6% (+2.3)	39.4% (+1.5)
Martin Elementary	-39.7 DFS (+4.8)	-52.5 DFS (+6.9)	36.1% (-6.6)	0% (-0.3)	24.6% (-7.7)
Monte Verde Elementary	+60 DFS (+7)	+56.8 DFS (+14.3)	63.4% (+3)	0% (0)	8.8% (-1.1)
Ponderosa Elementary	+10.1 DFS (-1.6)	+2.1 DFS (+.6)	35.3% (-22.6)	0% (0)	20.8% (-6.7)
Skyline Elementary	+5.5 DFS (-4.1)	+2.4 DFS (-11.9)	57.1% (+32.7)	0.3% (+0.3)	20.4% (-0.9)
Spruce Elementary	-58.8 DFS (-145)	-53.3 DFS (-9.2)	43.6% (+0.2)	0% (-0.40)	33.3% (-6.2)
Sunshine Gardens Elementary	-35.3 DFS (-0.1)	-48.2 DFS (+1.4)	42.5% (-15.6)	0.8% (0)	27.9% (+3.1)

DFS - Distance From Standard (uses average CAASPP scale scores per student group to calculate performance level for Dashboard)

NPC - No Performance Color (for student groups that do not have two consecutive years of data)

NPC Small Group - No Performance Color or Level for student groups too small to display any data

# SSFUSD Middle Schools- School Aggregate

School - All Students	English Language Arts	Mathematics	English Learner Progress	Suspension Rate	Chronic Absenteeism Rate
Alta Loma Middle	-24.3 DFS (-20.6)	-54.8 DFS (-15.7)	64.6% (-18.1)	Low 3.2% (-1.5)	16.3% (-6.8)
Parkway Heights Middle	-46.7 DFS (-6.3)	-79.7 DFS (-4)	55.4% (-14.1)	8.7% (+1.5)	28.9% (-4.1)
Westborough Middle	+16.2 DFS (+2.7)	+6 DFS (-0.9)	NPC 55.2% (-22.6)	8.8% (+2.2)	16.4% (-4.6)

DFS -Distance From Standard (uses average CAASPP scale scores per student group to calculate performance level for Dashboard)

NPC - No Performance Color (for student groups that do not have two consecutive years of data)

NPC Small Group - No Performance Color or Level for student groups too small to display any data

# SSFUSD High Schools - School Aggregate

School - All Students	English Language Arts	Mathematics	English Learner Progress	College/Career	Suspension Rate	Graduation Rate
Baden High (Continuation)	NPC -199.6 DFS (+18.5)	NPC -277.3 DFS (-10.7)	NPC 17.9% (-15.5)	Very Low 0%	Very High 6.8% (+6.8)	52.4% (-22.6)
El Camino High	<b>+62.9 DFS (+43.4)</b>	<b>-34.8 DFS (+28.4)</b>	58.1% (+3.6)	High 65.1%	High 5.9% (+3.7)	98.6% (+1)
South San Francisco High	+15.5 DFS (-17.5)	-81.2 DFS (+8.7)	43.3% (-7.6)	High 58.8%	High 7.7% (+2.2)	87.9% (-2.7)

*\*College/Career Indicator is STATUS only for 2023*

DFS -Distance From Standard (uses average CAASPP scale scores per student group to calculate performance level for Dashboard)  
 NPC - No Performance Color (for student groups that do not have two consecutive years of data)  
 NPC Small Group - No Performance Color or Level for student groups too small to display any data

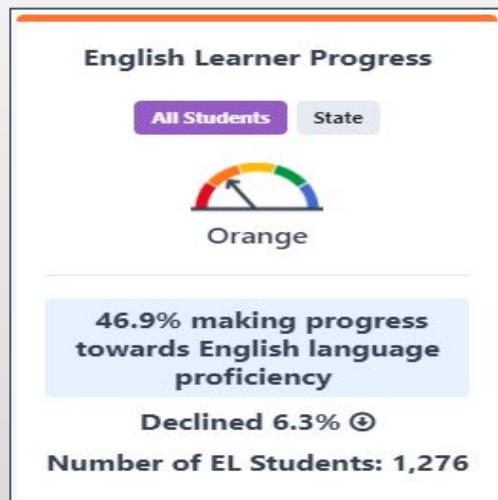


# Differentiated Assistance

<b>Student Group</b>	<b>Entered DA / Priority Areas</b>	<b>2023 Status</b>
African American/Black	2021; Pupil engagement & School climate	Exited
Homeless	2021; Pupil achievement & Pupil engagement	Exited
Students w/Disabilities	2020; Pupil achievement & Pupil engagement	Exited
Pacific Islanders / Native Hawaiian	2023; Pupil engagement & School climate	Year 1



# English Learner Progress (ELPI)



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)	<b>Very Low 67.5% (DS -8.1)</b>	High 4.4% (+1.7)



# English Learner Progress (ELA)

## English Learners



Orange

50.9 points below standard

Declined 13.3 Points ▼

Number of Students: 1,224

## All Students



Yellow

3.3 points below standard

Maintained -1 Points

Number of Students: 3,943

## Current English Learners

97.5 points below standard

Declined 15.9 Points ▼

Number of Students: 771

## Recently Reclassified English Learners

28.6 points above standard

Increased 9 Points ▲

Number of Students: 453

## English Only

14.8 points above standard

Maintained 1.9 Points

Number of Students: 1,988



# English Learner Progress (Math)

## English Learners



Orange

68.5 points below standard

Declined 10.9 Points ▼

Number of Students: 1,231

## All Students



Orange

32.8 points below standard

Maintained -0.3 Points

Number of Students: 3,947

## Current English Learners

108.4 points below standard

Declined 13.9 Points ▼

Number of Students: 778

## Recently Reclassified English Learners

0.1 points above standard

Increased 10.3 Points ▲

Number of Students: 453

## English Only

15.4 points below standard

Maintained 0.4 Points

Number of Students: 1,984



# English Learner Progress - Graduation Rate

## English Learners



Red

67.5% graduated

Declined 8.1% ▼

Number of Students: 83

## All Students



Orange

88.7% graduated

Declined 3.3% ▼



Number of Students: 661







# Special Education

## Performance of Students w/ Disabilities on

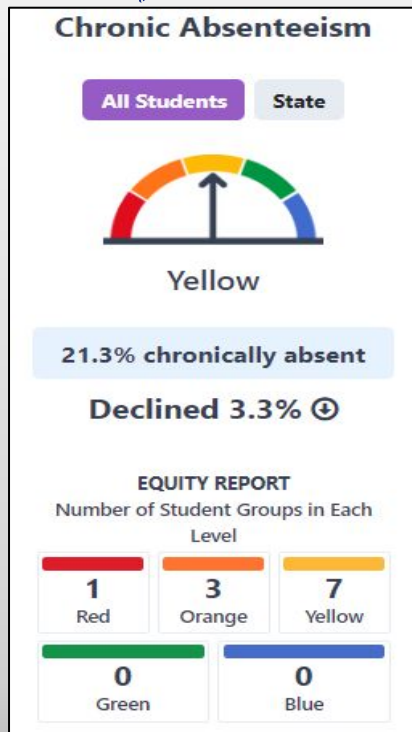
- ELA
- Math
- Graduation Rate
- CCI
- Chronic Absenteeism
- Suspension Rate

Goal area	Indicator	Present Levels	Change (Dashboard or SEIS)	Strategies
<b>IEPs are well written and held on time</b>	<b>Compliance</b>	(Jan 2024 data) <ul style="list-style-type: none"> <li>• Eligibility Review (all) 16 overdue</li> <li>• Plan Review 46 overdue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>+ Increased</b> by 11 (eligibility)</li> <li>• <b>+ Increased</b> by 36 (plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Training: How to ensure IEPs are held on time as evidenced by SEIS Dashboard.</li> </ul>
<b>Caring and Effective Case Management</b>	<b>Engagement</b>	28.3% Chronically Absent (Feb 2024) 	<b>Decreased</b> by 3.9 points	<ul style="list-style-type: none"> <li>• Training: School Climate / Culturally Responsive</li> <li>• Training: ALS/E</li> <li>• Trained Certified Emergency Response Teams for behavioral emergencies at all sites</li> <li>• Training: Mental health &amp; e-engagement</li> </ul>
		6.8% Suspension Rate (Feb 2024) 	<b>Increased</b> by 1.8 points	
In the <b>least restrictive environment</b> as close to their home school as possible	<b>LRE - GE</b> 80-100% of school day	47.66 % (January 2024)	<b>Decreased</b> by -6.09% since last year	<ul style="list-style-type: none"> <li>• Training: calculation of LRE</li> <li>• Site data analysis of LRE data, efficacy of capturing on Ed Setting page</li> <li>• Site review of how ed benefit and services are calculated based on general education minutes</li> <li>• Co-Teaching &amp; UDL Trainings</li> </ul>
	<b>LRE - GE</b> 0-40% of school day	20.7% (January 2024)	<b>Decreased</b> by -2.36%, at target (20.7%)	
	<b>PreSchool</b>	<ul style="list-style-type: none"> <li>• LRE targets for regular class (20%),</li> <li>• separate school (6%) and</li> <li>• in the home (71%). (March 2023)</li> </ul>	TBD March 2024	

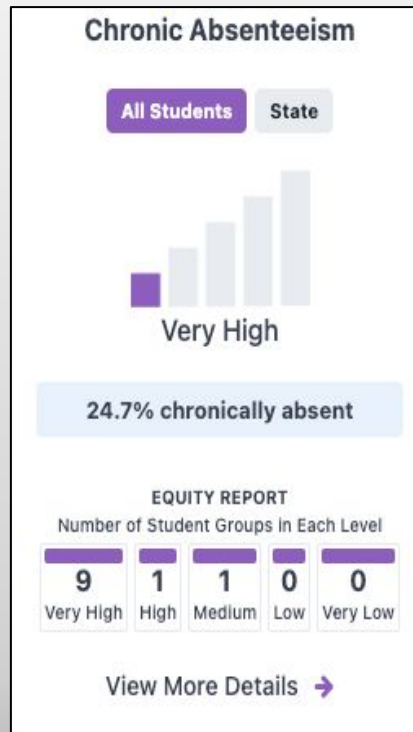
Goal area	Indicator	Present Levels	Change (Dashboard or SEIS)	Strategies
<b>Strong Instructional Practices</b> (that are evidenced-based and in alignment with like programs)	<b>PreSchool</b>	<ul style="list-style-type: none"> <li>Positive SEL skills 73-76%</li> <li>Acquisition and use of knowledge and skills 69-83%</li> <li>Use of appropriate behaviors to meet needs 63%-84% <i>(March 2023)</i></li> </ul>	<b>n/a</b>	<ul style="list-style-type: none"> <li>Train &amp; Implement: Learning Without Tears &amp; AEPs-3</li> </ul>
	<b>Achievement ELA</b>	95 pts below standard (Feb 2024) 	<b>Decreased</b> by 1 point	<ul style="list-style-type: none"> <li>Train &amp; Implement: Alignment of evidenced based practices/curriculum across special education programs</li> <li>Provide on-site coaching to support training</li> <li>Attend Scope &amp; Sequence trainings with GE Counterparts</li> <li>Accessible tutoring for SWDs</li> </ul>
	<b>Math</b>	118 pts below standard (Feb 2024) 	<b>Increased</b> by 5.1 points	
	<b>Graduation (College &amp; Career Readiness)</b>	81.8% graduated (Feb 2024) 18.2% CCI Ready (Feb 2024)  	<b>Increased</b> by 1 point  <b>No change</b> for CCI	<ul style="list-style-type: none"> <li>Accessible tutoring for SWDs</li> <li>Training: Effective Transition Planning between grade spans, including graduation planning</li> </ul>



# School Climate - Chronic Absenteeism



2023



2022

Student Group	Chronic Absenteeism Rate
All Students	Very High 21.3% (-3.3)
English Learners	Very High 25.9% (-4.6)
Foster Youth	NPC 18.2% (-45.5)
Homeless	Very High 29.7% (-32.8)
Socioeconomically Disadvantaged	Very High 28.4% (-6.2)
Students with Disabilities	Very High 28.3% (-3.9)
African American	Very High 28.3% (-10.4)
Asian	Medium 8.1% (+0.5)
Filipino	High 14.8% (-1.9)
Hispanic	Very High 28.3% (-4.8)
Native Hawaiian or Pacific Islander	Very High 38% (+0.4)
White	High 15.4% (-6.6)
Two or More Races	High 19.9% (-3)



# Chronic Absenteeism - Rates

	2021-2022			2022-2023			Rate Reduction/ Increase
	Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate	
Alta Loma MS	660	152	23.00%	640	104	16.30%	-6.70%
Baden HS	165	103	62.40%	169	89	52.70%	-9.70%
Buri Buri ES	580	53	9.10%	580	58	10.00%	0.90%
El Camino HS	1,231	287	23.30%	1,188	264	22.20%	-1.10%
Junipero Serra ES	300	99	33.00%	298	71	23.80%	-9.20%
Los Cerritos ES	290	110	37.90%	325	128	39.40%	1.50%
Martin ES	371	120	32.30%	394	97	24.60%	-7.70%
Monte Verde ES	547	54	9.90%	545	48	8.80%	-1.10%
Parkway Heights MS	585	193	33.00%	634	183	28.90%	-4.10%
Ponderosa ES	382	105	27.50%	366	76	20.80%	-6.70%
Skyline ES	380	81	21.30%	377	77	20.40%	-0.90%
South San Francisco HS	1,349	304	22.50%	1,306	324	24.80%	2.30%
Spruce ES	456	180	39.50%	427	142	33.30%	-6.20%
Sunshine Gardens ES	346	86	24.90%	358	100	27.90%	3.00%
Westborough MS	527	111	21.10%	499	82	16.40%	-4.70%
South San Francisco Unified	8,106	1,991	24.60%	8,032	1,805	22.50%	-2.10%
San Mateo County	81,603	17,685	21.70%	80,531	15,604	19.40%	-2.30%
CA Statewide	5,315,973	1,639,092	30.80%	5,268,302	1,339,670	25.40%	-5.40%



# Addressing Chronic Absenteeism and Truancy

- Retraining and refining SSFUSD's chronic absenteeism and truancy processes
- Implementation of Everyday Labs attendance software platform:
  - Everyday Pro interface/engagement, dashboard monitoring
  - Trainings with site leaders (7/27/23, 11/9/23)
  - Trainings with site support staff (8/4/23, 9/20/23, 11/15/23)
  - Additional trainings to follow, dive deeper into student watch groups and interventions



# Addressing Chronic Absenteeism and Truancy

## Staffing Support

- 3 School Community Liaisons added at LC, SG, 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



# Addressing Chronic Absenteeism and Truancy

Attendance improvement via restorative practices and differentiated interventions

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



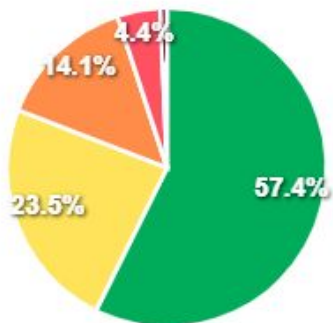
# Student Services






Everyday Labs 2023-24 Mid-Year Data (as of 1/23/24)

	AUG	SEP	OCT	NOV	DEC	JAN
Attendance Rate	95.0%	94.3%	94.0%	93.7%	93.4%	93.3%
Chronic Absenteeism Rate	18.6%	19.2%	19.9%	18.5%	20.1%	19.1%



# EveryDay Labs - Tiers

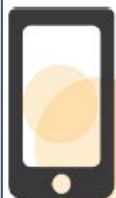


TIER	%	TOTAL
 Satisfactory (<5%) <sup>1</sup>	57.4%	4,519
 At Risk (5-9%) <sup>1</sup>	23.5%	1,853
 Moderate Chronic (10-19%) <sup>2</sup>	14.1%	1,111
 Severe Chronic (20-49%) <sup>3</sup>	4.4%	345
 Extreme Chronic (>=50%) <sup>3</sup>	0.6%	51



# EveryDay Labs - Communication

## Communications



**17,795**

Text Nudges



**2,550**

Mail Nudges



**7,682**

Check in Surveys



**7,766**

students received communications

**4,118**

chronically absent or at-risk students received attendance nudges



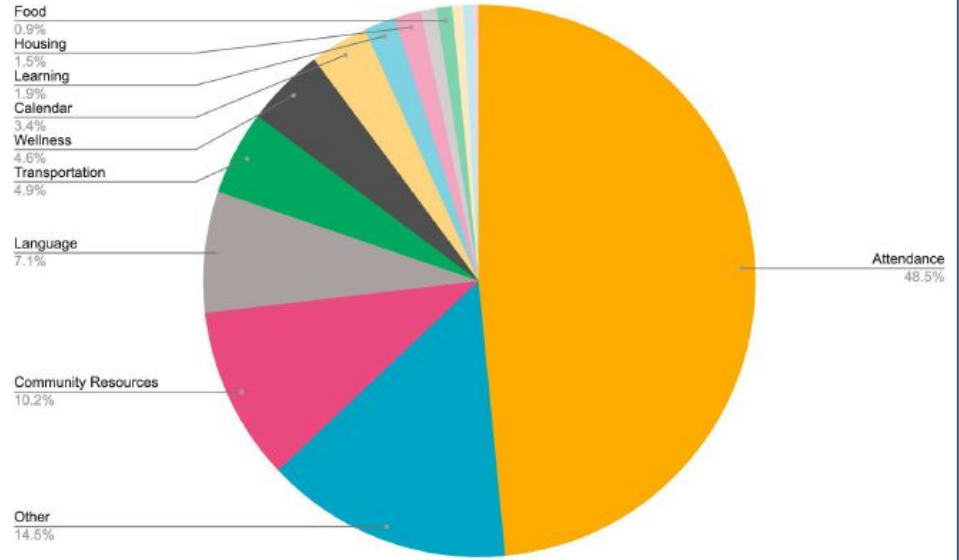
# Family Support through EveryDay Labs

## Connection to Resources

**1,514**

Family interactions with the Family Support Bot and Family Support Team

This includes 736 Check-in Survey responses and 324 resource requests





# EveryDay Labs Nudges - Impact on Attendance

## 65% of Students Improved Attendance Rate

**1,330**

students' attendance rate improved after receiving EveryDay Chronic Absence Nudges (n=4,118)

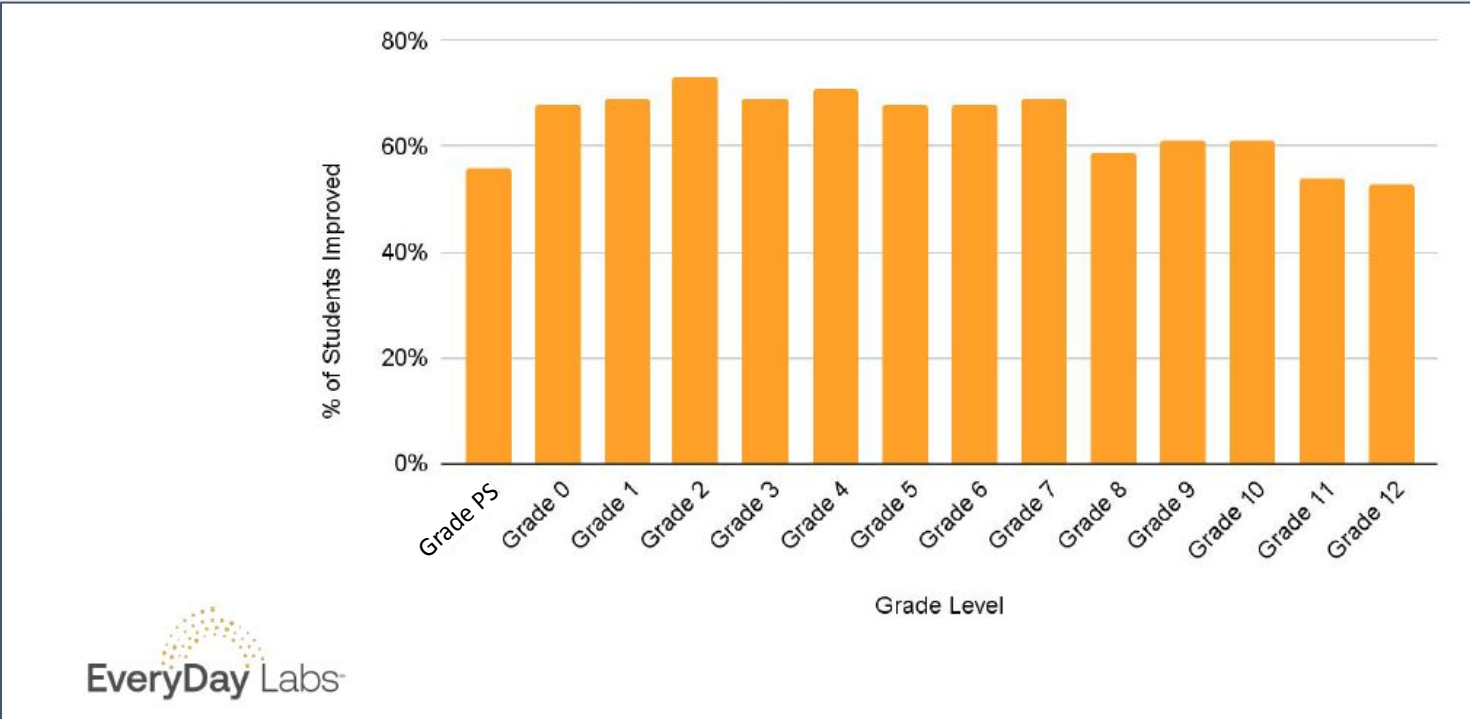


2 in 3 students attendance rate improved



# Students Improving Attendance - by Grade Level

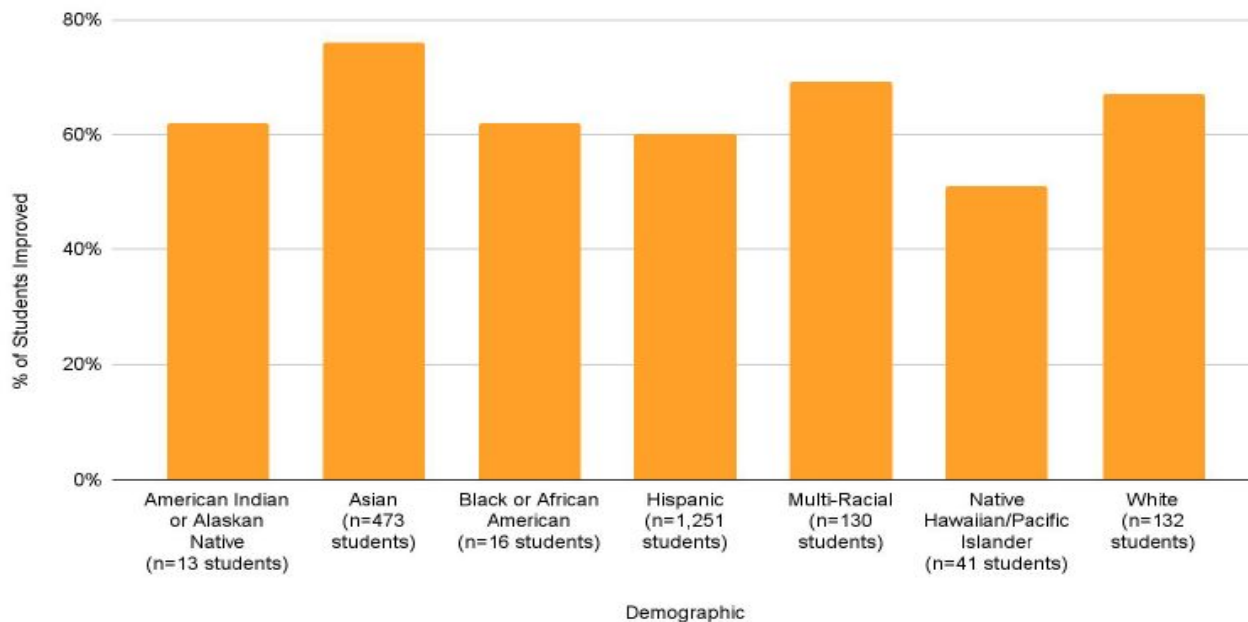
Of students whose attendance improved after nudges (n=1,330)





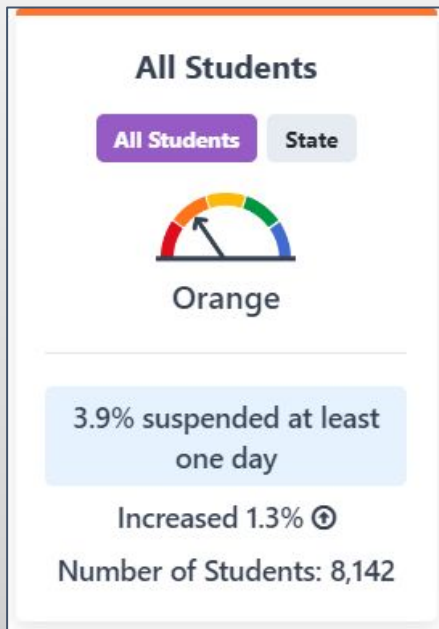
# Students Improving Attendance - by Group

Of students whose attendance improved after nudges (n=1,330)

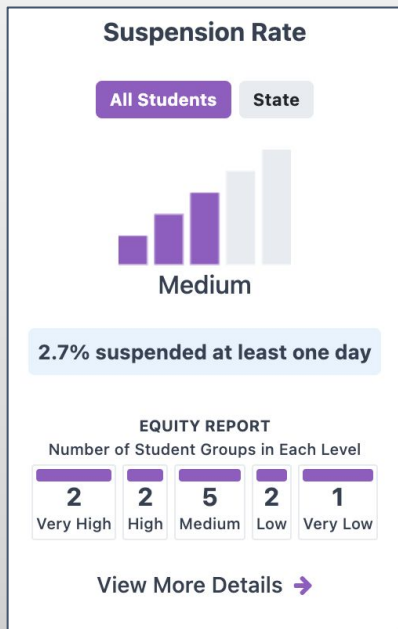




# School Climate - Suspension Rate



2023



2022

Student Group	Suspension Rate
All Students	High 3.9% (+1.3)
English Learners	High 4.4% (+1.7)
Foster Youth	Medium 5.9% (-22.7)
Homeless	Very Low 8.4% (+0.5)
Socioeconomically Disadvantaged	High 5.3% (+1.5)
Students with Disabilities	High 6.8% (+1.8)
African American	Medium 7.9% (-1.3)
Asian	Low 1% (+0.3)
Filipino	Medium 2.3% (+1.3)
Hispanic	High 5.1% (+1.4)
Native Hawaiian or Pacific Islander	Very High 9.6% (+6)
White	High 4.7% (+1.8)
Two or More Races	High 3.4% (+1.2)



# Student Services - Suspensions and Expulsions

	Suspensions	Difference 2012-13	% Change 2012-13	Expulsions	Difference 2011-12	% Change 2011-12
2012-2013	997			44		
2017-2018	644	-353	-35.4%	9	-35	-79.5%
2022-2023	408	-589	-59.1%	0	-44	-100%



# Student Services - Suspensions and Expulsions

	Suspension	Difference prev. year	% Increase/ Decrease prev. year	Difference 2008-09	% Increase/ Decrease 2008-09	Expulsion	Difference prev. year	% Increase/ Decrease prev. year	Difference 2008-09	% Increase/ Decrease 2008-09
2008-2009	1499	-251	-14.34%			78	15	23.81%		
2009-2010	1237	-262	-17.48%	-262	-17.48%	53	-25	-32.05%	-25	-32.05%
2010-2011	1136	-101	-8.16%	-363	-24.22%	71	18	33.96%	-7	-8.97%
2011-2012	1058	-78	-6.87%	-441	-29.42%	52	-19	-26.76%	-26	-33.33%
2012-2013	997	-61	-5.77%	-502	-33.49%	44	-8	-15.38%	-34	-43.59%
2013-2014	772	-225	-22.57%	-727	-48.50%	24	-20	-45.45%	-54	-69.23%
2014-2015	590	-182	-23.58%	-909	-60.64%	32	8	33.33%	-46	-58.97%
2015-2016	631	41	6.95%	-868	-57.91%	17	-15	-46.88%	-61	-78.21%
2016-2017	554	-77	-12.20%	-945	-63.04%	13	-4	-23.53%	-65	-83.33%
2017-2018	644	90	16.25%	-855	-57.04%	9	-4	-30.77%	-69	-88.46%
2018-2019	620	-24	-3.73%	-879	-58.64%	6	-3	-33.33%	-72	-92.31%
2019-2020	352	-268	-43.23%	-1147	-76.52%	6	0	0.00%	-72	-92.31%
2020-2021	0					0				
2021-2022	293	-59	-16.76%	-1206	-80.45%	0	-6	-100.00%	-78	-100.00%
2022-2023	408	115	39.25%	-1091	-72.78%	0	0	0.00%	-78	-100.00%



# Suspensions Totals - Fall Semester 2023

Current totals for 2023-2024 (as of December 2023):

190 suspensions and 0 expulsions

- ❑ August: 26
- ❑ September: 36
- ❑ October: 42
- ❑ November: 48
- ❑ December: 38

On pace for a 6.8% reduction in suspensions



# Student Services - 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



# LCAP Mid-Year Update

- **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**

[Link to LCAP Mid Yr Update - DTS](#)



# Science Adoption and Implementation

## Elementary School

- Second year of Twig Science implementation.
- Our goal for the 2023/2024 academic year is to ensure that 100% of elementary students have access to at least 1 unit of Twig.
- Currently, 8 out of 9 elementary sites have dedicated science leads who are actively supporting the implementation of Twig Science.

## Middle School

- First year of Green Ninja implementation across all three middle school sites

## High School

- The piloting process concluded, and EDS is preparing to present the Teacher Leadership Team (TLT) recommendation to the Board in April.



# K-12 Math Adoption Process

- ❑ October 2022, partnered with SAP to conduct Landscape Analysis, and assembled 31-member Pre-Adoption team
- ❑ Early 2023: The Pre-Adoption team planned and conducted data collection and analysis.
- ❑ March/April: ToSA Team conducted 22 learning walks at 9 sites, 16 focus groups, and 17 Empathy Interviews, leading to data synthesis and trend analysis.
- ❑ Early May: The Adoption Team finalized priorities and revised the District's math vision
- ❑ May: Math ToSAs screened math curricula based on priorities, in partnership with Ms. Kim Bambao, SMCOE Math Coord., developed a comprehensive math adoption process and assembled K-12 adoption team to select two high-quality curricula to pilot that aligned with district priorities.
- ❑ Fall 2023: Launched a pilot phase with customized professional development opportunities for the adoption teams
- ❑ Currently reviewing teacher feedback, student surveys, and the alignment of piloting materials with priorities to identify and recommend the most aligned curriculum for adoption for each grade span.



# Alternative to Suspension Program

Alternatives to Suspension and restorative practices

- ATS Counseling Program
- Brief Intervention for Substances
- Substance Education
- Ongoing Serious Misconduct
- Academic Help on Saturday
- Restorative Circles and School Teams
- Restorative practices staff development



# Chronic Absenteeism

- ❑ EveryDay Labs software platform
- ❑ Additional staffing at elementary sites & District Office
- ❑ Added 3 Community liaisons
- ❑ Provided training to site administrators & office staff that are monitoring attendance at our school sites



## Goal 2: Professional Development

- Site leaders facilitated a **Collaborative Inquiry Cycle** (CIC) focused on Tier I instruction.
- Schools focused on a particular strategy, learn and implemented and reviewed effectiveness
- Site leaders will engage with their staff another round of CIC's in the spring semester
- **National Equity Project** - Focus on equity, student well being and belonging; coaching framework



## Goal 3: Student, Parent & Community Engagement

- ❑ District English Language Advisory Committee (3); increased school liaison staffing to support middle and high school
- ❑ Special Education Parent Advisory Committee (1)
- ❑ Student Advisory meetings (2) where members were given the opportunity to provide input/feedback on the strategic plan





## Goal 4: Special Education - Increase achievement

Our focus was providing systematic support as we implement the following programs:

- SPIRE
- Unique Curriculum
- Touch Math

Access to same training opportunities as general education counterparts.

Air Tutors - weekly personalized virtual tutoring session designed to support our students with IEPs

