

2017-2018 District Data Update



From: Kathie Kanavel, Assistant Superintendent of Educational Services
Prepared by: Elizabeth Gordon-Stoll and Mark Matsumoto, Data and Assessment Department

Tonight's Aims:

- **Present/Review most recent* district results for LCAP Dashboard Indicators/State LCFF Priorities/District LCAP Goals**
- **Review actions that are in motion to support identified student groups. Field your questions/requests for more detailed reports.**

*New this year is our interactive [Tableau Library](#) where Mark Matsumoto has been building charts to show our students' multi-year trends.

Tableau library: <https://public.tableau.com/profile/mark.matsumoto#!/>

Strategic Plan+LCFF Priorities + LCAP Goals, Actions, Metrics= Improving outcomes for students



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Equity Report

Santa Clara Unified - Santa Clara County

List of all schools in this district

Enrollment: 15,409 Socioeconomically Disadvantaged: 37.8% English Learners: 25% Foster Youth: 0.2%

Dashboard Release:

Grade Span: K-Adult Charter School: No

Fall 2017

Equity Report Status and Change Report Detailed Report Student Group Report

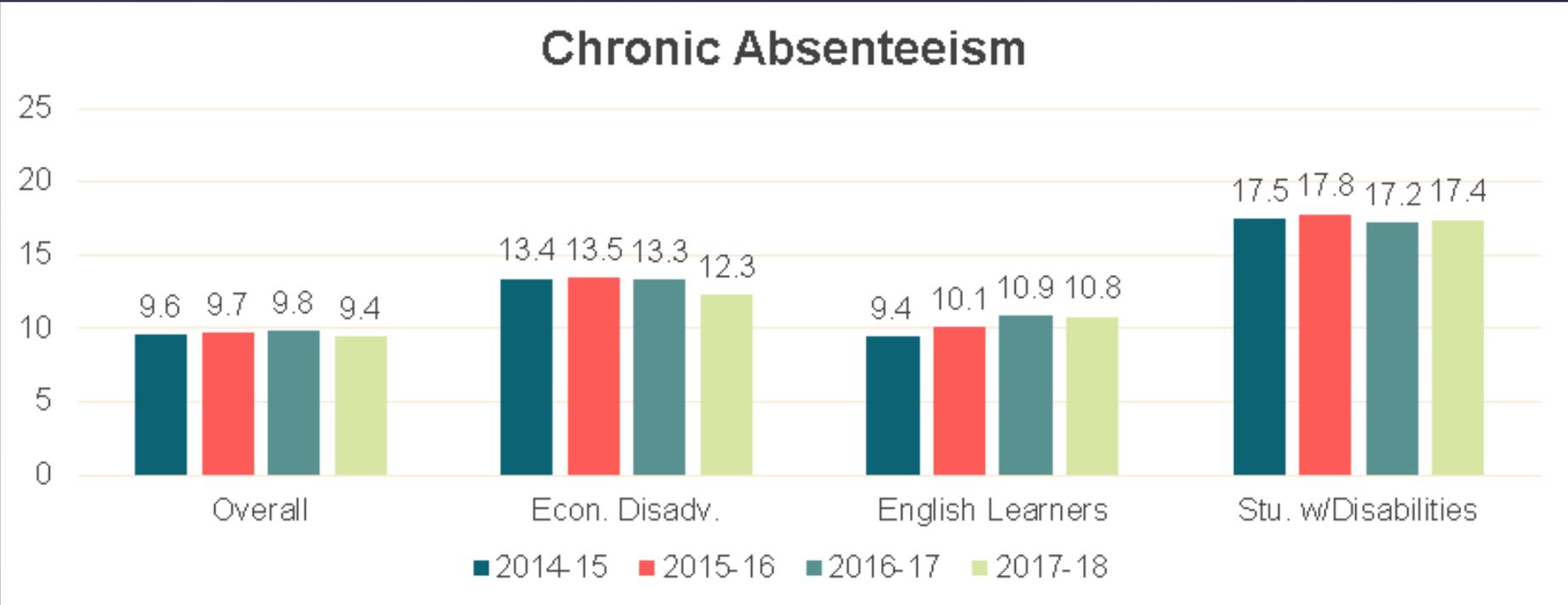
The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u> ↗	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		13	8
<u>English Learner Progress (1-12)</u>		1	0
<u>Graduation Rate (9-12)</u>		9	1
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		11	5
<u>Mathematics (3-8)</u>		11	7

Dashboard Indicator: Chronic Absenteeism*

LCFF Priority 5: Student Engagement

LCAP Goal 2



*2017-18 results are *preliminary*-based on local calculation.

Dashboard Indicator: Suspension

LCFF Priority 6: School Climate

LCAP Goal 2

Overall		Hispanic or Latino		Asian		African American		White		Economically Disadvantaged		Students with Disabilities		English Learners	
16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18	16-17	17-18
3.7%	3.1%	6.1%	5.3%	0.9%	1%	10.0%	6.2%	3.1%	2.4%	6.5%	5.2%	8.6%	7.1%	4.1%	3.6%

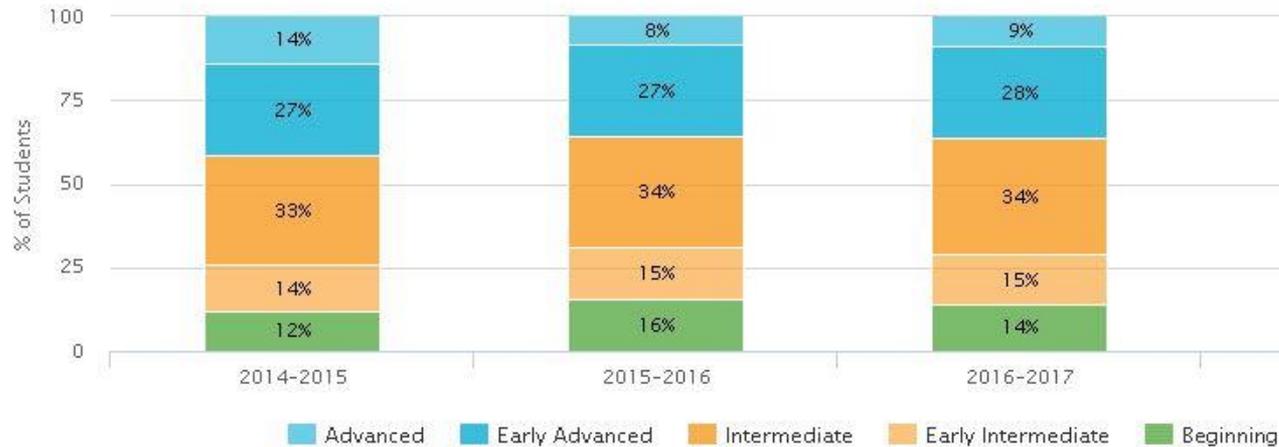
*Suspension Rate and Dashboard status/colors for 2017-18 are preliminary and locally calculated according to Dashboard specifications.

Dashboard Indicator: English Learner Progress

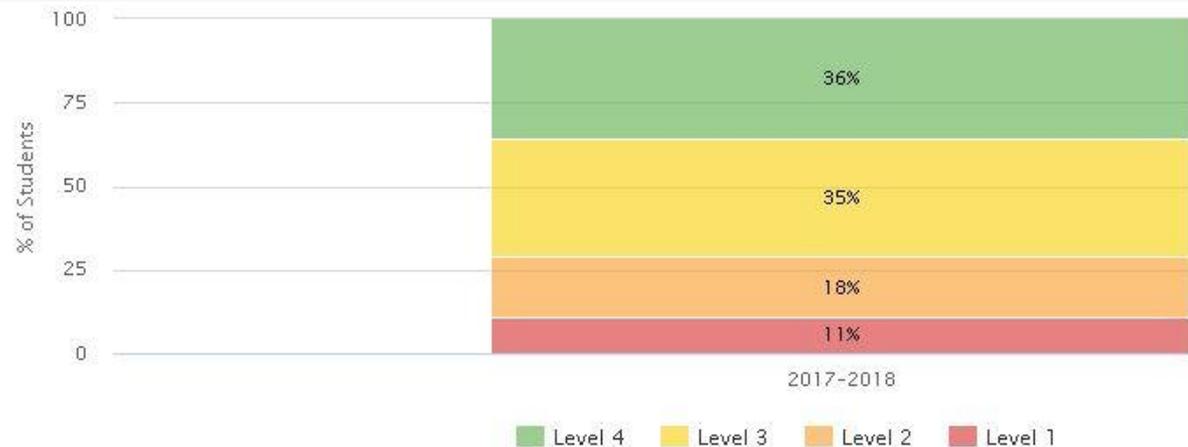
LCFF Priorities: 1, 2, 4, 5, 7

LCAP Goal 1

CELDT Performance Levels - Overall



ELPAC Performance Levels - Overall



Dashboard Indicator: Graduation Rates

LCFF Priorities 1, 2, 4, 5, 7 LCAP Goal 1

Overall		Hispanic or Latino		Asian		African American		White		Econom. Disadv.		Students with Disabilities		English Learners	
15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	15-16	16-17	16-17	17-18
87.2%	91.1%	82.7%	89.9%	91.8%	90.7%	81.8%	90%	85.6%	92.6%	77.6%	87.6%	71.5%	72.5%	75.9%	76.9%

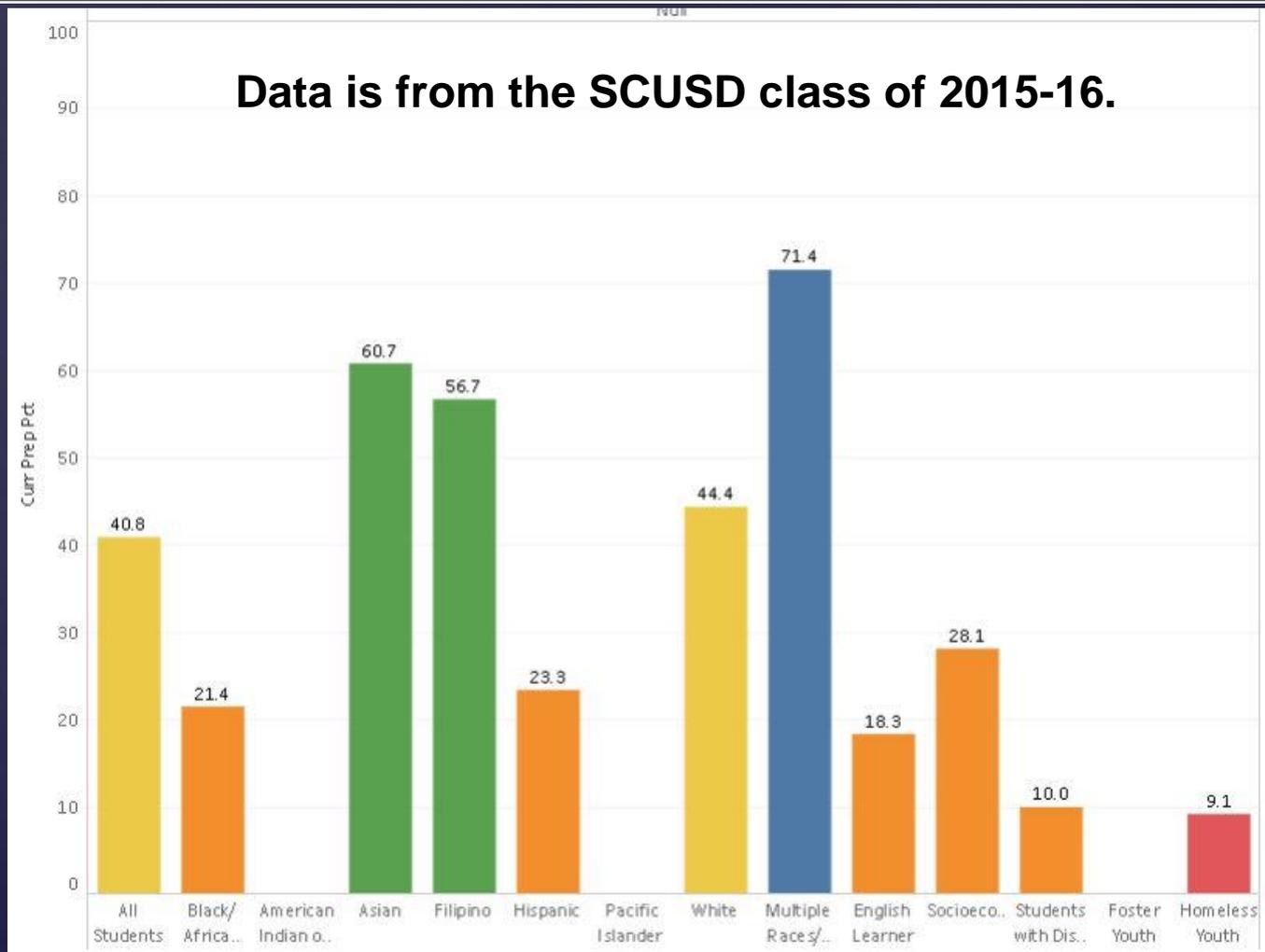
Coming Soon!
17-18 local estimate
Of overall 4-Year
Cohort Grad Rate

Alternative Schools *Estimated One-Year Graduation Rates*

(Students enrolled for at least 90 days during senior year, who graduated that same year.)

Alternative Schools	15-16	16-17
New Valley	64.6%	70.8%
Wilson Alternative	49.4%	44.4%
Santa Clara Comm. Day	*(<10 students)	*(<10 students)

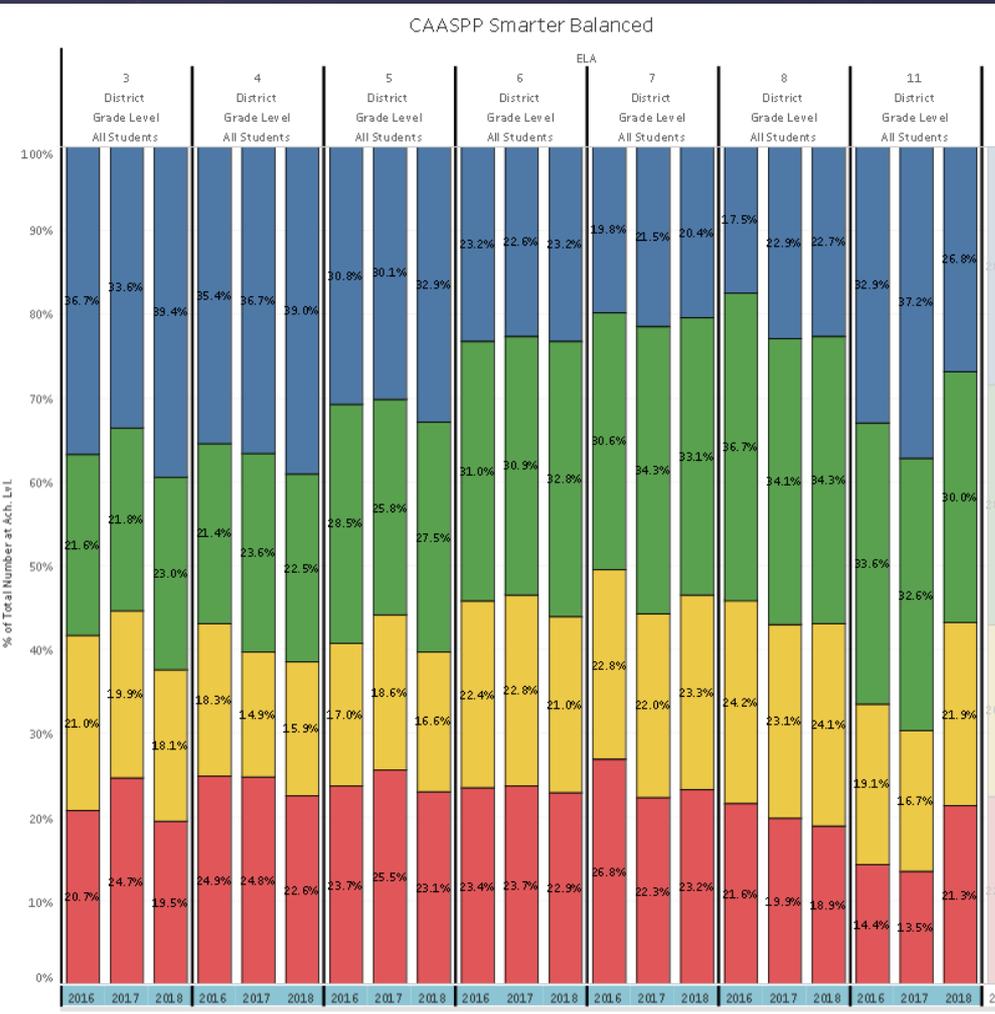
Dashboard Indicator: College/Career LCFF Priorities 1, 2, 4, 5, 7 LCAP Goal 1



Dashboard Indicator: English Language Arts

LCFF Priorities 1, 2, 4, 5, 7

LCAP Goal 1



Achievement Levels

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Subject

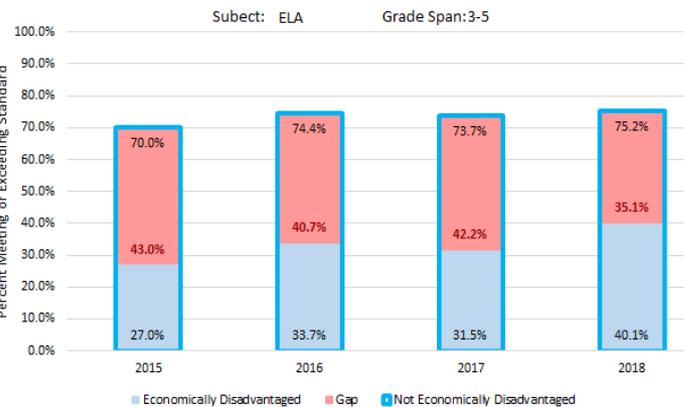
- ELA
- Math

Dashboard Indicator: English Language Arts

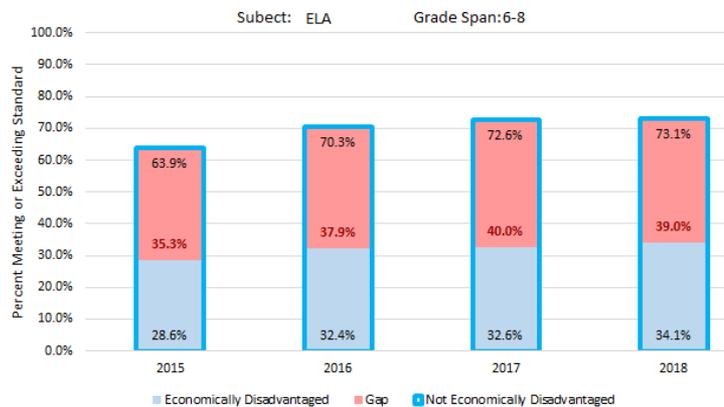
LCFF Priorities 1, 2, 4, 5, 7

District LCAP Goal 1

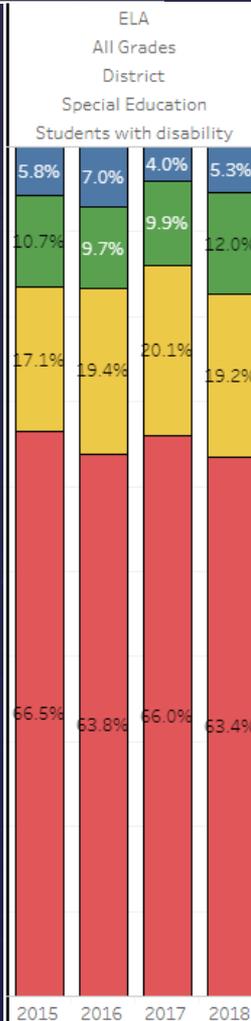
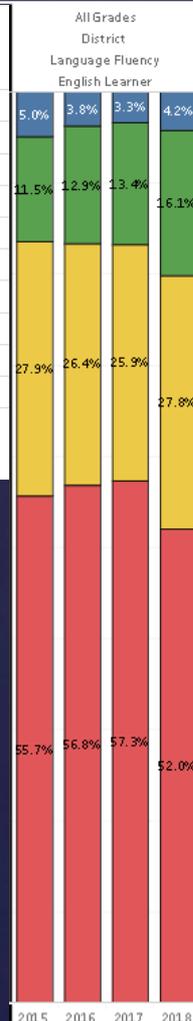
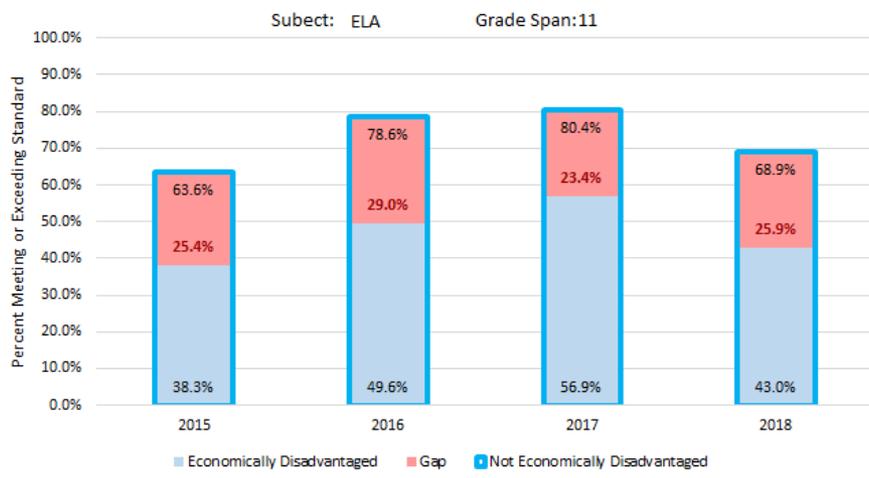
Smarter Balanced Achievement Gap Charts by Economic Status



Smarter Balanced Achievement Gap Charts by Economic Status

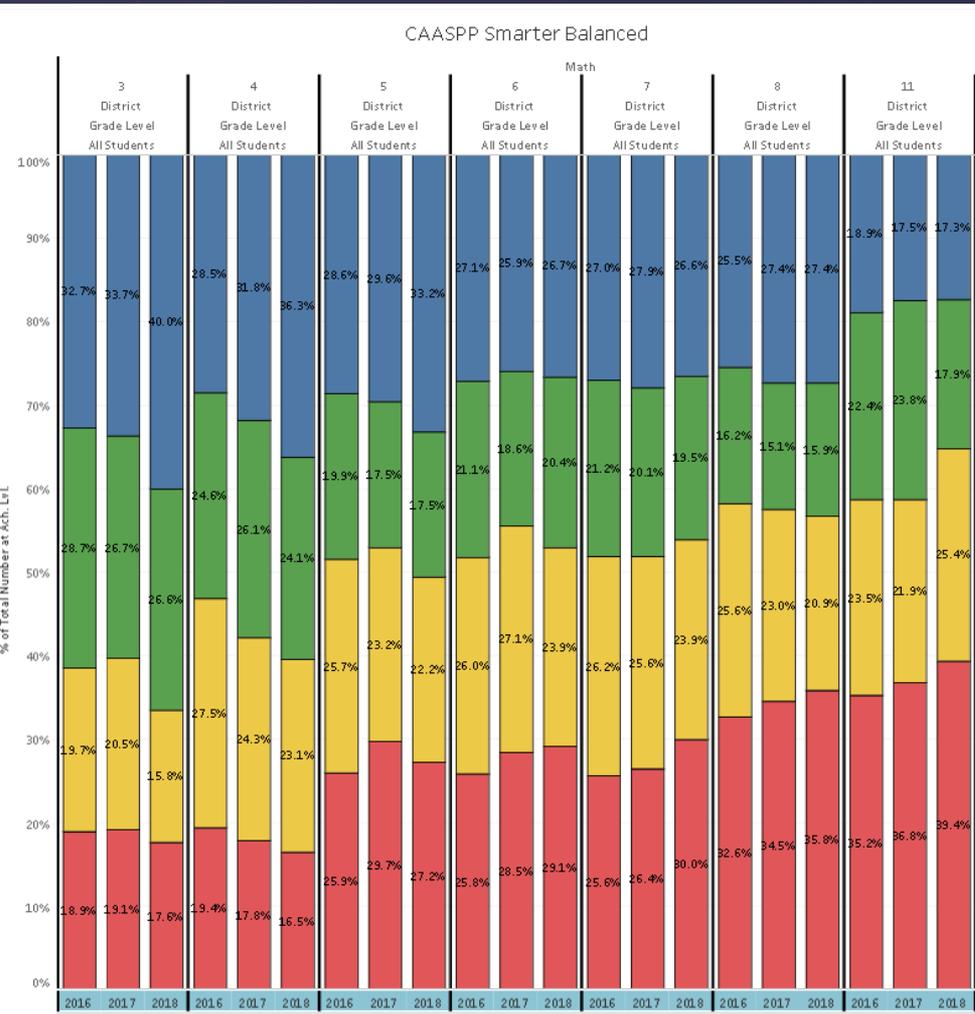


Smarter Balanced Achievement Gap Charts by Economic Status



Dashboard Indicator: Mathematics

LCFF Priorities 1, 2, 4, 5, 7 LCAP Goal 1



Achievement Levels

- Standard Exceeded
- Standard Met
- Standard Nearly Met
- Standard Not Met

Subject

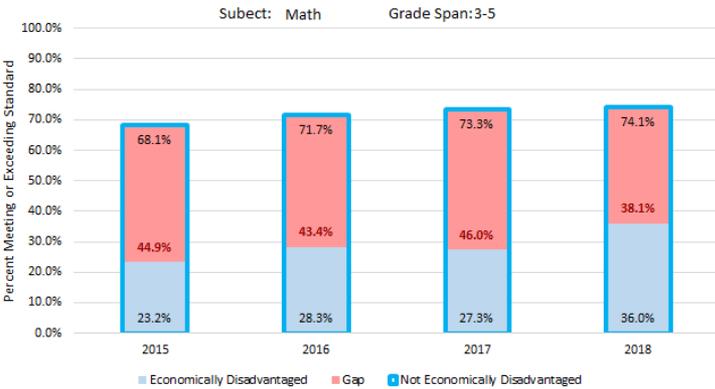
- ELA
- Math

Dashboard Indicator: Mathematics

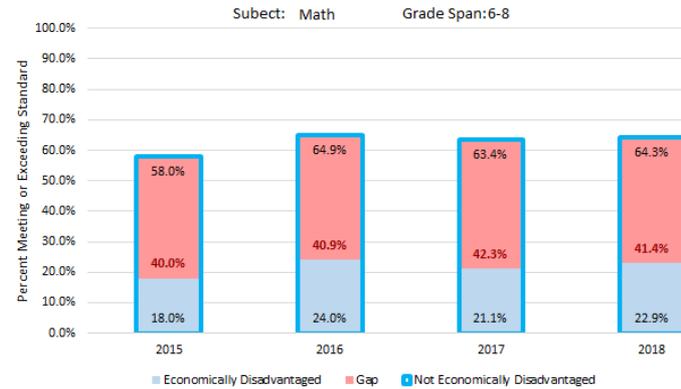
LCFF Priorities 1, 2, 4, 5, 7

LCAP Goal 1

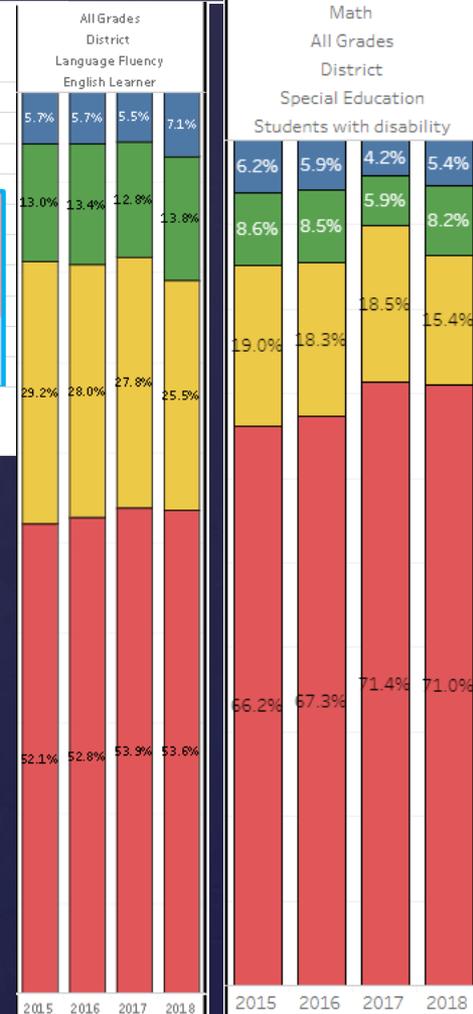
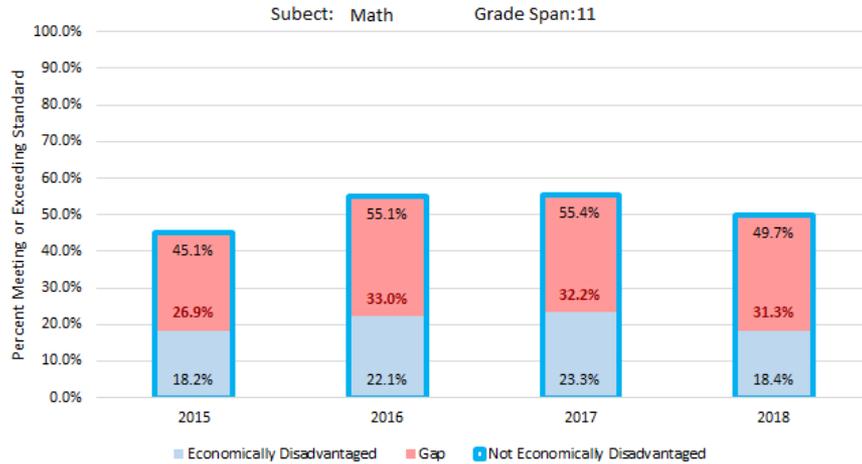
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Conclusions:

- Reductions in Chronic Absenteeism
- Reductions in Suspension overall and for all groups of concern
- ELPAC results similar to CELDT although ELPAC is new and more rigorous
- 16-17 overall Grad Rate maintained with progress in closing gap for Economically Disadvantaged Students
- Initial CCI status shows strengths and student groups in likely to be in need of support
- Increases in SBA ELA and Math achievement in grades 3-6 overall, and for most groups of concern

Continuing Actions to Address Needs

- Chronic Absenteeism/Truancy: SARB hearings
- Suspension rates: Focus on alternatives to suspension, social emotional support & trauma informed practices
- English Learners: Saturday/Summer academies for English Learners and Migrant students
- Graduation Rate: Summer programs, increased academic counseling services
- College and Career Readiness: Increased Academic Counseling, Equal Opportunity Schools, CTE pathways, STEM programs, funding in-school SAT and AP Exams
- ELA & Math: Focus on differentiating and focused instruction for student groups of concern

Additional Areas of Focus

- Second truancy officer to reduce chronic absenteeism and truancy
- Implementation of Middle School Matters to support struggling 7th and 8th graders
- Align support for English Learners with ELPAC results and to meet new reclassification criteria
- Strengthen tiered systems of support to prevent over-identification of English Learners, Hispanic males, and Economically Disadvantaged students as “learning disabled”
- Strengthen K-2 literacy to support struggling readers early
- Increase alignment of instruction to CAASPP/SBA level of rigor and online testing demands especially for grades 7, 8 and 11
- Increase awareness, access and support to improve College/Career readiness outcomes for students

Thank you!

Questions?