School Climate and Safety

Pacifica School District

Board of Education Meeting

Wednesday, November 16, 2016

Introduction

- LCAP Goal 3: Enhance student engagement by providing a well-rounded education, a positive and safe school climate, effective character education and meaningful parent participation opportunities.

- Areas of Focus

    3.A. Suspension and expulsion rates will remain below the state and county averages

    3.B. Excessive or chronic absenteeism rates will remain below the state and county averages

    3.C. On measures of positive school climate and school connectedness, PSD will score better than state and county

    3.D. A baseline will be determined for parent participation in parent teacher conferences and other opportunities

    3.E. Increase of online tools participation by the PSD parent population

- Process for Data Collection and Monitoring
  - Student Information System (SIS) was used to record suspensions and absences
  - Truancy Task Force, VP Tiered Intervention Team, and Leadership Council reviewed the SIS data throughout the school year
  - District-Wide School Climate and Safety Team (SCST) met monthly to review and discuss program implementation
  - Data gathering via the California Healthy Kids Survey (CHKS) occurred with 5th and 7th grade students, all staff and parents

Suspensions and Expulsions

A Deeper Dive

Suspensions & Expulsions: Comparative Data

Chart data:

	Pacifica	San Mateo County	State
Suspension Rate 13-14	2.3	3.5	4.4
Expulsion Rate 13-14	0	0.1	0.1
Suspension Rate 14-15	2.8	3	3.8
Expulsion Rate 14-15	0	0.1	0.1
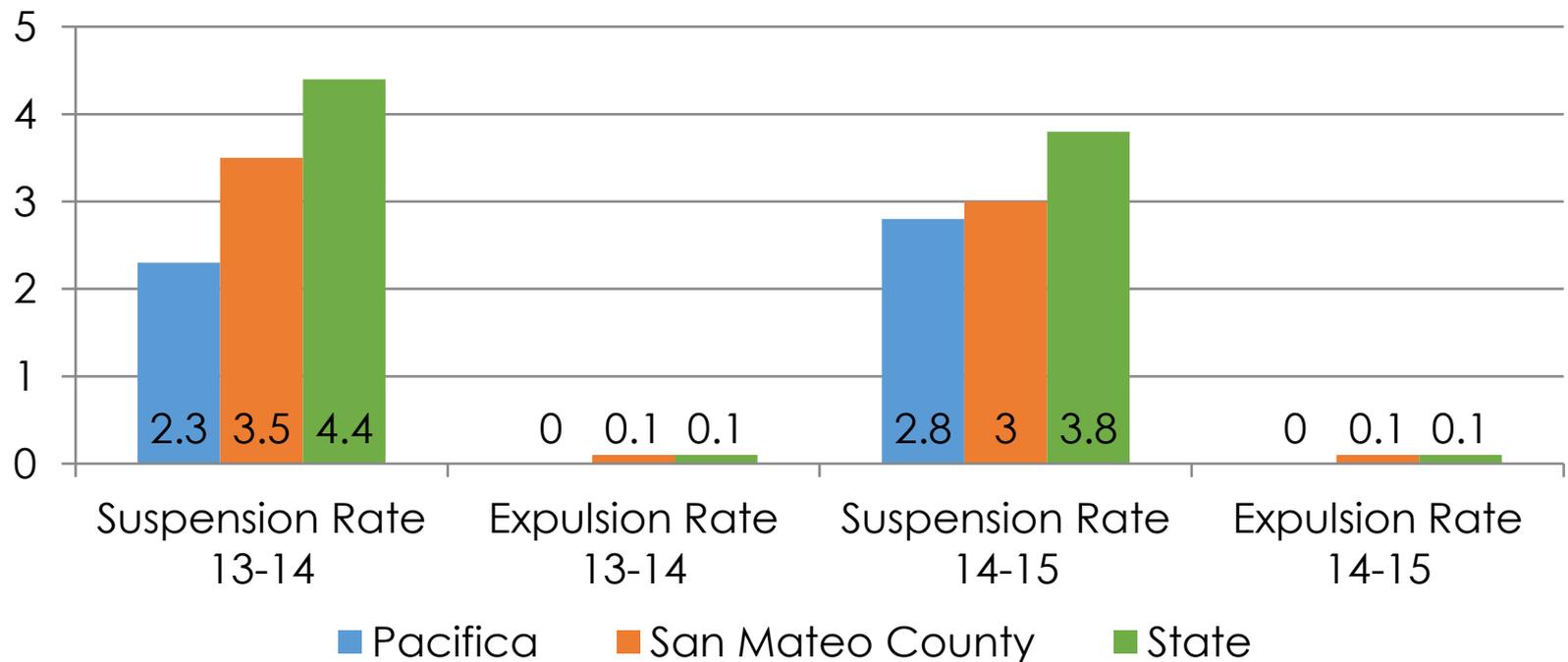
Formula = Students Suspended and Students Expelled divided by Cumulative Enrollment, multiplied by 100. (Source: CDE)

# Suspensions & Expulsions:
In House and Out of School
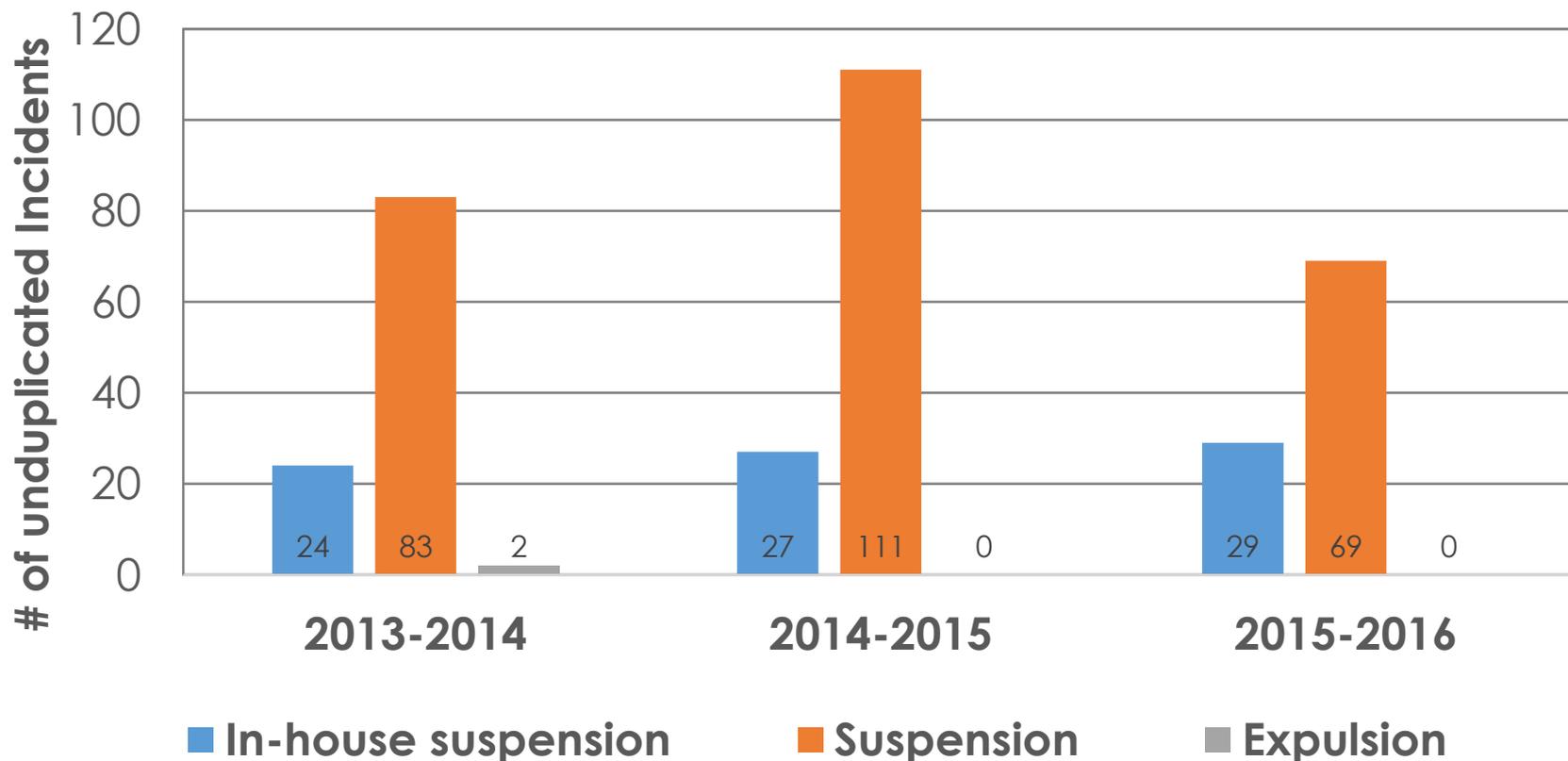
Note: 2014-2015 Includes Non-public School Suspensions
adding an additional 4 suspensions
(Source: Synergy)

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Suspensions: Gender

# of Students by Gender

	Female	Male
2013-2014	13	96
2014-2015	26	112
2015-2016	20	78

Rate of Students by Gender

	Female	Male
2013-2014	0.8	5.4
2014-2015	1.6	6.5
2015-2016	1.2	4.5
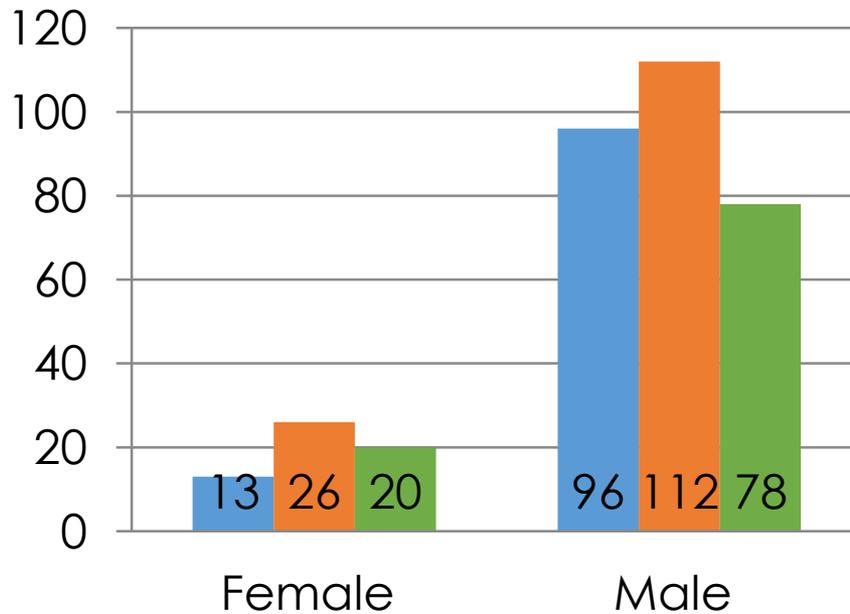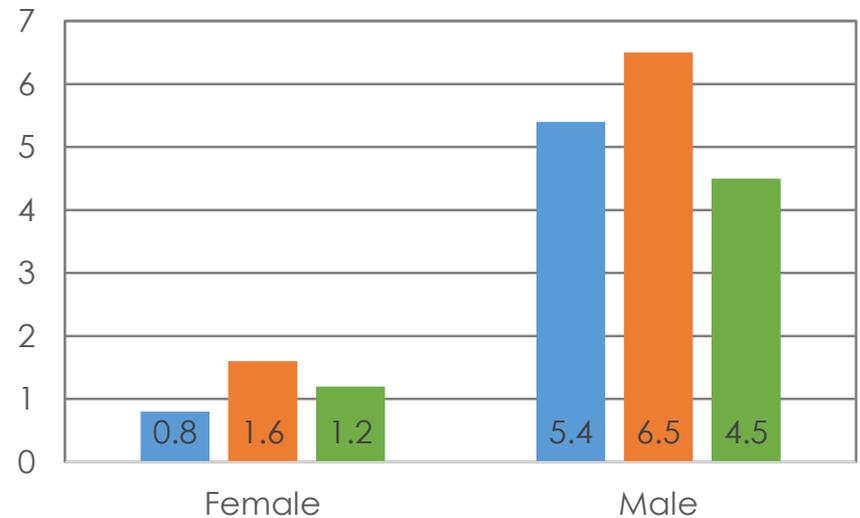
2013-2014   2014-2015   2015-2016

Suspensions: Grade

# of Students per grade

Rate of Students per grade

2013-2014   2014-2015   2015-2016

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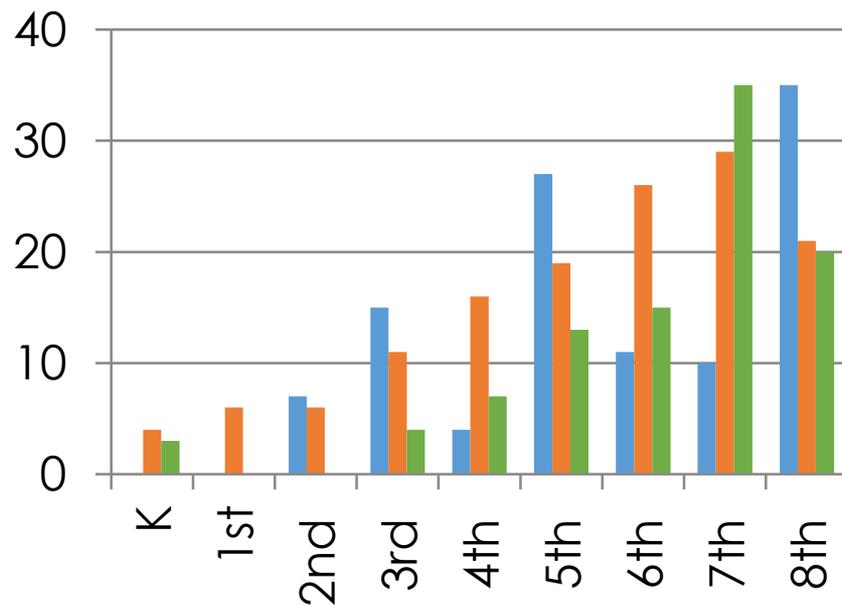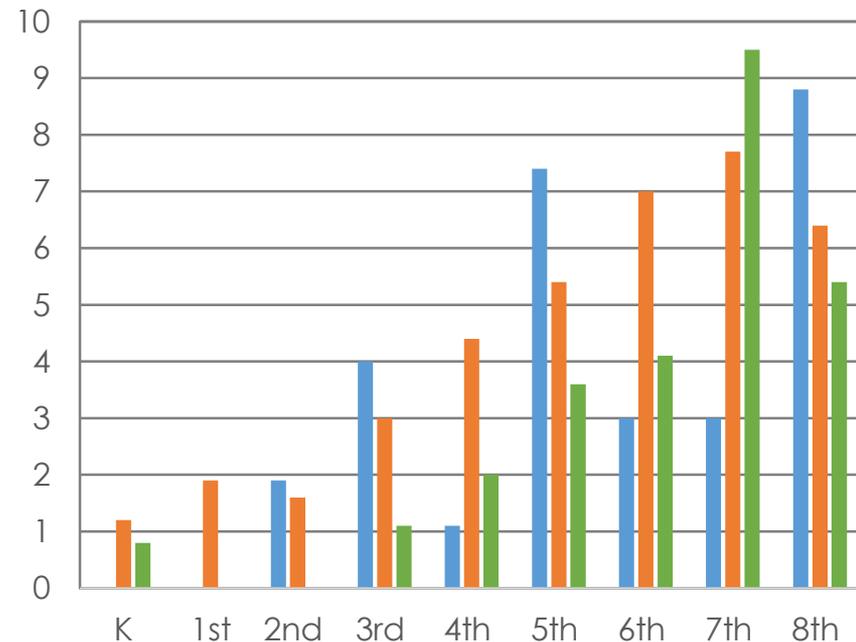
Suspensions: Race/Ethnicity

Chart showing Percentage of Students by Race/Ethnicity:

Race/Ethnicity	% of Enrollment	% of Total Suspensions	% of Population Suspended
Asian	5.3	4.2	2
African-American	1.3	8.3	14
Filipino	9	6.9	1.6
Hispanic/Latino	24	32	2.8
Pacific Islander	0.5	1.4	3
Two or More	13.5	8.3	1.1
White	43.8	37.5	1.9

% of Enrollment   % of Total Suspensions   % of Population Suspended
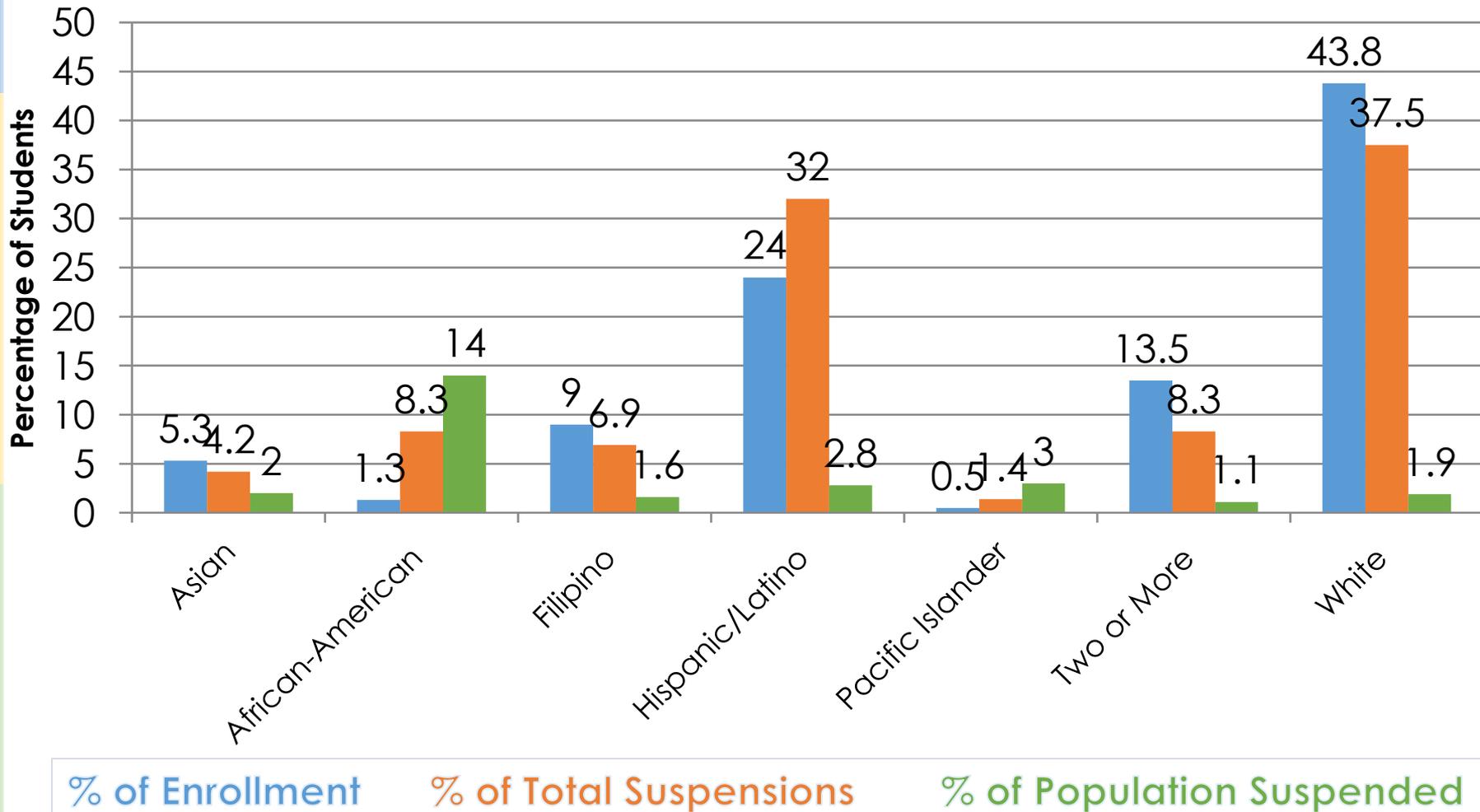
Suspensions: Socioeconomic, EL, and Special Education Status


% of Enrollment   % of Total Suspensions   %of Population Suspended

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Suspensions: Top Reasons

of Out of School vs. In-House Suspensions

Reason	Out of School	In-House
Physical injury	25	8
Disruption, defiance	12	8
Used force or violence	13	2
Obscene Acts, Profanity, Vulgarity	6	2

■ Out of School ■ In-House

% of Total Suspensions

Reason	% of Out of School Suspensions	% of In-House Suspensions
Physical injury	36	28
Disruption, defiance	17	28
Used force or violence	19	7
Obscene Acts, Profanity, Vulgarity	9	7

■ % of Out of School Suspensions ■ % of In-House Suspensions

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Findings: Suspensions and Expulsions

- PSD decreased suspensions and continued another year with no expulsions
- No First Grade or Second Grade Students were Suspended
- PSD continues to maintain a lower rate of suspensions and expulsions when compared to the county and state data available 13-14 and 14-15
- Use of force or violence and physical injury were the top reasons for out of school suspensions
- Physical injury and disruption or defiance were the top reasons for in-school suspensions
- There is a disparity between subgroups for suspensions:
  - 1) The number of boys v. girls suspended
  - 2) The percentage rate of Hispanic and African American students suspended is higher than their rate for enrollment
  - 3) Suspension rates were lower for EL students compared to enrollment rate, but were higher for free and reduced compared to enrollment rate

Next Steps: Suspensions and Expulsions

- Continued review of data by the PSD Learning Support Team
- Added Administrators to the SCST
- Implementation of school matrices to support school-wide expectations
- Increased Counseling Supports: Mental Health Counselor
- Strengthen Positive School Climate
  1. Continue Playworks/added supervision at IBL
  2. Restorative Practices Focus: IBL, OSS
  3. SWPBIS Training, SMCOE: Cabrillo
- Individualized supports for the diverse needs of students via behavioral tiered intervention

Chronically Absent

A Deeper Dive

Chronically Absent: Gender

**Rate of Students by Gender**
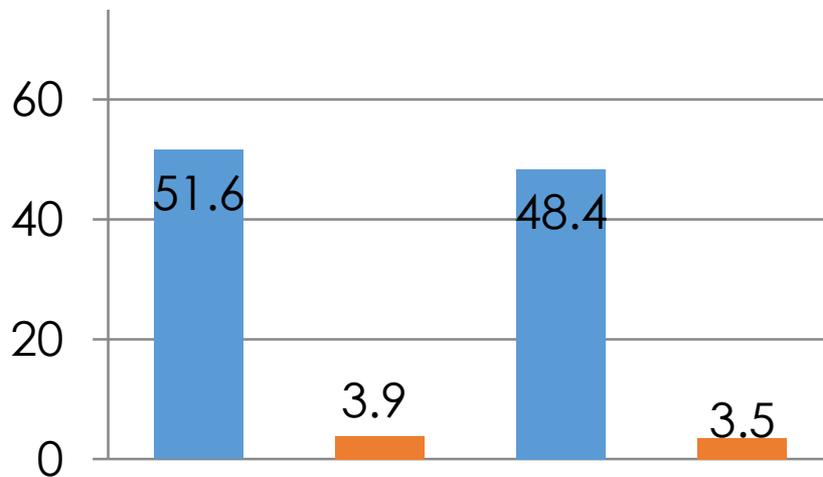
# of Students by Gender

Chronically Absent: Grade

Rate of Students by grade vs. Enrollment

Enrollment Rate (blue) and Chronically Absent Rate (orange) by grade:

Grade	Enrollment Rate	Chronically Absent Rate
TK	2.3	17.5
0	10.8	7.4
1	9.3	8.3
2	9.8	6.1
3	10.8	5.2
4	10.9	5.2
5	10.7	5.2
6	10.7	6.3
7	10.9	9.5
8	11	12.6

Enrollment Rate Chronically Absent Rate

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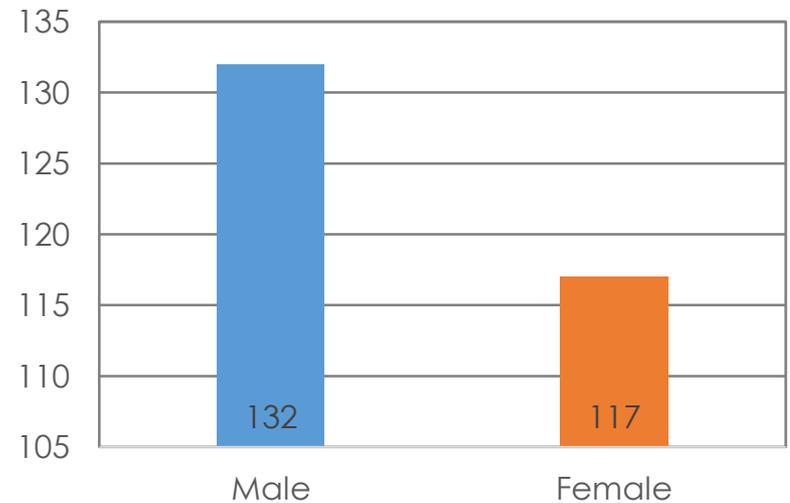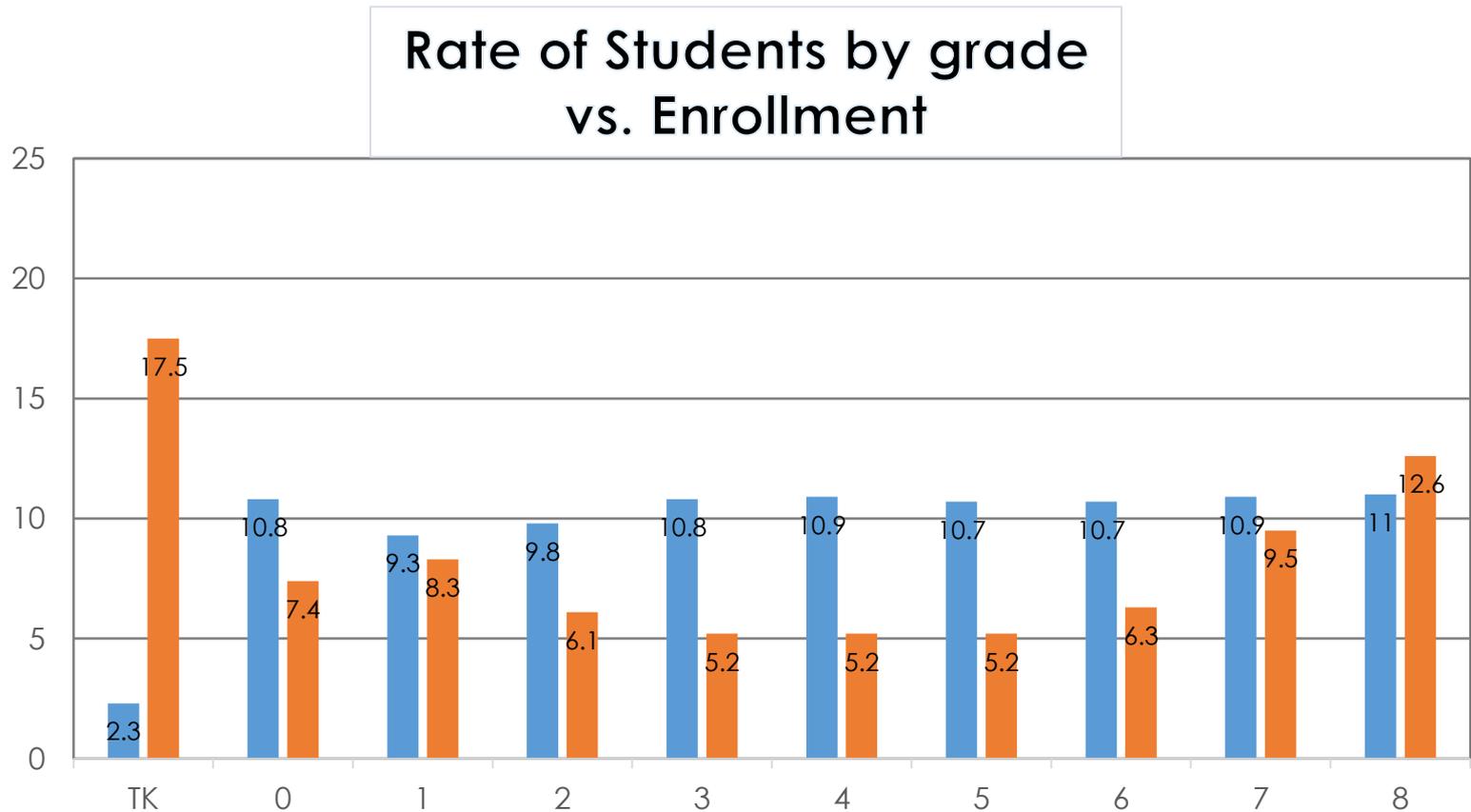
Chronically Absent: Ethnicity/Race

Chronically Absent: Socioeconomic, EL, and Special Education Status
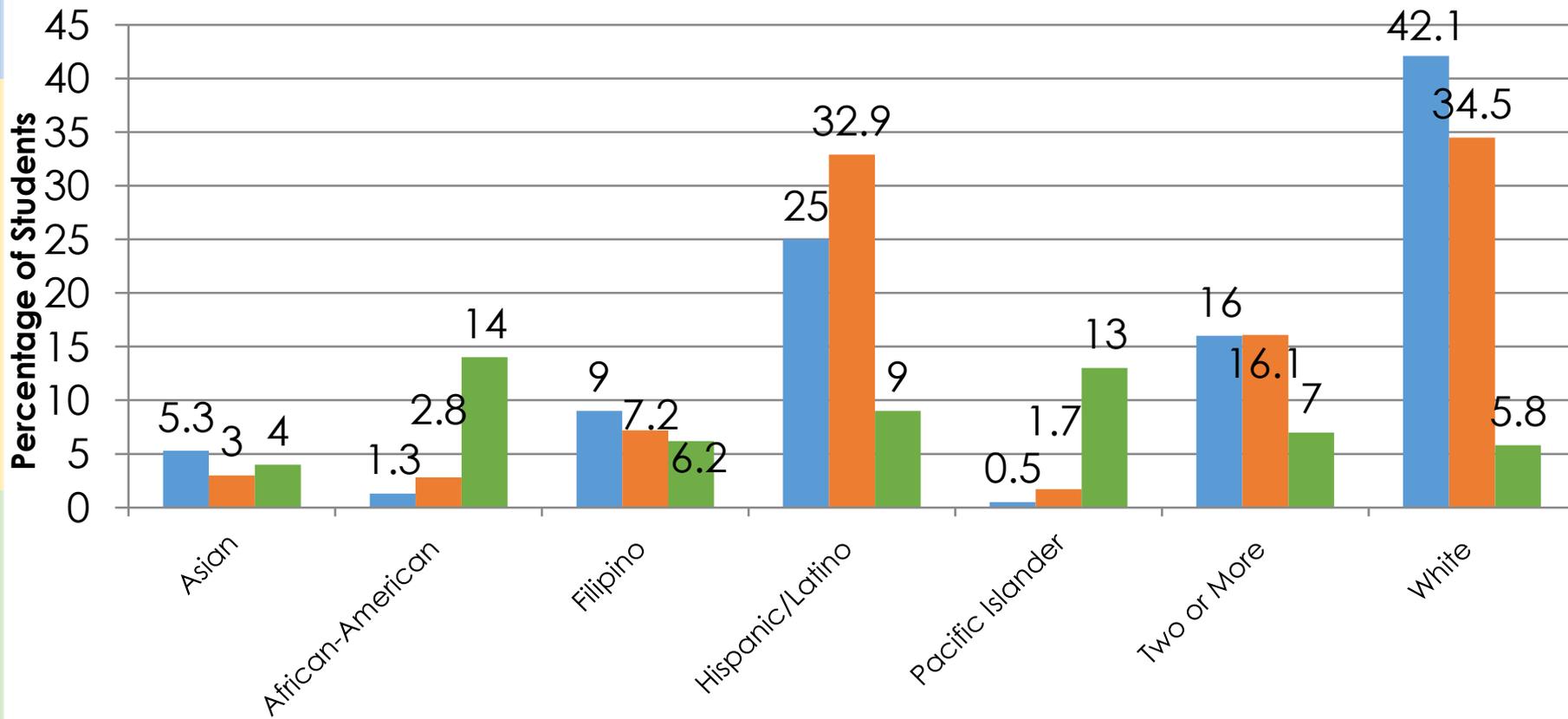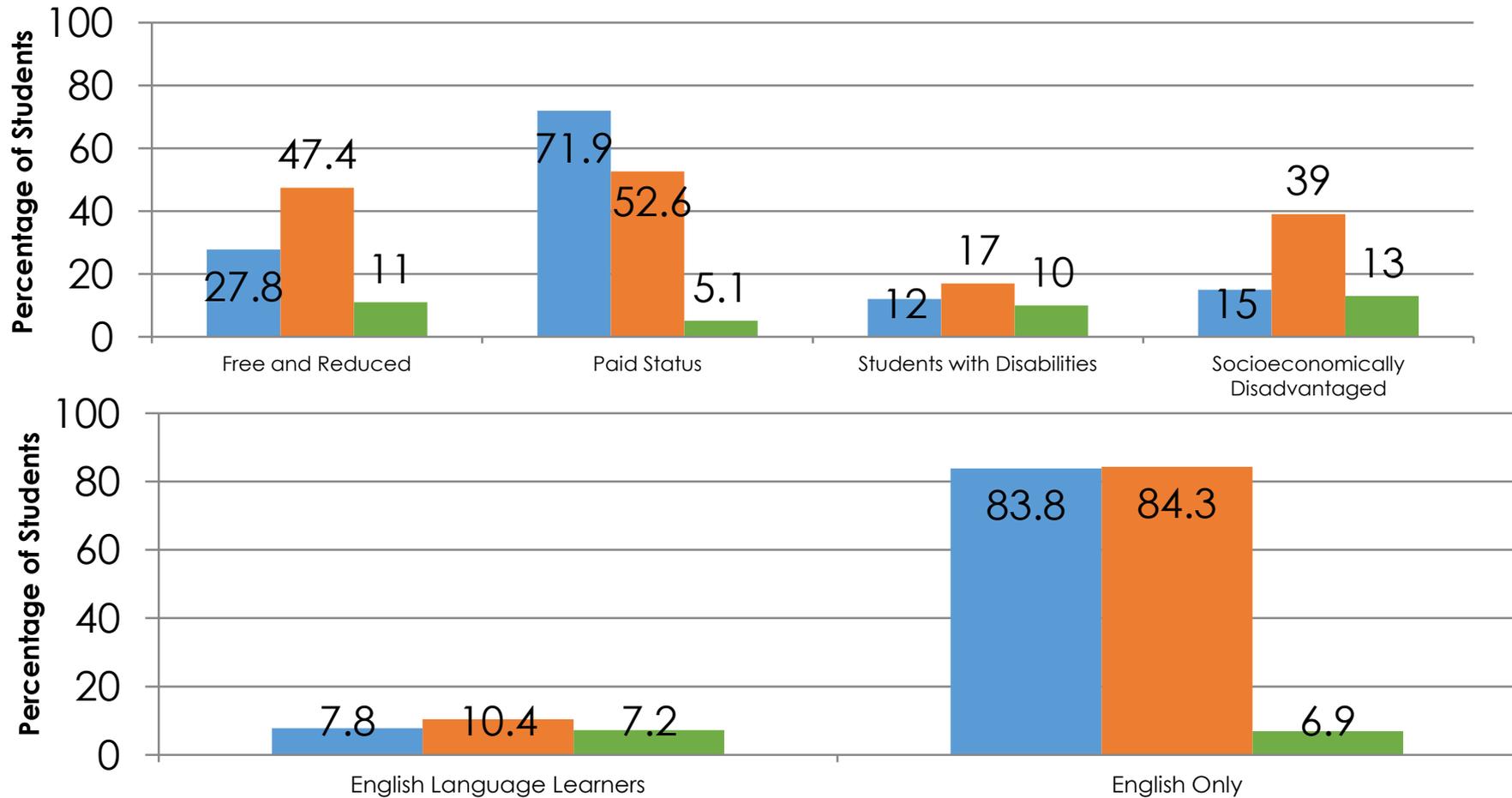
% of Enrollment   % of Total Chronically Absent   % Population Chronically Absent

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Findings: Chronically Absent

- Small disparity between chronically absent males and females

- Hispanic/Latino students and Free and Reduced students have a higher rate of chronic absenteeism compared to enrollment rate

- Chronic absenteeism is highest amongst TK, 7th and 8th grade students

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Next Steps: Chronically Absent

- Continue review of data by the PSD Learning Support Team
- Added Administrators to the SCST
- Adopt new practices based on results from the SMCOE "Attendance Matters Project"
- Count Us In: Attendance Toolkit – Continue to use as a school site resource
- Increased Counseling Supports: Mental Health Counselor
- Continue the Family Resource Center at Sunset Ridge and utilize the San Mateo County Social Worker and Benefits Analyst to support all PSD families in need of community resources

# School Climate and Engagement

A Deeper Dive

School Climate and Engagement: CHKS Survey Highlights

- 5th Grade Students
  - 85% feel safe at school (most or all of the time)
  - 51% caring adult relationships (high)

- 7th Grade Students
  - 76% feel very safe or safe at school
  - 42% caring adult relationships (high)

- Parents
  - 96% school is a safe place for my child
  - 96% adults really care about students (agree or strongly agree)

- Staff
  - 98% school is a safe place for students
  - 98% nearly all adults really care about every student

School Climate and Engagement: Comparative Data 7th Grade

Chart comparing PSD, County, and State percentages:

- **School Connectedness (high):** PSD 64, County 60, State 51.1
- **Caring Adult Relationships (high):** PSD 42, County 40, State 32.7
- **School Perceived as Safe or Very Safe:** PSD 76, County 73, State 63

Legend: PSD, County, State

X-axis: Percentage (0, 20, 40, 60, 80, 100)
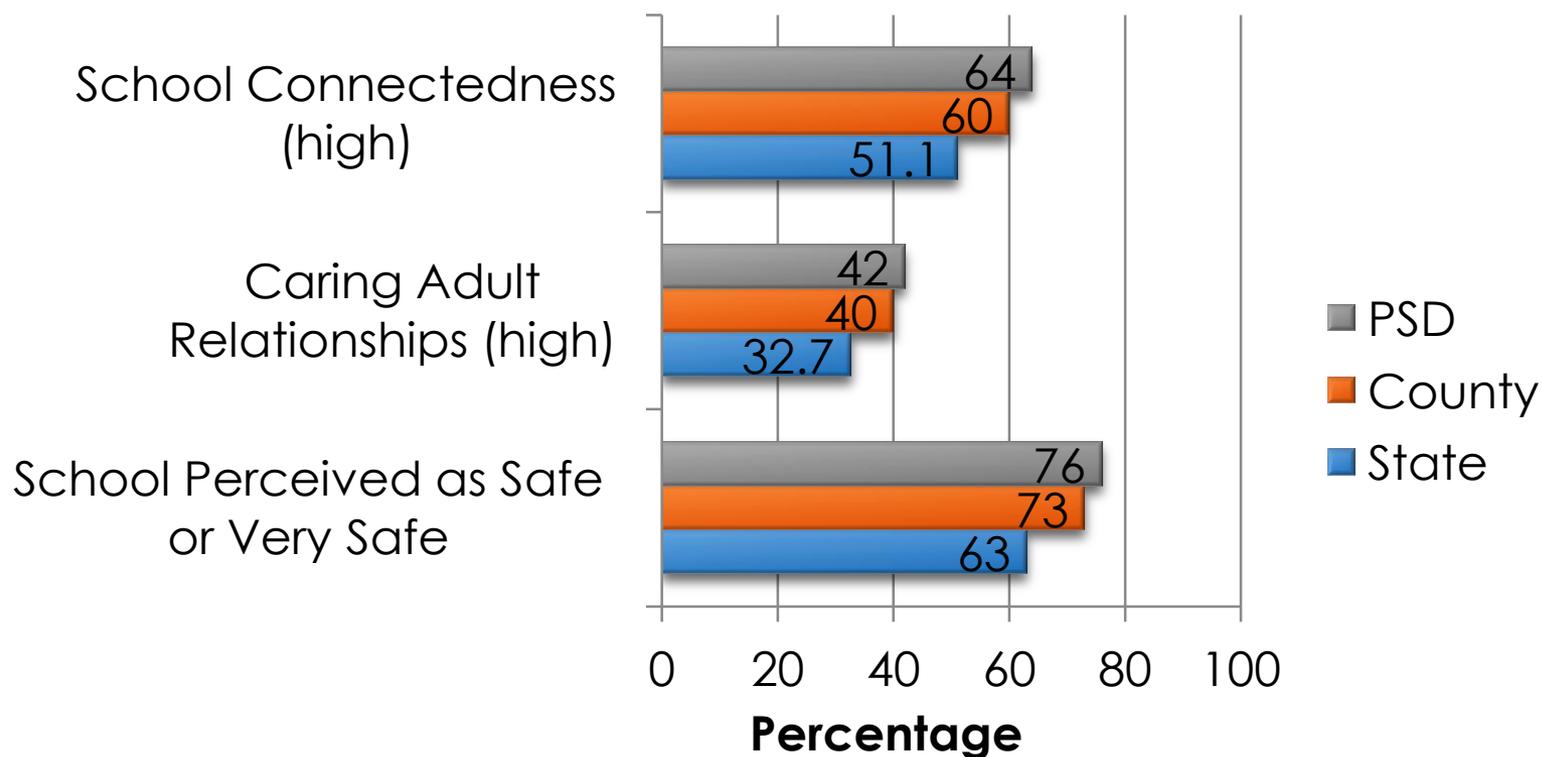
Findings: School Climate and Engagement

- Increased student and staff participation on the CHKS
- Meaningful Participation is an area of focus for both 5th and 7th grade students (declined)
- Staff strongly agree/agree (100%) that PSD provides a supportive and inviting place for students to learn
- An increase in physical violence and bullying was reported by 7th grade students
- Parents completed paper surveys at a higher rate than online surveys
- Parent data should be interpreted with caution; Sunset Ridge reflects over half of the data provided

Next Steps: School Climate and Engagement

- Develop a process for supporting and welcoming students entering a K-8 school in grades 6-8
- Enhance school site activities that build school community culture and pride (caring adult relationships)
- Explore and/or enhance afterschool activities
- Certification for new Counselors in Mindfulness Curriculum
- Restorative Practices PD: IBL and OSS (prevent violence)
- SW-PBIS 4 day workshop for Cabrillo staff focusing on "Building a Positive School Climate" (meaningful participation)
- Expand audience for Common Sense Media Curriculum
- Promote parent participation for attendance of workshops that focus on 21st century education
- PSD Student Learning Team will monitor chronic absenteeism and promote school attendance
- Bully Prevention Tip Line at K-8 Schools and IBL
- Meet with Student Leadership Teams to review/discuss LCAP
- SCST will work with sites on how to promote parent participation to increase the use of online tools

PSD Framework: Social Emotional Learning (SEL) – 5 core competencies taught across diverse settings

[1] CASEL Framework for Systemic Social Emotional Learning identifies five core competencies that educated hearts, inspires minds, and help people navigate the world more effectively.

Video

- Social Emotional Learning

Board of Trustees

- Questions, Suggestions, Observations

- Thank you!