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## School Board Executive Summary District Data Update: California Dashboard Indicators & Student Progress

August 9, 2018 Board Meeting

### Background/Purpose

This is a district-level overview of Santa Clara Unified School District's progress according to California Dashboard Indicators. This data will eventually be incorporated into the California Dashboard which is expected to be released in late fall, 2018. It is important for the board and public to know that we have been working with this data since late May to refine our district's Local Control Area Plan (LCAP), and Local Control Funding Formula (LCFF), as well as to inform sites of potential needed adjustments to Site based plans for Student Achievement (SPSA's). District and site level data is available on an interactive, district-created site: "[SCUSD Tableau](#)". Individual student data is available, as appropriate, to SCUSD employees through the SCCOE DataZone Warehouse.

### Overview

Highlights of most recent indicators of improvement for students:

- Chronic Absenteeism has declined overall and especially for Economically Disadvantaged students.
- Suspension rates **are estimated** to have declined overall and for every student group of concern.
- The overall 4-Year Cohort Graduation rate was maintained from 15-16 to 16-17 and there was a 1.3% increase in the 4-Year Cohort Graduation rate of Economically Disadvantaged students even with CDE rule changes and a single year anomaly which reduced the anticipated overall rate by two percentage points.
- CAASPP/Smarter Balanced English Language Arts and Mathematics results show continuing increases for students in grades 3-6 meeting or exceeding grade level standard overall, and for most student groups of concern.

Areas of attention include:

- Students with Disabilities continue to have the highest chronic absenteeism rate (17.4%) and the highest rates of suspension (7.1%)-more than double the overall suspension rate.
- CAASPP/Smarter Balanced ELA and Math results overall and for student groups in grades 7 and 8 did not increase from 2017 to 2018. Grade 11 shows a 3-year decreasing trend in Mathematics.
- CAASPP/Smarter Balanced results for Students with Disabilities are uneven across all grade levels and achievement gaps between student groups of concern remain wide.
- The new College/Career Indicator (CCI) is a complex measure that requires additional attention on the part of all stakeholders to ensure that every student graduates from SCUSD prepared for success in the world beyond high school.

Almost any one of the Dashboard Indicators would warrant a full board report or study session. In addition, every school has a school level Dashboard report, and their site and student group-specific longitudinal data which all warrant their own presentations/study sessions. We welcome your questions and any requests for future reports with further details on any of the indicators.

## **Table of Contents**

<b>School Board Executive Summary</b>	<b>1</b>
<b>Table of Contents</b>	<b>2</b>
<b>Introduction/Review of CA Dashboard and Relationship to LCFF Priorities and LCAP Goals</b>	<b>3</b>
<b>Chronic Absenteeism</b>	<b>5</b>
<b>Suspension</b>	<b>6</b>
<b>English Learner Progress (Future ELPI)</b>	<b>7</b>
<b>Graduation Rates</b>	<b>8</b>
<b>College/Career (CCI)</b>	<b>10</b>
<b>CAASPP/Smarter Balanced: English Language Arts Overall/Grade Level</b>	<b>12</b>
<b>CAASPP/Smarter Balanced: English Language Arts Progress towards closing Gaps</b>	<b>13</b>
<b>CAASPP/Smarter Balanced: Mathematics Overall/Grade Level</b>	<b>15</b>
<b>CAASPP/Smarter Balanced: Mathematics Progress towards closing Gaps</b>	<b>16</b>
<b>Strengths and Needs we're continuing to address</b>	<b>18</b>
<b>Additional Areas of Focus based on most recent data</b>	<b>19</b>
<b>Appendices: Enlarged versions of data charts and linked content</b>	<b>20-30</b>

## Introduction/Review of CA Dashboard and Relationship to LCFF Priorities and LCAP Goals

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



This is the first year of reporting since the advent of LCFF and LCAP, where the state has the majority of Dashboard Indicators in place. This is also the earliest in the year that we've had sufficient 17-18 data available to be able to report to you prior to the usual late October reporting period. We've organized this presentation to look at our district data in the order in which it is presented on the CA Dashboard. The Dashboard indicators were chosen by the CDE to measure progress towards meeting the the state priorities which the Local Control Funding Formula (LCFF) is targeted to fund. We've indicated the LCFF priority and our Local Control Area Plan Goals which are aligned to each indicator, as well as the LCFF priorities.

The data we'll look at here is not the only data we consider when making decisions, but these indicators do give us a broad and increasingly robust look at how our students are progressing -especially when we look at results over multiple years. The Dashboard Indicators do not take multi-year trends into account. The state looks only at groups of students (not cohorts) from one year to the next for indicator "placement" which is based on status and change from one year to the next. A level and level color/"pie slice" is assigned based on the status and change criteria for each indicator. The colors/pie slices and levels are as follows: Blue(5)=Very high; Green(4)=High, Yellow(3)=Medium, Orange(2)=Low, Red(1)=Very low. Any indicator overall, or any student group in any indicator that is orange(2) or red (1), warrants further attention. As you know, our district has been in differentiated assistance this past year because a student group (Students with Disabilities) was red on three different indicators (3-8 Math and ELA, and Suspensions) based on the most recent, Fall, 2017 release of the CA Dashboard.

The Equity Report "landing" page of the CA Dashboard shows that according to the indicators and data that was published as of fall, 2017, SCUSD is either considered "high"/"significantly increased" (green) or "medium/maintained" (yellow) between the years that were measured. The far right column shows the number of students groups that are Red or Orange-the student groups of concern on whom we are focusing our LCAP and LCFF efforts.

Not all indicators are measured comparing the same two years. For example, the graduation rate indicator for Fall, 2017 is actually showing the difference between the 14-15 and 15-16 school year, while the academic indicator compares 15-16 to 16-17. This is not apparent when looking at the Dashboard, but we provide the school years for each of the indicators in this presentation. Even though there are several data points that are labeled as “preliminary”, the majority of data we’re sharing tonight is not expected to change. Data that is labeled as “locally calculated” or “estimated” may change, as our calculations are based on the best information and state formula that we currently have, and that information may change between now and the release of the fall, 2018 Dashboard. We will provide updates, especially to the preliminary and estimated data, as it becomes finalized during the year.

**Link to the CA Dashboard:** <https://caschooldashboard.org/#/Home>

## Chronic Absenteeism

### Dashboard Indicator: Chronic Absenteeism\* LCFF Priority 5: Student Engagement LCAP Goal 2



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

Source: Data shown is preliminary and locally calculated. Official growth indicator (Dashboard color) to be released by CDE Fall, 2018.

The Chronic Absenteeism indicator is calculated by taking the count of students who were determined to be chronically absent (Chronic Absenteeism Count) divided by the total count of students who were cumulatively enrolled (Cumulative Enrollment). Students are determined to be chronically absent if they were enrolled for a total of 30 days or more during the academic year and they were absent for 10% or more of the days for any reason.

For the Chronic Absenteeism Indicator, the desired outcome and goal is to have a low rate, thus, the lower percentage you see, the better (versus when looking at graduation rate, SBA scores, etc., where a higher percentage is desired)

- Overall rate is lowest in 4 years, after 3-year rising trend
- Rate for students with disabilities is slightly higher than 16-17
- Rate for students with Economic Disadvantage is lowest in 4 years and declined by 1 percentage point
- Rate for English Learners declined slightly after 3-year rising trend
- The gap in attendance/absenteeism between student groups of concern-especially Students with Disabilities and Economically Disadvantaged students remains significant.

## Suspension

### Dashboards Indicator: Suspension LCFF Priority 6: School Climate LCAP Goal 2

- Local calculations show improvement in the reduction of suspension rates overall and for every student group of concern.

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.

Suspension data vary widely among LEA and school type. For example, rates are generally higher at the high school than at the middle school level, and middle school rates are generally higher than at the elementary school level. Therefore, the Suspension Rate Indicator has a distribution for each LEA type (elementary, high, and unified) and each school type (elementary, middle, and high). For the Suspension Rate Indicator, just like chronic absenteeism, the desired outcome and goal is to have a low rate/percentage. There are more details below about the calculation of the suspension rate indicator.

The table above displays the color and suspension rate comparison for students overall and for each student group of concern between the 2016-17 school year and the 2017-18 school year. If our local calculations are correct, suspension rates for every group, except for Asian students whose suspension rate remains the lowest, will have reduced for every group of students and overall by one or more percentage points. African American, White, and English Learner students are estimated to have significantly reduced suspension rates. The “jump” in colors (for example orange to green) signifies the percentage improvement.

The Fall, 2017 Dashboard shows that we had 8 student groups in red or orange for suspension rate. If our local calculations are accurate, we should have only one group- Students with Disabilities- that will be in orange, and no groups in red based on 16-17 to 17-18 comparison.

#### Details of how suspension rate is calculated:

##### Calculations

The Suspension Rate Indicator calculations are based on the unduplicated number of students suspended in an academic year meaning that if a student is suspended multiple times, the student is counted as being suspended only once.

##### Suspension Rate Status Formula

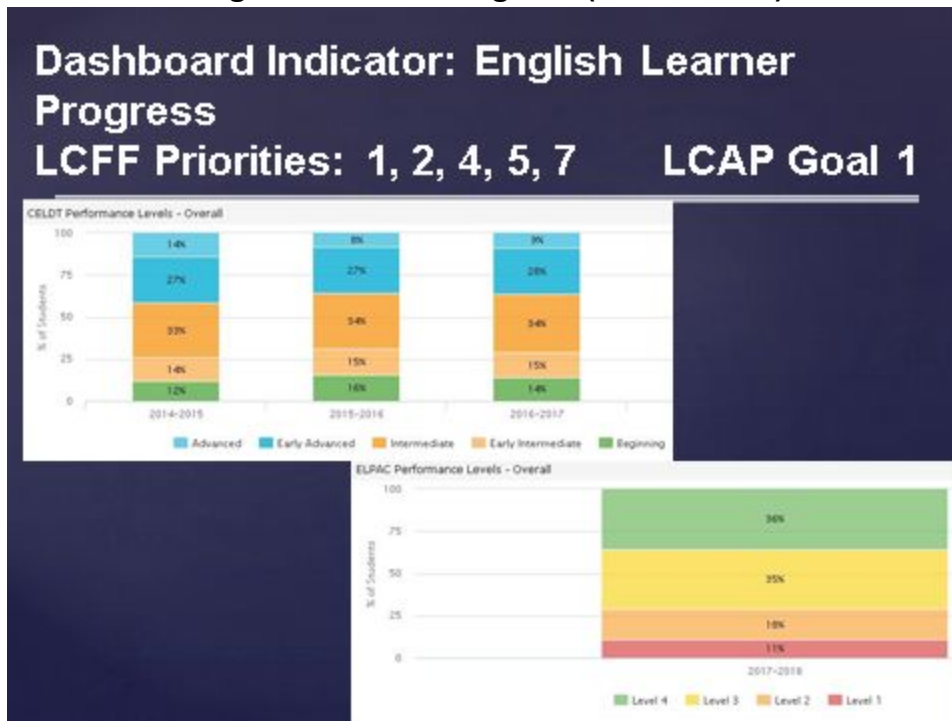
Number of Students Suspended divided by Cumulative Enrollment

##### 2016-17 Suspension Rate Change Formula

Status (2016–17 Suspension Rate) minus 2015–16 Suspension Rate



## English Learner Progress (Future ELPI)



Source: California Dashboard and State provided Summative ELPAC results file as of 6/2018

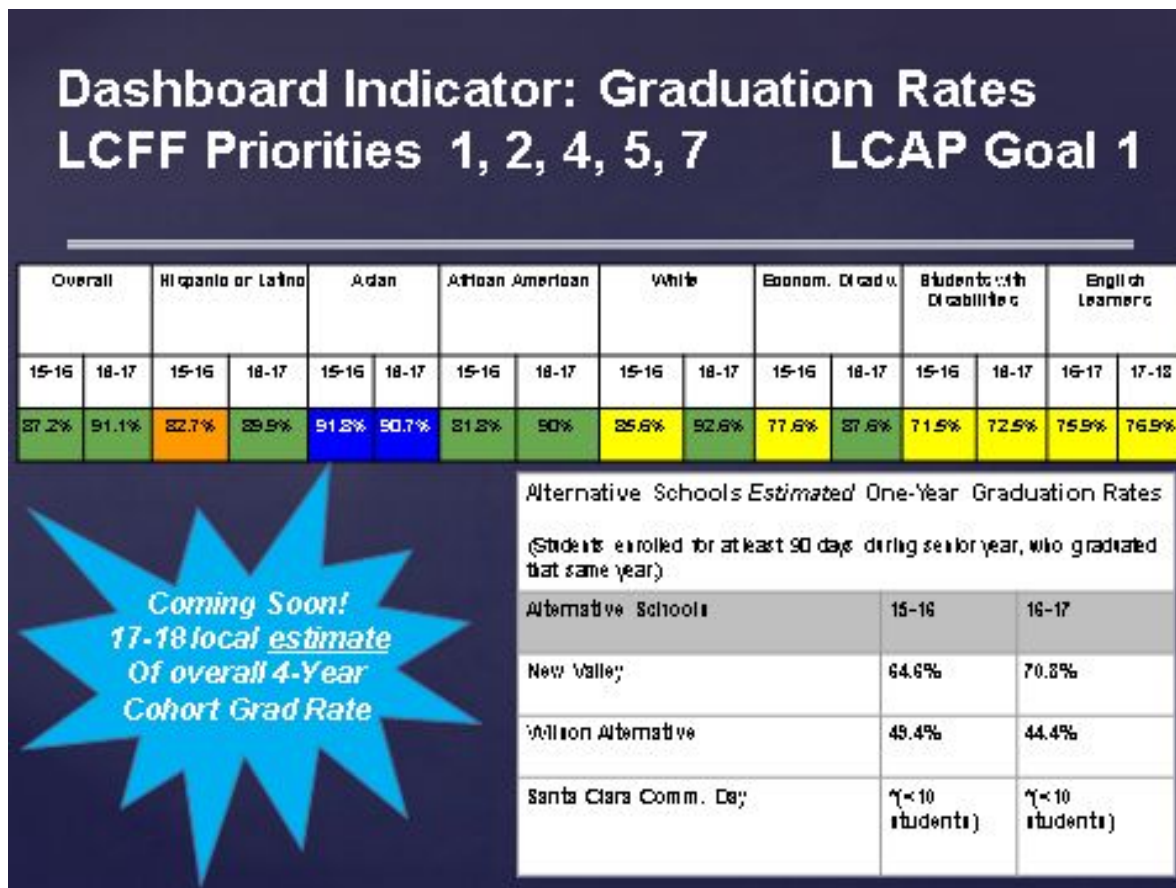
The English Learner Progress Indicator (ELPI) was last updated on the Fall 2017 California Dashboard. The indicator measured the percent of English learner (EL) students who are making progress toward language proficiency from one year to the next on the California English Language Development Test (CELDT) and the number of ELs who were reclassified from EL to fluent English proficient in the prior year.

The ELPI will not be included in the Fall 2018 Dashboard Release as a result of the CELDT being retired and the replacement assessment, the English Language Proficiency Assessments for California (ELPAC), becoming operational in spring 2018. Proposals for ELPI Status based on the ELPAC will be brought to State Board of Education after January 2019.

What these two graphs show (with CELDT at the top left and the first year of ELPAC Summative on the bottom right), is that student performance on the CELDT and ELPAC are similar, although ELPAC is a more rigorous assessment aligned to 2010 ELA/ELD standards. As of the last year of the annual CELDT-2016-17- 37% of students achieved Advanced or Early Advanced ("4 or 5") on the CELDT, while student results for the first year of the ELPAC Summative show that 36% of students achieved Level 4 (which is comparable to Advanced/Early Advanced on the CELDT.)

In addition, 85 students were reclassified during the 2017-18 school year, based on SCUSD *Interim Criteria* (Using 16-17 CELDT).

## Graduation Rates



Source: DataQuest and CA Dashboard

The Cohort Graduation Rate is published by the CDE on both DataQuest and the CA Dashboard, but there are some differences in how these two resources report the data. The DataQuest default or “landing page” reports the overall 4-year cohort graduation rate for Wilcox, SCHS, Wilson Alternative, New Valley and SC Community. Starting this fall, 2018, the CA Dashboard will have a separate Dashboard Alternative School Status (DASS) where New Valley, Wilson Alternative and Santa Clara Community School’s one-year graduation rates will be published.

Prior to 16-17, Wilson was not categorized as an alternative school by the CDE, so the rate changes anticipated in the CA Dashboard primarily reflect the recategorization of Wilson. What we’re showing above is the 15-16 Dashboard levels/colors compared to the anticipated 16-17 Dashboard levels/colors overall and for the different student groups.

The Alternative Schools table shows the estimated one-year graduation rates for Wilson and New Valley. SC Community Day School did not have any students who would have been expected to graduate in 15-16, and had fewer than 10 students in 16-17, so there is no data published for Community. The rules by which students in alternative schools can meet the one-year graduation rate criteria are complex. For the estimate above, we used just one primary rule that a senior has to have been enrolled at least 90 days at the school and have graduated that same year they enrolled.



Starting with the class of 16-17, the state “business rules” changed for reporting the 4-year cohort rate, in addition there was an anomaly that occurred within our district which resulted in our overall 4-year cohort rate for ALL students staying about the same, when we had anticipated another 2 percentage point increase from 15-16. The overall 4-year Cohort grad rate was 84.6% in 15-16 and 84.6% in 16-17. When including ALL students/schools (from DataQuest), the 4-year cohort grad rate for Economically Disadvantaged students increased from 77.6% to 78.9%. When looking at our district’s other groups of concern across all schools (who are often also Economically Disadvantaged): Students with Disabilities, English Learners, Homeless and Foster Youth, it is clear that these are the students most need of support to achieve on-time, 4-year graduation. Although not considered a numerically significant group in our district, the 4-Year Cohort Graduation rate increased significantly for our district’s Migrant students (11/17 in 2016, or 64.7% to 21/24 or 87.5% in 2017).

Because of the business rules changes, the state does not recommend comparing the past Cohort Rates with the 2016-17 rates, but in order to continue to provide a longitudinal context for this data, we have incorporated the DataQuest data into our local Tableau report on Grad Rate:

<https://public.tableau.com/profile/mark.matsumoto#!/vizhome/CohortGraduation/4-yearCohortGraduationRate>

**Detail notes regarding 4-year Cohort Graduation Rate, recent changes, and SCUSD 16-17 anomaly:** This indicator is based on the four-year cohort graduation rates. A student is assigned to a four-year graduation cohort when the student enters grade nine for the first time. For the Class of 2016, the graduation rate is calculated by taking the number of students who earn a regular high school diploma by the end of 2015–16 school year divided by the total number of students who entered grade nine for the first time in 2012–13. Students are excluded from the cohort if, during the four-year period, they transferred out of the District, emigrated or died.

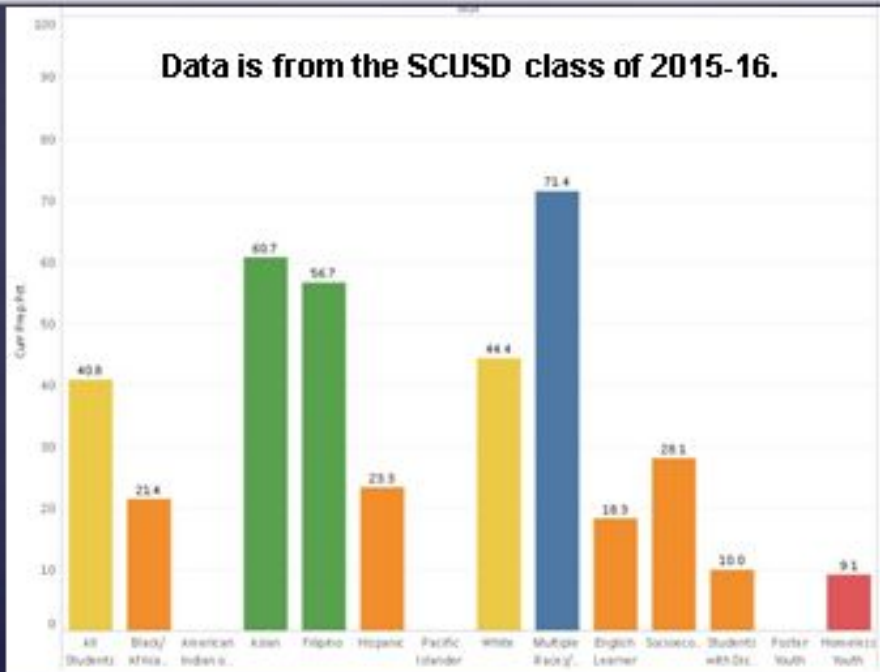
SCUSD was originally expecting a 2% increase compared to 2015-2016, however, for federal accountability, the State changed how the graduation rate was calculated for 2016-2017. Under ESSA Federal Accountability, CHSPE passers are no longer be included as 4-year graduates (this decision is currently being appealed by the State). In addition, the 2016-2017 cohort included an anomaly where 11 students who previously attended Magnolia Charter School transferred to SCUSD and had to repeat the 10th grade, so they could not be considered “4-Year Cohort” graduates.

More information can be found in the Dashboard Technical Guide on pages 67-72

<https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidefall17.pdf>

## College/Career (CCI)

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



The new College/Career Indicator, in addition to requiring that students graduate within 4 years of starting high school, combines several of the indicators we've looked at separately in previous years. There is further detail below on the rules by which students can meet the criteria for College/Career readiness.

There are three levels that measure postsecondary preparedness in the College/Career Indicator (CCI):

- Prepared
- Approaching Prepared
- Not Prepared

The bar graph above shows just the status based on the class of 2015-16 as it was published on the fall, 2017 Dashboard. We color-coded the bars to give an indication of the "baseline" status overall and for the different student groups with "Very high" (70% or more students ready) being blue, "High" (55-68%) green, "Medium" (35-54%) yellow, "Low" (10-32.5%) orange, and "Very low" (2.1-5.6%) red. When the status and change indicator is published this coming fall incorporating status from 15-16 and change from 16-17, an official level and color will be assigned. The colors you see here could change when the fall, 2018 Dashboard is published.

### SCUSD baseline status for class of 2015-16:

- Overall, 40.8% of SCUSD students are considered Prepared for College/Career
- Homeless students and Students with Disabilities showed the greatest need for support to become prepared, although all student groups in orange warrant closer attention for future cohorts.
- Students with Disabilities had the highest percentage (40%) of the student groups who were considered

**“approaching prepared.”** This speaks to the potential for increase in preparedness as students are made more aware of how to achieve College/Career Readiness, and our work continues to be refined to better focus on students most in need of support to meet this criteria.

#### **Detail on what defines the levels of College/Career preparedness:**

**Prepared Level - Does the graduate meet at least 1 measure below? High School Diploma** (4-year Cohort Graduate) and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
  - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria plus one of the following criteria:
  - CTE Pathway completion
  - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
  - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
  - Passing score on one AP Exam OR on one IB Exam

**Approaching Prepared Level - Does the graduate meet at least 1 measure below? High School Diploma** and any one of the following:

- CTE Pathway completion
- Scored at least Level 2 "Standard Nearly Met" on both ELA and Mathematics Smarter Balanced Summative Assessments
- Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- Completion of courses that meet the UC or CSU a-g criteria

**Not Prepared Level** Student did not meet any measure above or did not graduate, so considered NOT PREPARED

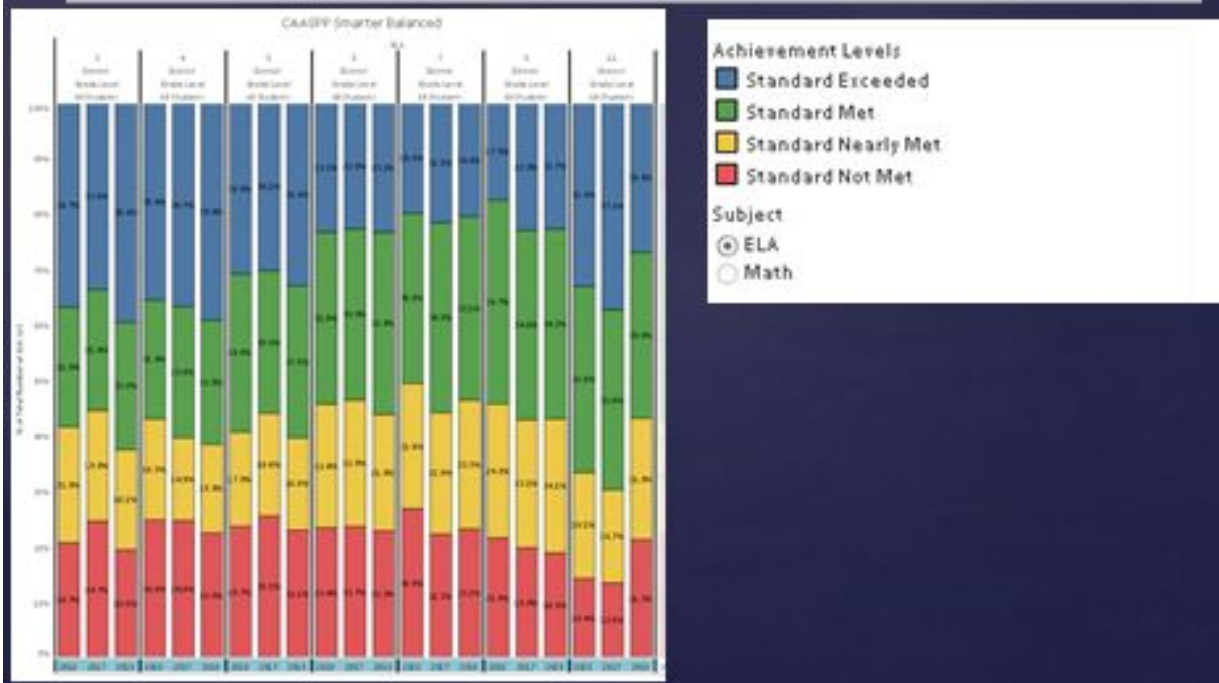
**More info at:**

<https://www6.cde.ca.gov/californiamodel/ccireport?indicator=&year=2017f&cdcode=4369674&scode=&reporttype=schools>

Dashboard Guide <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidefall17.pdf> pages 82-90 and page 138

## CAASPP/Smarter Balanced: English Language Arts Overall/Grade Level

# Dashboard Indicator: English Language Arts LCFF Priorities 1, 2, 4, 5, 7 LCAP Goal 1



The Academic Indicator is based on the results of the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics, and applies only to grades three through eight. Performance is calculated and reported separately for ELA and mathematics. For the Dashboard, Grade 11 assessment results are included in the College/Career Indicator. We're showing grade 11 results here and including them in the overall results for the student groups, in order to be able to look at longitudinal trends and have the greater context of all grades who take CAASPP/SBA's.

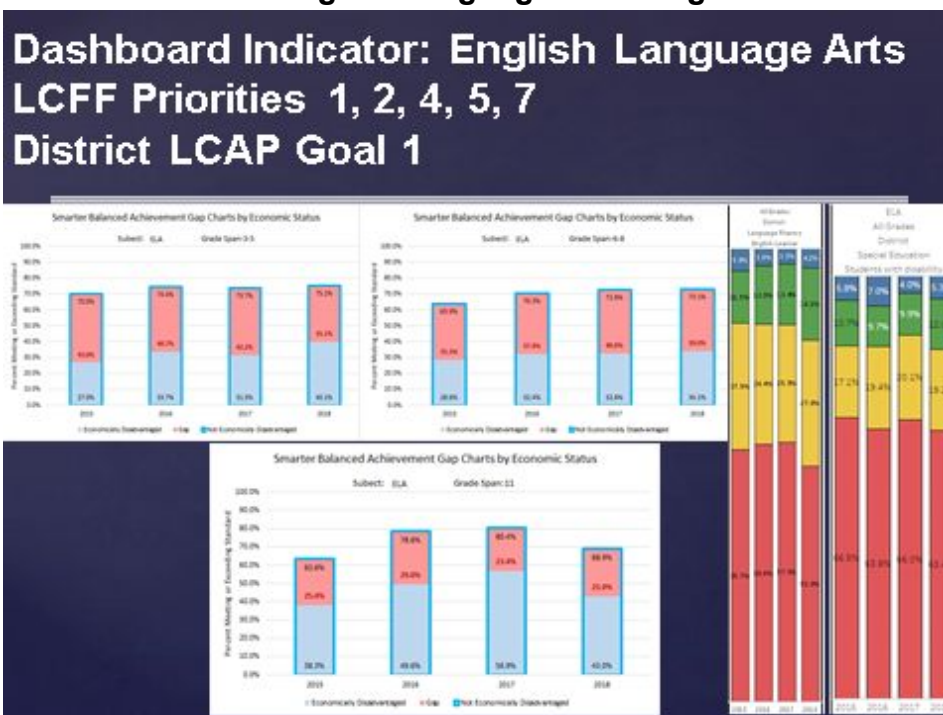
### English Language Arts/Literacy Summary of Results:

- Grades 3-6 show continued growth both overall and for students groups of concern in the percentage of students meeting or exceeding standard over the last three years.
- Grade 7 saw a 2 percentage point decline from 2017 to 2018 in students meeting/exceeding grade level
- Grade 8 maintained the same percentage of students meeting/exceeding grade level
- Fall, 2017 CA Dashboard shows that overall our district average scale score "Distance from Level 3" (DF3\*) is "High/Green" and maintained from 15-16 to 16-17. We do not anticipate a significant "color" change comparing 16-17 to 17-18 overall, but we are optimistic that increases in percent meeting/exceeding grade level standard in grades 3-8 for Economically

Disadvantaged students, English Learners and Students with Disabilities will result in a color/level change on the Fall, 2018 Dashboard.

\*More information regarding the DF3 methodology is provided in the California School Dashboard Technical Guide <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidefall17.pdf> on pages 74 through 76.

## CAASPP/Smarter Balanced: English Language Arts Progress towards closing Gaps



Although the blue and red “gap charts” are not part of the CA Dashboard, it is data we began tracking and sharing as we had successive years of Smarter Balanced results. These charts show how we are doing at closing the achievement gap for Economically Disadvantaged students. We’ve also added “slices” from our Tableau Library to show the progress of English Learners and Students with Disabilities.

The gap charts above show the percent of of Non-Economically Disadvantaged students meeting/exceeding grade level standard on the darker blue outline with the percentages just under the top of the outline, and the percent of Economically Disadvantaged students meeting/exceeding standard on the light blue bar with percentages listed at the bottom of the bar, just above the year of test administration. The areas and percentages in red show the gap in percent of students meeting/exceeding grade level standard between Economically Disadvantaged and Non-Economically Disadvantaged students. For 3-5 grade 2018 shows that there was a significant increase in Economically Disadvantaged students meeting/exceeding grade level in English Language Arts, and the gap narrowed significantly compared to the last 3 years. Though not as dramatic in 6-8 Grade there is a 3-year trend of incremental improvement-as you saw in the overall

scores-primarily due to improvement in 6th grade.

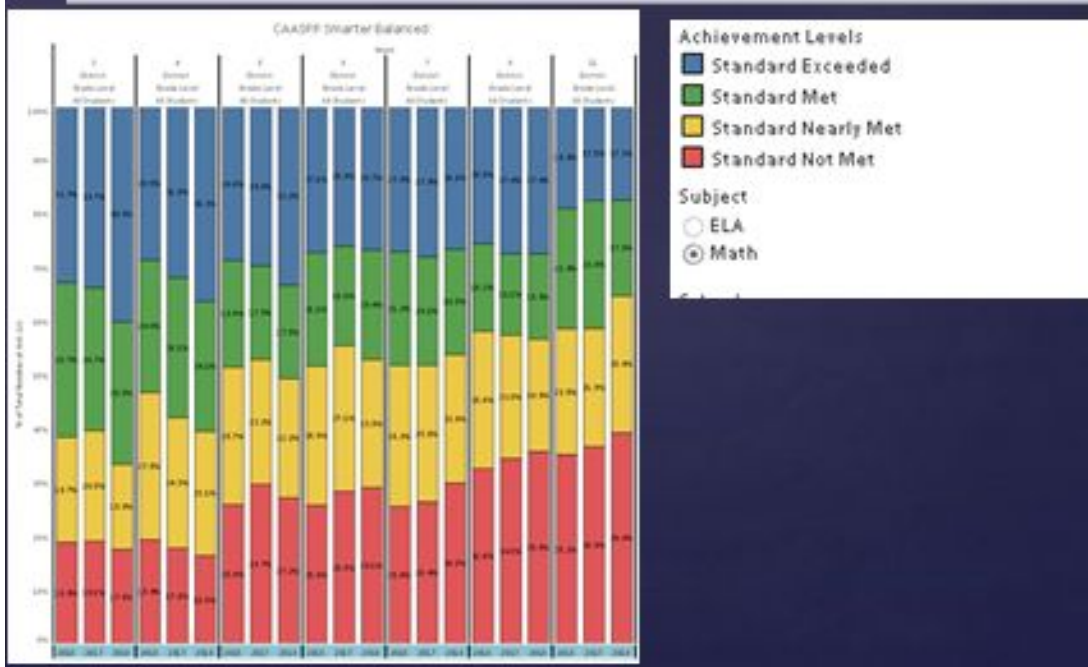
On the Dashboard, equity results for 15-16 to 16-17 showed that 5 student groups were Red or Orange. Students with Disabilities was the only group in Red, while English Learners, Economically Disadvantaged, Hispanic and Pacific Islander students were “orange”. Although there are achievement gaps between ethnic and racial groups regardless of income that we do need to pay attention to, it is still the economically disadvantaged students within those groups that have much lower percentages of students meeting/exceeding grade level than their same-race peers who are not economically disadvantaged. We must also be cautious about numbers of students below 100 (such as Pacific Islanders) because percentages with small numbers of students can fluctuate greatly with one or two students increasing or decreasing achievement.

The Fall, 2017 Dashboard shows that for student groups of concern, Students with Disabilities have the lowest average scale score ( Red or “very low”-more than 70 points below the average level 3 scale scores) and that the average scale score decreased from 15-16 to 16-17. Economically Disadvantaged and English Learner students’ average scale scores were low and also declined. It is possible that the improvements in SBA/ELA achievement for English Learners and Students with Disabilities will be sufficient to show a change for those groups on the Dashboard for Fall, 2018. The increases for Ec. Disadv. Students and Hispanic students-because change is calculated across grades- do not appear to be significant enough to anticipate a change on the Dashboard.



## CAASPP/Smarter Balanced: Mathematics Overall/Grade Level

### Dashboard Indicator: Mathematics LCFF Priorities 1, 2, 4, 5, 7      LCAP Goal 1

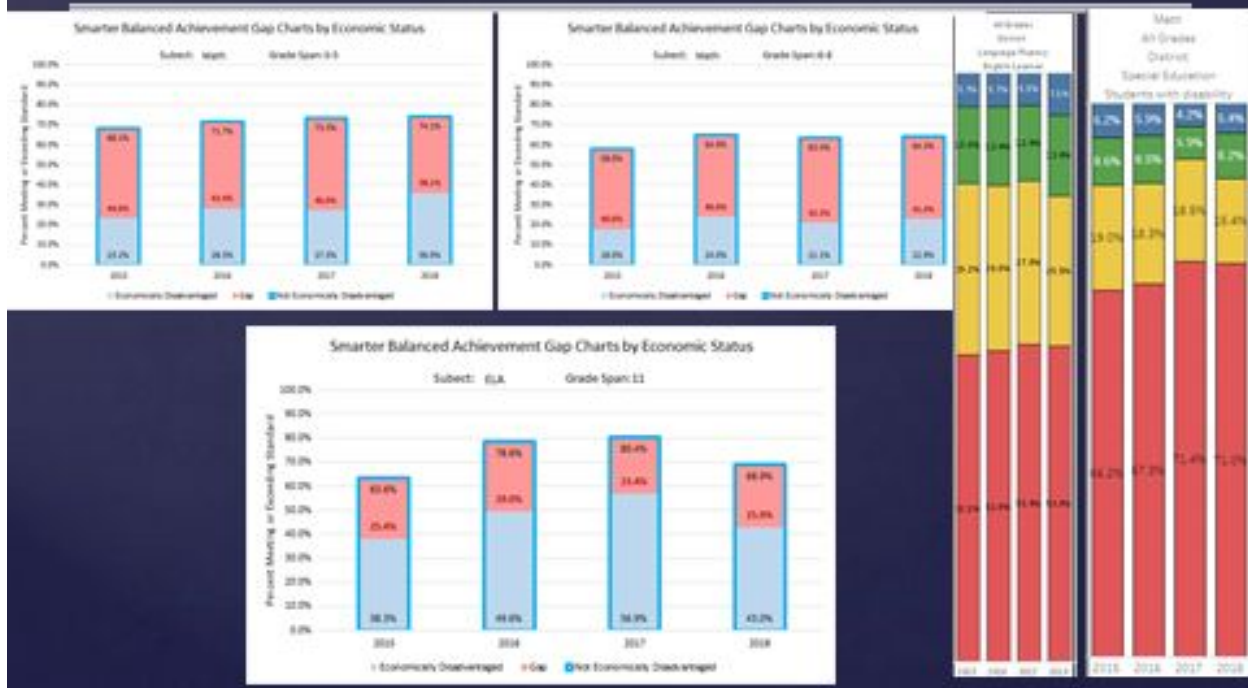


#### Mathematics Summary of Results:

- Grades 3-5 show consistent increases in the last 3 years in the students meeting/exceeding grade level
- 6-8 grade increases are not as consistent, with either “leveling off” or slight decreases the past 2 years and 11th grade showed a 6 percentage point decrease between 16-17 and 17-18.
- District Placement on the CA Dashboard comparing overall scores from 15-16 to 16-17 is “Medium/Yellow”. It is possible that we will see an improvement in the Dashboard for 2017-18 based on the gains made in grades 3-5.

## CAASPP/Smarter Balanced: Mathematics Progress towards closing Gaps

### Dashboard Indicator: Mathematics LCFF Priorities 1, 2, 4, 5, 7 LCAP Goal 1



These graphs show the same kind of group and gap charts as on page 13, but for Smarter Balanced Mathematics results.

As with ELA results, there is significant gap-closing between Economically Disadvantaged and Non-Economically Disadvantaged students in grades 3-5. In grades 6-8 there is a nearly 3 percentage point increase in Economically Disadvantaged students meeting/exceeding grade level standard is primarily attributed to the increases in 6th grade. And while the gap appears to have narrowed slightly in 11th grade, of greater concern is the significant decrease in the percent of either groups of students meeting/exceeding grade level standard.

The Fall, 2017 Dashboard Equity page for 15-16 to 16-17 showed that 7 student groups were Red or Orange for SBA Mathematics. Students with Disabilities was the only group in Red, while English Learners, Homeless students, Economically Disadvantaged, African American, Hispanic and Pacific Islander students were “orange”.

- **English Learners** show an increase of 2.6 percentage points in 2018 after a decline in 2017, with the increases occurring in grades 3-5.
- **Students with Disabilities** show an overall decline in the last 4 years, but a 3.6 percentage point increase between 16-17 and 17-18

The Fall 2017 Dashboard shows that for student groups of concern, Students with Disabilities have the lowest average scale score ( Red or “very low”-more than 95 points below the average level 3 scale scores) and that the average scale score decreased from 15-16 to 16-17. Economically Disadvantaged and English Learner students’ average scale scores were low and also declined in that time period.

It is possible that the 2017-18 increase in SBA/Mathematics achievement for Economically Disadvantaged students and Students with Disabilities will be sufficient to show a positive level/color change on the CA Dashboard for Fall, 2018. The gains for English Learners do not appear to be significant enough to anticipate a change on the Dashboard.

## **Strengths and Needs we're continuing to address**

### **Continuing Actions in Place to Address Needs**

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- 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: Programs such as Equal Opportunity Schools, CTE pathways and STEM programs
- ELA & Math: Focus on differentiating and focused instruction for student groups of concern

## **Additional Areas of Focus based on most recent data**

### **Additional Areas of Focus**

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- 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

### **Additional Areas of Focus**

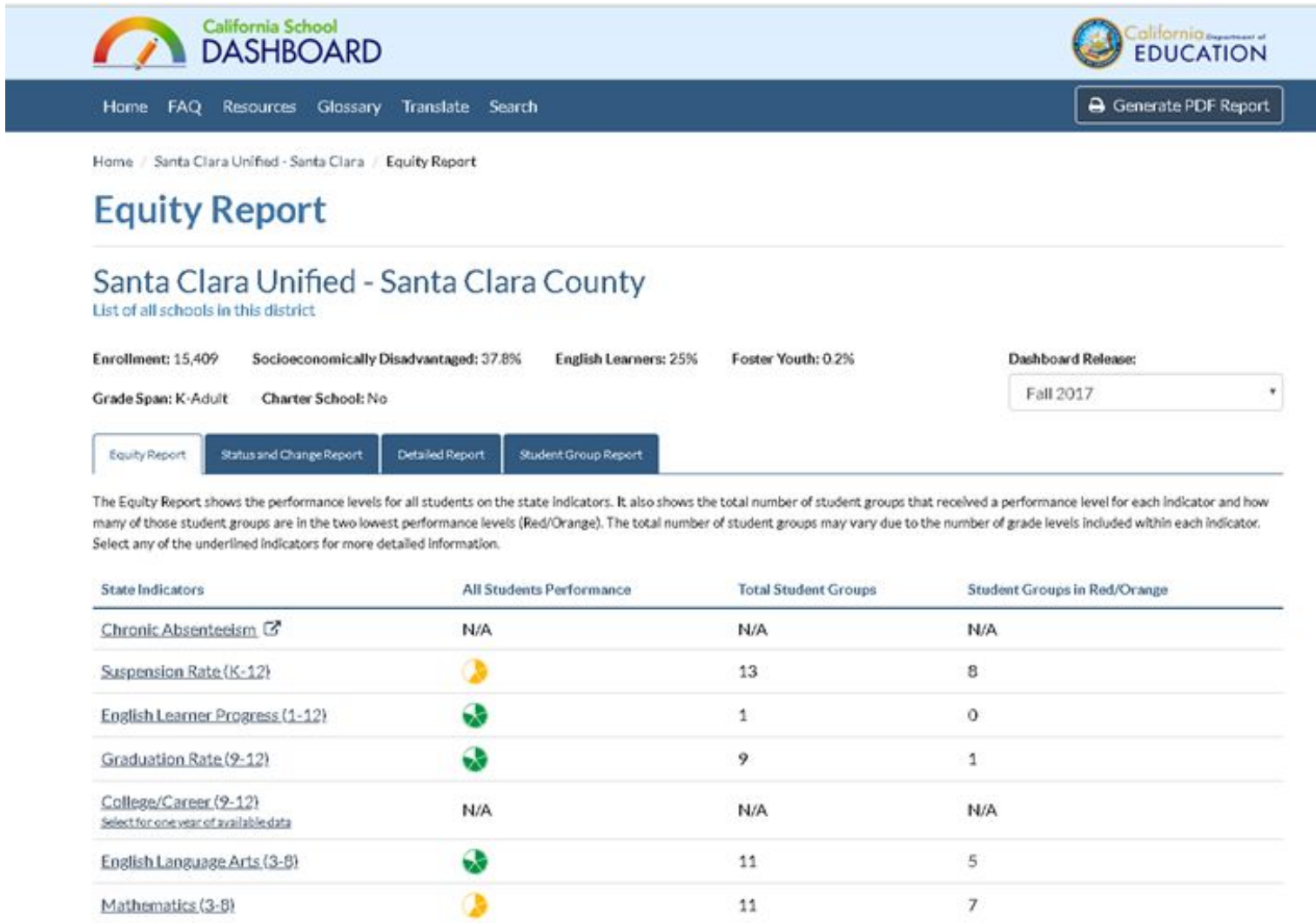
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- Increase awareness, access and support to improve College/Career readiness outcomes for students

## Appendices: Enlarged versions of data charts and linked content

To increase accessibility, charts and links to the data resources are provided below.

CA Dashboard: <https://caschooldashboard.org/#/Home>



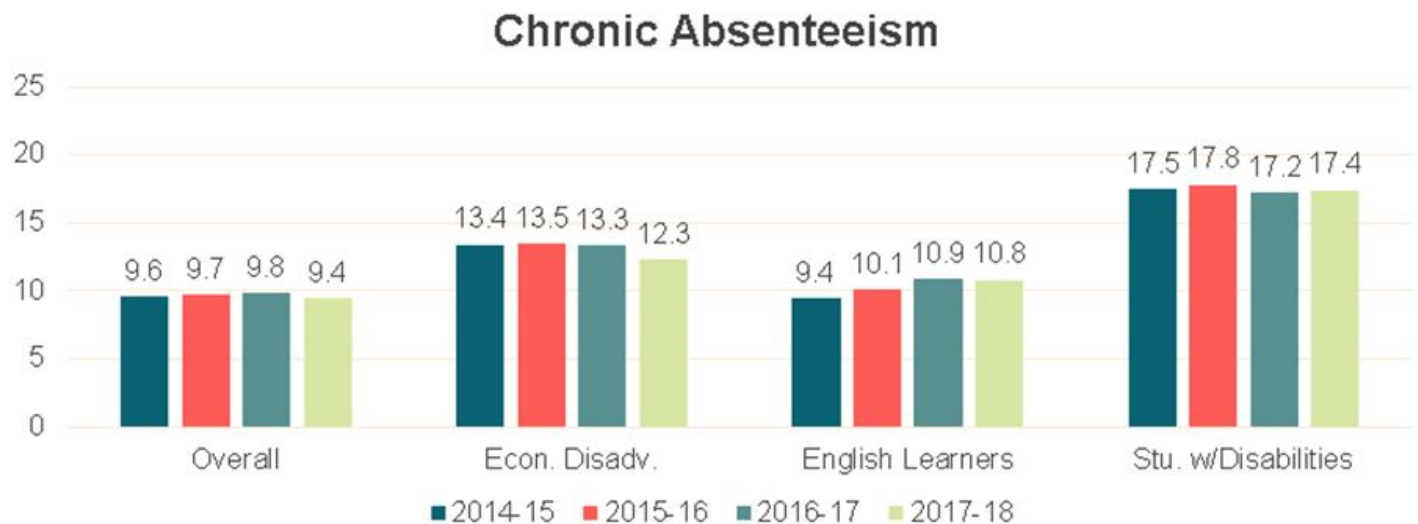
Source: DataQuest (16-17):



<https://dq.cde.ca.gov/dataquest/dqcensus/AttChrAbsRate.aspx?cds=4369674&aggllevel=district&year=2016-17>

Local Tableau Library (17-18):

[https://public.tableau.com/profile/mark.matsumoto#!/vizhome/ChronicAbsenteeism\\_3/ChronicAbsent](https://public.tableau.com/profile/mark.matsumoto#!/vizhome/ChronicAbsenteeism_3/ChronicAbsent)



### Suspension Rates

Source: CA Dashboard (15-16 to 16-17): <https://caschooldashboard.org/#/ReportDetail/43696740000000/3/2>

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.

English Learner comparison of results on CELDT to first year of ELPAC:

Source: State files as viewed in DataZone (District Data Warehouse)



#### 4-Year Cohort Graduation Rate for All SCUSD Schools

Source DataQuest and CA Dashboard

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%

Source: Locally calculated using only 2 primary rules: Enrolled for 90 days as a senior and graduated same year.

#### Alternative Schools *Estimated One-Year Graduation Rates*

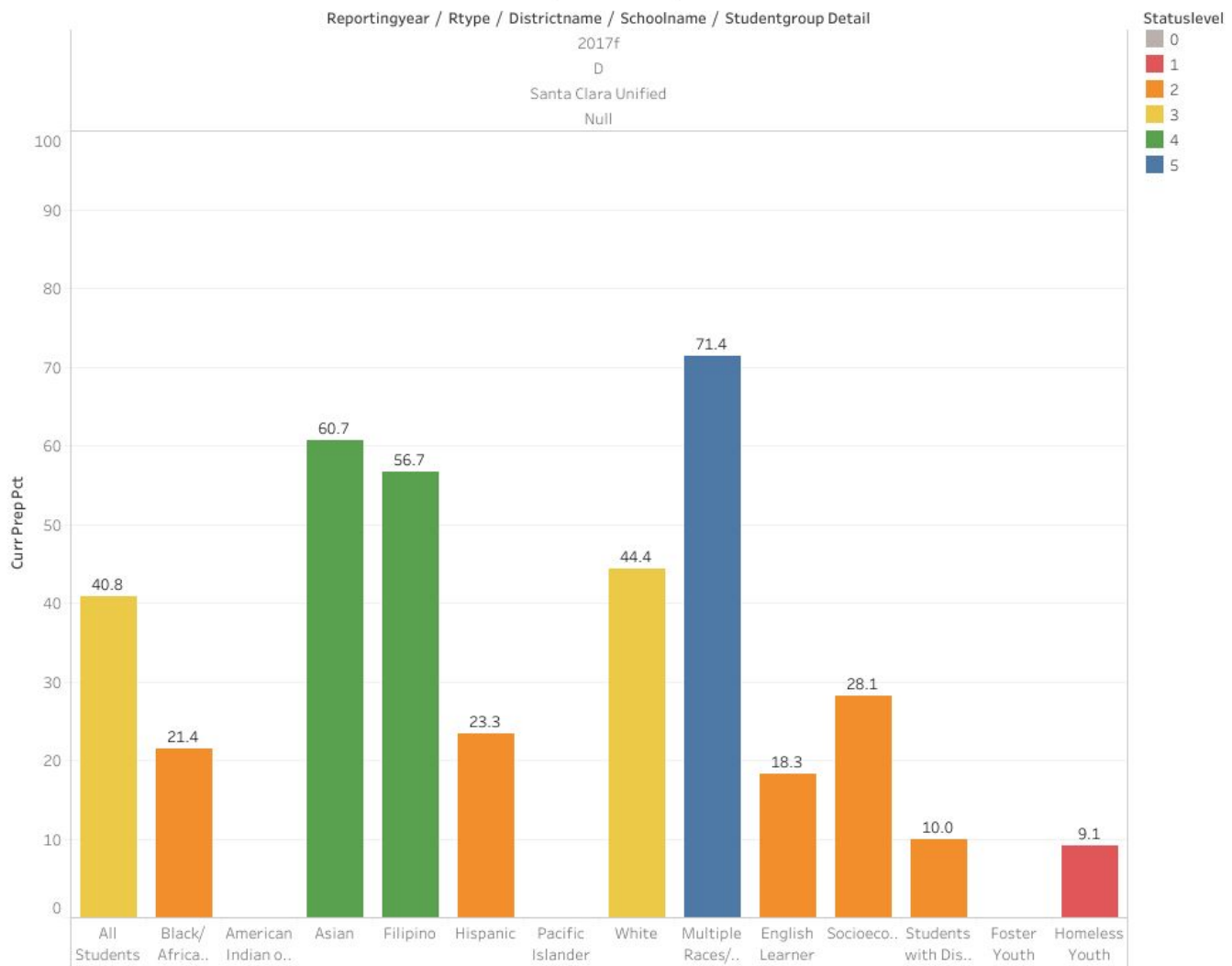
(Students enrolled for at least 90 days during senior year, who graduated that same year.)

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)

## College/Career Indicator (CCI)

Source: CA Dashboard: <https://caschooldashboard.org/#/ReportDetail/43696740000000/3/5>

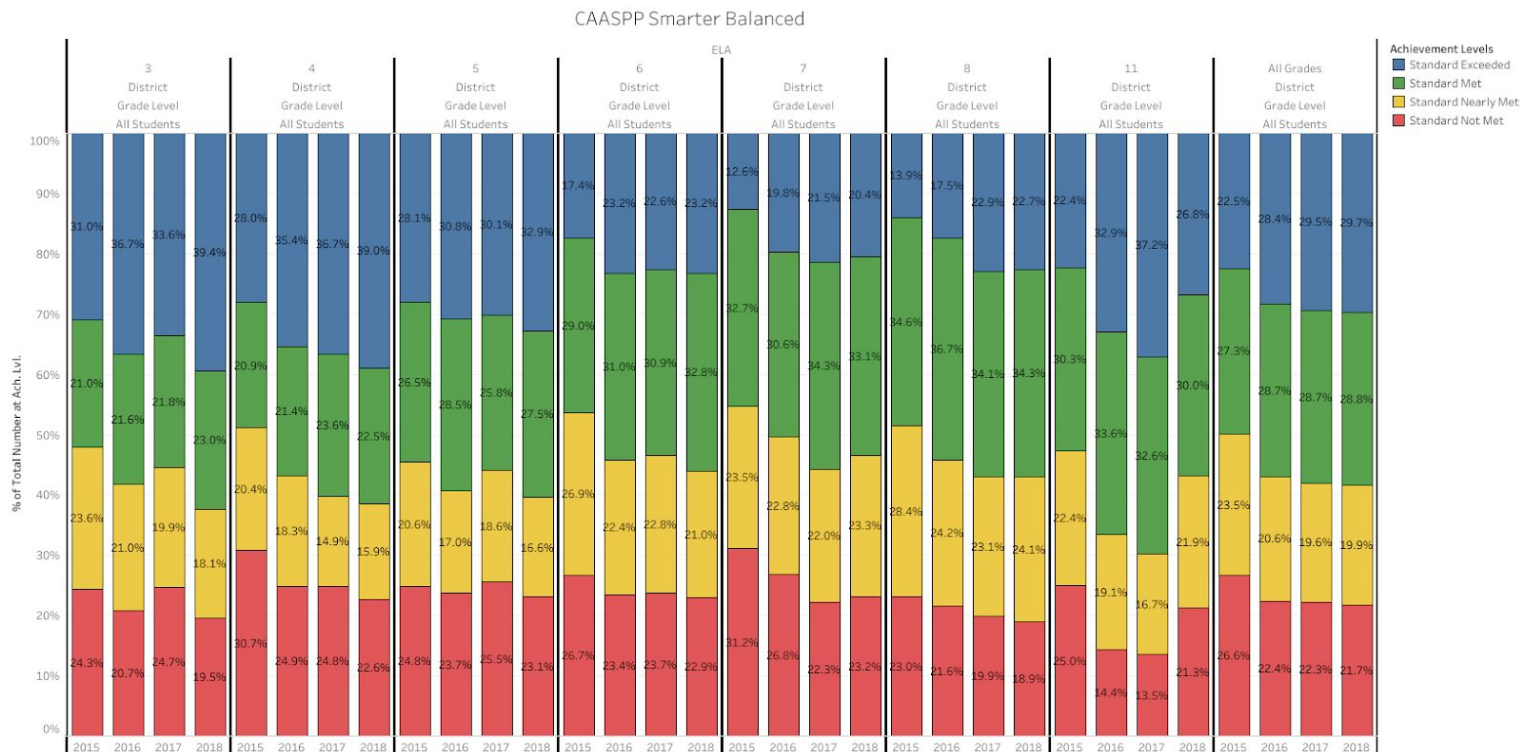
### Number and Percent of Students in the Cohort (Prepared)



## CAASPP/Smarter Balanced English Language Arts Results Overall by Grade Level (past 4 Years)

Source: Tableau Library:

<https://public.tableau.com/profile/mark.matsumoto#!/vizhome/CAASPPChartsv2/Sheet1>



CAASPP/Smarter Balanced English Language Arts Results showing progress of student groups and achievement gap progress for Economically Disadvantaged Students

Source: Gap charts are locally created

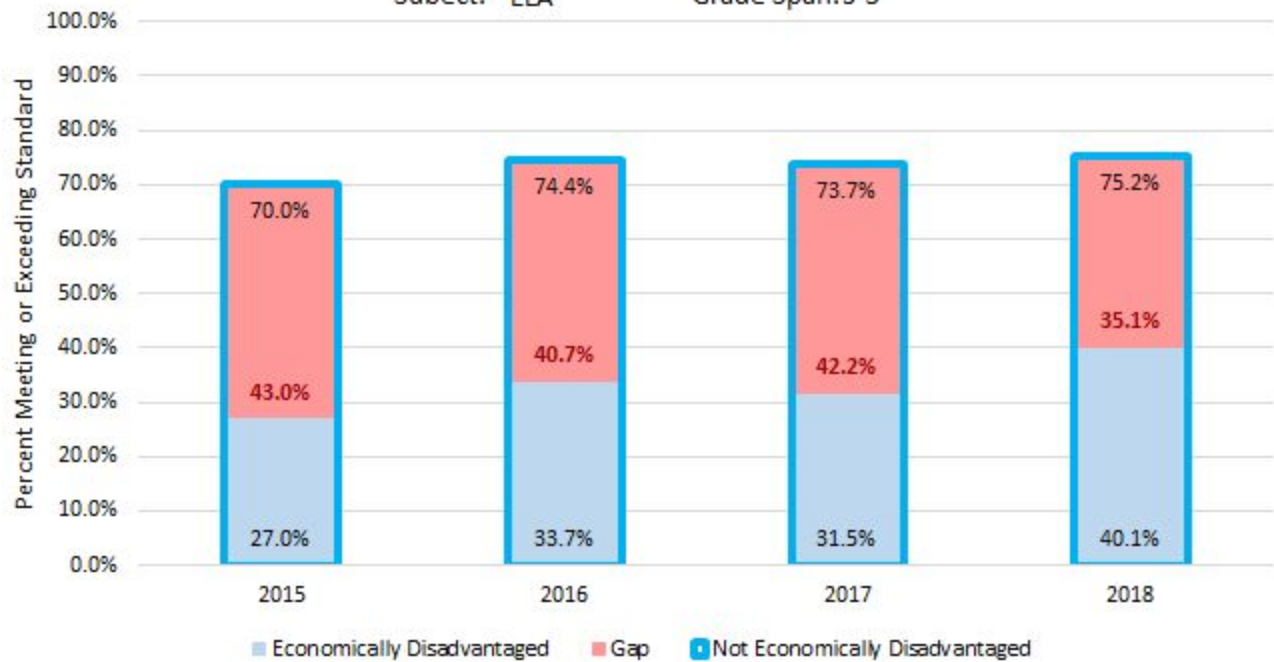
Longitudinal CAASPP charts from Tableau Library:

<https://public.tableau.com/profile/mark.matsumoto#!/vizhome/CAASPPChartsv2/Sheet1>

### Smarter Balanced Achievement Gap Charts by Economic Status

Subject: ELA

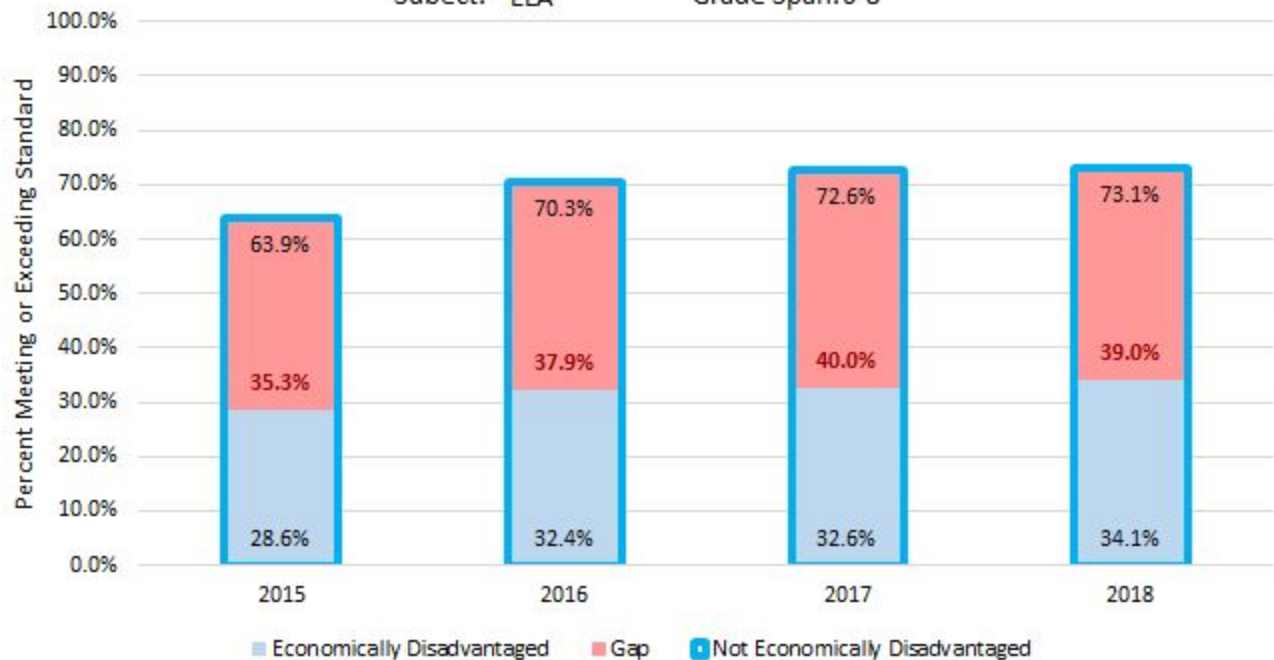
Grade Span: 3-5



### Smarter Balanced Achievement Gap Charts by Economic Status

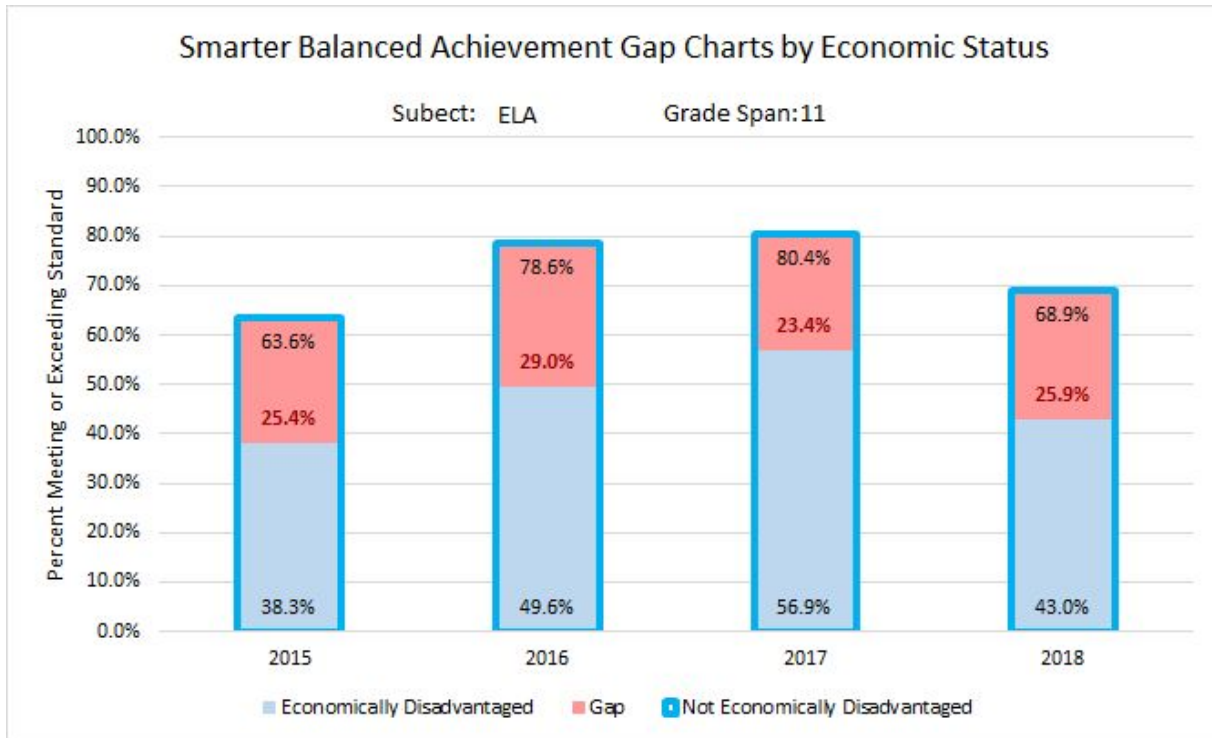
Subject: ELA

Grade Span: 6-8

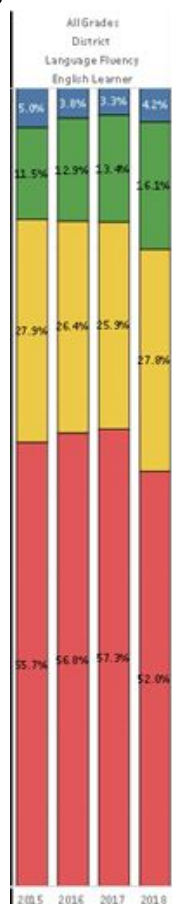




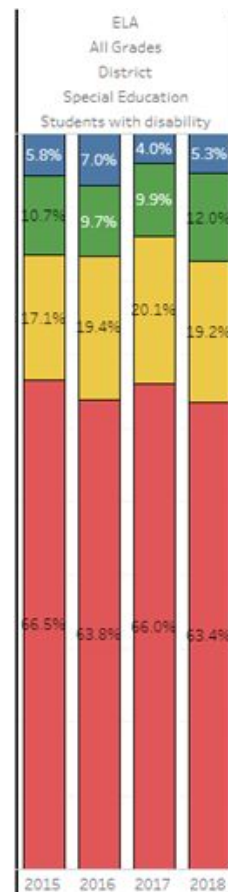
Continued from page 26:



#### All Grades English Learners



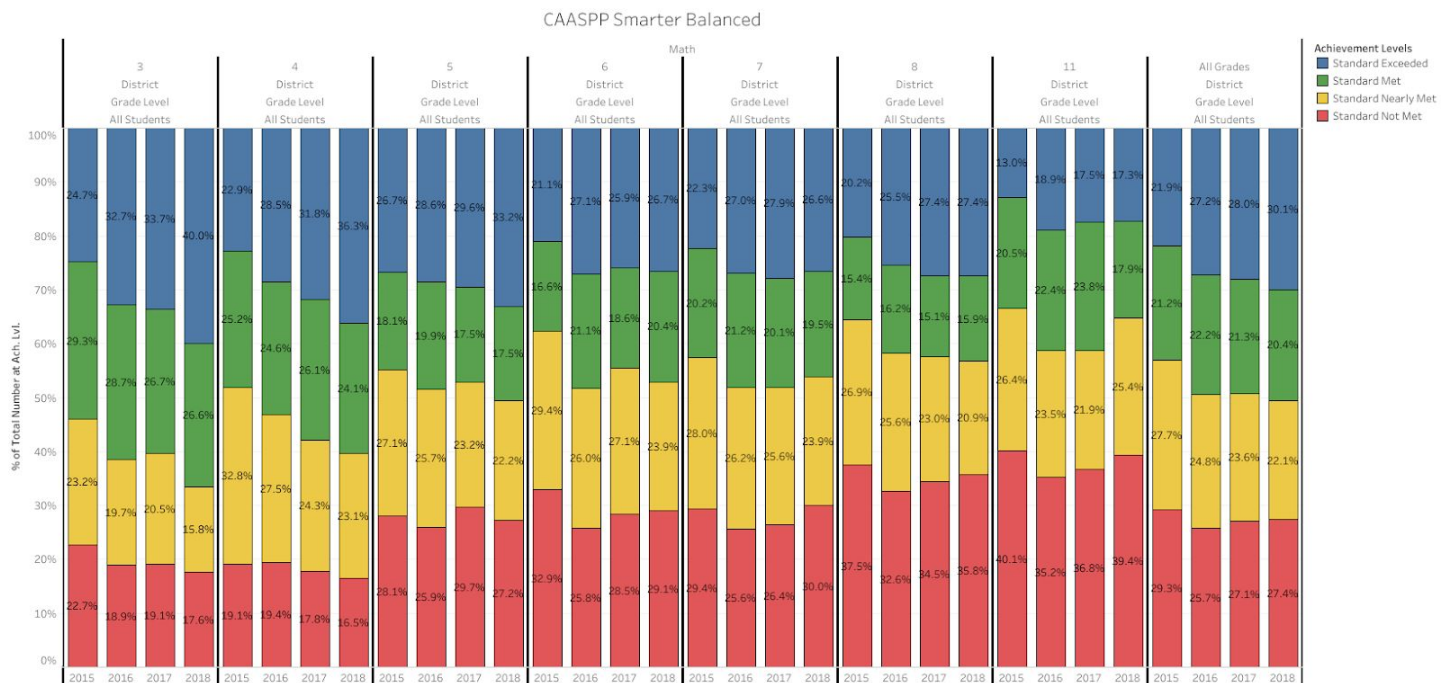
#### All Grades Students with Disabilities



## CAASPP/Smarter Balanced Mathematics Results Overall by Grade Level (past 4 Years)

Source: Tableau Library:

<https://public.tableau.com/profile/mark.matsumoto#!/vizhome/CAASPPChartsv2/Sheet1>



CAASPP/Smarter Balanced Mathematics Results showing progress of student groups and achievement gap progress for Economically Disadvantaged Students

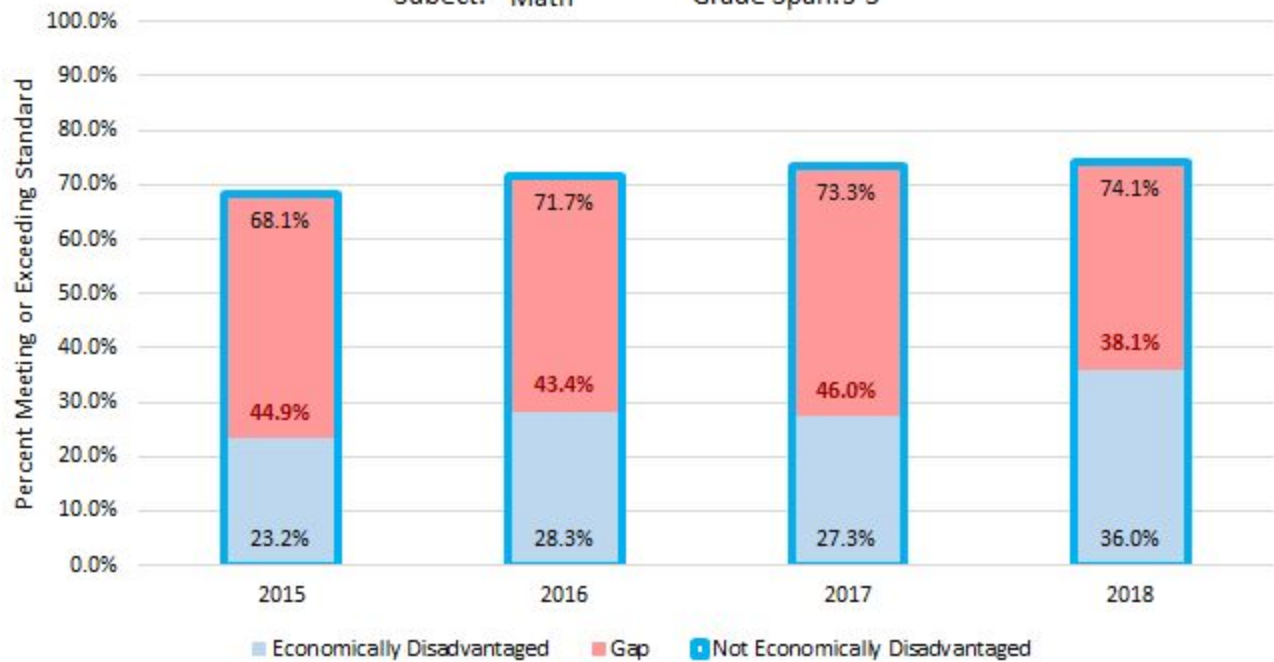
Source: Gap charts are locally created

Longitudinal CAASPP charts from Tableau Library:

<https://public.tableau.com/profile/mark.matsumoto#!/vizhome/CAASPPChartsv2/Sheet1>

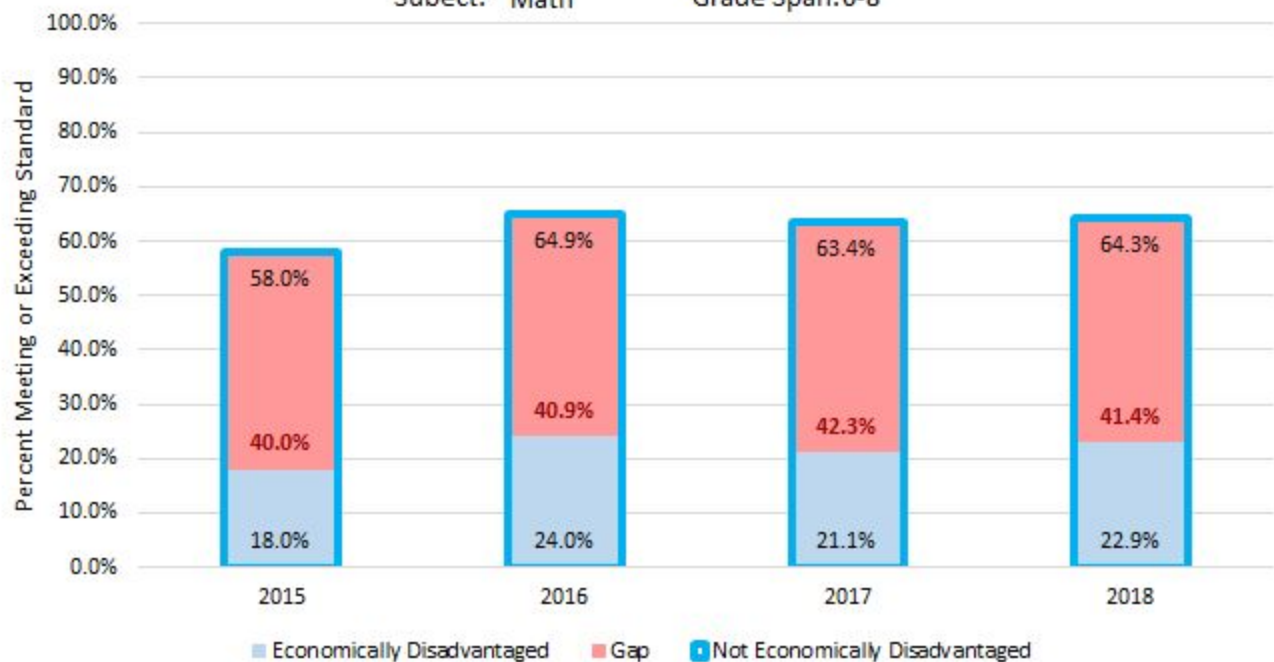
### Smarter Balanced Achievement Gap Charts by Economic Status

Subject: Math Grade Span:3-5

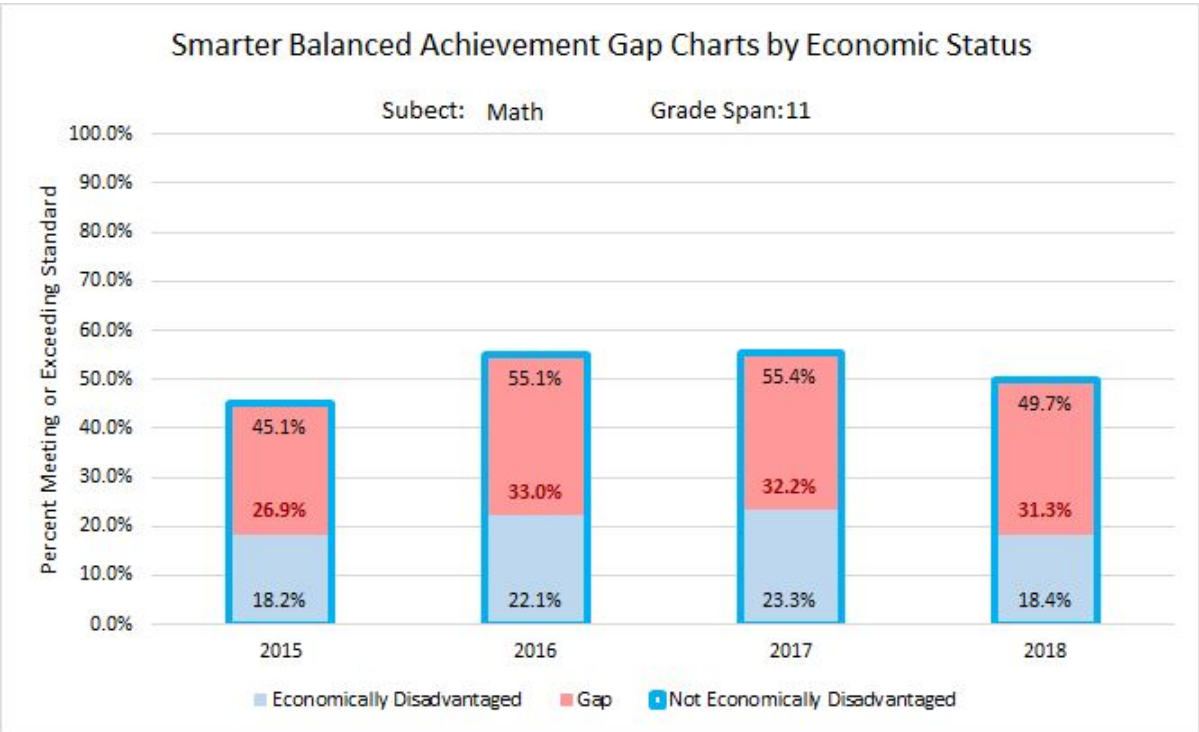


### Smarter Balanced Achievement Gap Charts by Economic Status

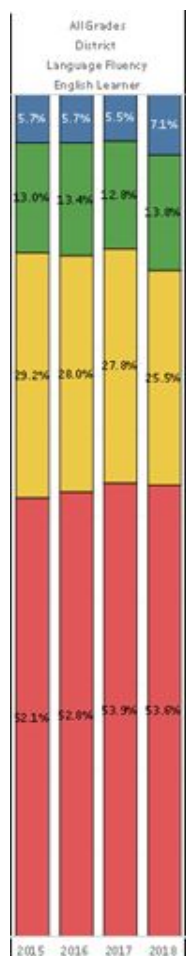
Subject: Math Grade Span:6-8



Continued from page 29



All Grades English Learners



All Grades Students with Disabilities

