



# **“Seeing the System”**

## **Overview of Key Data Points**

Board Meeting  
December 17, 2020  
Agenda Item No. 7.3

Presented by:

Christine Baeta, Chief Academic Office

Erin Hanson, Principal, Caleb Greenwood

Vincent Harris, Chief of Continuous Improvement and Accountability

Matt Turkie, Assistant Superintendent of Curriculum and Instruction

Jennifer Kretschman, Director of Multi-Tiered System of Support

Christina Espinosa, Director of Guidance and Counseling

Victoria Flores, Director of Student Support and Health Services

Manpreet Kaur, Director of Youth Development

Mai Xi Lee, Director of Social Emotional Learning

Christina Villegas, Director, Human Resources

# “Seeing the System” Overview

- Academic Outcomes
  - **District Common Assessments**
  - Percentage of letter grades Ds and Fs
  - College Going Metrics
    - Graduation Rate
    - A-G Completion Rate
- Student Engagement
  - **Attendance Trends**
  - Student Supports
  - Learning Hub emerging outcomes
  - Student School Climate Survey
  - Suspensions
- Human Capital
  - Human Resources Measures

### **SCUSD CORE VALUE**

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

### **SCUSD GUIDING PRINCIPLE**

All students are given  
an equal opportunity to graduate  
with the greatest number of postsecondary choices  
from the widest array of options

*“Every system is perfectly designed to get the results that it gets.”*

— Dr. Paul Batalden/W. E. Deming



# High Level Takeaways

<b>Bright Spots</b>	<b>Opportunities</b>
<ul style="list-style-type: none"><li>• Increases in Graduation, A-G completion and FAFSA rates</li><li>• Launched Fall Student School Climate Survey for the first time</li><li>• Early Data from Learning Hubs demonstrate engagement impact</li><li>• Building additional resources to utilize district common assessments (where present) to support student learning</li><li>• Student Support and Health Services and the Attendance Office continue strong supports for students</li></ul>	<ul style="list-style-type: none"><li>• There is still significant student group disproportionality in multiple measures</li><li>• Site participation rates remain uneven for district common assessments</li><li>• Due to distance learning, there is a need to continue creating and refining measures for this learning model</li><li>• Ongoing fiscal challenges will continue to directly impact human capital to support students</li></ul>

# Importance of Assessments

- Why do assessments matter?
- How do they support student learning?
- Why is participation important?



## District Common Assessments

- Beginning of the year assessments in math, ELA and foundational reading
- Purpose of the assessments was to identify unfinished learning from the previous year, as a result of the pandemic
- Results from these assessments give us baseline data



## Participation Rates Summary

### Beginning of Year ELA and Math Assessments

- Over 60% of elementary students participated
- Over 50% of middle students participated
- Under 30% of high school students participated

### Foundational Reading

- Around 60% of K - 2 students participated



# Participation Rates by Grade Level

English Language Arts (ELA) Participation Rates, Fall 2020					
	Grade Levels	# Not Tested	# Tested	Total # Students	% Tested
Elementary School	2	1525	1617	3142	51%
	3	1084	2074	3158	66%
	4	1061	2150	3211	67%
	5	1067	2191	3258	67%
	6	1157	2035	3192	64%
	<b>Totals</b>	<b>5894</b>	<b>10067</b>	<b>15961</b>	<b>63%</b>
	Middle School	7	1380	1421	2801
8		973	1064	2037	52%
<b>Totals</b>		<b>2353</b>	<b>2485</b>	<b>4838</b>	<b>51%</b>
High School	9	2157	851	3008	28%
	10	2194	609	2803	22%
	11	450	99	549	18%
	12	291	38	329	12%
	<b>Totals</b>	<b>5092</b>	<b>1597</b>	<b>6689</b>	<b>24%</b>

Mathematics Participation Rates, Fall 2020					
	Grade Levels	# Not Tested	# Tested	Total # Students	% Tested
Elementary School	1	1705	1394	3099	45%
	2	1475	1667	3142	53%
	3	900	2258	3158	72%
	4	1105	2106	3211	66%
	5	1169	2089	3258	64%
	6	1219	1973	3192	62%
	<b>Totals</b>	<b>7573</b>	<b>11487</b>	<b>19060</b>	<b>60%</b>
Middle School	7	1181	1708	2889	59%
	8	1449	1628	3077	53%
	<b>Totals</b>	<b>2630</b>	<b>3336</b>	<b>5966</b>	<b>56%</b>
High School	9	2114	1056	3170	33%
	10	2040	956	2996	32%
	11	1898	726	2624	28%
	12	1414	302	1716	18%
	<b>Totals</b>	<b>7466</b>	<b>3040</b>	<b>10506</b>	<b>29%</b>





## Results by Grade Level

### ELA

Grade- Level	Average of 2021 DCA Fall 1920 EOY Percent Correct Max
2	63
3	59
4	49
5	46
6	51
7	47
8	44
9	46
10	59
11	44
12	48
<b>Grand Total</b>	<b>52</b>

### Math

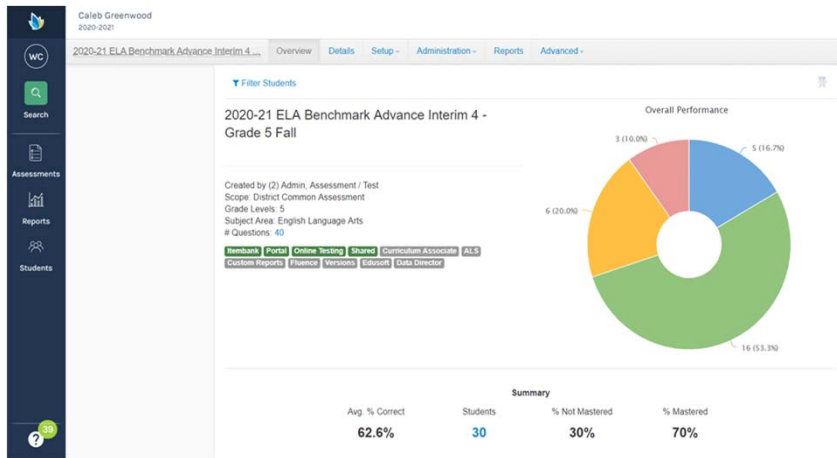
Grade Levels	Math Average % Correct, Fall 2020
1	77
2	65
3	63
4	44
5	45
6	36
7	54
8	56
9	47
10	40
11	36
12	34
<b>Total</b>	<b>52</b>

### Foundational Reading

Core Phonics Survey, September 2020				
Grade Level	Intensive	Strategic	Benchmark	Total Students Assessed
Kindergarten	47%	10%	43%	1746
First Grade	49%	18%	33%	1676
Second Grade	74%	15%	11%	1859



## Use of Data Reports to Drive Instruction



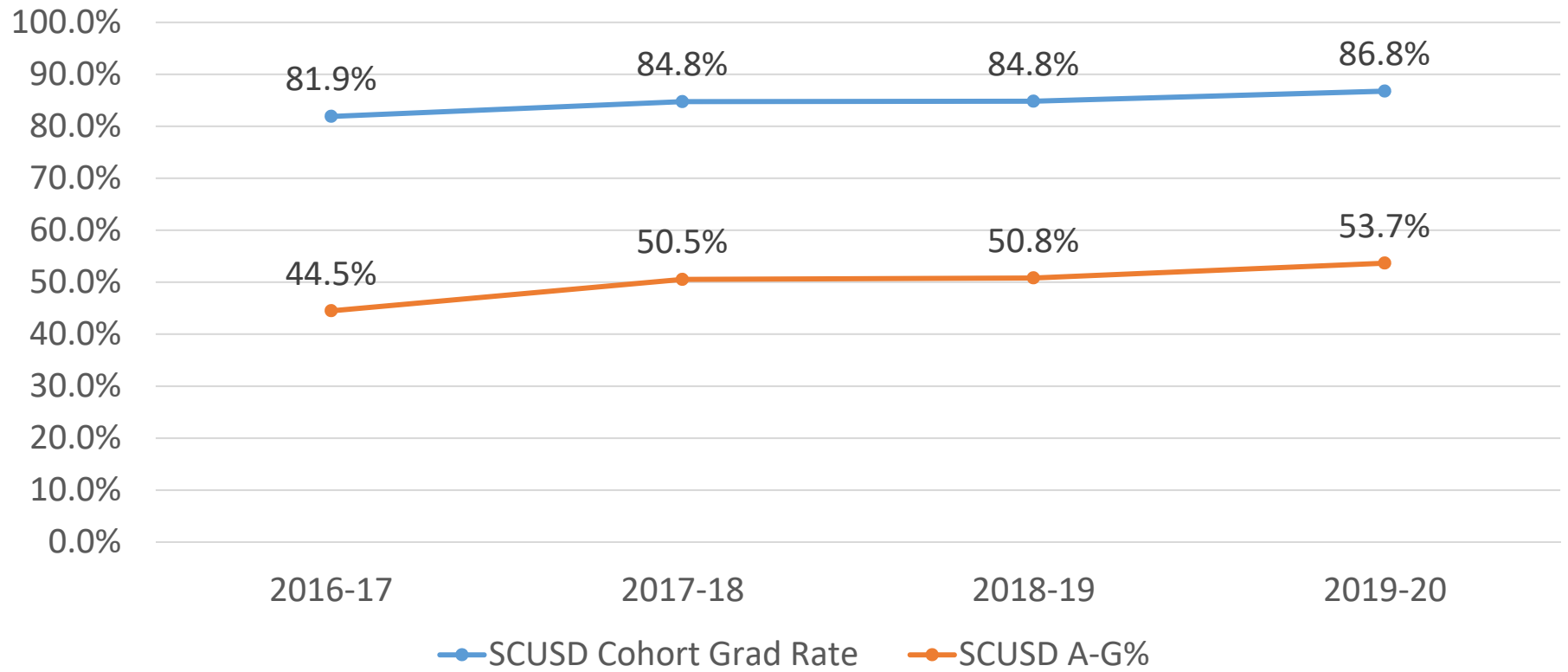
### Landing Page:

- Overall Performance
- Overall/Question Group Performance
- Standard Performance
- Lowest Performing Questions
- Student Group Achievement Gaps

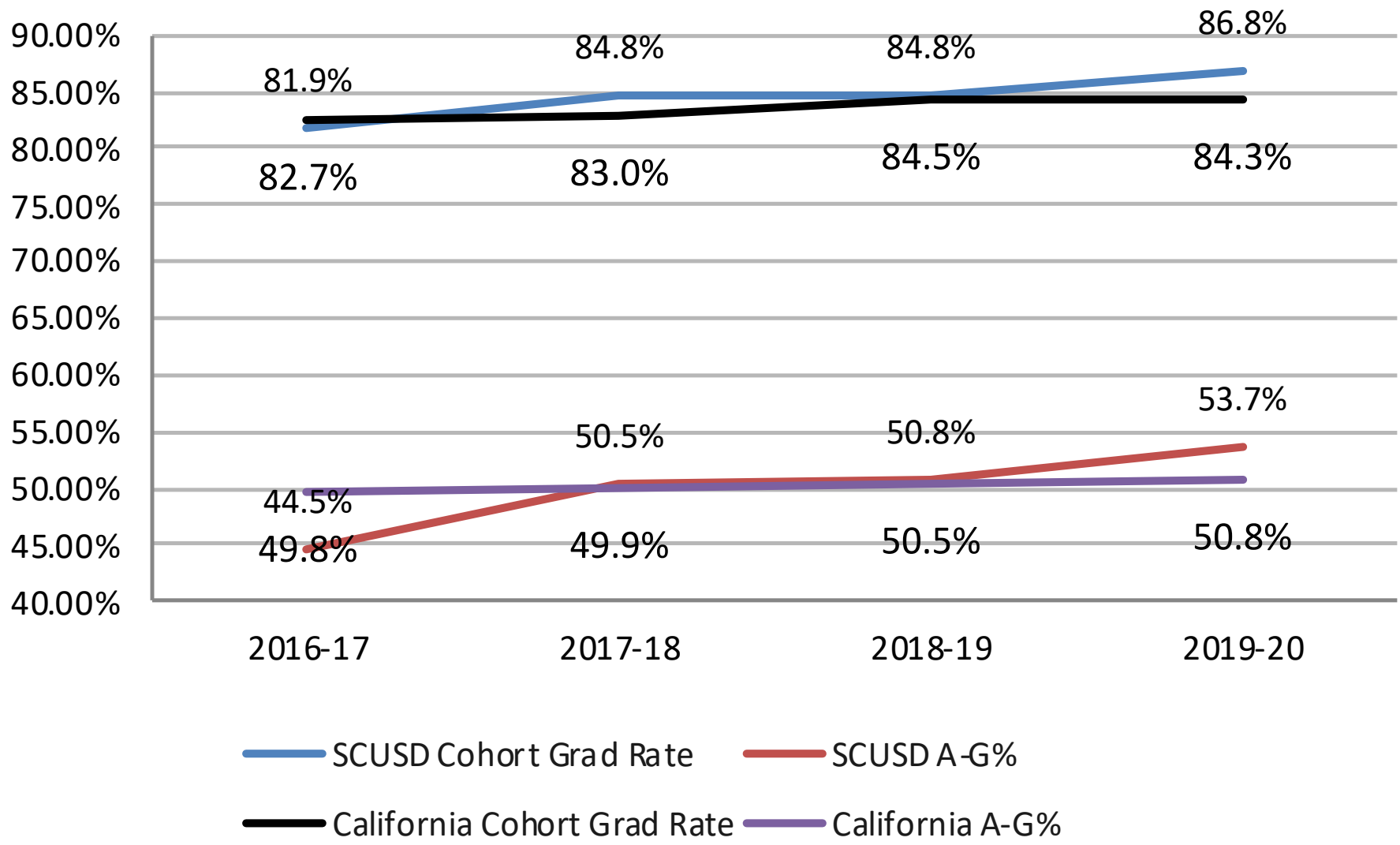


<b>Grade Level</b>	<b>Quarter 1 2020-2021 % of students with D or F</b>	<b>Quarter 1 2019-2020 % of students with D or F</b>	<b>Percentage Point Change</b>
District	48.0%	43.6%	+4.4
7	48.3%	45.2%	+3.1
8	48.3%	35.1%	+13.2
9	51.9%	38.6%	+13.3
10	51.9%	50.5%	+1.4
11	48.4%	51.3%	-2.9
12	37.4%	44.3%	-6.9

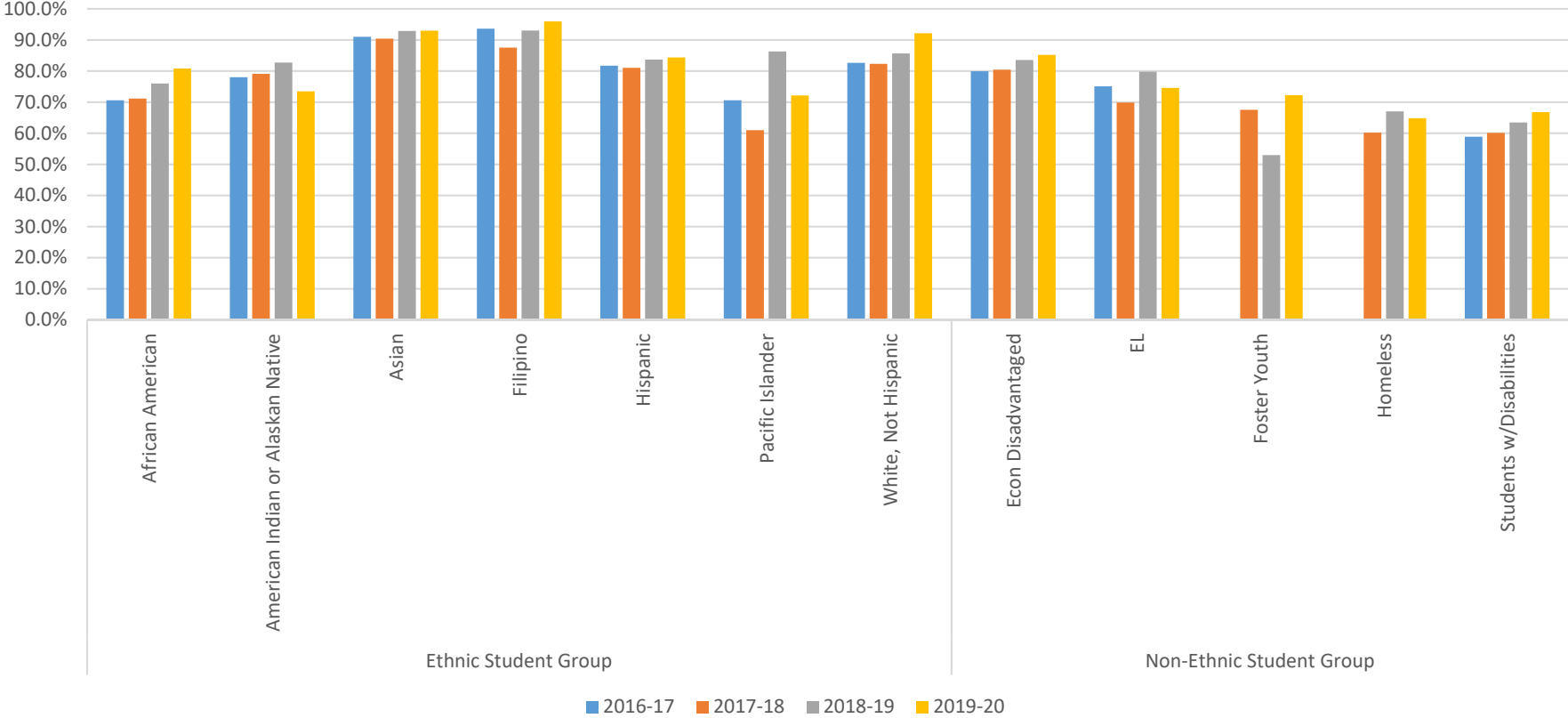
## SCUSD Four Year Cohort Graduation and A-G Rates 2016-17 through 2019-20



## SCUSD Four Year Cohort Graduation and A-G Rates 2016-17 through 2019-20



SCUSD Four Year Cohort Graduation Rates by Student Group  
2016-17 through 2019-20



# Attendance in Distance Learning

## What is considered “Attendance” during 100% Distance Learning?

Daily participation may include but is not limited to the following criteria:

- Evidence of participation in online activities
  - Zoom, iReady, Google classroom, Clever, etc.
- Completion of regular assignments, surveys, check-ins
- Completion of assessments
- Contacts between SCUSD employees and the student or parents/guardian

*\*Teachers are now recording level of engagement as a measure to provide more specific interventions*

## What Data is important?

- Attendance Rate- ***percentage of students attending***
- Chronic Absence Rate- ***percentage of students missing 10% or more of enrolled school days***
- Significantly Disengaged (***Defined by SB 98***)- ***students missing 3 of 5 school days or missing 60%***

# Attendance & Engagement Data by Ethnicity

Student Group	Average Attendance Rate	Chronic Absenteeism Rate	Significantly Disengaged Rate
Districtwide	<b>93.0%</b>	<b>19.6%</b>	<b>2.2%</b>
American Indian or Alaska Native	<b>89.1%</b>	<b>30.1%</b>	<b>4.3%</b>
Asian	<b>95.6%</b>	<b>12.7%</b>	<b>1.1%</b>
African American	<b>86.7%</b>	<b>35.8%</b>	<b>5.6%</b>
Hispanic	<b>92.5%</b>	<b>21.3%</b>	<b>2.3%</b>
White	<b>96.4%</b>	<b>10.2%</b>	<b>0.8%</b>
Two or More Races	<b>96.4%</b>	<b>7.6%</b>	<b>0.7%</b>





# Attendance & Engagement Data by Student Group

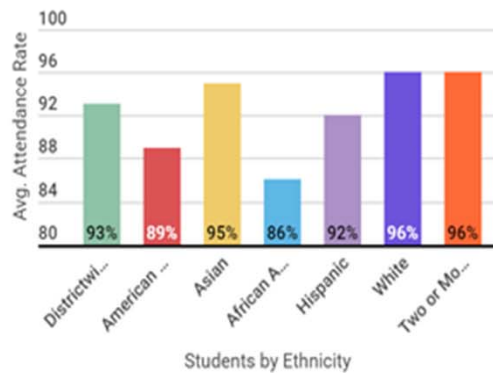
Student Group	Average Attendance Rate	Chronic Absenteeism Rate	Significantly Disengaged Rate
Districtwide	<b>93.00%</b>	<b>19.60%</b>	<b>2.20%</b>
English Learner	<b>91.90%</b>	<b>23.60%</b>	<b>2.40%</b>
Students with Disabilities	<b>89.30%</b>	<b>28.30%</b>	<b>4.50%</b>
Socio-Economic Disadvantage	<b>90.70%</b>	<b>26.20%</b>	<b>3.30%</b>
Foster Youth	<b>85.80%</b>	<b>37.30%</b>	<b>6.40%</b>
Students Experiencing Homeless	<b>75.70%</b>	<b>61.10%</b>	<b>14.30%</b>

# Attendance Rate, Chronic Absence and Significantly Disengaged

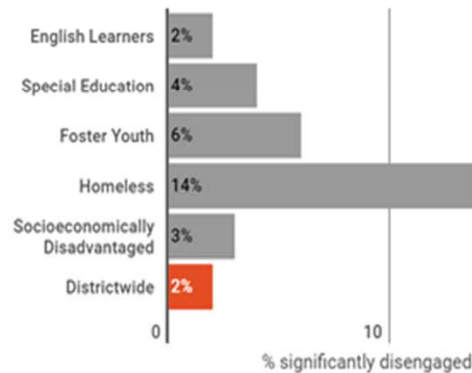
## Distance Learning Attendance and Engagement

<p>Average Attendance Rate</p> <p><b>93% in 2020</b> <b>95.3% in 2019</b></p>	<p>Black Students have the lowest Attendance Rate: <b>86.7%</b></p> <p>Highest Chronic Absence Rate : <b>35.6%</b></p>	<p>Current # of Significantly Disengaged Students</p> <p><b>906</b></p>	<p> <b>5,556</b> STUDENTS in 2019 at the same time last year</p> <p> <b>Chronic Absence =</b> missing 10% of school days</p>
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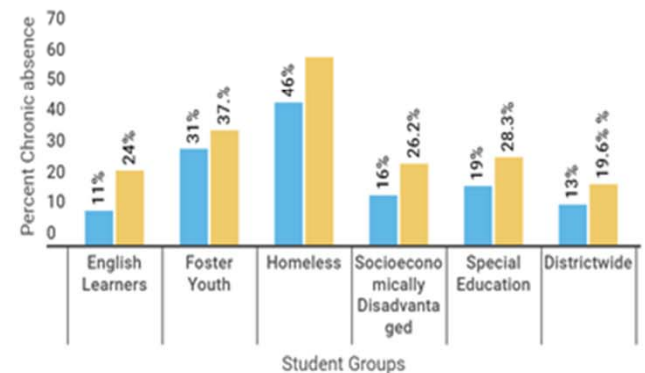
Average Attendance Rate



% of Sig Disengaged by Student Group



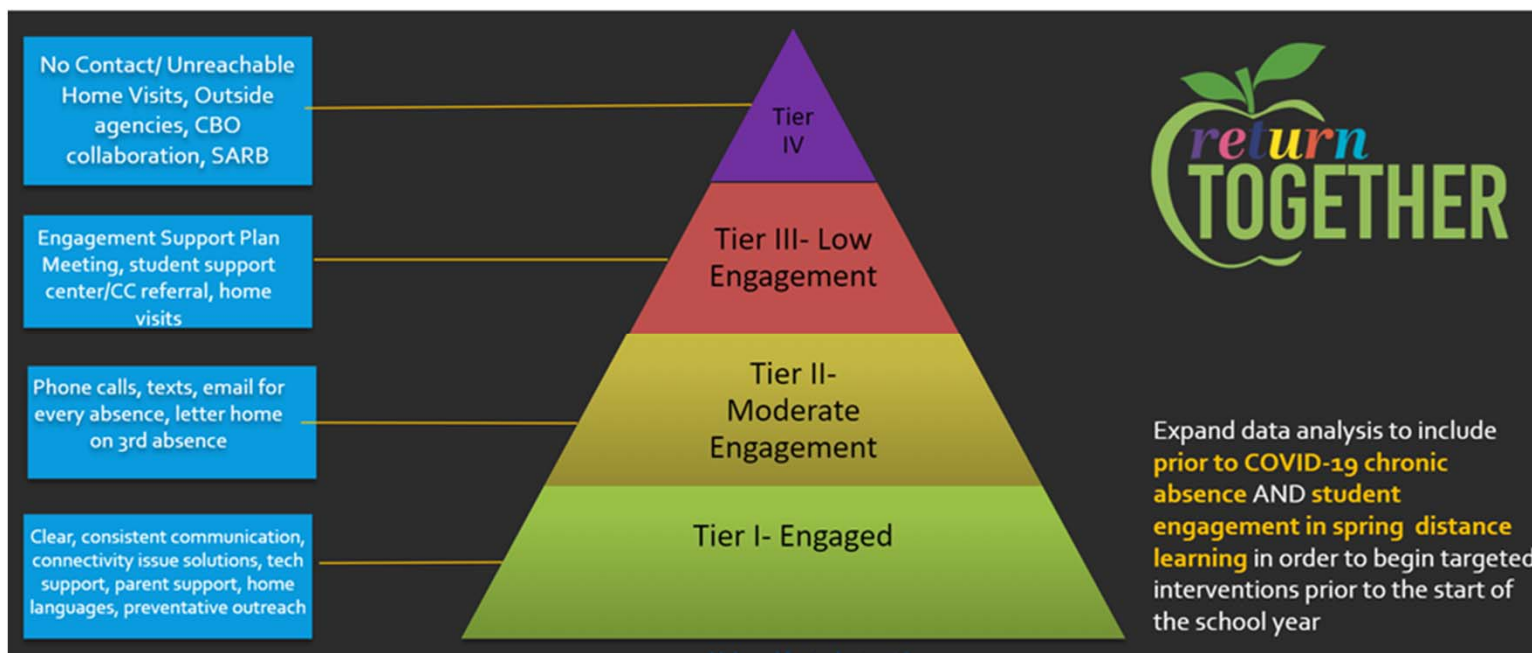
Chronic Absence by Student Groups 2019 vs 2020



# How we are Supporting Sites

## The District Attendance and Engagement Office and “Be Here” team:

- **Staff Trainings-** August, September and November
- Created comprehensive **Distance Learning Toolkit**
- **Attendance Improvement Movement (AIM)-** PLN
- **Child Welfare & Attendance Specialists (3 +1 vac) :**
  - Support sites with Attendance Improvement Implementation
  - Facilitates team data based decision process
  - Helps create MTSS by site
  - Assists with Progress Monitoring and Tech Support





There is NO TRUANCY during Distance Learning

**InClass Today supportive, informational absence reports to students missing 5-25%:**

- Mailed **6,870** letters to K-6 students
- **9,569** text messages to K-6 students
  - 2 way chat

**The District Attendance Office:**

- Tier III Home Visits (not including site only HV)
  - **76** students
  - **52** households
- **Engagement Support Plans= <40% AR**
  - **approx. 400** have been entered
- Support Connectivity
  - **1096** Hotspots (more arriving this week)
    - **89 staff and 1007 students**
  - **301** Wifi Codes (since 9/2020 DO only)
  - **29, 205** Chromebooks





## August 2020 - November 2020

### Student Support Services

36 FTE

- 10,856 students supported
  - **31% increase** from 19-20
- 34,148 Tier 1 interventions
  - **60% increase** from 19-20
- 6,333 Tier 2 & 3 interventions
  - 549 Home Visits
  - **194% increase** from 19-20
- 1,132 suicide prevention/trauma informed trainings completed
- 193 student internet safety alerts for self-harm/suicide triaged

### Health Services

23 FTE

- 152 individuals supported for communicable disease response
- 97 students served at the SCUSD Immunization Clinic
- 11 Flu Clinics in partnership with SCPH & Health Net
- 10 Center for Oral Health screening events
- +5,000 students received 171 classroom presentations on COVID-19 & well-being
- 116 employees screened for TB





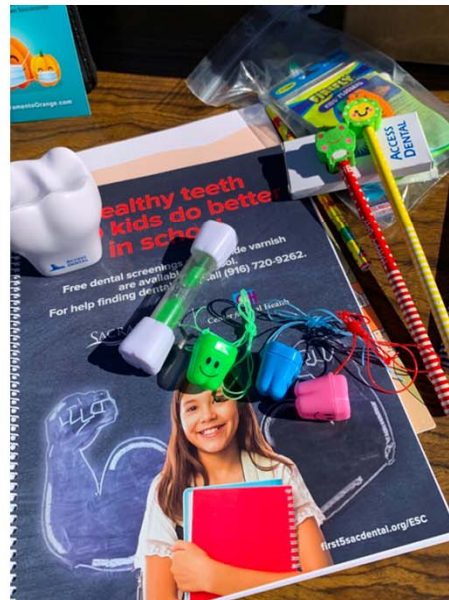
# Student Support & Health Services



*Photo 2: All smiles from a winner of Parkway Student Support Center's attendance raffle, as he receives his new distance learning headphones during a home visit.*



Health Net  
Sac Co. Public Health  
Center for Oral Health  
95820 Food Project



*Photo 1: Volunteers from the 95820 Food Project - a collaborative developed to address pandemic food insecurity by Oak Ridge Student Support Center Coordinator Ashley Clark - gather together to prepare a distribution to families.*



- Currently seven learning hubs are serving students in grades K-8.
- Designed to provide support and a safe space to our most vulnerable students.
- Preliminary evaluations show nine percentage decrease in Chronic Absenteeism.
- 1.7 Percentage Point increase in average daily attendance.
- Fewer students are disengaged as compared to disengagement rate for students who are not enrolled.
- Student and Principal Surveys - data will be shared in future meetings.
- Five new hubs will be starting on January 7

## Learning Hubs Data by Race and Ethnicity

Program Site	African Am	Am Indian	Asian	Hispanic	Pac Islander	two or more	White	Grand Total
Bowling Green	8.33%	3.33%	13.33%	70.00%	0.00%	0.00%	5.00%	100.00%
Ethel I Baker	11.39%	1.27%	13.92%	60.76%	0.00%	5.06%	7.59%	100.00%
Martin Luther King, Jr K-8	33.33%	0.00%	21.57%	15.69%	3.92%	5.88%	19.61%	100.00%
Harkness	25.58%	6.98%	6.98%	41.86%	0.00%	6.98%	11.63%	100.00%
Isador Cohen	21.88%	0.00%	25.00%	21.88%	0.00%	6.25%	25.00%	100.00%
John Cabrillo	28.57%	0.00%	8.93%	51.79%	0.00%	3.57%	7.14%	100.00%
Sam Brannan	39.68%	0.00%	1.59%	42.86%	0.00%	7.94%	7.94%	100.00%
Grand Total	23.44%	1.56%	12.24%	46.61%	0.52%	4.95%	10.68%	100.00%



# Learning Hub Data By Student Program

Program Site	Special Education	Foster Youth	English Learner
Bowling Green	16.13%	0.00%	15.38%
Ethel I Baker	12.90%	20.00%	37.18%
Martin Luther King, Jr. K-8	9.68%	0.00%	16.67%
H.W. Harkness	12.90%	30.00%	7.69%
Isador Cohen	3.23%	0.00%	10.26%
John Cabrillo	16.13%	10.00%	6.41%
Sam Brannan	29.03%	40.00%	6.41%





## Overview of Fall Student School Climate Survey Results:

- 46% Respondents (3rd-12th Grades)- \*7th Grade (64%)
- 71% +Responses to Connectedness/Belonging
- 71% +Responses to Sense of Safety

Avg + Responses	Grade-level	SEL Indicators	Race/ Ethnicity	Program
HIGHEST	Middle (74%) Small HS (73%)	Self-Management (81%)	White (77%)	Foster (70%)
LOWEST	Large HS (68%)	Self-Awareness (51%) * <i>Identifying Emotions</i>	Hmong (64%)	EL (63%)

### Key Takeaways:

- Attend to Equity gaps in Relationship & Community building
- Intentional/Explicit focus on SEL Skills Development (Emotionally literacy)
- Increase Participation rates across all grade levels



<b>Percentage of Students Suspended of the Student Group</b>				
<b>Group</b>	<b>'17-18</b>	<b>'18-19</b>	<b>'19-20</b>	<b>'20-21**</b>
District	5.87%	5.55%	3.69%	0%
American Indian/Alaskan Native	8.3%	8.2%	2.8%	
Asian	1.7%	1.6%	1.0%	
<b>Black/African American</b>	<b>15.9%</b>	<b>14.3%</b>	<b>10.2%</b>	
Filipino	3.2%	2.9%	1.3%	
Hispanic	5.1%	5.2%	3.3%	
Missing	11.1%	15.8%	4.0%	
Two or More	6.9%	4.9%	4.2%	
Native Hawaiian/Other Pac Islander	4.9%	6.3%	3.7%	
White	3.0%	3.0%	2.2%	
<b>Homeless</b>	<b>15.99%</b>	<b>12.67%</b>	<b>6.31%</b>	
English Learner	3.57%	3.88%	2.28%	
<b>Special Education</b>	<b>10.02%</b>	<b>10.22%</b>	<b>6.92%</b>	
** Number of students suspended year to date				28



<b>Number of Students Suspended</b>				
<b>Group</b>	<b>'17-18</b>	<b>'18-19</b>	<b>'19-20</b>	<b>'20-21**</b>
District	2679	2532	1643	4
American Indian/Alaskan Native	22	21	7	
Asian	130	127	74	
Black/African American	1083	961	633	
Filipino	21	19	8	
Hispanic	925	948	584	
Missing	3	3	1	
Two or More	213	159	135	
Native Hawaiian/Other Pac Islander	49	61	36	
White	243	237	165	
Homeless	94	66	33	
English Learner	293	308	178	
Special Education	734	733	484	





<b>Metric</b>	<b>2020-21 Number of Transactions 7/1/20 through 12/3/20</b>	<b>2019-20 Number of Transactions 7/1/19 through 12/3/19</b>
Add-on transactions created and edited	12,989	9,852
Assignment transactions processed	2,520	1,543
DOJ list of transactions	593	2,287
EDD Claims processed	474	23
Leave of absences processed	248	31
Credential Applications processed	76	101

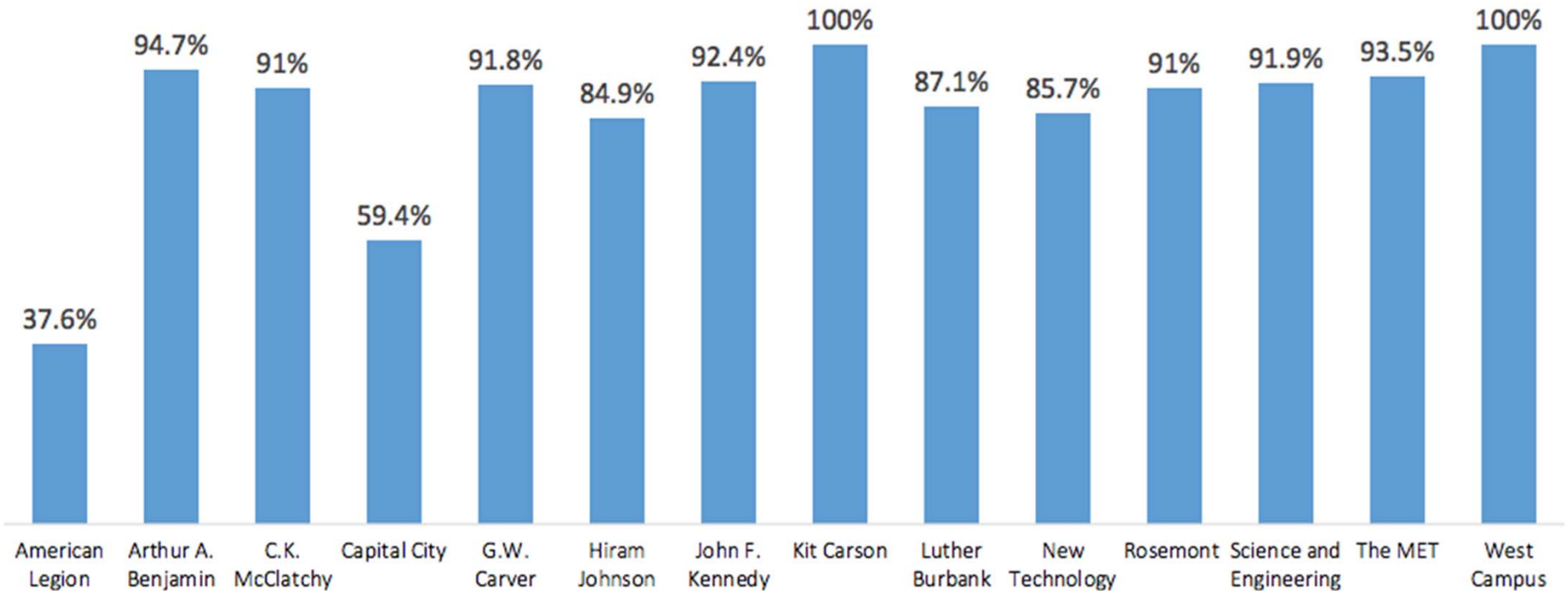
Thank You

# Appendix



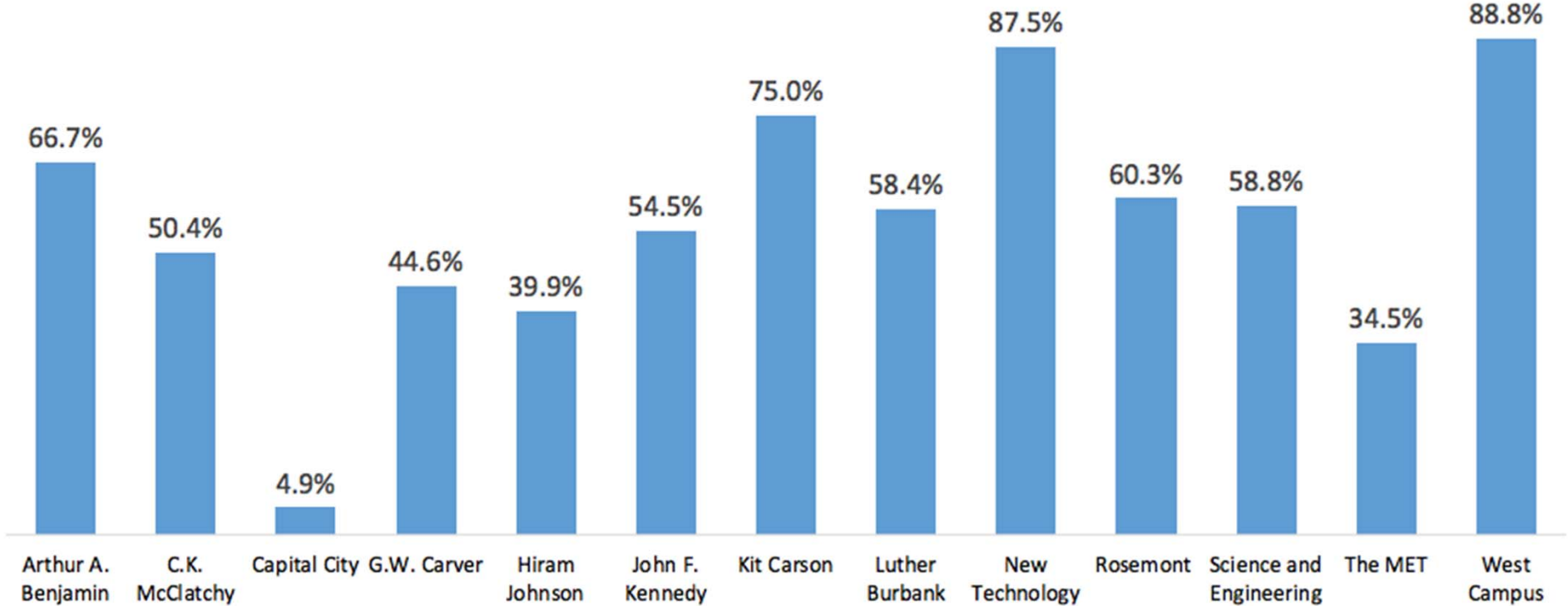


## 2019/20 Cohort Grad Rate



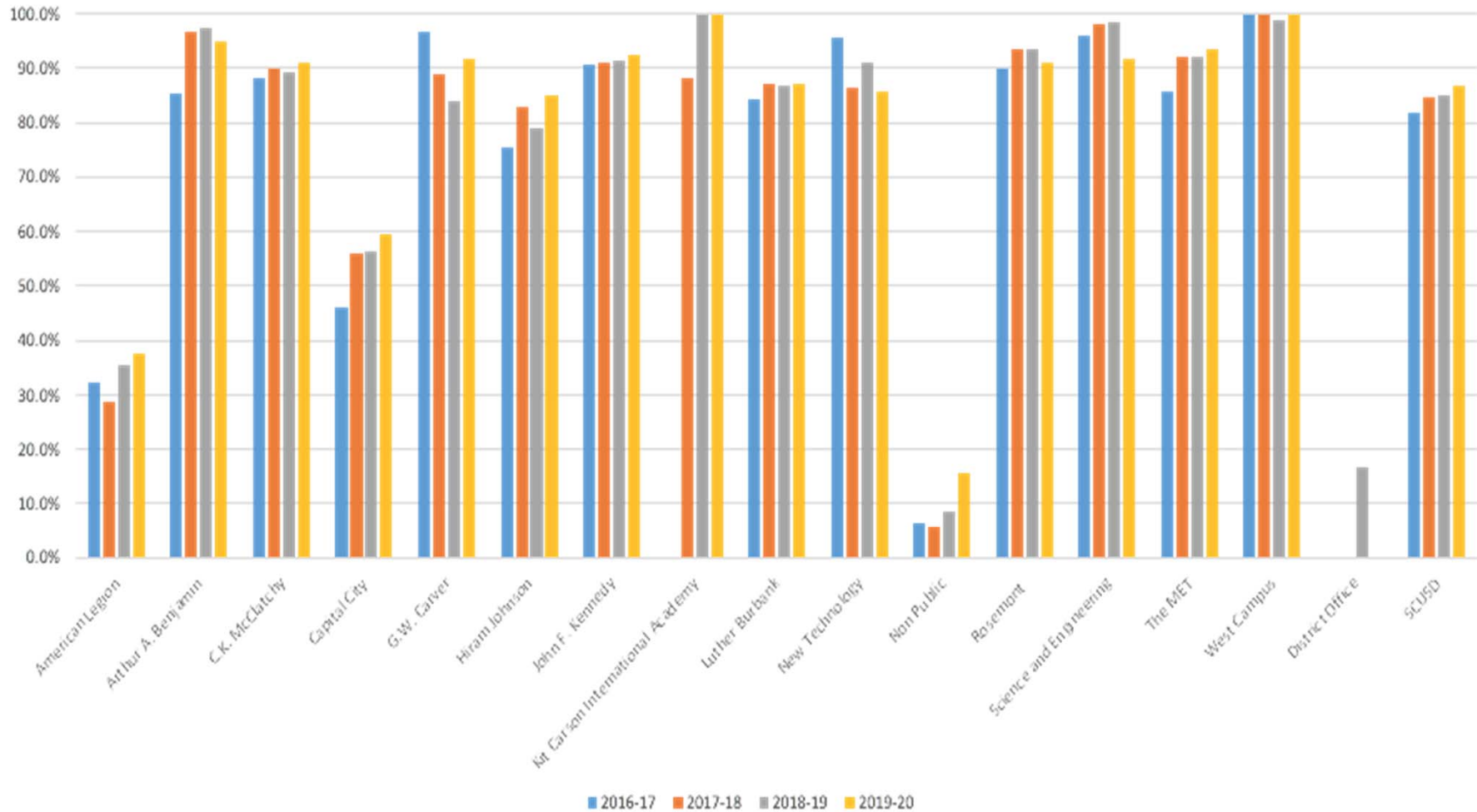


## 2019/20 Cohort A-G Rate



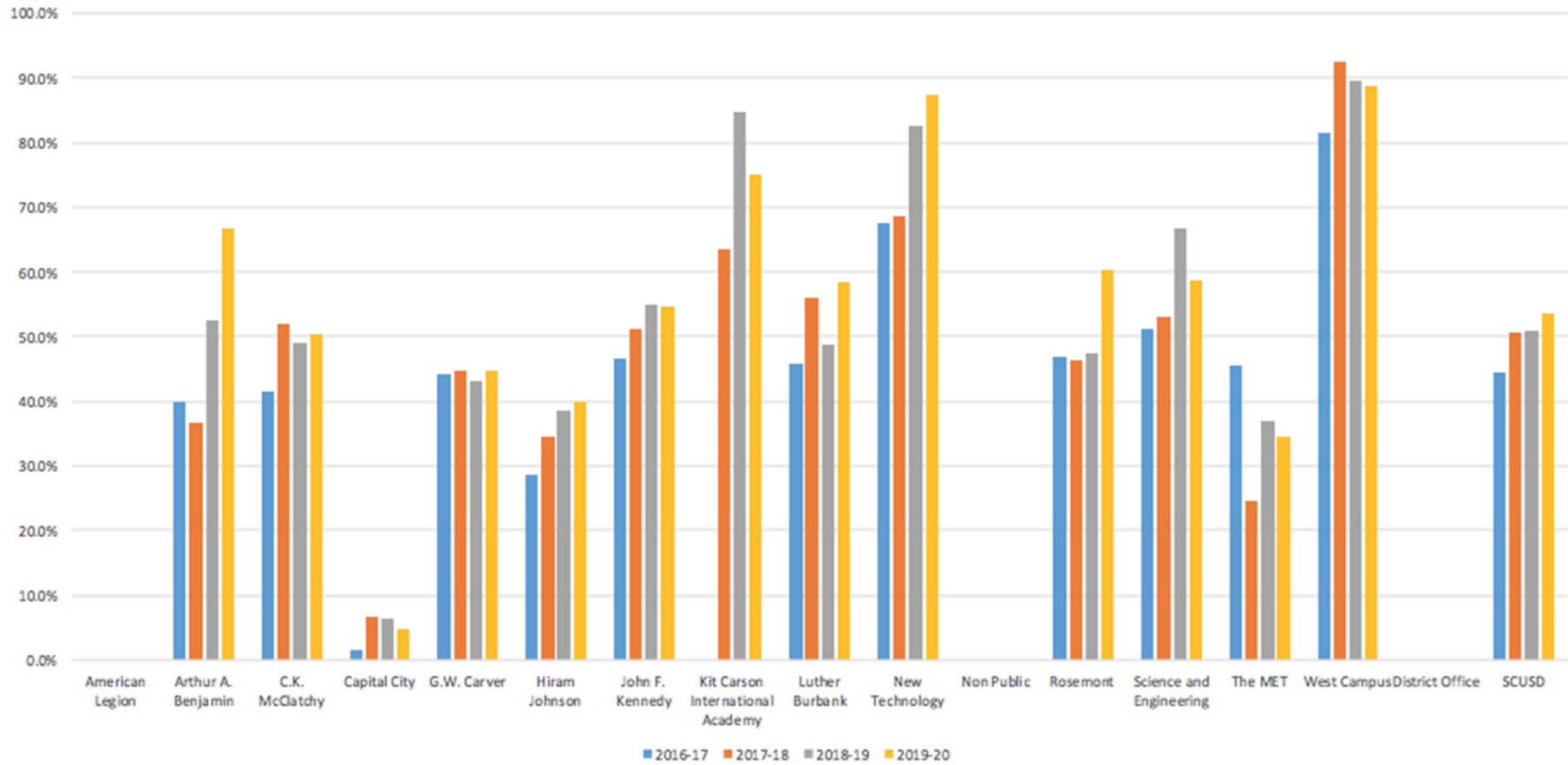


SCUSD Four Year Cohort Graduation Rates by School  
2016-17 through 2019-20





SCUSD Four Year Cohort A-G Rates by School  
2016-17 through 2019-20





# DCA % Correct by student group for ELA

<b>Student Group</b>	<b>Average of 2021 DCA Fall 1920 EOY Percent Correct Max</b>
American Indian or Alaska Native	49
Asian	54
Black or African American	43
Hispanic	48
Native Hawaiian or Other Pacific Islander	45
Two or More Races	58
White	61
(blank)	37
<b>Grand Total</b>	<b>52</b>

<b>ELs</b>	<b>Average of 2021 DCA Fall 1920 EOY Percent Correct Max</b>
English Learner	40
English Only	54
Initially Fluent English Proficient (I-FEP)	61
Redesignated Fluent English Proficient	56
To Be Determined	38
<b>Grand Total</b>	<b>52</b>

<b>Sp. Ed</b>	<b>Average of 2021 DCA Fall 1920 EOY Percent Correct Max</b>
Not Sp Ed	53
Sp Ed	41
<b>Grand Total</b>	<b>52</b>

<b>SES</b>	<b>Average of 2021 DCA Fall 1920 EOY Percent Correct Max</b>
Not Soc Econ Dis	58
Soc Econ Dis	46
<b>Grand Total</b>	<b>52</b>



# DCA % Correct by student group for Math

Student Groups	Math Average % Correct, Fall 2020
American Indian or Alaska Native	45
Asian	56
Black or African American	40
Hispanic	47
Nat. Hawaiian/Other Pac. Islander	41
Two or More Races	58
White	62
(blank)	28
<b>Total</b>	<b>52</b>

English Language Learners	Math Average % Correct, Fall 2020
English Learner	42
English Only	54
Initially Fluent Eng. Prof. (I-FEP)	59
Redesignated Fluent Eng. Prof.	51
To Be Determined	53
<b>Total</b>	<b>52</b>

Sp Ed	Math Average % Correct, Fall 2020
No Sp Ed	53
Sp Ed	41
<b>Total</b>	<b>52</b>
SES	
Not Soc Econ Dis	59
Soc Econ Dis	45
<b>Total</b>	<b>52</b>



# DCA Results by student group for CORE Phonics

	1-Standard Not Met		2-Standard Nearly Met		3-Standard Met		Total Student Count
English Proficiency	%	Student Count	%	Student Count	%	Student Count	
English Learner	86%	892	4%	46	10%	104	1042
English Only	77%	2961	7%	265	16%	627	3853
Initially Fluent English Proficient (I-FEP)	72%	57	10%	8	18%	14	79
Redesignated Fluent English Proficient	73%	11	27%	4	0%		15
To Be Determined	85%	11	8%	1	8%	1	13
<b>Grand Total</b>	<b>79%</b>	<b>3932</b>	<b>6%</b>	<b>324</b>	<b>15%</b>	<b>746</b>	<b>5002</b>

	1-Standard Not Met		2-Standard Nearly Met		3-Standard Met		Total Student Count
Reported Race	%	Student Count	%	Student Count	%	Student Count	
American Indian or Alaska Native	86%	18	0%		14%	3	21
Asian	74%	799	7%	77	18%	197	1073
Black or African American	87%	402	3%	14	10%	47	463
Hispanic	85%	1683	6%	119	9%	185	1987
Native Hawaiian or Other Pacific Islander	88%	106	5%	6	7%	9	121
Two or More Races	74%	324	7%	29	19%	83	436
White	67%	597	9%	79	25%	221	897
(blank)	75%	3	0%		25%	1	4
<b>Grand Total</b>	<b>79%</b>	<b>3932</b>	<b>6%</b>	<b>324</b>	<b>15%</b>	<b>746</b>	<b>5002</b>





# DCA % Results by student group for CORE Phonics

	1-Standard Not Met		2-Standard Nearly Met		3-Standard Met		Total Student Count
<b>Student Is Special Ed?</b>	%	<b>Student Count</b>	%	<b>Student Count</b>	%	<b>Student Count</b>	
Received Special Ed	85%	352	4%	16	11%	47	415
Not Received Special Ed	78%	3580	7%	308	15%	699	4587
<b>Grand Total</b>	<b>79%</b>	<b>3932</b>	<b>6%</b>	<b>324</b>	<b>15%</b>	<b>746</b>	<b>5002</b>

	1-Standard Not Met		2-Standard Nearly Met		3-Standard Met		Total Student Count
<b>Student Is SED?</b>	%	<b>Student Count</b>	%	<b>Student Count</b>	%	<b>Student Count</b>	
Socio Econ Disadv	85%	2771	5%	176	10%	327	3274
Not Socio Econ Disadv	67%	1161	9%	148	24%	419	1728
<b>Grand Total</b>	<b>79%</b>	<b>3932</b>	<b>6%</b>	<b>324</b>	<b>15%</b>	<b>746</b>	<b>5002</b>