

Study Session

Math Pilot | CA Dashboard | Differentiated Assistance | LCAP Mid-Year

February 5, 2025



Board Presentation Agenda

1

Math Pilot Update

2

Report on 2024 California School Dashboard

3

Differentiated Assistance Update

4

LCAP Mid Year Update

5



Our Strategic Plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

Core Values



Strategic
Priorities /
LCAP Goals



Portrait of a
Graduate

C

Community is our strength

A

Authentic relationships matter

R

Resilience propels us forward

E

Equity is our north star



Exceptional Instruction



Engaged Students



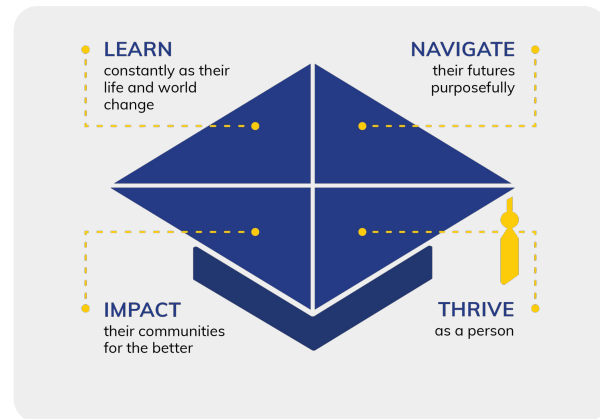
Purposeful Partnerships



Empowered Educators

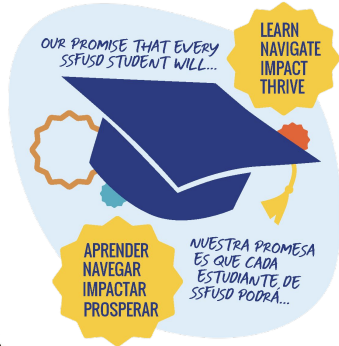


Equity-Centered Systems



As an educational community united in our commitment to equity, we work together to build relationships and ensure that every graduate has the essential academic and social-emotional skills, knowledge, and habits to:

SSFUSD's Portrait of a Graduate



GRADUATE AIM

CHARACTERISTIC

DESCRIPTION

LEARN

constantly as their life and world change

Intellectual curiosity and critical thinking
Academic excellence
Creativity and resourcefulness

- Embraces a growth mindset and love of learning by seeking understanding, asking questions, and using data and evidence
- Demonstrates mastery of all academic disciplines needed for post-secondary success
- Explores their creativity and finds new and innovative ways to solve problems

THRIVE

as a person

Self-awareness
Wellness
Real-world readiness

- Confidently embraces their identities and understands their values, intentions, and impact on others
- Lives a healthy lifestyle that promotes their physical, mental, and emotional well-being
- Uses life skills including time management, goal setting, self-discipline, motivation, and self-advocacy to navigate day-to-day responsibilities, overcome obstacles, and feel successful

NAVIGATE

their future purposefully

Career and/or college readiness
Technology skills
Financial literacy

- Understands their options after high school (education, careers, entrepreneurship), and is prepared for success in whatever path they choose
- Uses current technologies fluently to meet their needs and solve problems
- Understands the importance of money management and has the skills to make informed short and long-term financial decisions

IMPACT

their community for the better

Collaboration
Community service and engagement

- Demonstrates empathy, compassion, kindness, teamwork, effective communication, and respect to collaborate effectively toward a common goal
- Finds opportunities to support others and be involved in their communities

1. Math Pilot Update



Outcomes

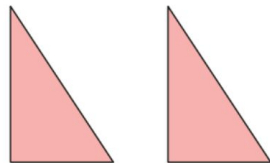
- ❑ Refamiliarize with CA Math Framework shifts and SSFUSD vision for equitable math
- ❑ Understand current pilot status
- ❑ Gain clarity on piloting and recommendation process
- ❑ Understand next steps with different scenarios



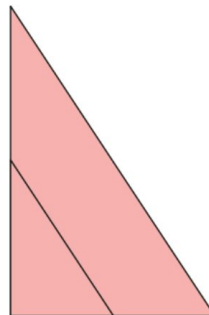
Math Warm-Up Activity

Which 3 go together? Why do they go together?

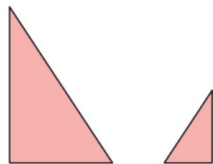
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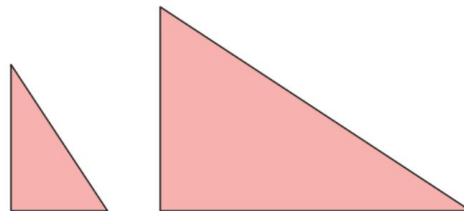
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C



D



CA Common Core Mathematics

Standards Content & Mathematical Practice (SMPs)

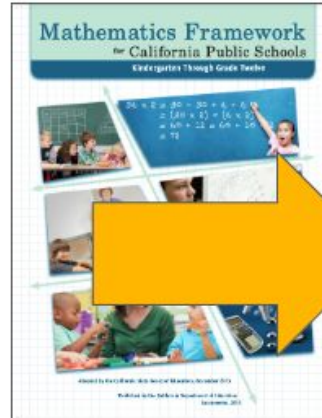


What has stayed the same?

- Content Standards
- Standards for Mathematical Practice

Adopted August 2010
Revised April 2013

CA Math Frameworks



Adopted November 2013

The California Mathematics Framework: Summary

What has changed?

- Drivers of Investigations
- Content Connections
- Big Ideas

Adopted July 2023



Standards for Mathematical Practice (SMPs) aka Mathematical Practices

Mathematically
proficient
students...

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

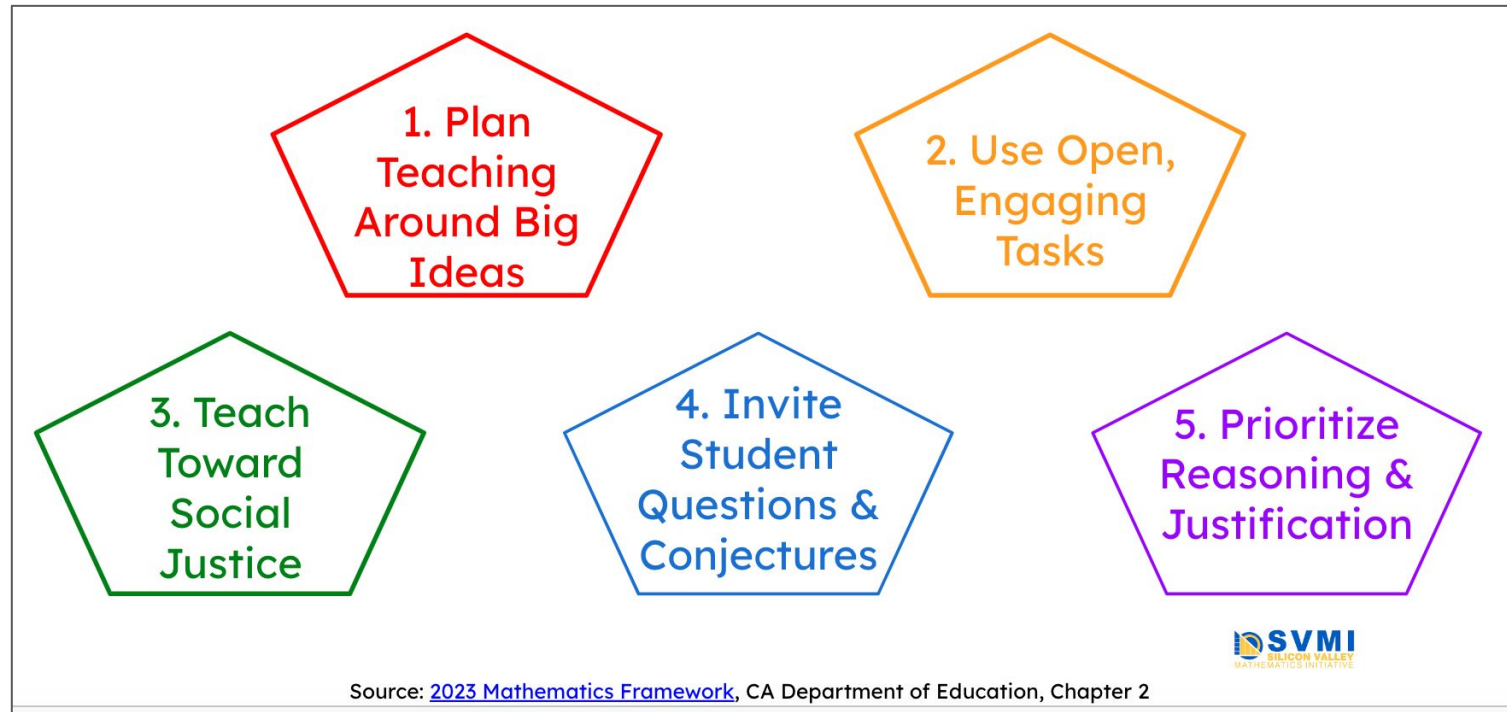


What does “Equity” mean in the Framework?

- ❑ All students deserve powerful mathematics instruction. **High-level mathematics achievement is not dependent on rare natural gifts, but rather can be cultivated.**
- ❑ All students, regardless of background, language of origin, learning differences, or foundational knowledge **are capable and deserving of depth of understanding and engagement in rich mathematics tasks.**
- ❑ **Student engagement must be a goal in designing mathematics curriculum,** alongside critical content goals.
- ❑ **Students’ cultural backgrounds, experiences, and languages are resources for teaching and learning mathematics.**



Five Components of Equitable and Engaging Teaching for All Students



SSFUSD Math Vision

Our math classrooms will provide equitable support and opportunities to ensure that all students can succeed. We will foster a community of lifelong learners who collaborate effectively, think independently and critically, take risks, and persevere through challenges and mistakes.



#1: Exceptional Instruction B. | Pilot Math curriculum & assessments

Owner: Jason Brockmeyer

Key Supports: Irish, Imagine Learning (IL), PSI, TOSAs (Mullassery, Seigel)

EoY Goal / Evidence of Success: By **March 14**, EDS & Cabinet will decide whether to recommend Illustrative Mathematics (IM) to the Board based on student data and a clear, supportive piloting process, then share the decision with the Board on **April 10**

Key Actions for Semester 1:

- ✓ Conduct study session for Board on Math on **8/29**
- ✓ Finalize coaching / support plan for pilot teachers by **9/20**
- ✓ Administer Math common assessment for all 3rd through Algebra 2 students by **9/27**
- ✓ Share pilot timeline with community in newsletter by **10/9**
- ✓ Provide one (1) release day for piloting teachers by **11/1**
- ✓ Present Math framework & IM pilot at **11/1 PL Day** to share info with non-piloting ES / Math teachers and answer questions, share brightspots & get feedback
- ❑ Host IM PL session for district leaders in **12/5 CAT Move to 2/20**
- ✓ Collect feedback from pilot participants via a survey re: support received by **12/20**
- ✓ Complete first round of Math classroom & site visits and share findings & pilot update in **12/12 Step-back**

Key Actions for Semester 2:

- ✓ Provide second release day for piloting teachers by **1/20**
- ✓ Administer second Math common assessment by **1/28**
- ✓ Provide pilot process update at **2/13 Board meeting** to share info with the community, answer questions & share brightspots
- ❑ Start process for recruiting K-2 pilot teachers by **3/3**
- ❑ Complete data analysis with piloting teachers by **2/20**
- ❑ Collect individual recommendations from pilot participants by **2/28**
- ❑ Present pilot feedback to Cabinet & determine whether to move forward with a formal recommendation by **Friday 3/14 (to discuss in 3/17 Tactical meeting)**
- ❑ Recruit diverse constituents (e.g., principals, teachers, parents, students) for Board presentation & finalize materials for Cabinet's review by **3/31 Tactical meeting**
- ❑ Present final recommendation at **4/10 Board meeting**

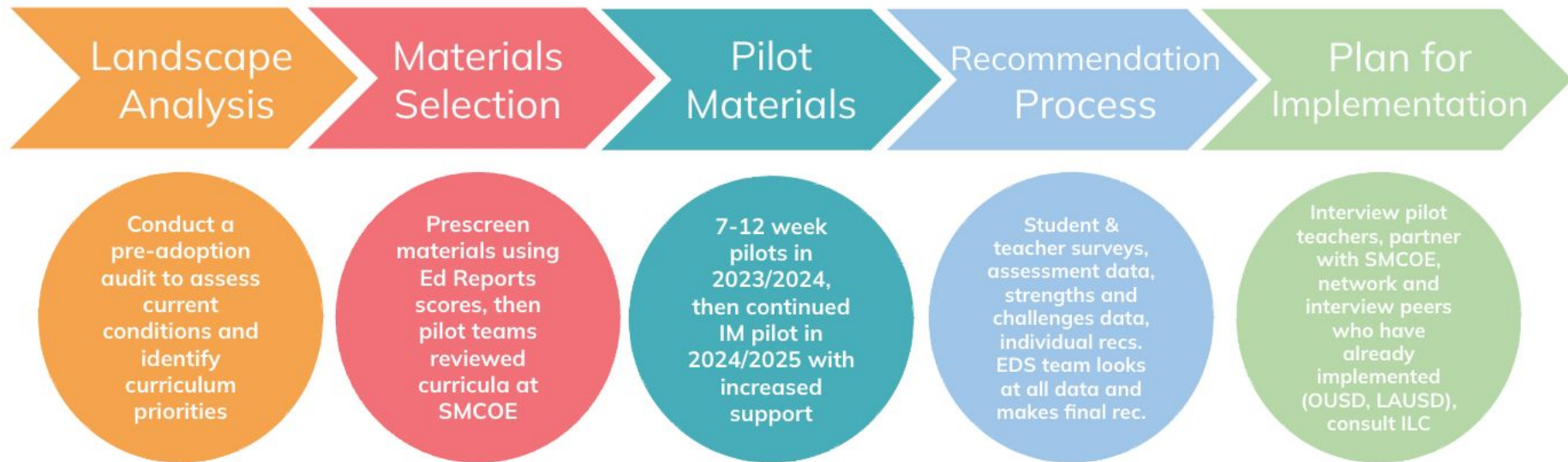


2024/2025 EDS Math Pilot Outcomes

- ❑ Demonstrate the capability to offer meaningful and sustained support throughout the duration of the pilot
- ❑ Support all piloting educators in making individual recommendations based on strong evidence and reasoning aligned with math priorities.
- ❑ Ensure clarity and transparency in the adoption process*



Curriculum Adoption Process



Piloting Expectations and District Commitments

Participants in the math pilot will:

- Receive comprehensive professional development and all necessary instructional materials for the entire academic year
- Provide ongoing feedback during the evaluation phase to guide potential expansion and/or adoption of the pilot
- Commit to full participation throughout the duration of the pilot
- Commit to implement the curriculum with integrity
- Attend all scheduled professional development sessions. Participants unable to attend summer training must agree to complete make-up sessions for any missed days
- Collect and submit all required data, including assessments and student feedback, during the pilot
- Engage in professional growth activities, such as readings, reflections, and classroom observations
- Agree to allow classroom observations throughout the piloting process

Educational Services will:

- Supply all required materials and manipulatives, including centers for 3rd-5th grades, for the entire year of instruction
- Contract with ILC, who will provide professional development and implementation support for all participating teachers and administrators
- Cover the cost of substitutes and stipends for participating teachers
- Demonstrate the capability to offer meaningful and sustained support throughout the duration of the pilot
- Conduct regular site visits and check-ins with piloting teachers to monitor progress and provide ongoing support



SSFUSD Curriculum Priorities

- ❑ A **focus on growth mindset** and building student confidence
- ❑ **Intervention materials & supports for all learners** are usable and included in the curriculum (accessible for struggling students and challenging for advanced students)
- ❑ **Authentic student collaboration** (structures for sharing) is built into lessons
- ❑ **Hands-on math lessons** that can be applied to the **real world** and is relevant to students
- ❑ Math instruction **builds conceptual understanding**
- ❑ Curriculum has **language supports** built in for ELs/all learners
- ❑ **Parents are communicated with** around curriculum and how to support



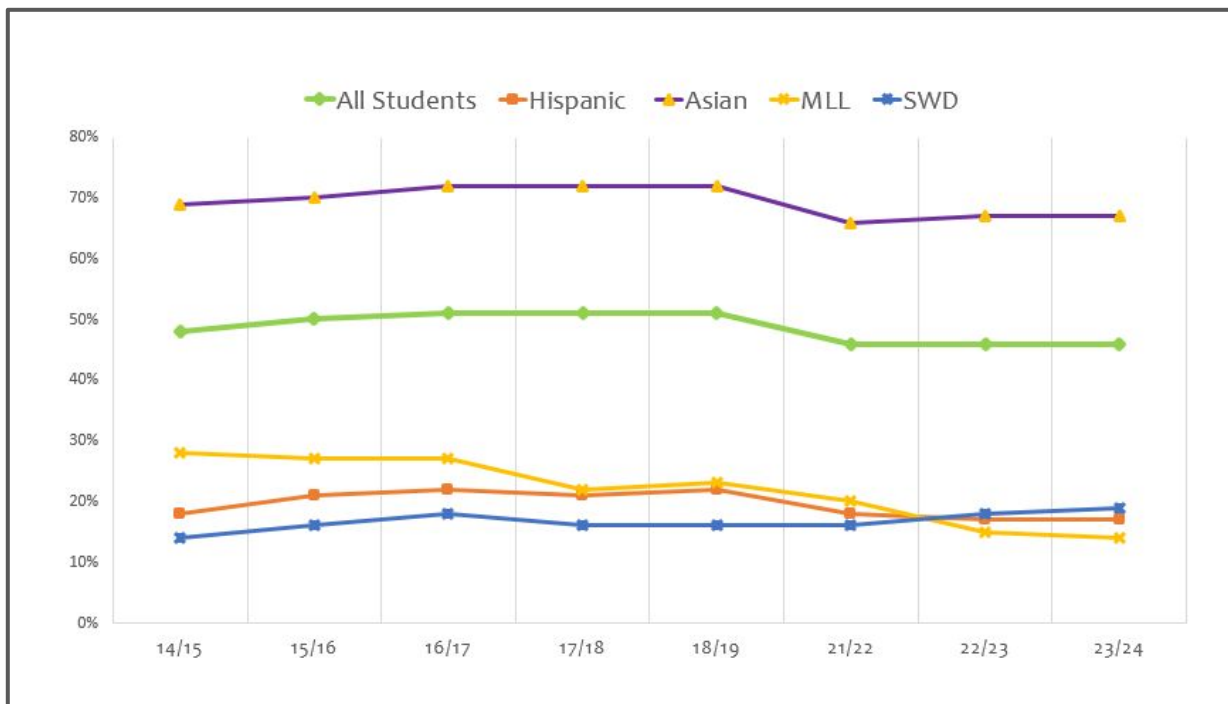
2024/2025 Milestones

August	- All piloting teachers received 2.5 days of training and were equipped with all necessary materials to launch at the benin of the school year. - Conducted board study session. - Site leaders participated in the second professional learning session
October	Initiated the first round of full-release days for piloting teachers.
November	- Completed initial classroom observations (96%). - Finished all secondary math department head meeting visits.
December	- Collected feedback for implementation support plans from pilot teachers. - Initiate elementary listening tours or staff presentations

January	Launch K-2 pilot recruitment. Initiate the second round of release days
February	- Conduct board study session to review adoption and recommendation process. - Finalize elementary listening tours and K-2 pilot teacher selections.
March	- Finalize recommendation process. - EDS reviews all data to determine whether to proceed with an adoption recommendation
April	- Seek board approval, pending EDS recommendation. - Initiate the materials procurement process. - Finalize implementation plan
June	Launch voluntary training for Grades 3-5 implementation and K-2 pilot teachers.

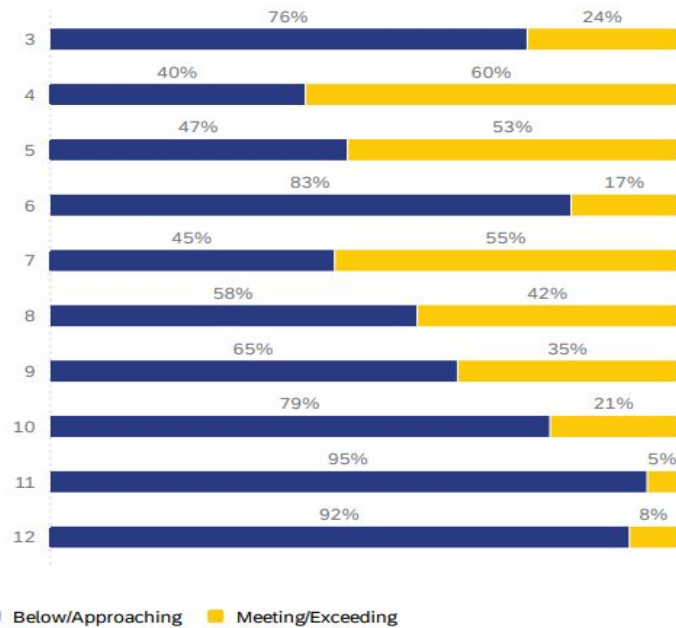


Math CAASPP Scores – Students At or Above Over a 10-Year Period

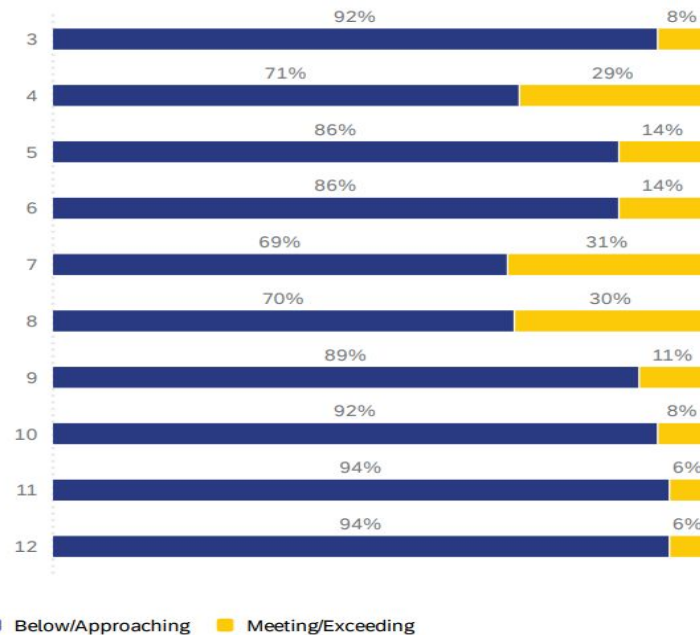


MARS Common Assessment Baseline Data

Overall Performance by Grade



Overall DOK 3 Performance by Grade



Current Status: Pilot Support and Collaboration

Teacher Currently Piloting

Elementary (3-5)	21 (30%)
Middle	9 (33%)
High	11 (41%)

Professional Learning Provided for Piloting Teachers 1st Sem.

August 8th & 9th	12 Hrs
August 13th	4 Hrs
Release Day (1)	6 Hrs
Nov. 1st	3 Hrs
District Collab	2 Hours
Total Hours	27 Hours

Professional Learning Planned 2nd Sem.

Release Day (1)	6 Hrs
Approx. 4 District Collab	10 Hrs
Total	16 Hrs

Total 24/25 Estimated Professional Learning Time	43 Hours
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2024-2025 Piloting Sites and Teams

3rd	4th	5th	6th	7th	8th	Alg1	Geom	Alg2
Spruce	Buri	JS	ALMS	PHMS	PHMS	Baden	Baden	ECHS
Martin	JS	Martin	PHMS	WMS	WMS	SSFHS	ECHS	SSFHS
Skyline	Monte Verde	Monte Verde	WMS				SSFHS	
		Spruce						



Current Status - Piloting Teacher Classroom Visit Takeaways

Pilot Teacher Classroom Observed

97% (40 out of 41 Teachers)

Key Initial Observation Takeaways

1. Structured Routines and Strategies

- Evidence of Math Language Routines (MLRs) and other discourse protocols, such as *Notice/Wonder*, *Turn and Talk*, and structured pair/group work used consistently though implementation levels vary
- Emphasis on explaining reasoning, defending answers, and making thinking visible through student collaboration.

2. Student-Centered Practices

- Evidence of teachers working towards shifting the cognitive load and encouraging students to lead discussions and share multiple strategies for problem-solving.

3. Increased Engagement and Peer Collaboration

- Evidence of students actively engaged in discussions around math content including students analyzing, debating, and comparing solutions collaboratively.



Current Status - Success and Challenges

Current Success	Challenges
Access to Time for pilot teachers professional learning & planning. Principal Support for math framework and curriculum shifts. November 1st partially dedicated to math instruction. Partnerships with Silicon Valley Math Initiative (SVMI) and San Mateo County Office of Education (SMCOE) Teacher Support with centers, Asilomar Conference, 1-1 Support, Department Meetings Release Days for unit planning, lesson labs, collaborative planning, and reflection.	Time Allocation and Timely Decision Making for consistent and effective professional learning Siloed Nature of Schools limiting collaboration across sites and different priorities across school sites. Competing Initiatives creating strain on educators and competition for time Release Days challenges in scheduling and securing subs. Math PL Focus limited to 80 minutes of PL for non-pilot math teachers which equates to approximately 7% of total district controlled PL time Fostering growth mindsets and the belief that all kids can.



Nov. 1st Math Framework Professional Learning Takeaways Non Pilot Teachers



That every student has the right to participate in rigorous learning.

It was a great idea to give students the opportunity to collaborate in groups and share their organic thoughts and relieve that pressure.

Engaging students to reason and justify increases productivity and results in math.

[My takeaway is] to focus more on the productive strategies in math versus memorization and other unproductive strategies that don't benefit student learning.

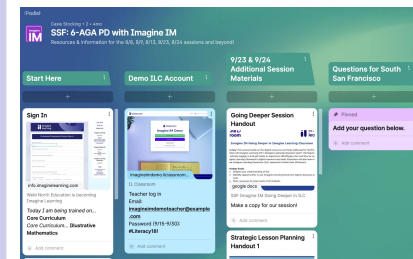
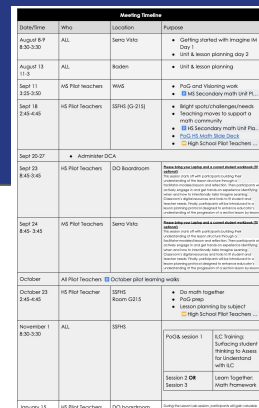
I loved the way the group work was structured and the explanation of how it is tethered to the framework, emphasizing curiosity, exploration, discussion, collaboration, and allowing students to work through a single dynamic math problem.

Our [current] district mandated curriculum does not allow for the type of math the framework suggests. We have to completely supplement on our own using other resources like IM and SVMI, in order to get tasks that are thought provoking and require reasoning. We need a curriculum that supports this type of math.



Non-pilot teachers received 80 min. of Framework PL, or 8% of total District controlled PL time.



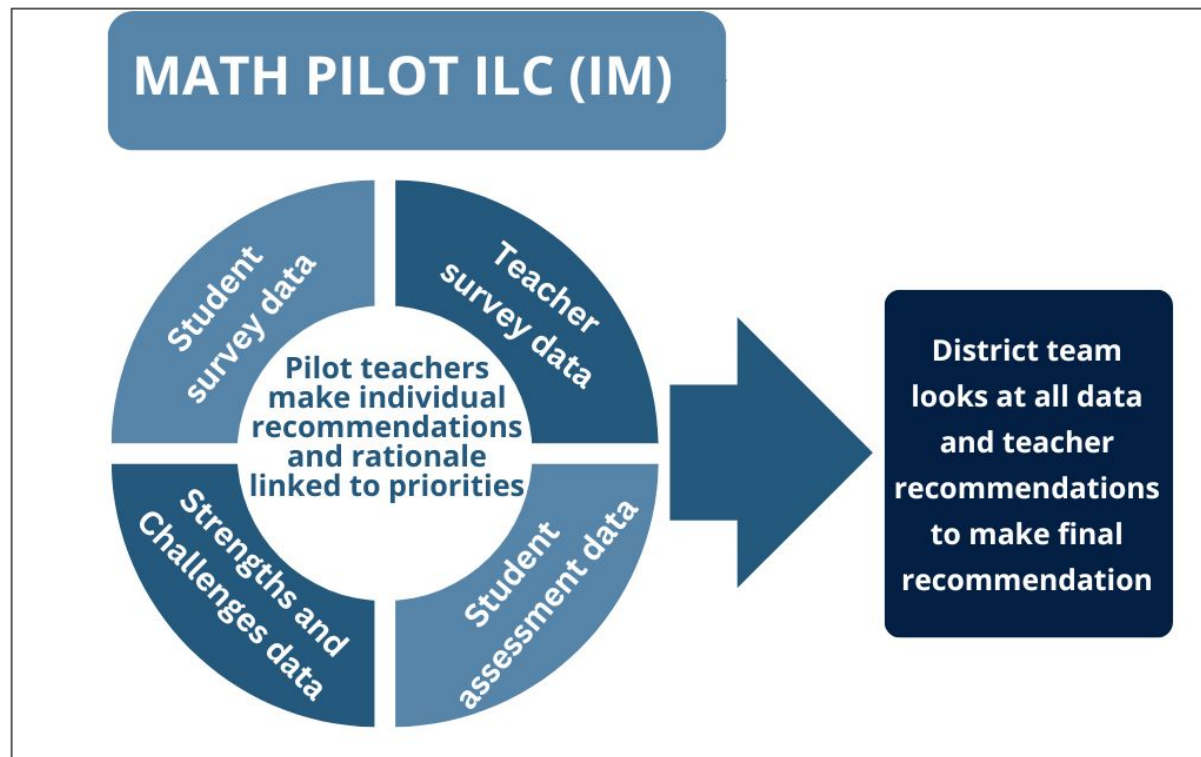


Teacher Interviews - What have we learned

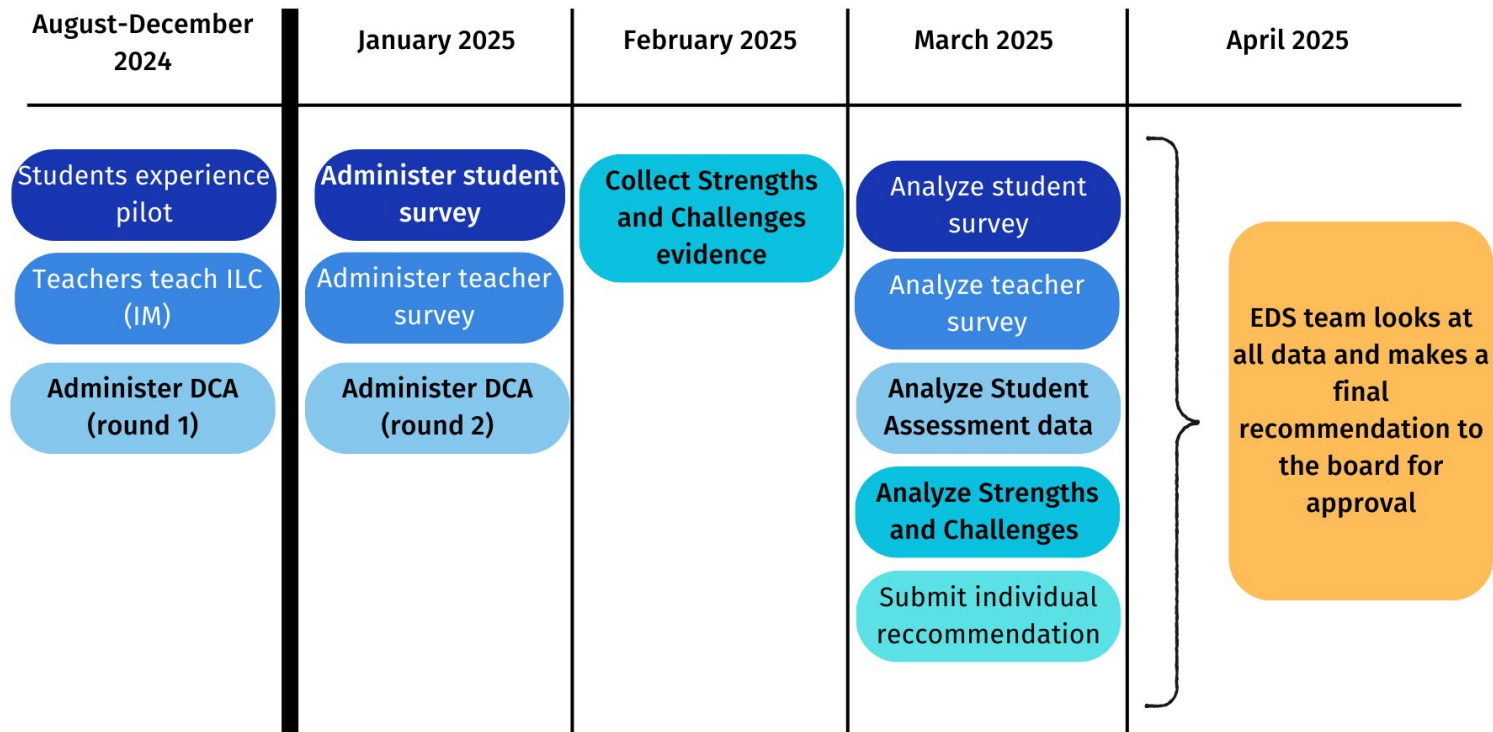
Strengths	Challenges	Support
❑ Student engagement & real world application ❑ Structure and routine ❑ Teacher support and resources ❑ Supports collaboration & conceptual understanding	❑ Student readiness ❑ Teacher prep time ❑ Pacing ❑ Communicating shifts to families & caregivers	❑ Professional Learning ❑ Prepared resources ❑ More collaboration time



Recommendation Process



Process Timeline



Final Reviewers in Recommendation Process

- ☐ Mr. Irish
- ☐ Mr. Brockmeyer
- ☐ Dr. Hew
- ☐ Dr. Garcia
- ☐ Mrs. Mullassery
- ☐ Ms. Seigel

Analyze student
survey

Analyze teacher
survey

Analyze Student
Assessment data

Analyze Strengths
and Challenges

Submit individual
recommendation

Individual Data Review

Each participant reviews all collected data independently to form an initial understanding.

Consensus Process

Collaboratively engage in a structured consensus-building process to determine the best path forward and finalize a recommendation.



Key Adoption Decision Scenarios

Scenario 1	Scenario 2	Scenario 3
EDS recommends IM for adoption for Grades 3 through Algebra 2, AND the school board approves the recommendation.	EDS recommends IM for adoption for specific grade spans but not all, AND the school board approves the recommendation.	EDS does NOT recommend the adoption of IM for any grade spans from Grades 3 through Algebra 2.



Scenario 1: Implementation of IM Grades 3 through Algebra 2 Year

Immediate Next Steps After Formal Adoption (Non Pilot Teachers Approx. 65 and Piloting 41)

Implementation Planning

- **Determine differentiated support** for piloting and non-piloting teachers
- **Decide on mandatory vs. opt-in implementation and criteria for participation if opt-in.**

Material Procurement

- Ensure timely procurement of materials for staff before the school year begins.

Professional Learning Tentative Schedule (50 Hours Total)

- **June (10 Hours):** Framework Overview, Learner-Centered Shifts, and Mindset
- **August (10 Hours):** IM Curriculum Introduction, Essential Structures, and Unit and Lesson Planning
- **Additional 30 Hours:** Determine how and when to schedule these hours for non-piloting teachers.

Support Planning

- Identify the **level of principal support** needed for implementing teachers.
- Determine the **number of support staff** required to assist implementation at the site/classroom level.



Scenario 1: Grades K-2 Pilot

January/February:

- Finalize the cohort of pilot teachers.

February:

- Meet with pilot teachers to discuss classroom needs and logistical concerns.
- Finalize the professional learning plan.

March/April:

- Determine pilot materials

April/May:

- Finalize all contracts with vendors and professional development (PD) providers.

June (10 Hours):

- Launch initial professional learning sessions for pilot teachers: (Focus on framework, mindsets, and learner-centered shifts.

August (Before School Starts) (12-15) Hours:

- Launch the second round of professional learning sessions for pilot teachers. Focus on Curriculum and Structures

August – Pilot Launch:

- Official launch of the pilot program.

August through March:

- Plan and provide **25 hours** of additional professional learning and support.



Scenario 2 and 3: EDS Does Not Recommend IM for Adoption

April/May:

- Identify willing pilot teachers
- Conduct process to identify pilot materials
- Finalize all contracts with vendors and professional development (PD) providers.

June (10 Hours):

- Launch initial professional learning sessions for pilot teachers: (Focus on framework, mindsets, and learner-centered shifts.

August (Before School Starts) (12-15) Hours:

- Launch the second round of professional learning sessions for pilot teachers focused in pilot curriculum

August – Pilot Launch:

- Official launch of the pilot program.

September through March:

- Plan and provide **25 hours** of additional professional learning and support.



2. Report on 2024 California School Dashboard



CA School Dashboard Overview and Updates

- State accountability indicators by Priority area
- Performance level is a combination of STATUS and CHANGE
- Dashboard Accountability results are not the same as our annual CAASPP, graduation, absenteeism results
- Local Indicators are self-reported and approved by the Board in June
- NEW for 2024:
 - Long-Term English Learners (LTEL) now a separate student group
 - Science now included under Information Only (no performance level for 2024)
 - College/Career Indicator returns to full status - with performance level colors



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](#)

2024

Chronic Absenteeism



Yellow

Suspension Rate



Green

English Learner Progress



Yellow

Graduation Rate



Green

College/Career



Green

English Language Arts



Orange

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



Lowest Performance



Very Low



Low



Medium



High

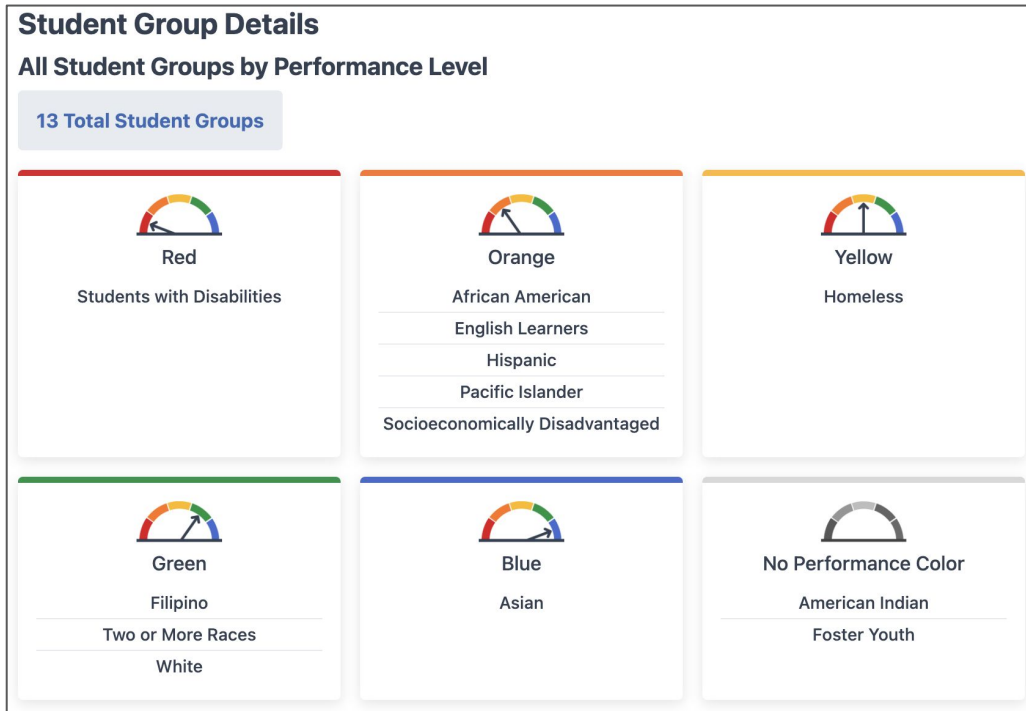
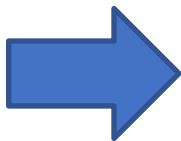
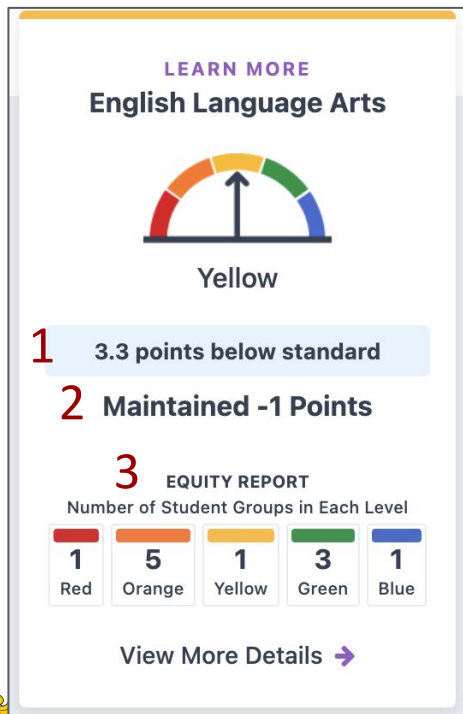


Very High

Highest Performance

Indicators

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





Student Groups

- 14 possible groups...
- Each Indicator has its own rules for including students in a group
- Small groups (Homeless, Foster Youth) threshold is 15 at the District level; 30 at the school level for accountability reporting (colors)

It's possible to have status only, or status and change, but not a color assigned. For CHANGE to be calculated, the group must be eligible for all years included. For student privacy, data for smaller groups is suppressed.

Academic Performance

View Student Assessment Results and other aspects of school performance.

[LEARN MORE](#)

English Language Arts



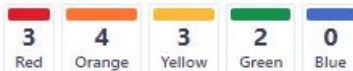
Orange

9 points below standard

Declined 5.8 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ➔

[LEARN MORE](#)

Mathematics



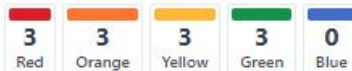
Orange

36.9 points below standard

Declined 4.1 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ➔

[LEARN MORE](#)

English Learner Progress

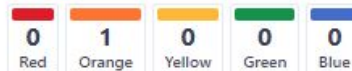


Yellow

47.2% making progress

Maintained 0.3%

LONG-TERM ENGLISH LEARNER PROGRESS



[View More Details](#) ➔

[LEARN MORE](#)

College/Career



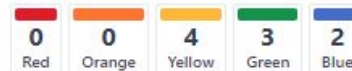
Green

Prepared 57.3%

Maintained 1.7%

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details](#) ➔

English Learner Progress

New for 2024 Dashboard - the state has created a separate Long-Term English Learners student group. Note that LTELS are now reported twice - they are included in the English Learners student group and as a separate student group.

English Learners



Yellow

47.2% making progress

Maintained 0.3%

Number of Students: 1,305

Long-Term English Learners



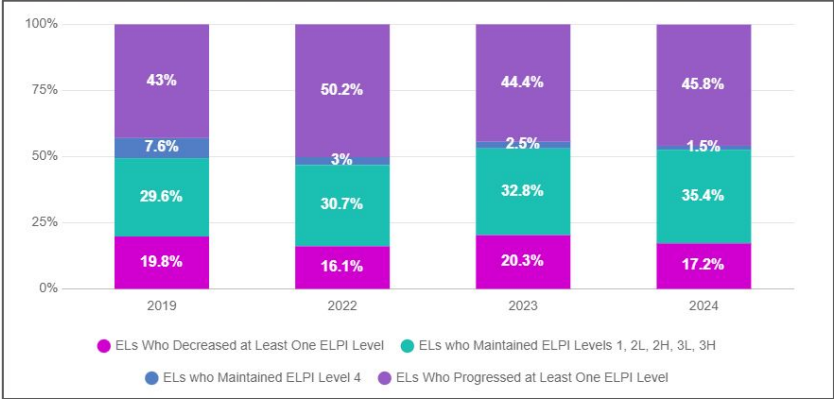
Orange

45.8% making progress

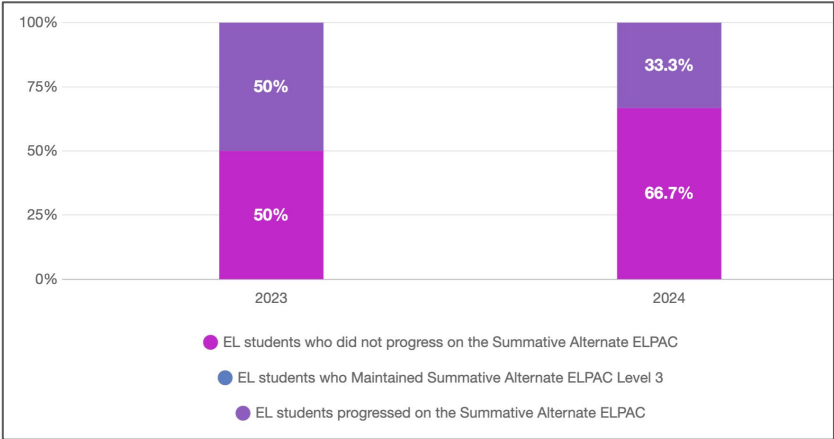
Declined 5.4% ☹️

Number of Students: 277

Summative ELPAC Progress



Alternative ELPAC Progress



Academic Engagement

See information that shows how well schools are engaging students in their learning.

Note: for this indicator, Chronic Absenteeism is included for elementary and middle schools. Graduation Rate is for high schools. No grade level span has both.

[LEARN MORE](#)

Chronic Absenteeism



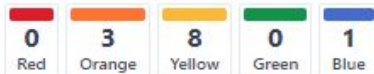
Yellow

14.6% chronically absent

Declined 6.7% ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details →](#)

[LEARN MORE](#)

Graduation Rate



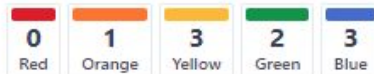
Green

91.2% graduated

Increased 2.5% ⬆️

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details →](#)

[LEARN MORE](#)

Suspension Rate



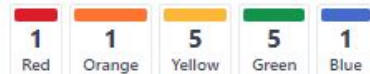
Green

3.3% suspended at least one day

Declined 0.6% ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



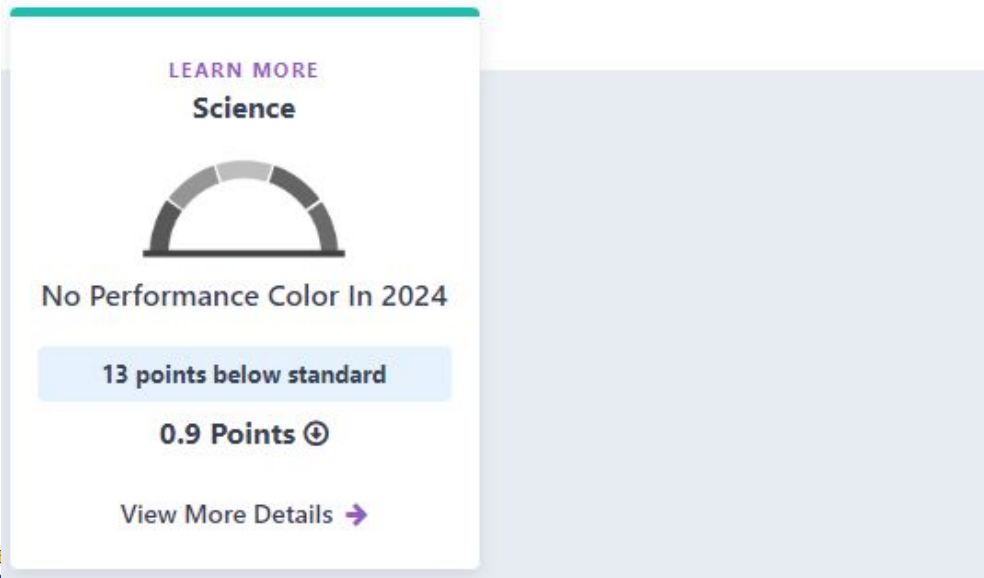
[View More Details →](#)

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

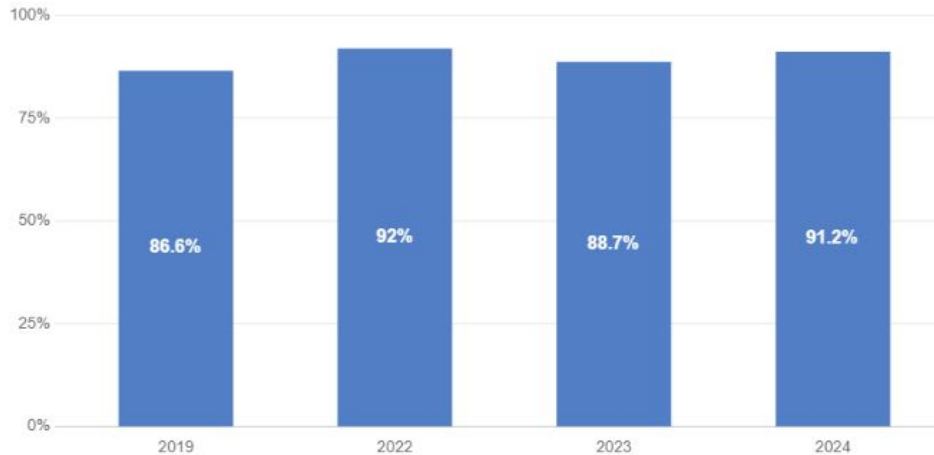


New for 2024 - the state is now including Science (CA Science Test and CA Alternate Science) on the Dashboard. For this year, it is included as information only with no status or change and no performance levels (color). The State Board of Education is scheduled to decide on performance levels and thresholds in Spring 2025 with the intent that the 2025 Dashboard will include performance colors.

Graduation Rate

Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade



Graduation rate on the CA School Dashboard is driven by federal accountability requirements. This means only students earning a high school diploma are counted as graduates. Students who return as 5th year seniors and earn a high school diploma are included as graduates for the following cohort. (For 2024, SSFUSD had 13 students graduate as 5th year students.)

5-Year Graduation Rate

All Students

The breakdown of the graduation rate for the current year. In the chart, purple represents students who graduated within four years of entering high school, blue represents students who graduated in their fifth year, and the grey represents students who did not graduate. The graduation rate is used to determine the performance level (color) in the Dashboard.



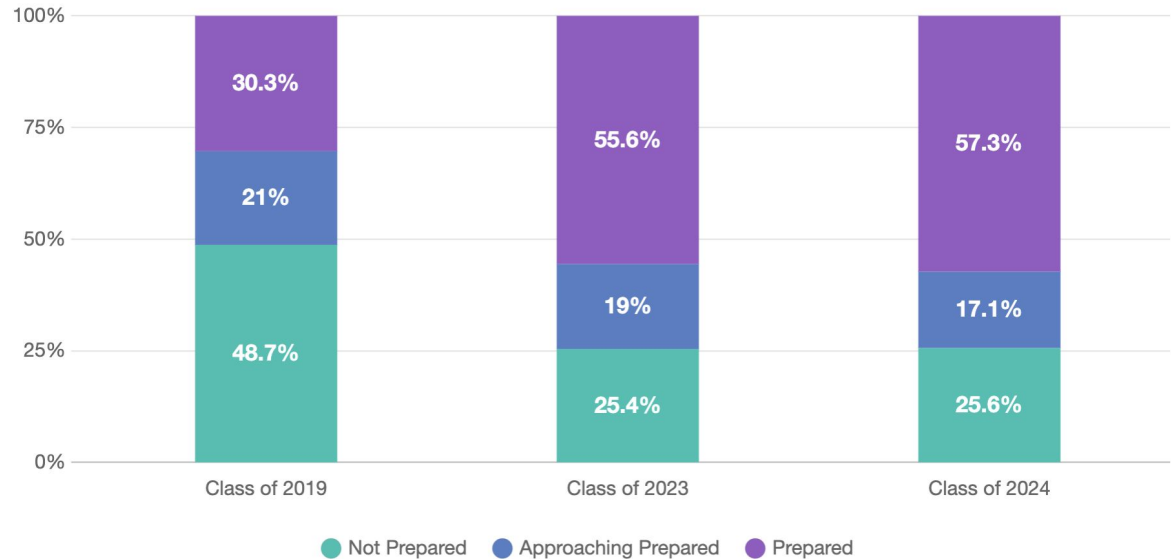
College/Career Indicator

Students can meet “Prepared,” “Approaching Prepared,” or “Not Prepared” on the CCI based on metrics including:

- Meeting UC/CSU a-g requirements
- Completing a CTE pathway
- Earning score of 3 or above on AP exams
- Earning score of Met/Exceeded on CAASPP ELA and/or Math
- Completing dual enrollment (community college) coursework
- Earning the Seal of Biliteracy

College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



SSFUSD Student Groups

Lowest
Performance



Very Low



Low



Medium



High



Very High

Highest
Performance

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Yellow	Green	Green	Orange	Orange	Green
English Learners	Yellow	Yellow	Green	Yellow	Orange	Orange	Yellow
Long-Term English Learners	Orange	Yellow	Yellow	Yellow	Red	Red	Yellow
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	Yellow	Green	--	Orange	Orange	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	Green	Yellow	Yellow	Green
Students with Disabilities	N/A	Yellow	Yellow	Yellow	Red	Red	Yellow
African American	N/A	Orange	Red	--	Red	Red	--
American Indian or Alaska Native	N/A	--	Yellow	N/A	--	--	N/A
Asian	N/A	Blue	Blue	Blue	Green	Green	Blue
Filipino	N/A	Yellow	Orange	Blue	Green	Green	Blue
Hispanic	N/A	Yellow	Green	Green	Orange	Orange	Yellow
Native Hawaiian or Pacific Islander	N/A	Orange	Yellow	--	Orange	Yellow	--
White	N/A	Orange	Green	Orange	Yellow	Green	Green
Two or More Races	N/A	Yellow	Yellow	Blue	Yellow	Yellow	Green



Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Green	Blue	N/A	Green	Green
English Learners	Green	Yellow	Blue	N/A	Orange	Orange
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Green	Blue	N/A	Green	Green
Students with Disabilities	N/A	Green	Blue	N/A	Orange	Orange
African American	N/A	--	--	N/A	--	--
Asian	N/A	Green	Blue	N/A	Green	Green
Filipino	N/A	Yellow	Blue	N/A	Green	Green
Hispanic	N/A	Green	Blue	N/A	Yellow	Yellow
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Green	Blue	N/A	Green	Green
Two or More Races	N/A	Orange	Blue	N/A	--	--

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Blue	N/A	Yellow	Yellow
English Learners	Blue	Yellow	Blue	N/A	Orange	Orange
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Green
Students with Disabilities	N/A	Orange	Blue	N/A	Orange	Orange
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A
Asian	N/A	Blue	Blue	N/A	--	--
Filipino	N/A	Yellow	Blue	N/A	Green	Green
Hispanic	N/A	Yellow	Blue	N/A	--	--
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Blue	N/A	Orange	Orange
English Learners	Orange	Yellow	Green	N/A	Red	Orange
Long-Term English Learners	--	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Orange	Orange
Students with Disabilities	N/A	Orange	Green	N/A	Red	Orange
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	Red	Blue	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Blue	N/A	Orange	Orange
English Learners	Yellow	Yellow	Blue	N/A	Orange	Orange
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Yellow
Students with Disabilities	N/A	Green	Blue	N/A	Red	Orange
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Blue	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Green	Blue	N/A	Blue	Blue
English Learners	Orange	Green	Blue	N/A	Blue	Blue
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Blue	Blue	N/A	Blue	Blue
Students with Disabilities	N/A	Green	Blue	N/A	Blue	Green
African American	N/A	--	--	N/A	--	--
Asian	N/A	Blue	Blue	N/A	Blue	Blue
Filipino	N/A	Green	Blue	N/A	Green	Green
Hispanic	N/A	Yellow	Blue	N/A	Blue	Green
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Orange	Blue	N/A	--	--
Two or More Races	N/A	Green	Blue	N/A	--	--

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Green	N/A	Yellow	Yellow
English Learners	Blue	Orange	Blue	N/A	Orange	Orange
Foster Youth	N/A	--	--	N/A	N/A	N/A
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	N/A	Orange	Yellow
Students with Disabilities	N/A	Yellow	Orange	N/A	Red	Orange
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	N/A	N/A
Asian	N/A	Yellow	Blue	N/A	--	--
Filipino	N/A	Yellow	Blue	N/A	--	--
Hispanic	N/A	Yellow	Yellow	N/A	Yellow	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Yellow	Blue	N/A	--	--
Two or More Races	N/A	Orange	Blue	N/A	--	--

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Blue	N/A	Yellow	Green
English Learners	Orange	Green	Blue	N/A	Orange	Yellow
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Green
Students with Disabilities	N/A	Green	Yellow	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	Green	Blue	N/A	Blue	Blue
Filipino	N/A	Yellow	Blue	N/A	Yellow	Green
Hispanic	N/A	Yellow	Blue	N/A	--	--
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	Orange	Blue	N/A	--	--



Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Orange	N/A	Red	Orange
English Learners	Green	Yellow	Orange	N/A	Red	Orange
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Red	Orange
Students with Disabilities	N/A	Orange	Orange	N/A	Red	Red
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	--	--
Hispanic	N/A	Yellow	Orange	N/A	Red	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Sunshine Gardens ES

Lowest
Performance



Very Low



Low



Medium



High



Very High

Highest
Performance

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Orange	N/A	Orange	Yellow
English Learners	Green	Yellow	Orange	N/A	Red	Orange
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Yellow	Yellow
Students with Disabilities	N/A	Orange	Yellow	N/A	Red	Red
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	Yellow	Blue	N/A	--	--
Hispanic	N/A	Yellow	Orange	N/A	Orange	Yellow
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--



Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Orange	N/A	Yellow	Orange
English Learners	Orange	Orange	Orange	N/A	Yellow	Red
Long-Term English Learners	--	Orange	Orange	N/A	Red	Red
Foster Youth	N/A	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Orange	N/A	Yellow	Yellow
Students with Disabilities	N/A	Yellow	Red	N/A	Red	Red
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	Orange	Yellow	N/A	Green	Green
Filipino	N/A	Green	Orange	N/A	Green	Yellow
Hispanic	N/A	Yellow	Orange	N/A	Yellow	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	Yellow	Orange	N/A	Blue	Yellow
Two or More Races	N/A	Green	Green	N/A	Orange	Orange

Parkway Heights MS

Lowest
Performance



Very Low



Low



Medium



High



Very High

Highest
Performance

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Green	N/A	Orange	Orange
English Learners	Orange	Yellow	Yellow	N/A	Red	Red
Long-Term English Learners	Green	Orange	Yellow	N/A	Red	Orange
Homeless	N/A	Orange	Yellow	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Green	N/A	Red	Red
Students with Disabilities	N/A	Orange	Orange	N/A	Red	Red
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	Green	Green	N/A	--	--
Filipino	N/A	Green	Green	N/A	Green	Yellow
Hispanic	N/A	Yellow	Green	N/A	Red	Red
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--



Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Orange	N/A	Yellow	Yellow
English Learners	--	Yellow	Red	N/A	Green	Green
Long-Term English Learners	--	--	--	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Red	N/A	Yellow	Green
Students with Disabilities	N/A	Orange	Yellow	N/A	Red	Red
African American	N/A	--	--	N/A	--	--
American Indian or Alaska Native	N/A	--	--	N/A	--	--
Asian	N/A	Blue	Orange	N/A	Green	Green
Filipino	N/A	Yellow	Orange	N/A	Green	Green
Hispanic	N/A	Orange	Red	N/A	Orange	Orange
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	--	--
White	N/A	--	--	N/A	--	--
Two or More Races	N/A	Green	Red	N/A	Yellow	Yellow

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Green	Red	--	--	Red
English Learners	--	N/A	Green	--	--	--	--
Long-Term English Learners	--	N/A	Green	--	--	--	--
Foster Youth	N/A	N/A	--	--	N/A	N/A	--
Homeless	N/A	N/A	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Green	Red	--	--	Red
Students with Disabilities	N/A	N/A	Green	--	--	--	--
African American	N/A	N/A	--	--	--	--	--
Asian	N/A	N/A	--	--	--	--	--
Filipino	N/A	N/A	--	--	--	--	--
Hispanic	N/A	N/A	Green	Red	--	--	Red
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	N/A	N/A	--
White	N/A	N/A	--	--	--	--	--
Two or More Races	N/A	N/A	--	--	--	--	--

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Green	Blue	Green	Yellow	Blue
English Learners	Orange	N/A	Orange	--	--	--	--
Long-Term English Learners	--	N/A	Yellow	--	--	--	--
Foster Youth	N/A	N/A	N/A	--	N/A	N/A	--
Homeless	N/A	N/A	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Green	Blue	Green	Green	Blue
Students with Disabilities	N/A	N/A	Yellow	Orange	Orange	Orange	Yellow
African American	N/A	N/A	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	N/A	--	--	N/A
Asian	N/A	N/A	Green	Blue	Blue	Blue	Blue
Filipino	N/A	N/A	Green	Blue	Blue	Green	Green
Hispanic	N/A	N/A	Yellow	Blue	Yellow	Orange	Green
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	--	--	--
White	N/A	N/A	Green	--	--	--	--
Two or More Races	N/A	N/A	Yellow	--	--	--	--

South San Francisco HS

Lowest
Performance



Very Low



Low



Medium



High



Very High

Highest
Performance

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	N/A	Green	Blue	Orange	Orange	Yellow
English Learners	Orange	N/A	Green	Green	Red	Red	Yellow
Long-Term English Learners	Orange	N/A	Green	--	--	--	--
Foster Youth	N/A	N/A	--	N/A	--	--	N/A
Homeless	N/A	N/A	Yellow	--	--	--	--
Socioeconomically Disadvantaged	N/A	N/A	Green	Blue	Orange	Red	Yellow
Students with Disabilities	N/A	N/A	Yellow	Green	Red	Red	Yellow
African American	N/A	N/A	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	N/A	N/A	N/A	N/A
Asian	N/A	N/A	Green	--	Green	Yellow	--
Filipino	N/A	N/A	Yellow	Blue	Yellow	Yellow	Blue
Hispanic	N/A	N/A	Green	Blue	Orange	Red	Orange
Native Hawaiian or Pacific Islander	N/A	N/A	--	--	--	--	--
White	N/A	N/A	Yellow	--	--	--	--
Two or More Races	N/A	N/A	Green	--	--	--	--



2. Differentiated Assistance Update



Differentiated Assistance - 23 - 24

Student Group	Entered DA / Priority Areas	2023 Status
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



Differentiated Assistance - 24 - 25

Student Group	Entered DA / Priority Areas	2024 Status
African American/Black	2024; Student Achievement - ELA & Math	Year 1
African American/Black	2024; School Climate	Year 1
Pacific Islanders / Native Hawaiian	2023; Pupil Engagement	Year 2
Pacific Islanders / Native Hawaiian	2023; School climate	Year 2



4. LCAP Mid Year Update



Strategic Priority/LCAP Goal # 1 - Highlights



- Draft of Instructional Vision
- Providing additional support for all students (SWD & EL's) via Homework Centers, tutoring by staff (individual or small group) or via Air Tutors (SWD and at promise students)
- District Advisory Committee - 3 meetings; focus on providing input on potential graduation requirements and Strategic plan/LCAP
- Math pilot & math placement procedures

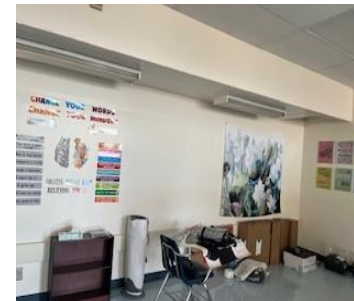


Strategic Priority/LCAP Goal # 2 - Highlights



Comprehensive School Counseling

- College & Career Fairs and Events
- Wellness Counselors and program
- Wellness Centers
- Peer Counseling Programs



Strategic Priority/LCAP Goal # 2 - Highlights



School Climate

- Chronic Absenteeism
- Suspension Rate
 - Alternatives to Suspension work
 - Restorative Practices
 - Substance Use Education

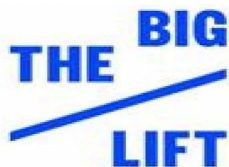
	AUG	SEP	OCT	NOV	DEC	JAN
Attendance Rate	96.6%	95.3%	94.9%	93.2%	92.9%	93.0%
Chronic Absenteeism Rate	9.1%	21.6%	14.5%	25.2%	24.3%	19.1%



Strategic Priority/LCAP Goal # 3 - Highlights



- SSFUSD Resource Center
- Skyline College - Dual Enrollment
- Work Experience - Internships



Strategic Priority/LCAP Goal # 4 - Highlights



POSITION	# OF POSITIONS
READING SPECIALISTS	13
CURRICULUM & INSTRUCTION SPECIALIST	1
ELD TOSA'S	6
SPECIAL EDUCATION TOSA'S	1

POSITION	# OF POSITIONS
SOCIAL SCIENCE TOSA	1
TECH TOSA'S	2
MATH TOSA'S	2
SCIENCE TOSA'S	2



Strategic Priority/LCAP Goal # 4 - Highlights



POSITION	# OF POSITIONS
CAREER TECHNICAL EDUCATION COORDINATOR	1
COUNSELOR ON SPECIAL ASSIGNMENT	1
WELLNESS COUNSELORS	5

POSITION	# OF POSITIONS
ACADEMIC COUNSELOR	1
RTI/MATH INTERVENTIONIST	0.5 (4 SCHOOLS - BURI, JS, PONDO, MV)
OFFICE ASSISTANTS	Multiple (25 HOURS)
COMMUNITY LIAISONS	3



- 

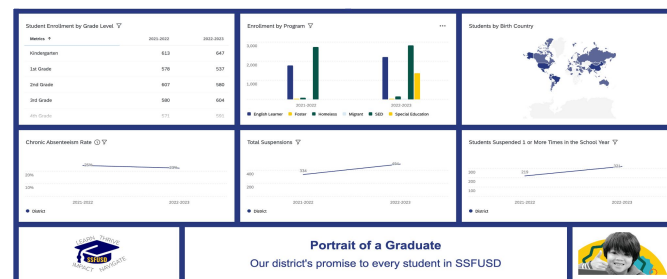
South San Francisco Unified School District

Strategic Plan Dashboard



Our new Strategic Plan describes our **Core Values** & the **Strategic Priorities** we will focus on to bring our **Portrait of a Graduate** to life

Core Values	Strategic Priorities	Portrait of a Graduate
C Community is our strength A Authentic relationships matter R Resilience propels us forward E Equity is our north star	Our strategic plan defines 5 priorities for the next 5 years 1 Exceptional Instruction Engage all students in meaningful learning experiences that are differentiated and culturally responsive 2 Engaged Students Engage all students in meaningful learning experiences that are differentiated and culturally responsive 3 Powerful Partnerships Engage all students in meaningful learning experiences that are differentiated and culturally responsive 4 Empowered Educators Engage all students in meaningful learning experiences that are differentiated and culturally responsive 5 Equity-Centered Systems Engage all students in meaningful learning experiences that are differentiated and culturally responsive	Portrait of a Graduate  THIS IS OUR FRAME TO EACH SCHOOL STRATEGY



Thank you!



Questions?

