Welcome!
Sit anywhere you like

District Advisory Council - March 12, 2024

Quick Break

Please return your name card and fill out a name tag

SUPER DAC starts at 10:05 AM!

Welcome!

CVUSD Super DAC Meeting
March 12, 2024

Please sit at a table by the grade-level you represent:
Elementary (Tables 1-6)
🔴 Middle School (Tables 7-9)
High School (Tables 10-12)

*Bilingual translators at Tables 1, 2, 3, 7 and 10

*Traductores bilingües en las mesas 1, 2, 3, 7 y 10

Elementary | Middle School | High School

FRONT

1*	7*	10*
2*	8	11
3*	9	12
4	6	5

BACK

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Our Agenda

- Public Comments
- Welcome
- Advisory Council/Committee Updates 10:05 AM
- Local Control Accountability Plan Update 10:20 AM
- Student Progress Data Presentation 10:30 AM
- Table Discussions 11:00 AM
- Whole Group Share Out 10:20 AM

Public Comments

Welcome

Advisory Council / Committee Updates

5 Key Updates From AADAC

1. AADAC created new subcommittees: **Cultural/Social Connection, Black Excellence Awards, Black History Month Celebration**, and **Black Student Union Engagement.** The purpose of new subcommittees is to support BSU clubs and gain insights into Black students' experiences within CVUSD high schools.
2. [Diversity, Equity, and Inclusion (DEI) Plan](#)
3. **Black History Month**: Black Excellence Celebration was successful at 3 campuses - Los Cerritos, WHS, NPHS. CVUSD students attended the Black College Expo; this was an opportunity to connect with representatives from various Historically Black Colleges and Universities, and other educational institutions.
4. **Black Excellence Award subcommittee**: is working to award the first Black Excellence award to qualified senior high school students in CVUSD and on the Black Graduate Celebration for graduating seniors.
5. **AADAC chairperson**: is looking forward to participating in the upcoming interviews for the new Assistant Director of DEI replacement.

5 Key Updates From DAC

1. Three DAC priorities for the year are 1.) student achievement and success, 2.) student social emotional learning and schoolwide mental health, and 3.) engagement and communication with members and the school community

2. Priority One Presentations: School Counseling, Mastery Grading, Elementary STEM Learning, Literacy and Reading, Student Progress Data (today)

3. Priority Two Presentations and Actions: School Counseling, School Connectedness, Walking and Biking to School/Crossing Guard Program and ad hoc committee

4. Priority Three Presentations and Actions: School Site Councils, School Connectedness, LCAP/Budget Feedback, breakout discussions prioritized at every meeting

5. Future Topics Under Consideration: Academic and Mental Health Impacts of Student Cell Phone Usage at School, Bullying, Dress Code

5 Key Updates From DELAC

1. Provided a virtual districtwide English Learner Advisory Committee (ELAC) training to all school sites at the beginning of the school year to ensure ELAC compliance.

2. Multilingual Learner Master Plan Adoption and Implementation

3. Dual Language Immersion and Newcomer Academy Program updates shared with DELAC representatives this year

4. The first round of English Learner Monitoring Meetings have been completed and second visits are currently being scheduled.

5. Future Topics Under Consideration: Local Control Accountability Plan (LCAP), CVUSD Budget, College and Career Readiness and Needs Assessment Survey

5 Key Updates From GATE DAC

1. Council focused on opportunities for GATE students at the comprehensive high schools. Mrs. Beaudoin presented about The Center for Advanced Studies and Research at TOHS. Mr. Lepire and Ms. Steltz presented about the International Baccalaureate program and clubs at NPHS. Mr. Branham will present in May about opportunities at WHS.

2. Teacher on Special Assignment, Stefanie Caswell, continues to provide GATE differentiation training to school staffs and after school enrichment opportunities for students at all grade levels.

3. The Center at TOHS and the Student Services department hosted a joint middle and high school activity in February. Students rotated through lab stations and

4. Presentation topics have included GATE Identification Presentation with Stefanie Caswell, the SPSA process with Dr. Sellers, Mastery Grading with Mr. Loo, Dr. Sellers, and Dr. Suter, and Therapy Animals with Deborah Stein.

5. Upcoming events: Tri-County GATE Council "GATEway to Leadership" conference on March 9th, Invention Convention on March 20th, and Teen Tech Convention on May 30th.

5 Key Updates From LGBTQ+ AC

1. Council continues to focus on inclusivity in the CVUSD curriculum, policies, and practices via district presentations and advisory council representative discussions.
2. Elementary Subcommittee and Secondary Subcommittees have been formed and interested caregivers are welcome to join.
3. We are continuing to work with secondary GSA advisors and students to ensure that their voices are heard.
4. LGTBQ+ AC Restroom Presentation – CA AB 1266 (2014), CA SB 760 (2023)
5. The LGBTQ AC is discussing ways to recognize Pride Month in June.

5 Key Updates From SEDAC

1. Began the year with an overview of <u>SARC, LCAP, CA School Dashboard, and SPSA</u> as well as <u>SEDAC Representative 101</u> and <u>SEDAC priorities</u> to set intentions for the year

2. SEDAC reps were presented with information on transition with <u>Working through the Transition Process: Preschool through Post Secondary</u>

3. VCOE/SELPA presented on <u>IEP Participation and Team Roles</u>

4. SEDAC <u>Disability Celebrations Toolkit</u>

5. <u>Strategic Plan for Inclusion for Students with Disabilities</u>

5 Key Updates From SDAC

1. **Social-Emotional-Learning:** SDAC has had extensive discussions regarding the district's plans for Social Emotional Learning and provided feedback from a campus perspective.
2. **Campus Culture Subcommittee:** SDAC created a new subcommittee called Campus Culture. Its purpose is to research and address school site concerns and infrastructure and develop a positive student culture.
3. **Grading for Mastery/Equity:** SDAC has had numerous discussions and presentations about Grading for Mastery/Equity and how the concept has evolved with teacher implementation.
4. **District Equity Initiatives:** In relation to the Diversity, Equity, and Inclusion district initiatives, SDAC has heard presentations from teachers regarding the Ethnic Studies Course as well as from the Black Student Union Presidents about their clubs.
5. Edited our **SDAC bylaw** for subcommittee participation and expectations

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Local Control Accountability Plan (Update)

LCAP Overview

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for LEAs (county office of education [COE], school districts and charter schools) to share their stories of how, what, and why programs and services are selected to meet their local needs.

The components of the LCAP for the 2024–2025 LCAP year must be posted as one document assembled in the following order:
- LCFF Budget Overview for Parents
- Plan Summary
- Engaging Educational Partners
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-income students
- Action Tables
- Instructions

New Requirements

Goals and Actions - "Required Actions"

LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

- The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- These required actions will be effective for the three-year LCAP cycle.

State Measures

Six state measures allow for comparisons across schools and districts.

- **Academic Performance**
- **Chronic Absenteeism**
- **College/Career Readiness**
- **English Learner Progress**
- **High School Graduation Rate**
- **Suspension Rate**

Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).

For the 2023 Dashboard, schools and districts receive one of five performance levels for each eligible state measure except for College/Career Readiness. The performance levels are determined using current year and prior year data and are represented by a color ranging from Red to Blue.

Red **Orange** **Yellow** **Green** **Blue**

Seis medidas estatales permiten realizar comparaciones entre escuelas y distritos.

- **Rendimiento académico**
- **Ausentismo crónico**
- **Preparación para la universidad o para una carrera**
- **Progreso de los estudiantes de inglés**
- **Tasa de graduación de la escuela secundaria**
- **Tasa de suspensión**

Los resultados se presentan para todos los distritos, escuelas y grupos de estudiantes definidos (p. ej., grupos raciales/étnicos, de bajos ingresos, estudiantes de inglés, personas sin hogar, jóvenes en hogares de acogida y estudiantes con discapacidades).

Para el Tablero 2023, las escuelas y los distritos reciben uno de los cinco niveles de rendimiento para cada medida estatal elegible, excepto la preparación para la universidad o para una carrera. Los niveles de rendimiento se determinan utilizando datos del año actual y del año anterior, y se representan por un color que va del rojo al azul.

Rojo   **Naranja**   **Amarillo**   **Verde**   **Azul**

New Requirements

<u>Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students</u>

- For each action being solely provided to, or principally provided to, one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Implications of New LCAP Requirements

In order to meet the new statutory requirements, the CVUSD LCAP must include additional actions and metrics that address the needs of unduplicated students (Foster Youth, English Learners, and Low-Income Students) <u>and</u> other student groups that performed lowest in areas of the 2023 California Dashboard.

Implications of New LCAP Requirements

Increases focus on students demonstrating most need through California Dashboard.

SAMPLE CONCEPT: Action Goal 1.1

Provide actions/services that increase student English Language Arts achievement.

- Multiple actions for ALL CVUSD students…

- Multiple actions for English Learners…

- Multiple actions for Hispanic Students…

- Multiple actions for Low Income Students…

- Multiple actions for Students With Disabilities…

Implications of New LCAP Requirements

The new LCAP template provides opportunities in many other sections to describe and link the other District aligned plans (i.e. Strategic Plan for Inclusion, Diversity Equity and Inclusion Plan, Multilingual Learner Plan, Strategic Plan for the Arts, School Plans for Student Achievement)

Next Steps

- Work with LCAP Budget Committee to finalize recommended adjustments to language for the four LCAP goals.

- Work with LCAP Budget Committee to re-design the new 2024-25 LCAP to address required areas in which the 2023 CA Dashboard data demonstrates the greatest needs to support student groups and address the CA Dashboard indicators.

- Communicate the impact of new statutory requirements to educational partners.

- Seek recommendations and input from educational partners on actions to support student groups and address the CA Dashboard indicators.

Presentation QR Codes

English

Español

Data at Every Level: Presentation on Student Progress

Presentation to SUPER DAC on March 12, 2024

Presented to CVUSD Board of Education on March 6, 2024

Presentation Purpose

Provide multi-level data snapshot on CVUSD student progress, and describe data-driven processes at the school and district level

Student Group Definitions

English Learner (EL) or Multilingual Learner: A student in kindergarten through grade 12 for whom there is a report of a language other than English on the Home Language Survey (HLS) and who, upon initial assessment in California using an appropriate state assessment (currently the English Language Proficiency Assessments for California [ELPAC], is determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.

Students with a Disability (SWD) - Child with a disability means a child evaluated in accordance with §§300.304 through 300.311 as having an intellectual disability, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as "emotional disturbance"), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Student Group Definitions

Socioeconomically Disadvantaged Students (SED) **-** Any student who meets the federal income eligibility criteria or is deemed to be categorically eligible for Free and Reduced-Price Meal (FRPM) under the National School Lunch Program (NSLP) will be counted as FRPM-eligible. Students categorically eligible for FRPM, including: Migrant students; Homeless students; Foster students identified through a statewide match with California Department of Social Services foster data; and Students participating in the Food Distribution Program on Indian Reservations (FDPIR).

Foster Youth - LCFF definition includes students who are subject of a petition filed under WIC Section 300 (child welfare) and removed from home; students who are subject of a petition filed under WIC Section 602 (probation) and removed from home; students who are subject of a petition filed under WIC Section 300 and remain in the home receiving court ordered family maintenance services; students who are under the placement and care of a Child Welfare agency and removed from the home through a voluntary placement agreement as defined by WIC 11400 (o) & (p); students who are under the jurisdiction of a tribal court as defined under EC Section 42238.01 (b).

Student Group Definitions

Students Experiencing Homelessness - The McKinney-Vento Act defines homeless children and youth as individuals who lack a fixed, regular, and adequate nighttime residence. This definition also includes:

- Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
- Children and youth who may be living in motels, hotels, trailer parks, shelters
- Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, or
- Migratory children who qualify as homeless because they are children who are living in similar circumstances listed above

Levels of Data

	Definition	Types of Data
Level 1: **Satellite Data**	Hovers far above the classroom and tells an important, but incomplete story.	California School Dashboard
Level 2: **Map Data**	Hovers closer to the ground than satellite data, providing a GPS of learning trends.	Local Benchmarks Grade Distribution
Level 3: **Street Data**	Qualitative, systematic, and experiential data that occurs at "eye level."	Student Voice Survey Responses

Satellite Data

Hovers far above the classroom and tells an important, but incomplete story.

School Dashboard Details

- The 2022 Dashboard was a restart of California's Dashboard accountability system.

- The 2022 Dashboard created a new baseline for future comparison. 2022 Dashboard performance levels only reflected the 2021-2022 school year.

- The new 2023 Dashboard includes both status and change, gas-gauge style icons, and the performance levels reflect both the 2021-22 and 2022-23 school years.

California Dashboard Results

Statewide:

Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
Yellow	Orange	Yellow	Orange

College/Career	English Language Arts	Mathematics
Medium	Orange	Orange

CVUSD:

Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate
Orange	Yellow	Green	Blue

College/Career	English Language Arts	Mathematics
High	Green	Green

CAASPP Participation Rates

- Required 95% Participation Rate

- Spring 2022 - the CVUSD CAASPP participation rate was 91% in ELA and Math.

- Through targeted school site efforts during the 2022-2023 school year, the overall CAASPP participation rate increased from 91% (2022) to 94% in both ELA and Math in 2023.

- That difference was over 300 students!
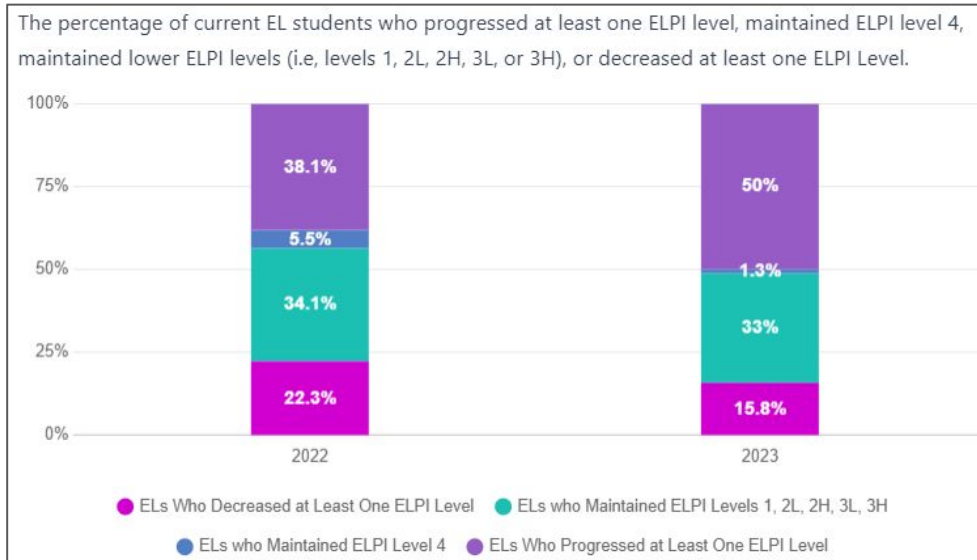
English Language Arts

	2022 CVUSD Score	**2023 CVUSD Score**	2022 Statewide Score	**2023 Statewide Score**	*CVUSD Difference*
All Students	28 points above	**37 points above**	12 points below	**14 points below**	*+51 points*
Socio. Disadv.	37 points below	**29 points below**	41 points below	**43 points below**	*+14 points*
Students with Disabilities	92 points below	**87 points below**	97 points below	**96 points below**	*+9 points*
Asian	103 points above	**108 points above**	63 points above	**62 points above**	*+46 points*
Black or African American	36 points below	**19 points below**	57 points below	**60 points below**	*+41 points*
Hispanic or Latino	18 points below	**16 points below**	38 points below	**40 points below**	*+24 points*
White	40 points above	**56 points above**	21 points above	**21 points above**	*+35 points*
English Learners	42 points below	**51 points below**	61 points below	**68 points below**	*+17 points*

Mathematics

	2022 CVUSD Score	2023 CVUSD Score	2022 Statewide Score	2023 Statewide Score	*CVUSD Difference*
All Students	6 points below	**3 points above**	52 points below	**49 points below**	*+52 points*
Socio. Disadv.	82 points below	**67 points below**	84 points below	**81 points below**	*+14 points*
Students with Disabilities	131 points below	**125 points below**	131 points below	**127 points below**	*+2 points*
Asian	100 points above	**106 points above**	48 points above	**51 points above**	*+55 points*
Black or African American	74 points below	**74 points below**	107 points below	**105 points below**	*+31 points*
Hispanic or Latino	63 points below	**59 points below**	83 points below	**81 points below**	*+22 points*
White	6 points above	**21 points above**	13 points below	**11 points below**	*+32 points*
English Learners	74 points below	**78 points below**	92 points below	**93 points below**	*+15 points*

English Learner Progress

The English Learner Progress Indicator (ELPI) reports on the progress English Learner (EL) students are making towards English language proficiency at their schools and districts. The ELPI relies on the results of the Summative English Language Proficiency Assessments for California (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress.

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

	2022	2023
ELs Who Progressed at Least One ELPI Level	38.1%	50%
ELs who Maintained ELPI Level 4	5.5%	1.3%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	34.1%	33%
ELs Who Decreased at Least One ELPI Level	22.3%	15.8%

English Learner Progress

All Students   State

Green

51.1% making progress towards English language proficiency

Increased 7.5% ⊕

Number of EL Students: 1,438

California Alternate Assessment

The summative California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are administered to students whose IEP teams have determined them eligible. Eligible students are those whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the California Science Test.

Like the SBAC ELA and Math, and the CAST, CAA is included in the English Language Arts and Mathematics CA Dashboard Indicators.

Mathematics	Number Tested	Percent Standard Met or Higher
CVUSD	93	6.3%
State	35,476	8.9%

English Language Arts	Number Tested	Percent Standard Met or Higher
CVUSD	93	13.6%
State	35,495	15.8%

Least Restrictive Environment

Measures students with disabilities (SWD) access to education in the LRE

- Indicator 5a: Measures the percent of SWDs in the general education setting for 80% or more of the school day. Includes students ages 6-22

  - General setting "includes non-academic activities such as recess, lunch, passing periods, etc."

  - Calculated by:

$$\left(\frac{\text{\# of students with disabilities ages 6-22 and 5-year-olds in K/TK served inside the regular class 80\% or more of the day}}{\text{Total \# of students with disabilities ages 6-22 and 5-year-olds in K/TK within the LEA}} \right) \times 100$$

CVUSD's current overall LRE: 53.4%
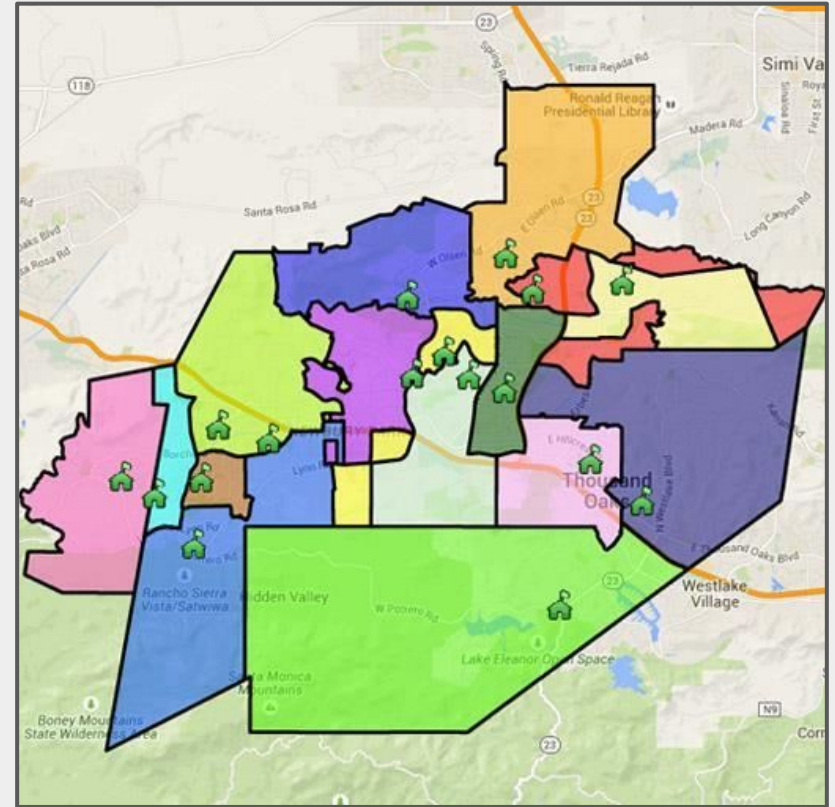
Last five years of LRE by overall %*:

2021 - 2022	50.08%
2020 - 2021	49.52%
2019 - 2020	46.10%
2018 - 2019	43.23%
2017 - 2018	41.49%

*2021 - 2022 is the last reporting date from CDE

Map Data

Hovers closer to the ground than satellite data, providing a GPS of learning trends.

Elementary - Kindergarten Trimester 1

Kindergarten - ELA Trimester 1					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-24**
Blends Sounds	80%	81%	86%	82%	82%
Fluently Names Letters	84%	87%	87%	88%	86%
High Frequency Words	64%	66%	57%	66%	65%

Kindergarten - Math Trimester 1					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-24**
Counts	82%	86%	82%	80%	85%
Counts 1:1 Correspondence	94%	96%	90%	97%	96%
Recognizes Numbers	88%	86%	86%	89%	88%

Elementary - Grade 1 Trimester 1

Grade 1 - ELA Trimester 1					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-24**
Blend	87%	88%	89%	86%	80%
Phonics	79%	76%	81%	77%	77%
High Frequency Words	72%	64%	60%	60%	59%

Grade 1 - Math Trimester 1					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-24**
Add/Sub Accurately	88%	85%	87%	85%	82%
Counts, Reads, Writes	86%	82%	82%	84%	82%
Add/Sub Fluently	77%	74%	77%	75%	72%
Solves Word Problems	95%	92%	94%	85%	87%

Elementary - Grade 2 Trimester 1

Grade 2 - ELA Trimester 1					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-24**
Phonics	72%	75%	83%	84%	85%
Reads Accurately	73%	73%	77%	80%	75%
Reads Fluently	65%	66%	71%	73%	70%
High Frequency Words	85%	85%	83%	89%	88%

Grade 2 - Math Trimester 1					
	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**	**2023-24**
Add/Sub Fluently	63%	75%	66%	62%	63%
Word Problems	69%	71%	74%	71%	72%
Understands Numbers to 1,000	88%	90%	85%	80%	82%

Trimester 1 Unit 2 Language Arts: Grades 3-5

Student Group	Grade 3 Proficient or Higher		Grade 4 Proficient or Higher		Grade 5 Proficient or Higher	
	22-23	23-24	22-23	23-24	22-23	23-24
All Students	81%	81%	74%	77%	83%	81%
Socio. Disadv.	70%	72%	60%	65%	60%	69%
Students w/ Disabilities	63%	72%	61%	59%	65%	65%
Asian	87%	86%	82%	83%	90%	89%
Black or African American	80%	74%	55%	74%	78%	76%
Hispanic or Latino	49%	72%	40%	62%	56%	72%
White	80%	81%	71%	76%	82%	80%
English Learner	62%	62%	51%	51%	60%	54%

Trimester 1 Mathematics: Grades 3-5

Student Group	Grade 3 Proficient or Higher		Grade 4 Proficient or Higher		Grade 5 Proficient or Higher	
	22-23	23-24	22-23	23-24	22-23	23-24
All Students	87%	87%	89%	90%	89%	90%
Socio. Disadv.	77%	78%	79%	80%	79%	78%
Students w/ Disabilities	69%	72%	72%	73%	78%	75%
Asian	95%	94%	97%	97%	96%	97%
Black or African American	92%	77%	71%	87%	87%	87%
Hispanic or Latino	80%	79%	84%	82%	83%	81%
White	85%	87%	88%	89%	88%	89%
English Learner	68%	70%	74%	70%	73%	69%

Semester 1 English: Grades 6-8

Student Group	2022-23 Proficient or Higher			2023-24 Proficient or Higher		
	Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8
All Students	77%	89%	78%	78%	65%	75%
Socioeconomically Disadvantaged	69%	78%	71%	65%	48%	55%
Students w/ Disabilities	28%	45%	38%	51%	26%	41%
Asian	84%	94%	85%	90%	75%	96%
Black or African American	79%	88%	76%	75%	56%	58%
Hispanic or Latino	72%	80%	74%	62%	53%	59%
White	76%	88%	85%	76%	65%	71%
English Learner	55%	64%	74%	29%	29%	75%

Semester 1 Mathematics: Grades 6-8

- Middle school math departments piloting a new type of benchmark assessment
- Progressive benchmark assesses all Essential Standards for the year
- Instead of focusing on the overall score, the focus is on improvement from the previous assessment
- Provides information for future planning based on standards the students haven't been explicitly taught

Semester 1 Grade Distributions: Grades 6-12

Grade Distributions	A	B	C	D	F	S1 2023 Comparison D & F
Grade 6	52%	26.3%	13.5%	4.5%	2.9%	*-2.0%*
Grade 7	48.7%	27.6%	13.3%	6.4%	3.8%	*+0.1%*
Grade 8	54.6%	26.3%	12.3%	4.7%	1.9%	*-2.8%*
Total MS	53.14%	26.01%	12.73%	5.26%	2.86%	*-1.6%*
Grade 9	52.9%	22.4%	14.3%	6.2%	4%	*-1.3%*
Grade 10	53.1%	24.1%	13.5%	4.3%	4.7%	*-2.4%*
Grade 11	54.2%	25.6%	12.4%	4.8%	2.8%	*-2.2%*
Grade 12	58.9%	21.9%	12.2%	4.2%	2.6%	*+0.1%*
Total HS	54.67%	23.63%	13.15%	4.98%	3.56%	*-1.4%*

High School Graduation Rates

Student Group	School Year		
	2020-2021	**2021-2022**	**2022-2023**
All Students	93.5%	94.3%	95.2%
Socioeconomically Disadvantaged	87.4%	90.2%	92.6%
Students w/ Disabilities	80.6%	85.2%	85.8%
Asian	96.2%	98.8%	98.1%
Black or African American	88.2%	89.5%	96.3%
Hispanic or Latino	88.2%	90.0%	93.7%
White	95.9%	95.8%	95.6%
English Learner	64.8%	68.9%	88.1%

Pass Rates: AP & IB Testing

	2019-2020	**2020-2021**	**2021-2022**	**2022-2023**
# of AP Exams	3910	3398	3582	3609
AP Pass Rate: Score of 3 or Better	78%	70%	78%	76%
# of IB Exams	386	388	457	472
IB Pass Rate: Score of 4 or Better	98%	98%	98%	95%

Street Data

Qualitative, systematic, and experiential data that occurs at "eye level."

What Some Students Are Saying…

<u>Elementary</u>:
- I think an improvement can be with the school food.
- The basketballs are mainly deflated. On average, there is only 1 or 2 that are inflated and feel good to play with.
- I'm having an amazing year at school and I think it's great.

<u>Secondary</u>:
- I am usually excited to come and see my friends, but then I see someone who mistreats me, which slightly worsens my mood.
- Put back the wall between urinals and prevent people messing with them.
- Make SEL optional please.
- Less homework because it can get overwhelming.
- We need better food... especially the pizza.
- For the most part, I enjoy my school and the actions that are taken to help others.

What Some Staff are Saying…

- Remove barriers of access to wellness, mental health, and other support services.

- Communication has been greatly improved.

- I know my school goals but not the district goals.

- Having a more strategic focus on teaching math and reading skills in the elementary school grades to ensure students are prepared for middle and high school.

- Continued and ongoing professional development is valued and appreciated.

- Help with student behavior, maybe more parent education and consequences when students have poor behavior. Encourage new ideas and new teachers in schools where they are set in their ways?

Data-Driven Processes at the School and District Level

Site Level Processes: Elementary

Staff Processes

Individual Student Data
- 4x/year analyze data together with teachers and academic specialists
- Form Tier 2 intervention groups
- Analyze each trimester to recreate groups
- Data from Online Platforms (Lexia, Lexile)
- MTSS/SST referrals and monitoring

Student Groups
- Teacher level data:
  - Group performance/trends in their class
  - item analysis
  - Plan reteaching
- Grade level data:
  - Trends in the grade level
  - Standards met/ not met
  - Plan reteaching

Community Processes

School Site Council (SSC)
- Overall data (Academic, Attendance, etc.)
- Special population data
- Create and monitor SPSA goals
- Consistent data sources over time
- Monitor Science of Reading skills K-5

English Learner Advisory Committee (ELAC)
- Overall data (Academic, Attendance, etc.)
- Multilingual Learner progress

Site Level Processes: Middle School

Satellite Data: CAASPP Results, Absenteeism, Suspension, Significant Subgroups
- Meeting with admin, department chairs, teachers, counselors, parents. One of multiple measures used for class placements, interventions and acceleration.

Map Data: District Benchmarks, Progress Reports, Attendance, Suspension
- Meeting with admin, department chairs, teachers, counselors, parents, students. Quarterly review of grade distribution data, add intervention supports, school connectedness.
- Staff meetings, department meetings, School Attendance Review Team (SART) meetings, Child Find

Street Data: Common Formative/Summative Assessments, Tardiness, Citizenship/Behavior, Connectedness/SEL surveys
- Meeting with admin, department chairs, teachers, counselors, parents and students
- Collaborative Planning Time, weekly review of data in PLC, adjust schedules, SST, grade level meetings
- MTSS- Flextime- Student Voice and Choice/Directed interventions & enrichments
- School Counselors; Tier 1,2,3 classroom lessons, small groups
- Wellness Clinicians

Guidepost for our SPSA

Site Level Processes: High School

Staff Process

- In Leadership and Departments, we examine multiple sets of data: Formative classroom data, grade distribution data, CAASPP data, other data (i.e. AP, ELPAC). Goal is to seek trends.

- New Department PLC+ structure
    - Each department expected to identify a common challenge
    - An intervention plan is created by each department in order to address common challenge
    - Intervention plans are shared with faculty to look for large scale opportunities for school-wide goals

Community Process

- Site Council: Using data and interventions identified in PLCs, Site Council will build goals into SPSA
- Other community groups: SPSA goals will be shared with: ELAC, PTSA, Advisory Council/Committee Representatives (all of whom serve on SSC)

District Level

Reviewed Data:

- Local benchmarks
- Lexile scores
- Grade distributions
- Attendance
- Least Restrictive Environment (LRE)
- A-G completion rates
- CAASPP: ELA, Math, Science
- ELPAC
- Suspension Rates
- California Healthy Kids Survey
- Annual Feedback Survey
- Feedback from staff, parents/guardians, and students
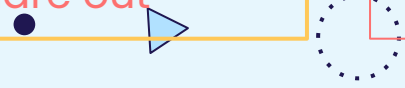
Recent Data-Driven Actions:

- English Learner FPM Site Visits
- English Language Development Training
- Math Training for Specialized Academic Instruction
- LRE meetings with principals and presentations to staff/faculty
- Elementary Science of Reading
- Chronic Absenteeism - SPSA, LCAP
- College Career Indicator - SPSA, LCAP
- CAPS Network Training
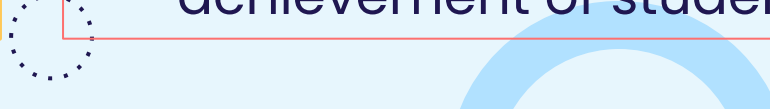- Essential Standards, Instructional Pacing Guides

Table Discussions

- Share the space

- Everyone's voice matters

- Speak to your experience and Advisory Council/Committee

- Staff taking notes and floating

- Three 6-minute questions (20 minutes total)

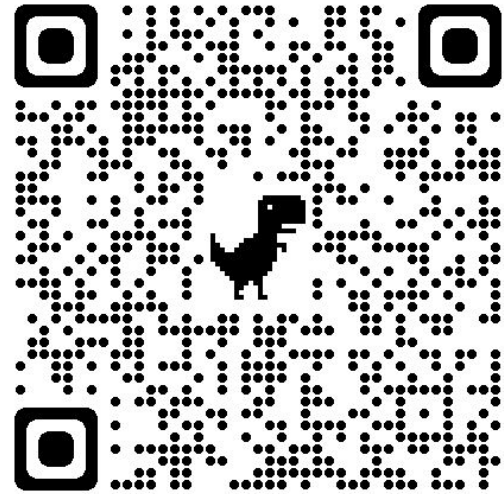- Identify a "speaker" from each table to share out

Discussion Questions:

1. What surprised or concerned you in the presentation?

2. What have you seen at your school that may be supporting the achievement of students?

3. What might be good "next steps" to support the achievement of students?

Whole Group Share Out:

Share one highlight from each table

Thank you!

Fill out this "exit ticket"