

Previous Year; Current Release in Dec 2019



Priority 1:

Priority 2: Standards Implementation

State Standards Survey Results

SurveyResponses	2017-18 (Admin Summer 2018-19)	2018-19 (Admin Summer 2019-20)	Change
Progress in providing professional learning in ELA, ELD, Mathematics, NGSS, Social Science	29%	25%	
Progress in providing instructional materials aligned to recently adopted academic standards (ELA, Mathematics, ELD, NGSS, Social Science)	27%	40%	+13
Progress in implementing policies or programs to support sites in identifying areas to improve	19%	18%	
Implementation of the following academic standards: CTE, PE, Health, VAPA, World Languages	26%	26%	0
Supporting the professional learning needs of teachers and administrators	22%	9%	

CDE Self-

Building Partnerships for Student Outcomes

While 2,770 parents/community members attended trainings provided by the SCUSD Family and Community Empowerment Department over the course of the 2018-19 school year, survey results indicate a need to improve communication about available engagement opportunities and supports

CURRENT PRACTICE	GROWTH OPPORTUNITY EXAMPLES
<ul style="list-style-type: none"> • Parent Leadership Pathway Workshop Series at sites • College Pathway workshops • Parent Information Exchange (PIE) monthly luncheons • Development of Parent Resource Centers at sites • Parent Teacher Home Visits • Translation services and childcare at all parent/community meetings and trainings • Cross-department collaboration to provide all training and informational materials in understandable and accessible language for families • Collaboration with community based partners to provide services supporting student/family growth and success 	<ul style="list-style-type: none"> • Develop new language friendly parent engagement survey tool to encourage more participation • Develop Parent Ambassador Program (parent to parent outreach) • Ensure that specific parent engagement programs/activities are included in sites' parent engagement policies • Ensure that sites are spending at least 1% of Title 1 funds for parent empowerment • Coordinate parent engagement activities across program • Assess the effectiveness of school, family and community partnerships at each site

Priority 6: School Climate

Metric	Evidence
<ul style="list-style-type: none">• LEA administers a local climate survey that provides a valid measure of student perceptions of connectedness and school safety	<ul style="list-style-type: none">{ Survey of students administered in Spring 2019{ Over 15,000 students in grades 3-12 completed the survey

School Climate Survey: Ethnicity & Race

Ethnicity/Race	# of Students Responding: 2019	Average % Positive Responses to Connectedness 2019	Percentage Point Change: 2018 to 2019	Average % Positive Responses to Safety 2019	Percentage Point Change: 2018 to 2019
American Indian or Alaska Native	52	69.6%	+2.9	63.5%	+3.9
Asian	3,558	63.6%		62.8%	+0.8
Black or African American	1,980	62.6%		59.4%	+0.7
Hispanic	5,825	65.4%	0.0	63.8%	+0.9
Native Hawaiian or Other Pacific Islander	334	62.2%		61.3%	
Two or More Races	1,033	69.1%		66.5%	+0.8
White	2,420	71.9%	+0.1	68.2%	+1.1
Not Reported	3	-	-	-	-
Grand Total	15,205	65.8%		63.8%	+0.9

School Climate Survey: Asian Subgroup Specific

Asian Origin

Specific Asian Race	# of Students Responding to Survey: 2019	Average % Positive Responses to Connectedness 2019	Percentage Point Change: 2018 to 2019	Average % Positive Responses to Safety 2019	Percentage Point Change: 2018 to 2019
Asian Indian	121	71.9%		71.4%	+1.1
Cambodian	59	58.6%		53.9%	
Chinese	969	66.5%		66.1%	
Filipino	251	67.0%		65.5%	+1.9
Hmong	1,130	58.6%		57.9%	+0.3
Japanese	61	67.5%		68.9%	
Korean	24	69.2%		75.8%	+8.1
Laotian	86	60.9%		58.1%	
Other Asian	564	64.6%	+0.9	62.4%	
Vietnamese	293	65.0%	+1.8	66.9%	+5.9
Total Asian Race	3,558	63.6%		62.8%	+0.8

School Climate Survey: Student Programs

Student Programs	# of Students Responding to Survey: 2019	Average % Positive Responses to Connectedness 2019	Percentage Point Change: 2018 to 2019	Average % Positive Responses to Safety: 2019	Percentage Point Change: 2018 to 2019
English Learner	2,326	59.4%	+0.5	55.6%	+0.5
Socioeconomically Disadvantaged	10,931	63.9%		61.7%	+0.5
Special Education	1,765	62.8%	+0.2	57.4%	+1.9
Homeless	55	69.8%	+2.7	66.9%	+8.1
Foster Youth	40	66.0%	+2.4	55.0%	

Priority 7: Course Access

Measure	Evidence
<ul style="list-style-type: none">• The extent to which students have access to, and are enrolled in, a broad course of study.	<ul style="list-style-type: none">{ Career and Technical Education (CTE) by student group{ Advanced Placement (AP) Enrollment by student group{ A-G On Track Status

2018-19 Course Access Enrollment/Academic

Student Group	CTE			AP			A-G OnTrack Status		
	N	%	Change in Perc Points	N	%	Change in Perc Points	N	%	Change in Perc. Points
All	2462	N/A		2146			6011	N/A	
Low Income	1575	64%	-6	1138	53%	+1	3661	61%	0
English Learners	327	13%	0	91	4%	+1	443	7%	-1
Students w/Disabilities	279	11%	+1	28	1%	0	260	4%	0
Foster Youth	10	<1%		0	0%		9	-	
Homeless	8	<1%		0	0%		8	-	
African American	374	15%	-2	160	7%	0	642	11%	+1
Hispanic/Latino	988	40%	-4	649	30%	0	1982	33%	-1

Source: Enrollment as of May 15, 2019, from SCUSD internal systems. CTE Enrollment from 2018-19 CALPADS 3.15 and 3.18 reports. AP Enrollment from 2018-19 CALPADS 3.3 report, based on courses categorized as AP. A-G status from U.C. Merced A-G data extract at the end of May. Program participation from 2018-19 CALPADS 1.18 and 8.1 reports for October 2018 Census Day. 13

2018-

Strategic Milestones

- Board adoption of local indicators
October 17, 2019
 - District submission of local indicators to CA School Dashboard
November 1, 2019
- Public Release of CA School Dashboard
estimated December, 2019
- Selected data updates in Spring 2020
2019-20 School Climate Survey
(with Safety & Security items)

End of Presentation