

# Wellness Update: School Climate & Health



Pacifica School District  
Board of Education Meeting  
Wednesday, November 15, 2017

# Specific Purpose/Goals:

- Provide in-depth data points, findings, and response to findings as related to LCAP metrics – Suspension and Expulsions; Chronic Absenteeism
- To provide in-depth Physical Fitness results, findings, and response to findings in relation to LCAP Goal 1 that includes providing core instructional programs

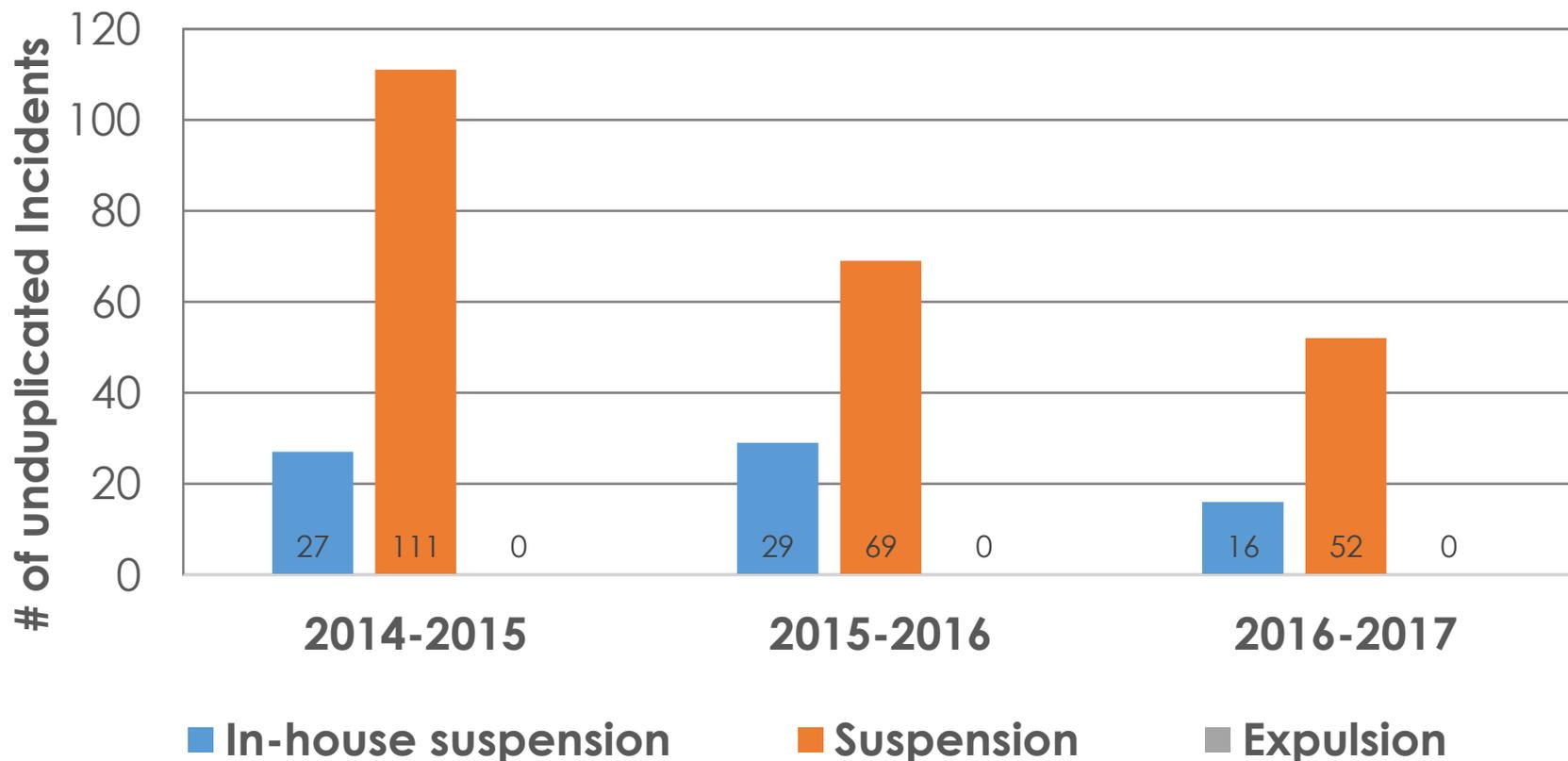
# SCHOOL CLIMATE

## Suspensions and Expulsions



A Deeper Dive  
LCAP Goal 3 Metrics

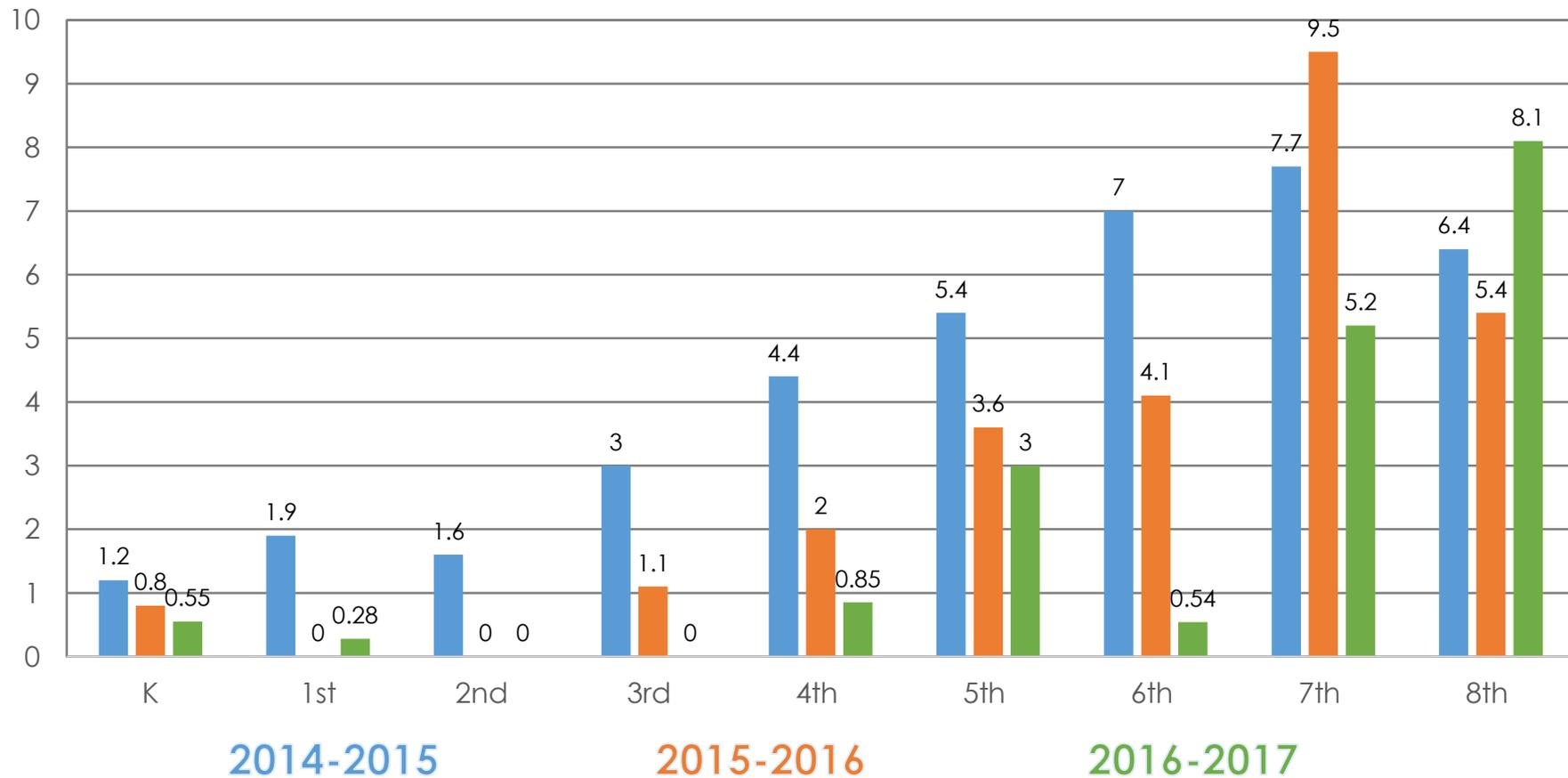
# Suspensions & Expulsions: In House and Out of School



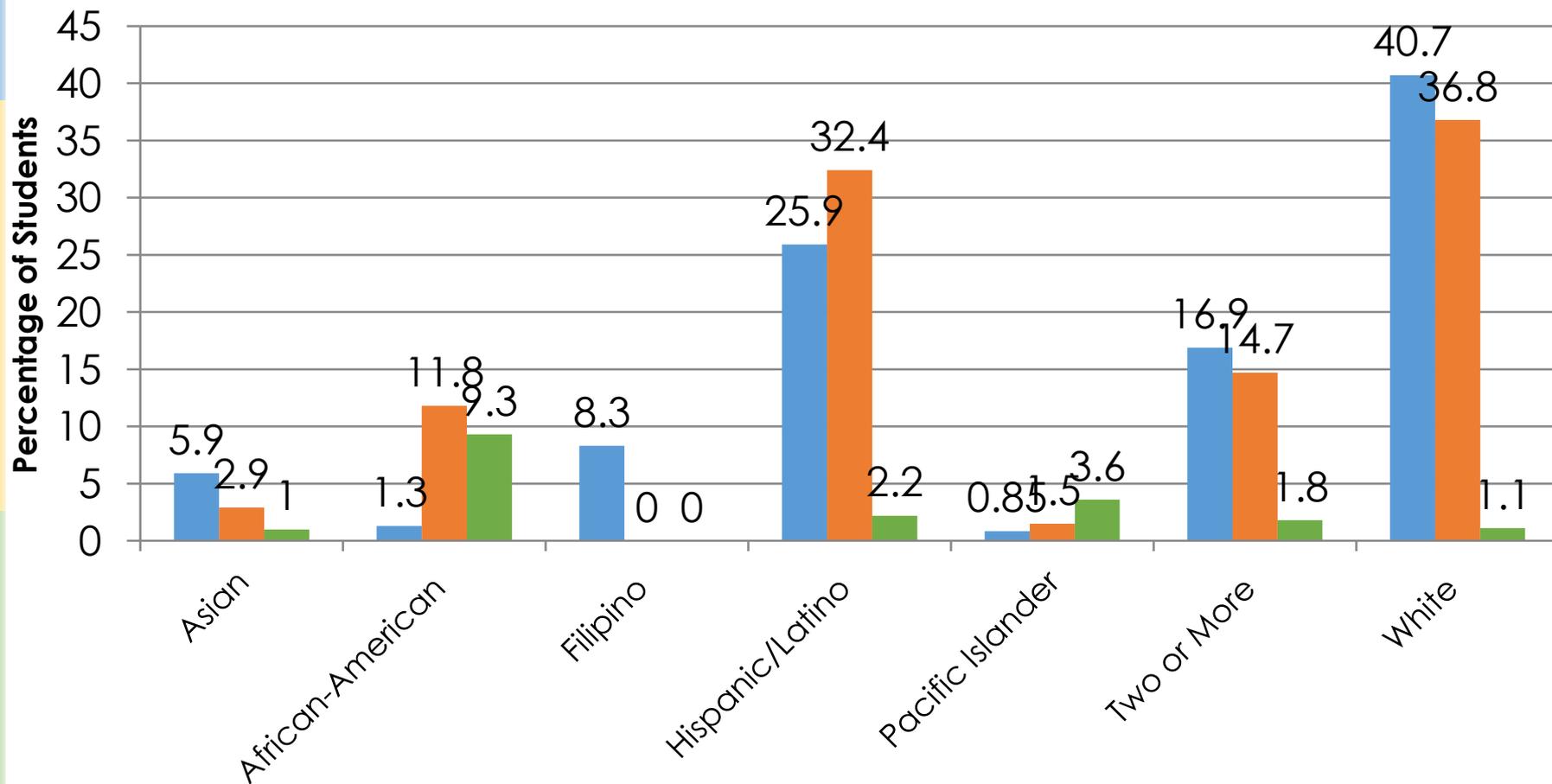
Note: 2014-2015 Includes Non-public School Suspensions adding an additional 4 suspensions  
(Source: Synergy)

# Suspensions: Grade

## Rate of Students per grade



# Suspensions: Race/Ethnicity



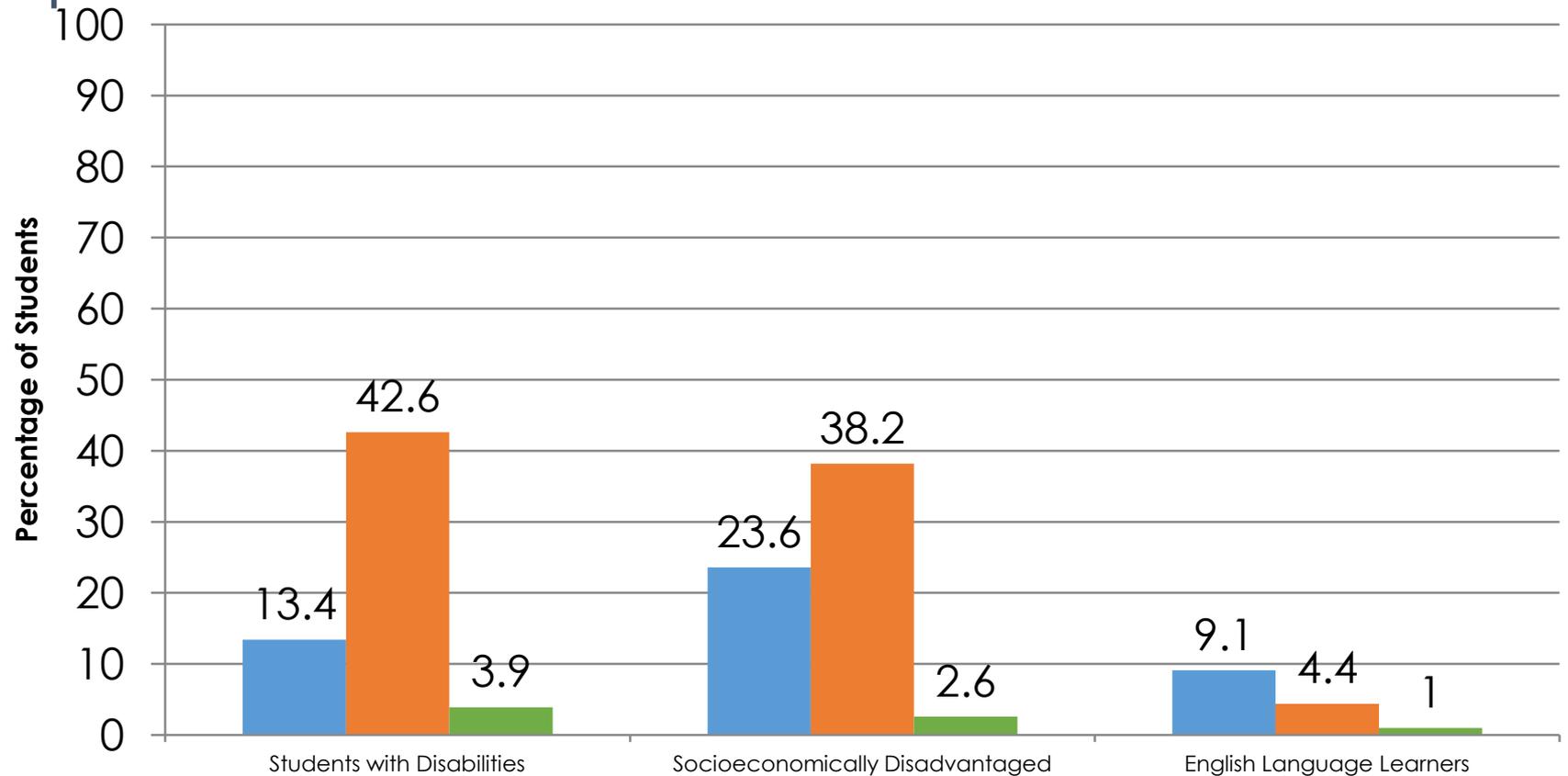
% of Enrollment

% of Total Suspensions

% of Population Suspended

2016-2017

# Suspensions: Socioeconomic, EL, and Special Education Status



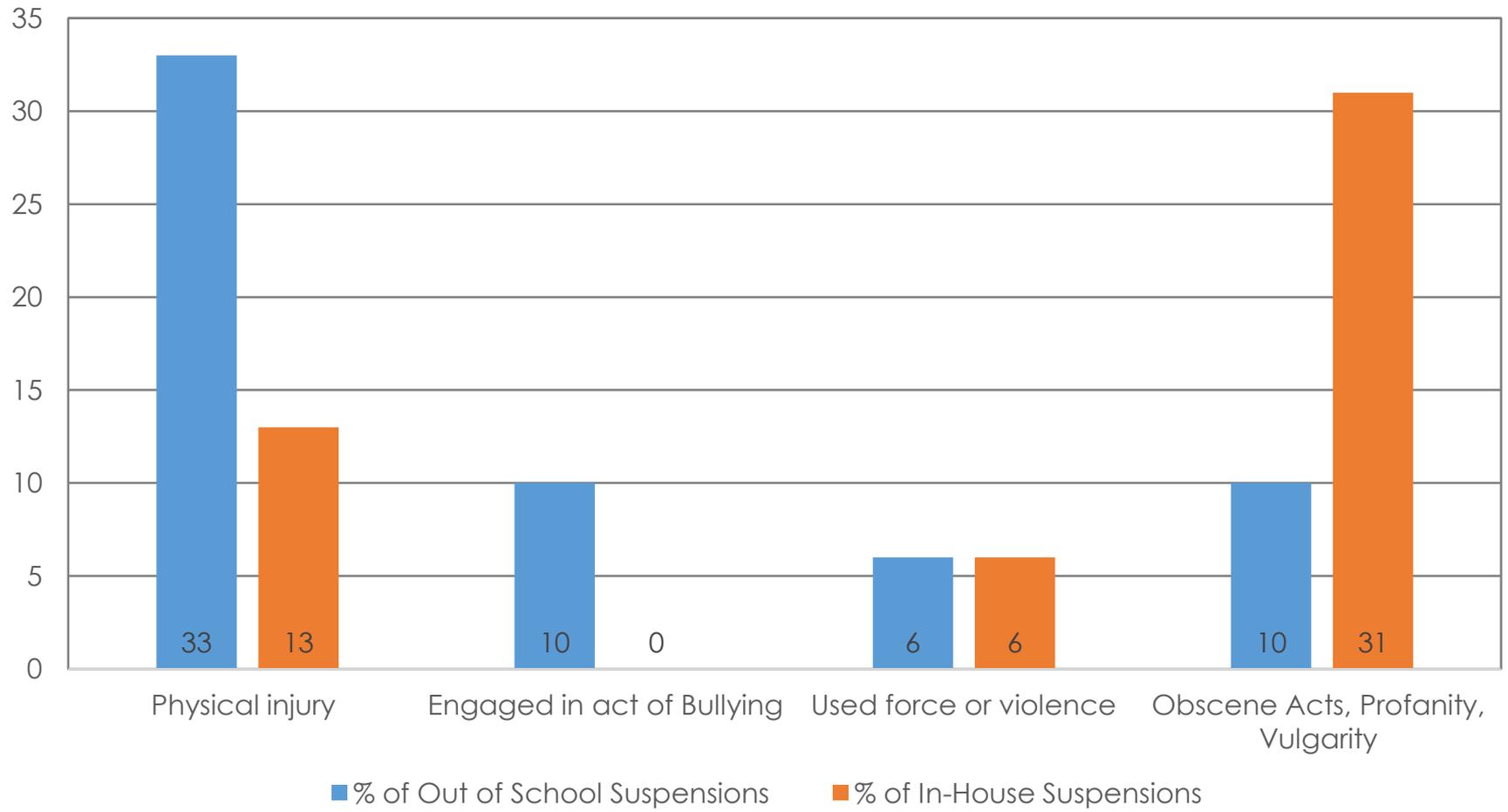
% of Enrollment

% of Total Suspensions  
2016-2017

% of Population Suspended

# Suspensions: Top Reasons

% of Total Suspensions



2016-2017

# Findings: Suspensions and Expulsions

- Met LCAP metrics suspensions and expulsions
- Top reasons out of school suspensions: Physical injury, Bullying and Profanity
- Top reason in-school suspensions: Profanity
- Inconsistent grade level cohort pattern
- Disparity between subgroups for suspensions:
  - Higher rate:
    - Hispanic, African American, and Pacific Islanders
    - Students with disabilities; Socioeconomically Disadvantaged
  - Lower rate: EL students

# Response to Findings: Suspensions and Expulsions

- Learning Support Team: Data Zone tool to monitor suspensions of targeted groups and provide actions for next steps
- Strengthen Positive School Climate
  - Review Playworks/added supervision roles
  - Restorative Practices Focus: IBL & OSS (Gr. 6-8), Ortega & SR (Gr. 5); Ortega SMCOE
  - SWPBIS Training, SMCOE: Cab (completion of Tier I), SR & Vallemar begin Tier I;
  - SR and Ort starting Tee Time program - character development
- Individualized supports for the diverse needs of students via behavioral tiered intervention

# SCHOOL CLIMATE

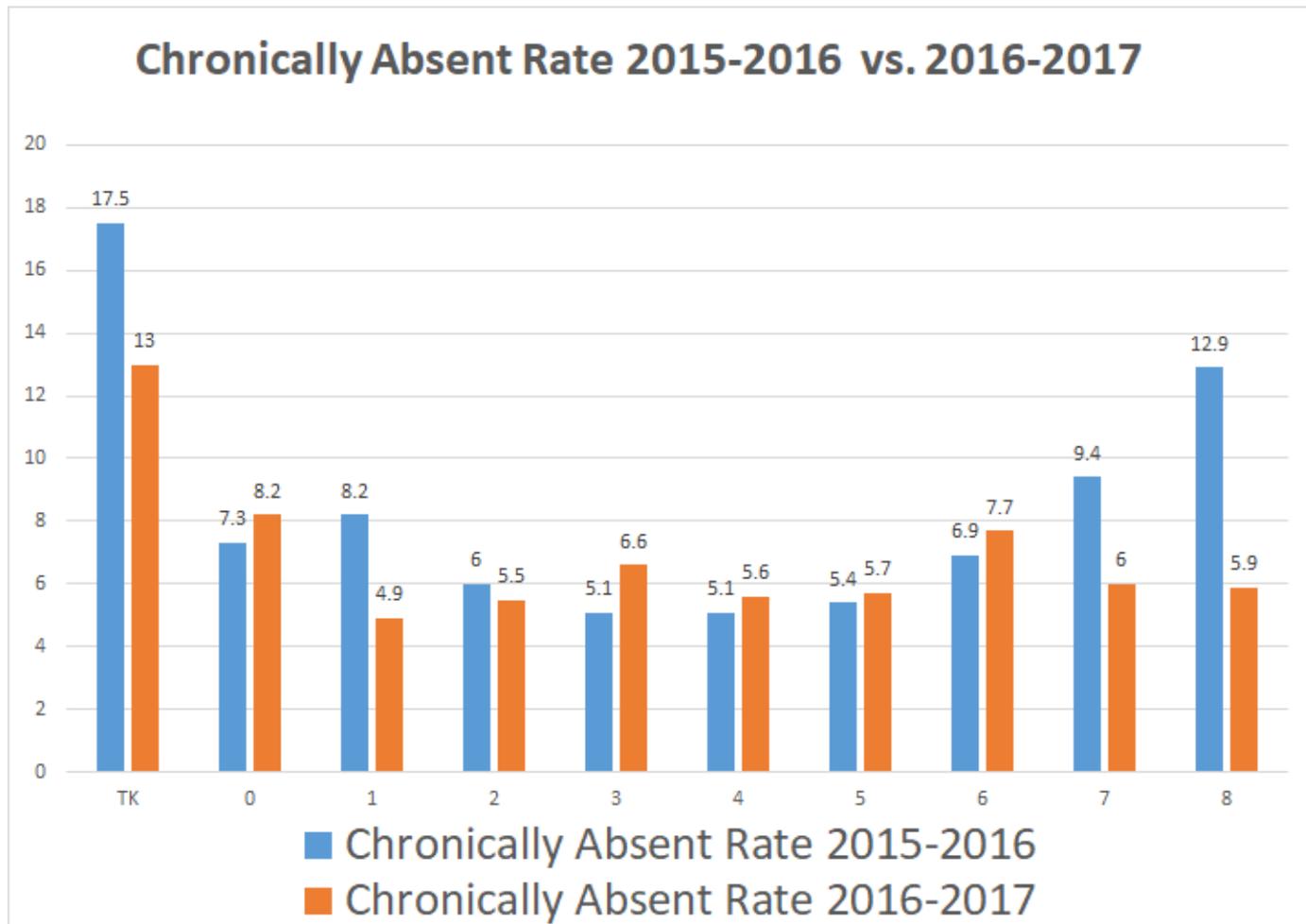
## Chronically Absent



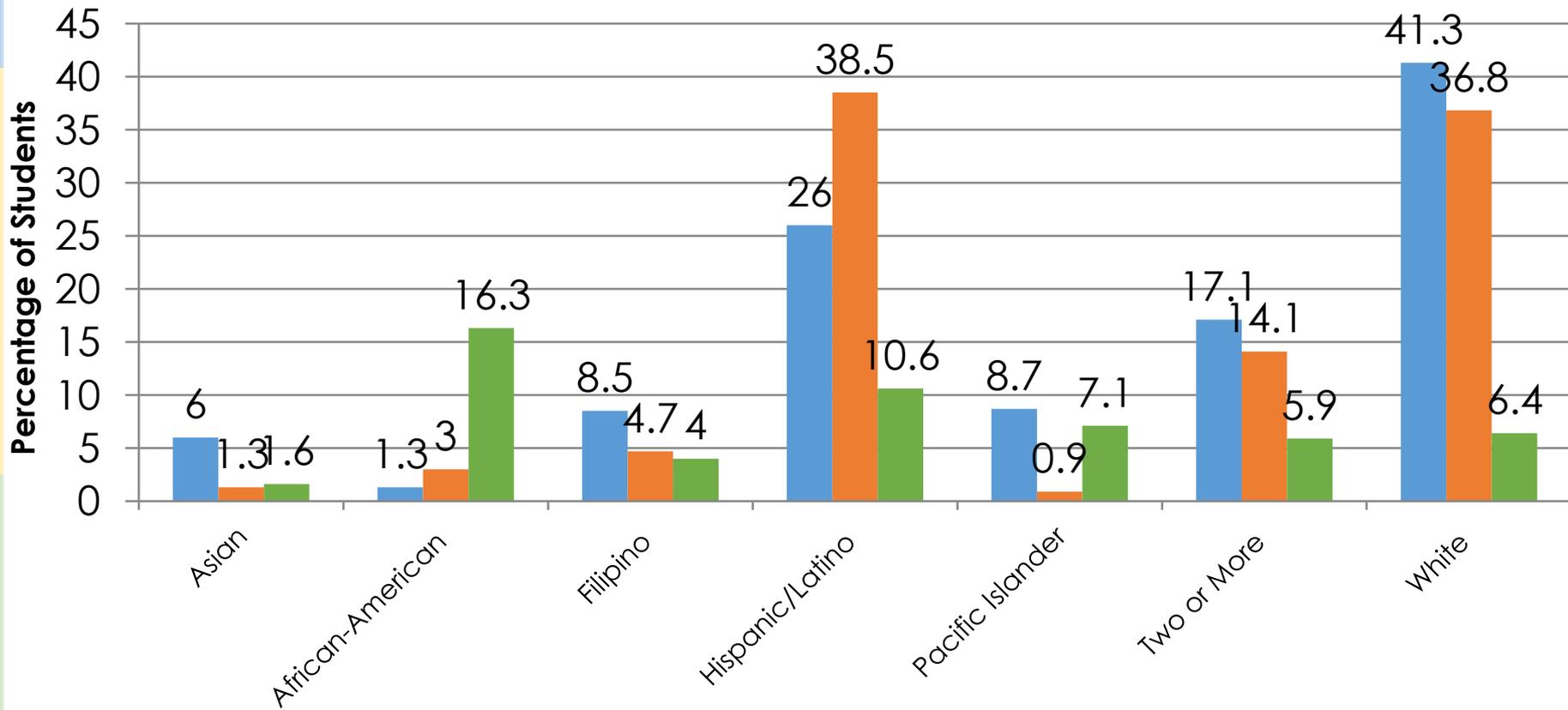
A Deeper Dive  
LCAP Goal 3 Metrics

# Chronically Absent: Grade

Rate of Students by grade  
vs. Enrollment



# Chronically Absent: Ethnicity/Race

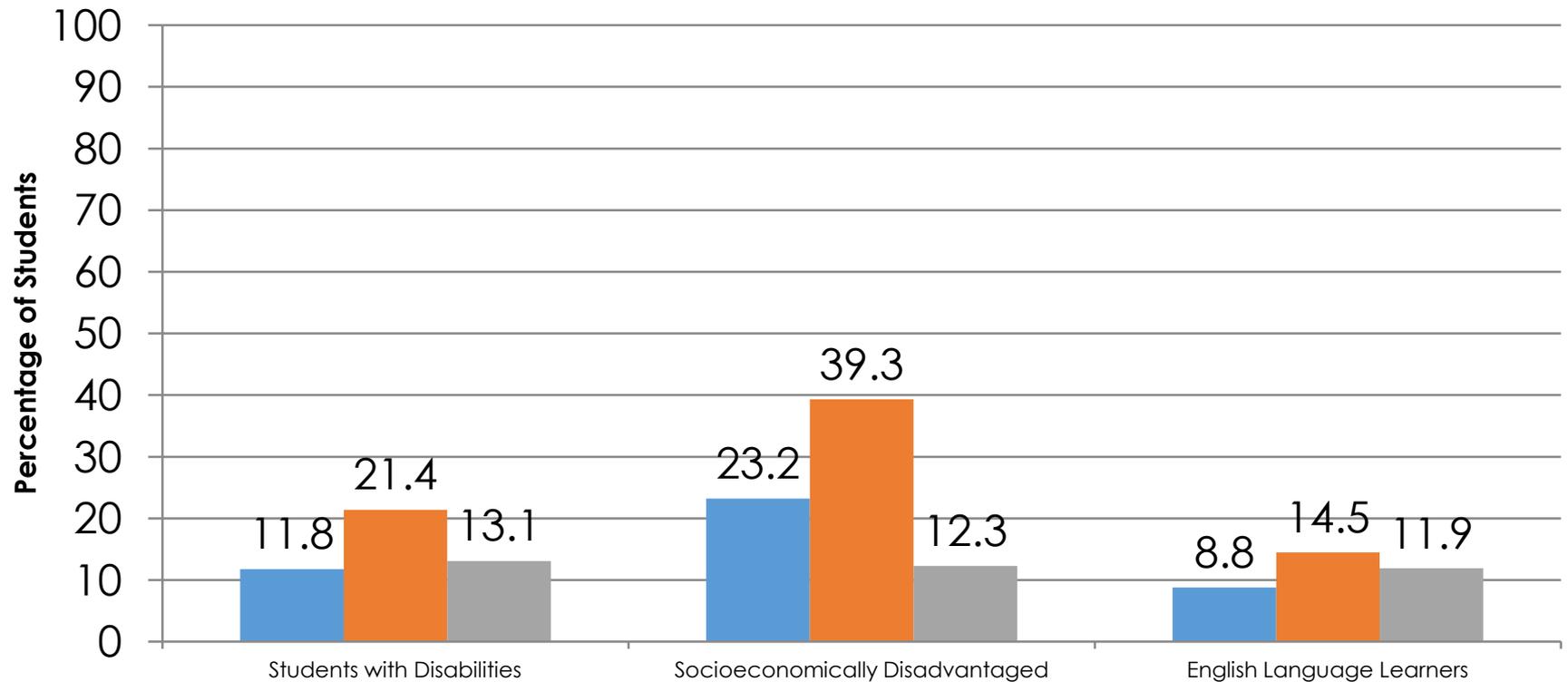


% of Enrollment

% of Total Chronically Absent  
2016-2017

% Population Chronically Absent

# Chronically Absent: Socioeconomic, EL, and Special Education Status



**% of Enrollment**   **% of Total Chronically Absent**   **% Population Chronically Absent**  
2016-2017

# Findings:

## Chronically Absent

- Higher rates: Hispanic/Latino, African American, Students with Disabilities; Socio-Economically Disadvantaged; English Learners
- Chronic absenteeism is highest amongst TK, K and 6<sup>th</sup> grade students

# Response to Findings: Chronically Absent

- Learning Support Team: Data Zone tool to monitor attendance of targeted groups and provide actions for next steps
- Ensure fidelity/use of current actions:
  - “In Class Today” Attendance Cards
  - Count Us In: Attendance Toolkit – Continue to use as a school site resource
  - County Social Worker (Sunset Ridge) and Benefits Analyst to support all PSD families in need of community resources
- Implement Process to respond to SMC alerts

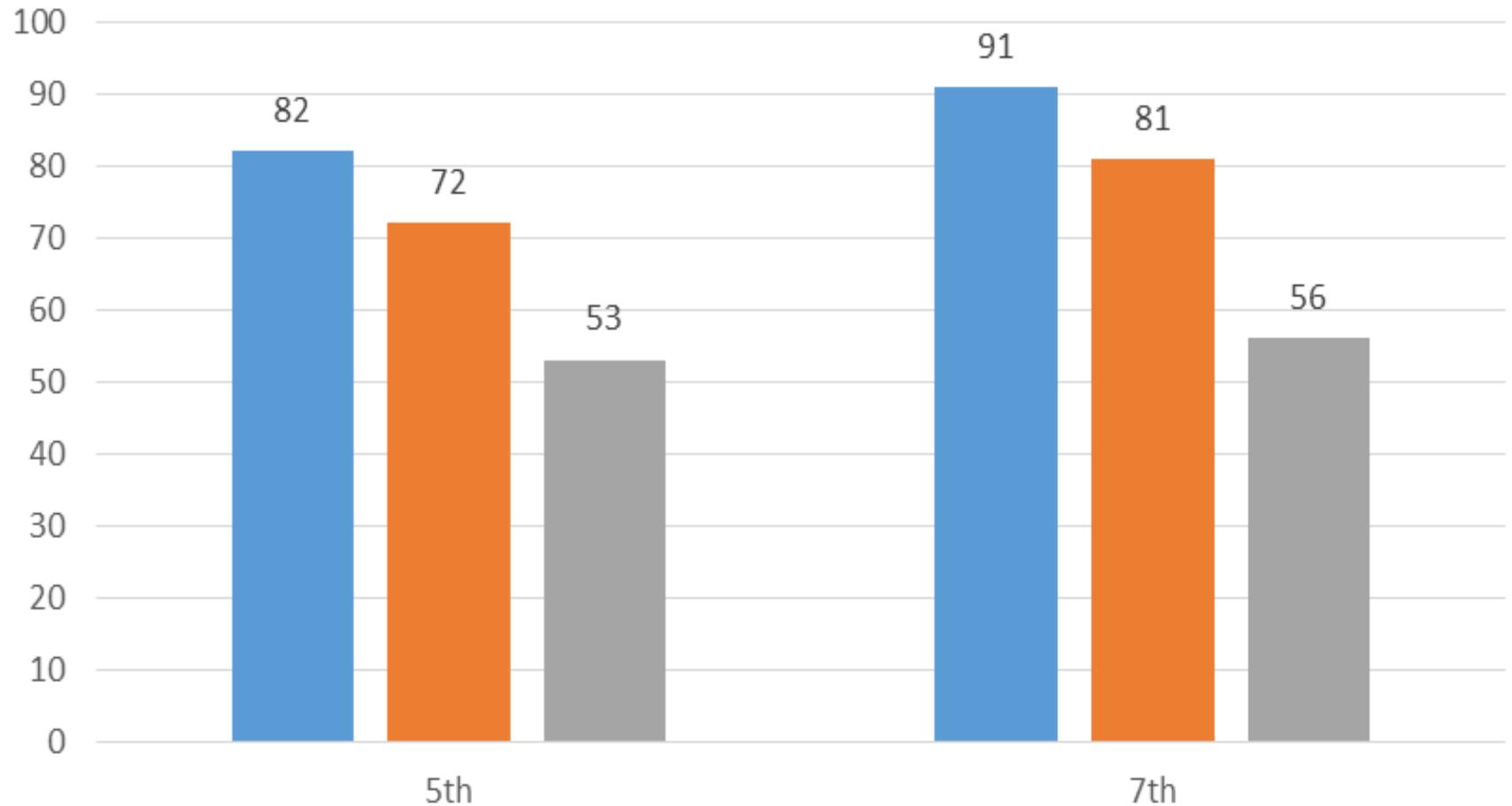
# Health

## Physical Fitness



A Deeper Dive  
LCAP Goal 2 Metrics

# Physical Fitness Testing (PFT) - By Grade for PSD

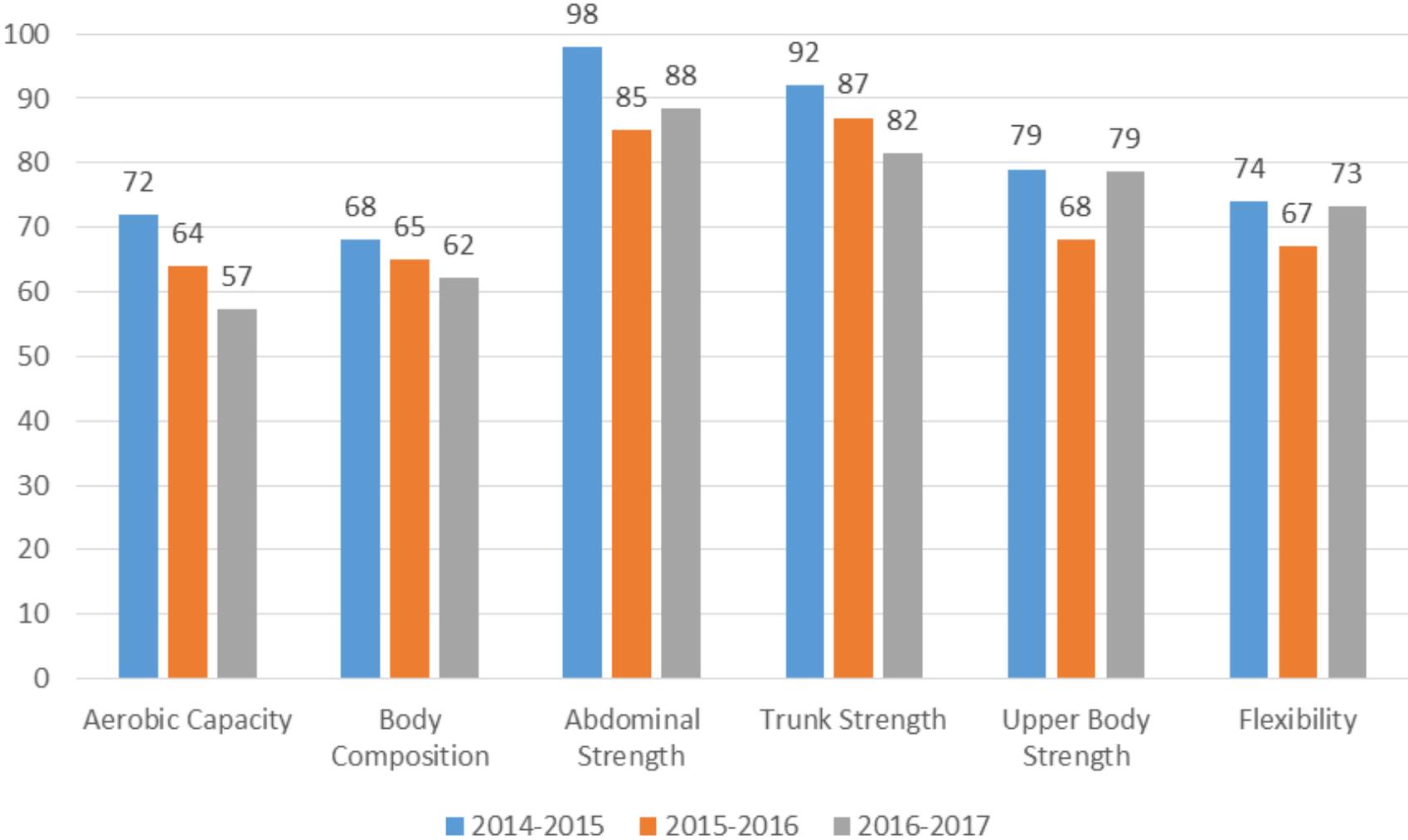


**2014-2015**

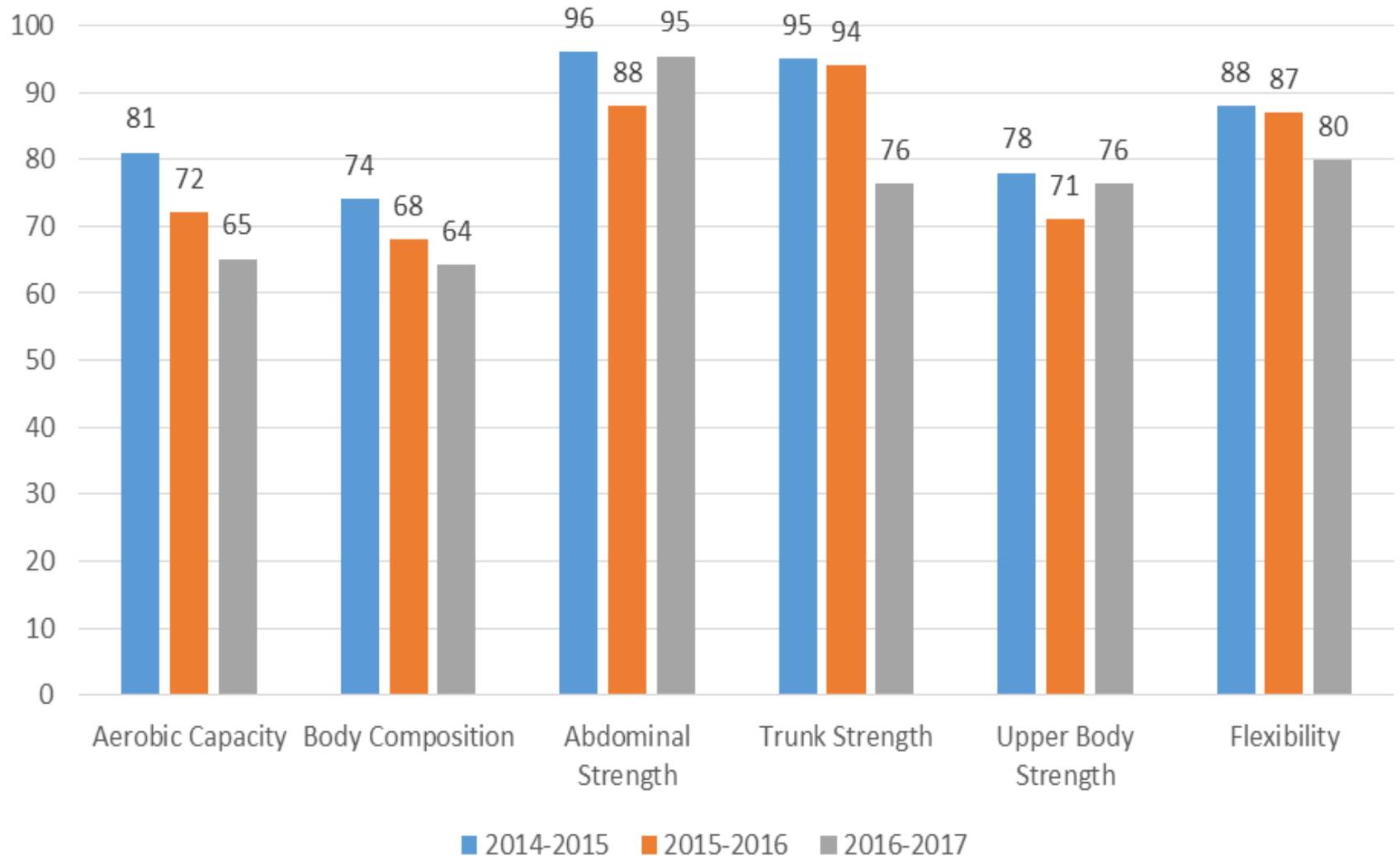
**2015-2016**

**2016-2017**

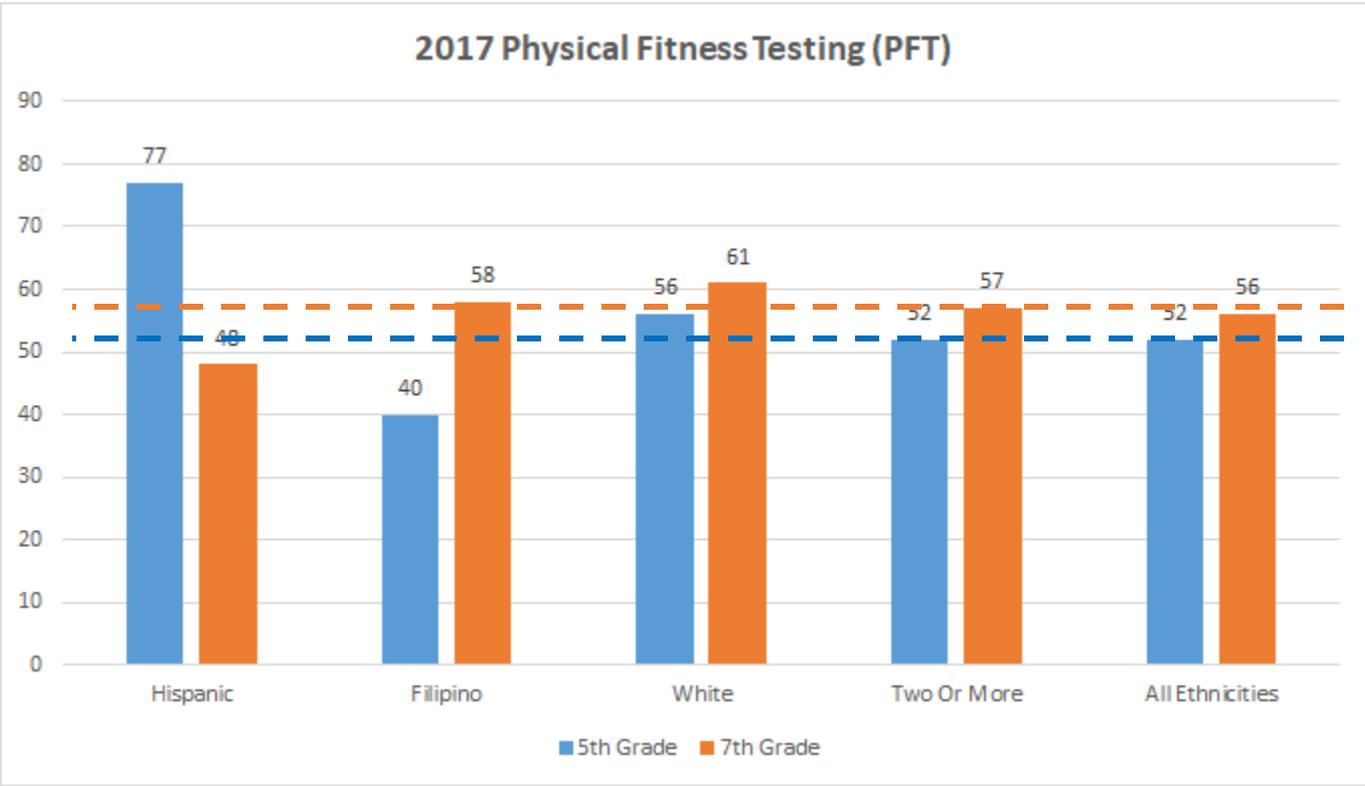
# Physical Fitness Testing (PFT) - By Grade, by Fitness Area for PSD (5th)



## Physical Fitness Testing (PFT) - By Grade, by Fitness Area for PSD (7th)



# Physical Fitness Testing (PFT) – By Race



# Findings: Physical Fitness

- Physical Fitness performance scores have decreased over the past three years
- The fitness area scores of Aerobic Capacity, Body Composition, and Trunk Strength have decreased for 5<sup>th</sup> and 7<sup>th</sup> grade
- The fitness area scores of Abdominal Strength and Upper Body Strength have increased for 5<sup>th</sup> and 7<sup>th</sup> grade
- The Filipino (5<sup>th</sup> grade) and Hispanic (7<sup>th</sup> grade) subgroups have decreased the most in performance scores compared to all ethnicities within the grade level

# Response to Findings: Physical Fitness

- Learning Support Team to:
  - Review data with teachers to
    - Reflect on instructional practices to strengthen and develop PE lessons to focus on fitness areas that demonstrate a need
    - Monitor student progress – to maintain healthy zone and improve areas of need
  - Review PFT instructions with teachers giving the test to calibrate procedures

# Conclusion

- Met/maintained LCAP Goal 3 metrics
- Physical Fitness focus
- Build upon Wellness district-wide that includes school climate through social-emotional learning (SEL) and healthy living

*January Integrated Services Update  
will include SEL progress in PSD*

# Board of Trustees

- Questions, Suggestions, Observations
- Thank you!