Priority 2: Student Engagement
December 16; February 13

Student Engagement Questions/Concerns
Definition doesn't seem to capture engagement
Need a more rich definition
What does it mean for a student to be engaged?
(Definition) Students showing up/being interested
Home school students? Who keeps track of these students ("con-capped" kids)?
Does district have resources to bring advisory class back? Secondary level more common
How do you diagnose the problem?

Expanded Learning
Indicator of expanded learning programming
I don't see after-school activities supported
Summer of Service/Learning Projects (middle school)
Integration on after-school programs
Identify students at risk and refer to after-school programs (students who are not engaged such as certain behaviors; students who attend less school)
After-school that are hands-on experiences
Have teachers trained to keep kids in class more
What is number of participants for after-school programs?
Where do after-school funds come from?
Engagement opportunity in after schools, schools with cultures deserve district resources
Data on after school – grades, attendance, learning (how to measure)
Aspirational and promos for after school
Data on after school – grades, attendance, learning (how to measure)

Engagement Indicators
How do we capture those students who love coming to school – art, music, sports, learning, reading, etc.
What connects students to content and to schools?
Ask students
Youth voice – hearing from kids about their engagement
 1. Students having a say in their educational process
 2. Empower students
 3. Engage youth leadership
 4. Mentors
Asian communities might not show behavior indicators but involvement in activities might be an indicator
How do we get students to get motivated to come to school; what has the school done to support this?
Maybe explore reasons why students become disengaged/less motivated to go to school/be engaged in secondary level
Use technology to get kid feedback (UC Davis model) – "how was today" – creates immediate feedback
Behavioral issues lead to student dismissal – what is the difference between this and someone who is tardy/missing class; is it being tracked – the time missed by that student; students sent on referrals and the impact
Build it into the structure of our district
Youth feedback on shared to communities
District investment needed
High school level using civics class to engage student voice in LCFF
Social/emotional – connect back with advisory - "someone knows my name"
Engage partners by showing capacity of system works or if it's the people
Differentiate long-term English Learner and someone new to country

Student Support

For students that are failing in the measures…how do we have a system of supports/incentives for them?

How do we serve the most disengaged?

Black boys are at highest percentages of categories at risk – how do we serve them?

What about high-performing students? We're losing top and bottom

College preparation

Bring back transportation for students.

How do we make students' education relevant so that they are motivated to go to school/be at school?

Possibly changing to secondary level with multiple teachers/periods and increase in social and emotional needs that might hinder students from wanting to be at school and impacts their academic performance; students might feel that they cannot go to their families; families are not prepared to support their students through these experiences

How do we address failure of students; why are they failing; what are we doing?

Developmental response

Advisory period – opportunity to connect with kids or 15 minutes before school starts

SEL programs district-wide, specifically counselors and who is the designee at sites

Case management

District-wide social work support

PBIS at multiple sites/district-wide and other SEL efforts

How do you measure failure – what's being done?

Data

Have to be specific: Who are the kids that are failing the most?

Difficult to measure student engagement

1. Personal
2. Engagement looks different for different schools/students

Breakdown of services available by site

Does district do motivation assessments on students; how are we assessing student motivation such as wanting to go to school?

We need to address achievement gap based on data that shows why students aren't motivated to attend school/be at school

Drop-out students return to traditional high school – how many?

How many students leave because they're failing?

What percentage of our students is leaving to other schools for youth engagement (special/low-income children)?

See more data of what's working

Qualitative data – share with community

Share data with community

Data point to share-out community resources that the district gives

System flaws with tracking attendance

District capacity – assessing which factors lead to success; what works; district capacity to assess

Zangle/Infinite Campus - system issue or attendance

More qualitative surveys for internal school sites: safety surveys, etc.

Economically disadvantaged children break-down by grade on data

Enrichment/Extracurricular/Non Academic Activities

Activities for students: Band, sports, etc., (after school), no money for travel, etc.

Transportation, clothing, food (basic needs)

Sports, music, extracurricular affordable access

Impact of transportation on attendance

Allocation of money at school site for enrichment

Enrichment, sign up for every available and communicate about existing enrichment

Transportation needed to get kids to school

Budgeting for SES not just academics

School Structures
More specificity about number of hours students are in school (elementary, K-8, middle, high)
How long are students on campus – i.e., after school?
Relevant programming
1. Linked Learning
2. Internships and Externships
3. Career Tech, etc
What is the variety of options we can offer students?
1. Blended instruction
2. Online instruction
3. Etc.
Teacher providing alternatives for student success.
Grades to know that they are engaged in learning
Teacher/Parent/Student responsibility
1. Find out what students are interested
2. How to assess engagement?
Create opportunities for parents/teachers/students to come together to work as a team
Team/collaborative opportunities
Career Pathways earlier in elementary/middle school
Oakland model of re-engaging students
Students can see a place for them to fit in at school
Culture of engagement
Lack of participation with students who are at risk (have a referral system)
Stagger recess – especially kindergarten (impact to bullying)
Funding for yard duty – is it student to adult ratio 30:1?
Directly connect to coursework
What kind of follow-up happens at site level?

Leadership/Academies
Men's Leadership: Keeping boys of color engaged
Young women's academy
Leadership for disengaged youth – interaction with disengaged youth; intervention/strategy such as sports and motivators; individualizing plan for that specific
Work around disengaged youth (Oak Youth Lead Service Model)

Parents/Communication
Lapses between when students are absent and when parents are notified (need better communication system)
More parent resource centers
Set-up program – clearance for parent volunteers with training
How can parents access data on after school programs/healthy start/youth family resource centers?

Safety
Safety issue – why kids don't want to go to school?

Attendance
Attendance office puts up barriers to parents (involvement)
Chronic absenteeism – how are teachers properly tracking attendance?
Student considered absent if first class is missed
Improve the way attendance is taken
Are our programs working in relation to chronic absenteeism?
How do schools drive attendance based efforts on chronic absence rates instead of attendance rates?
What are the regular audits to regulate identification of chronic absenteeism?
What strategies are in place for elementary absenteeism?

Suspensions – how does it impact attendance numbers?
Absences caught too late, need earlier intervention and outreach commitment
Evaluate attendance centers – are they effective

ELs/SpED/Foster Youth

What is difference between LEP and English Learners - why is cohort outcome data different (different definition)?
If Special Ed students have chronic attendance due to illness, bullying or other reasons - what services are available to them (for example - home school, homework packages and/ or teacher home visits)?
Inclusive practices at more school sites
Multicultural teams work on projects
Foster Youth should have a system in place where parents can track foster youth student files and student information to make it easier for parents to enroll in SCUSD schools
Have data available for parents on attendance for all Special Education Programs
Support for FYS and homeless at school sites, service or recommendation
Utilize social workers to assist with inclusive practices
Foster Youth Services and KINSHIP – up in numbers; why the jump when CPS is referring less families?
LCAP has to address special education students
Data doesn't included special education
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