

Subject

_____ : School Climate Update Part 2

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Academic Office & Continuous Improvement and Accountability

Recommendation

_____: Receive information on the district’s school climate efforts, including results from the 2018-19 School Climate survey.

Background/Rationale

_____: School climate refers to the norms, values, and expectations that shape the school environment. Students who have positive relationships with caring adults will have more connected and engaged

Financial Considerations

_____: None

LCAP Goal(s)

_____: Safe, Emotionally Healthy and Engaged Students

Documents Attached:

1. Executive Summary

<p>Estimated Time of Presentation: 15 minutes Submitted by: Dr. Iris Taylor, Chief Academic Officer Vincent Harris, Chief Continuous Improvement and Accountability</p>

Board of Education Executive Summary

Academic Office & Continuous Improvement and Accountability

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staff and families, and 195 students received case management services and supports. Intensive mediations were completed in 51 cases.

Through these approaches to developing positive school climate, SCUSD seeks to improve the data around suspensions, attendance, academics, and stakeholders' sense of belonging, safety, and connectedness. To reach the desired impact, the district will focus on strengthening implementation through defining clear expectations, analyzing data on a continuous basis. Data will be used to continuously improve existing practice and, to inform systemic implementation.

School Climate/Chronic Absenteeism, and Suspensions Work Team

In the summer of 2018, the district established several internal work teams comprised of district staff from an array of departments and site level administrators. The purpose of the School Climate/Chronic Absenteeism, and Suspensions work teams is to begin to use a Theory of Action framework to analyze existing practices and the district's ability to gather information about the district's performance related to School Climate/Chronic Absenteeism, and Suspensions. The Theory of Action specifically calls for the teams to assess and address the

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trends and organize the school's tiered intervention strategies to improve attendance for all students. Be HERE District staff and the school teams create and implement a multi-tiered system of support to ensure chronically absent students and those at risk of being chronically absent are receiving the proper interventions and support to improve school attendance. The team sets school and student group goals based on historical and current data, and the data monitoring process is framed by these goals.

The District is utilizing data, both qualitative and quantitative, to guide and evaluate our efforts. Our new early warning system, the EIS, allows staff to identify students with attendance concerns and provide strategic interventions early, at the first signs of need. The tool also provides a means to monitor the effectiveness of those interventions and review and adjust as needed for each student. The Performance and Targeted Action Index (PTAI) is an accountability tool that administrators use to monitor chronic absence, attendance growth and retention and most importantly, the effect improved attendance has on grade level readiness

