

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

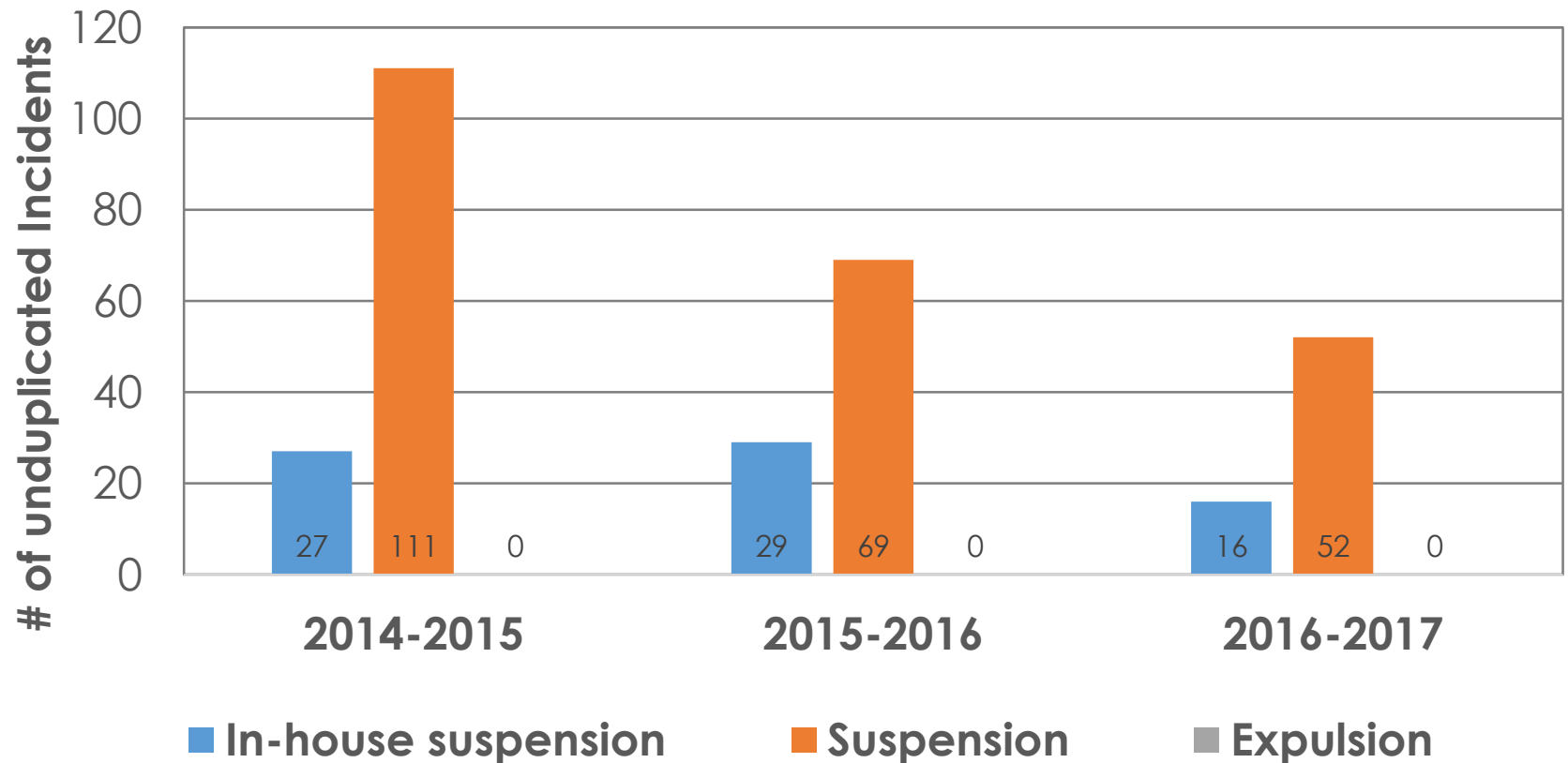
SCHOOL CLIMATE

Suspensions and Expulsions



A Deeper Dive
LCAP Goal 3 Metrics

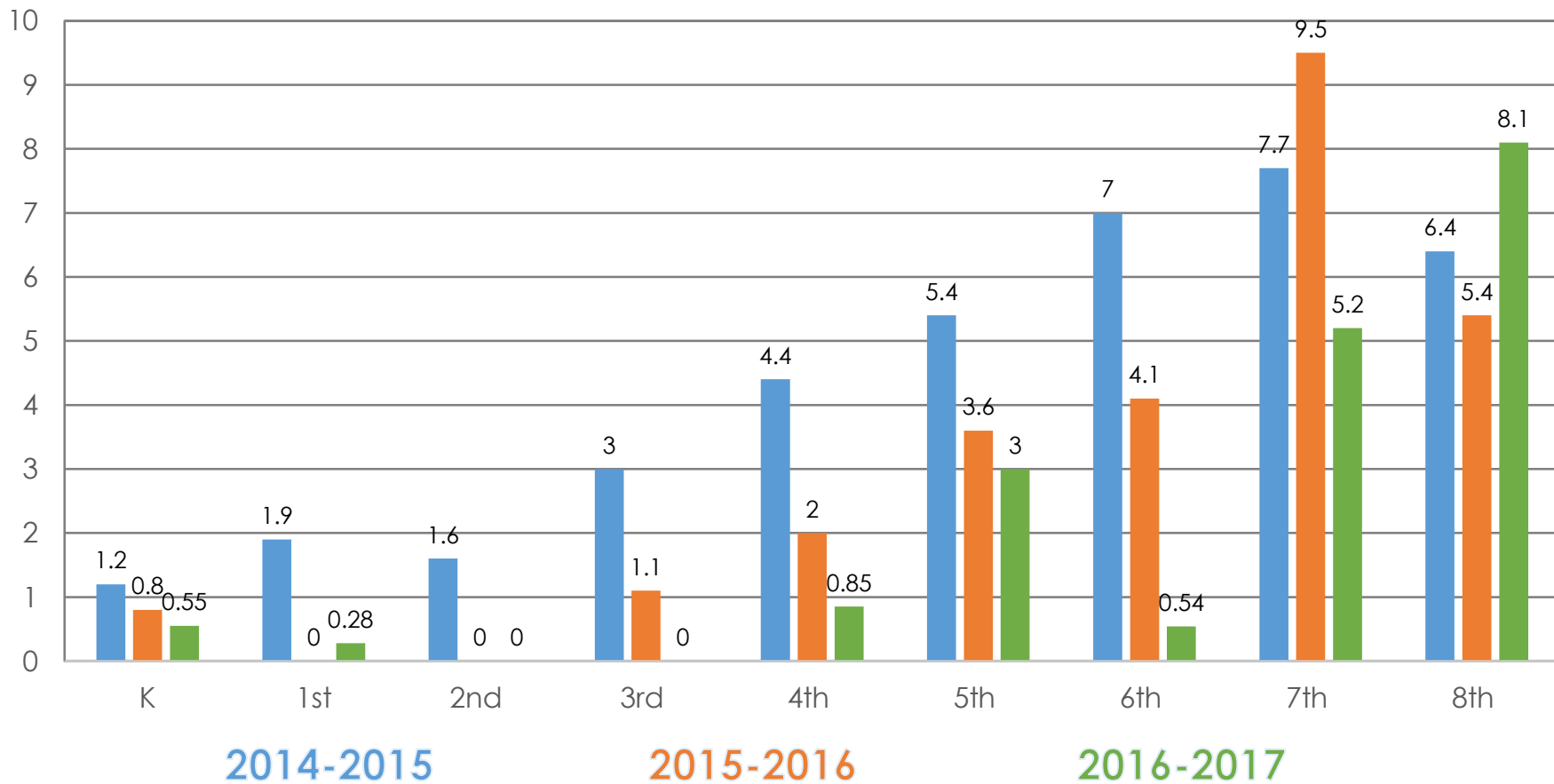
Suspensions & Expulsions: In House and Out of School



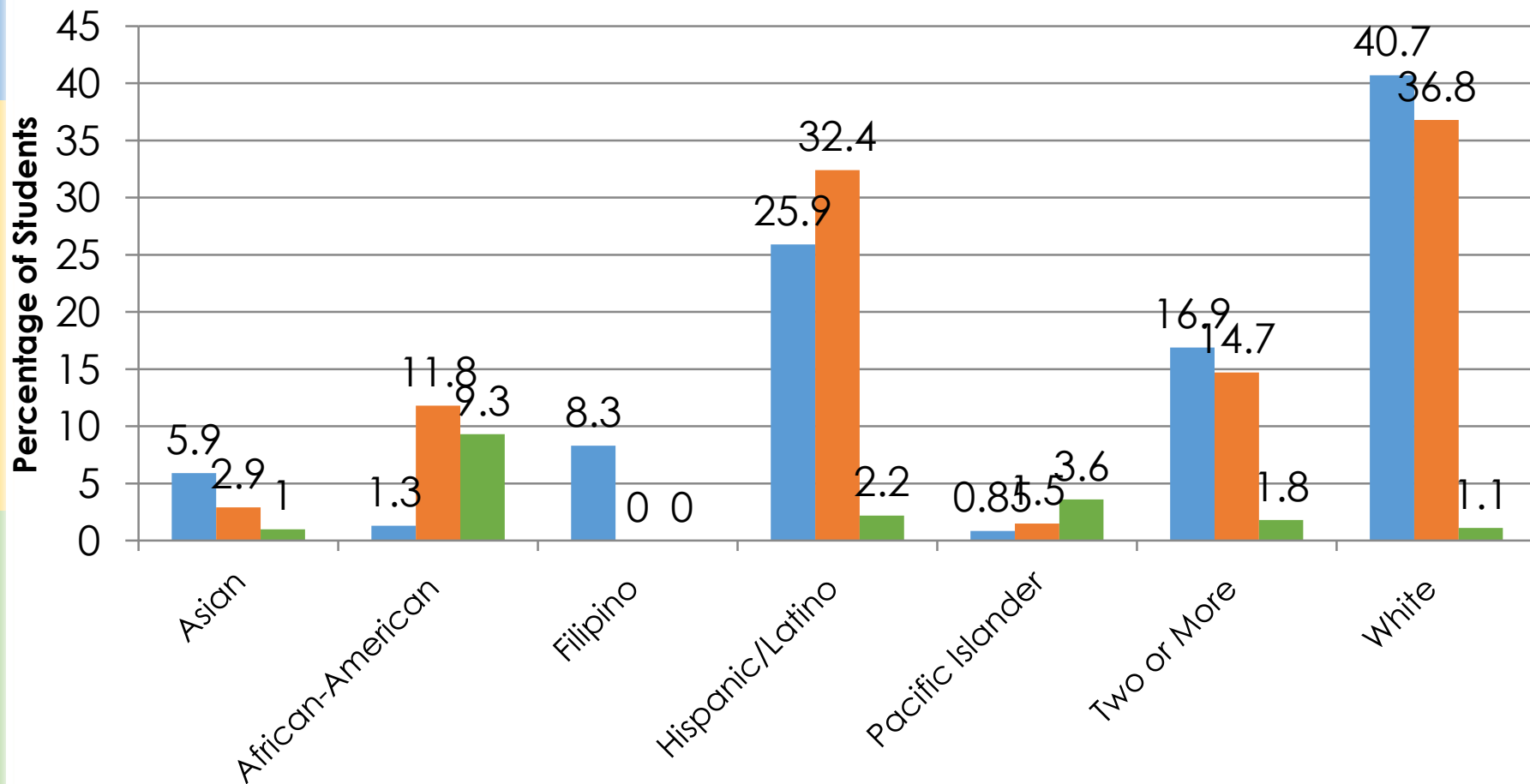
Note: 2014-2015 Includes Non-public School Suspensions
adding an additional 4 suspensions
(Source: Synergy)

Suspensions: Grade

Rate of Students per grade



Suspensions: Race/Ethnicity



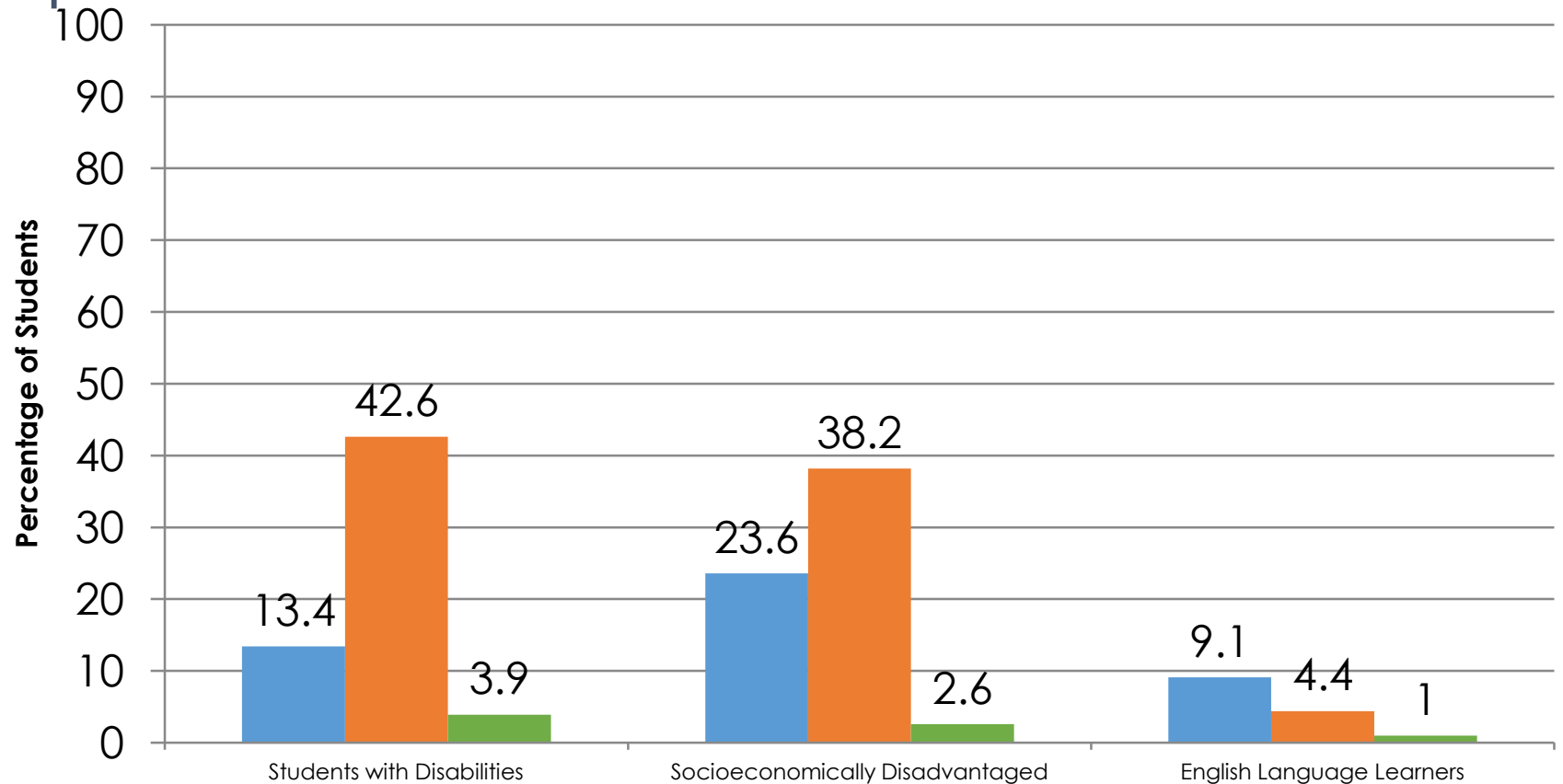
% of Enrollment

% of Total Suspensions

% of Population Suspended

2016-2017

Suspensions: Socioeconomic, EL, and Special Education Status



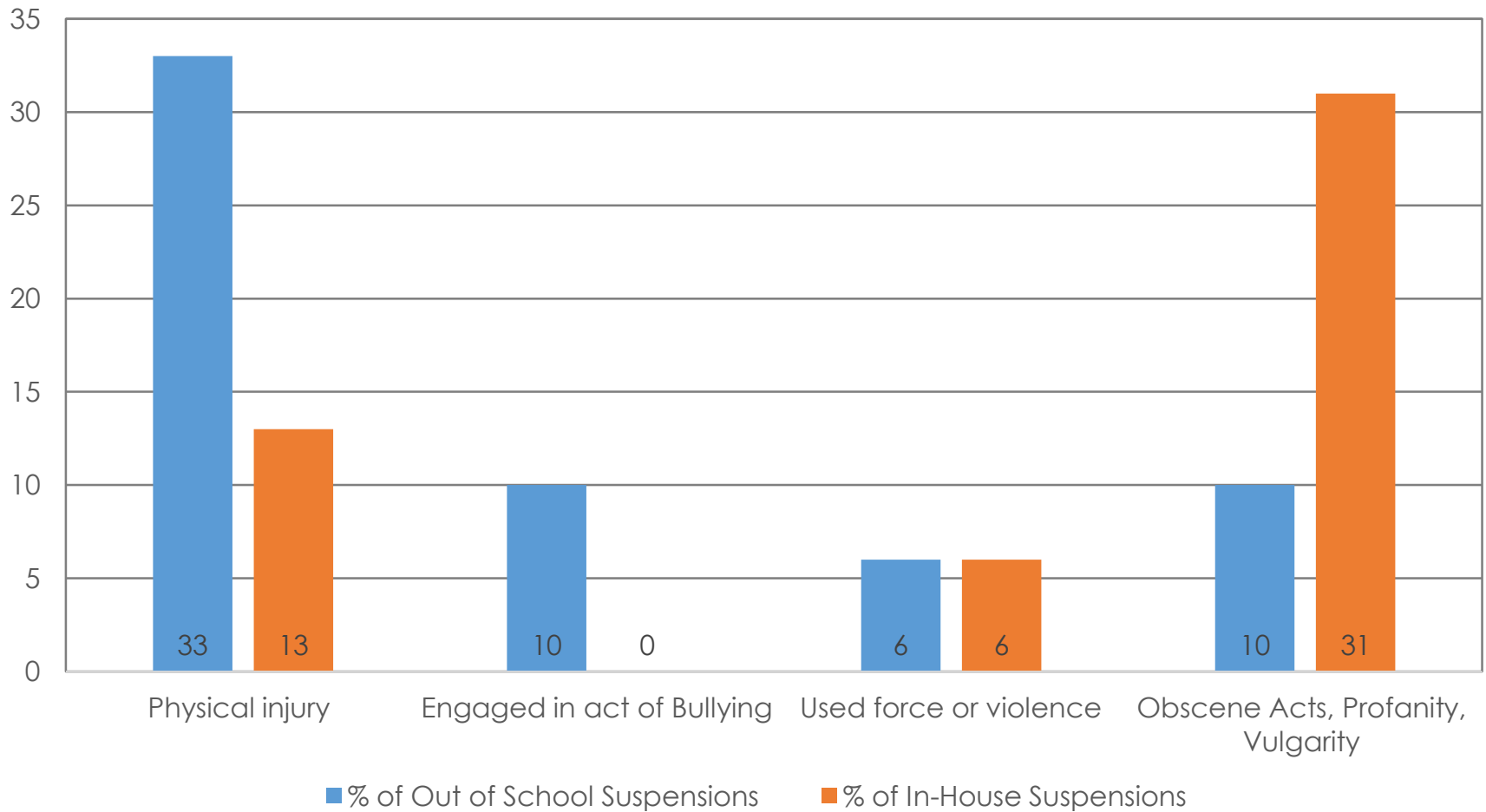
% of Enrollment

% 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

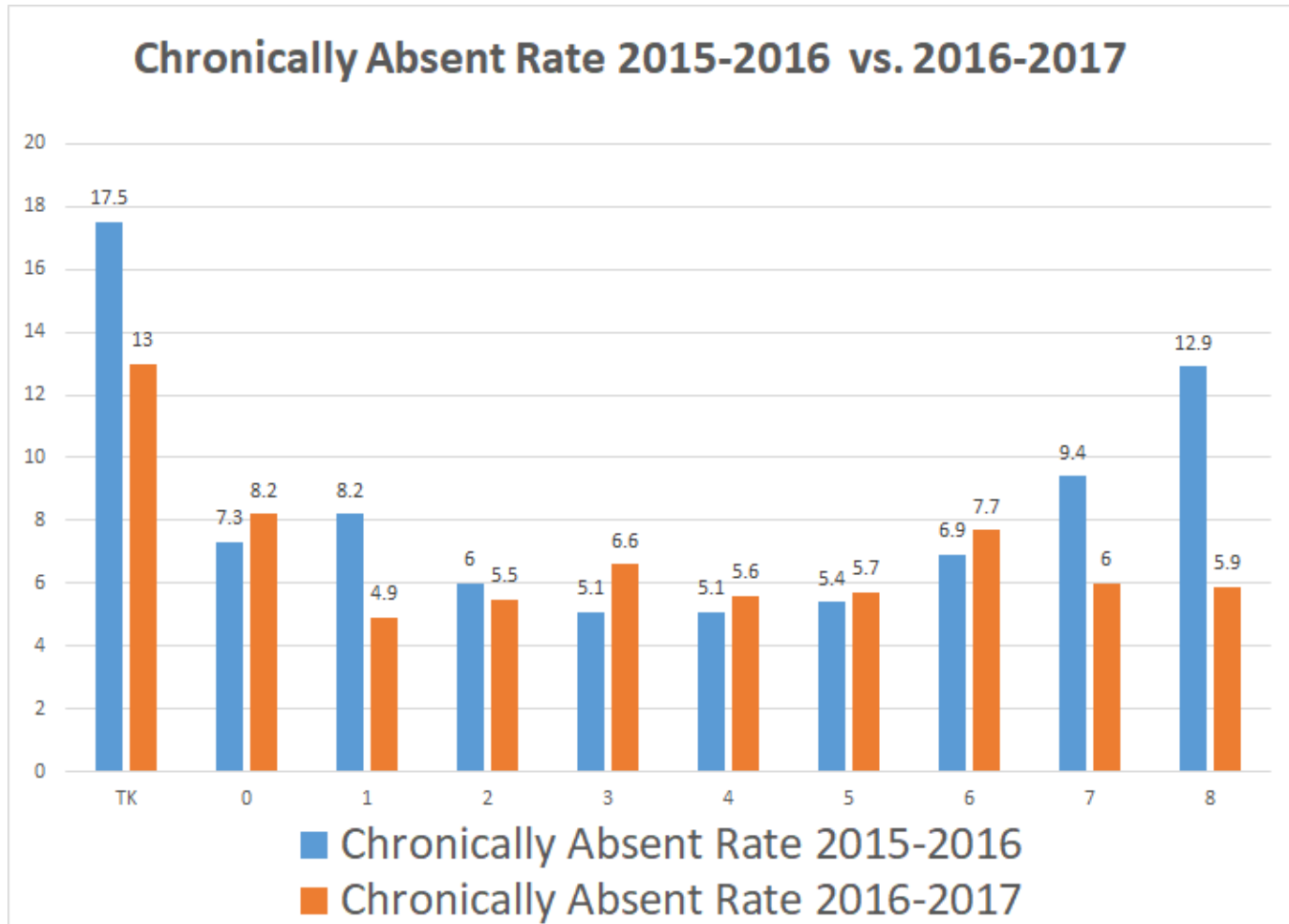
Chronically Absent



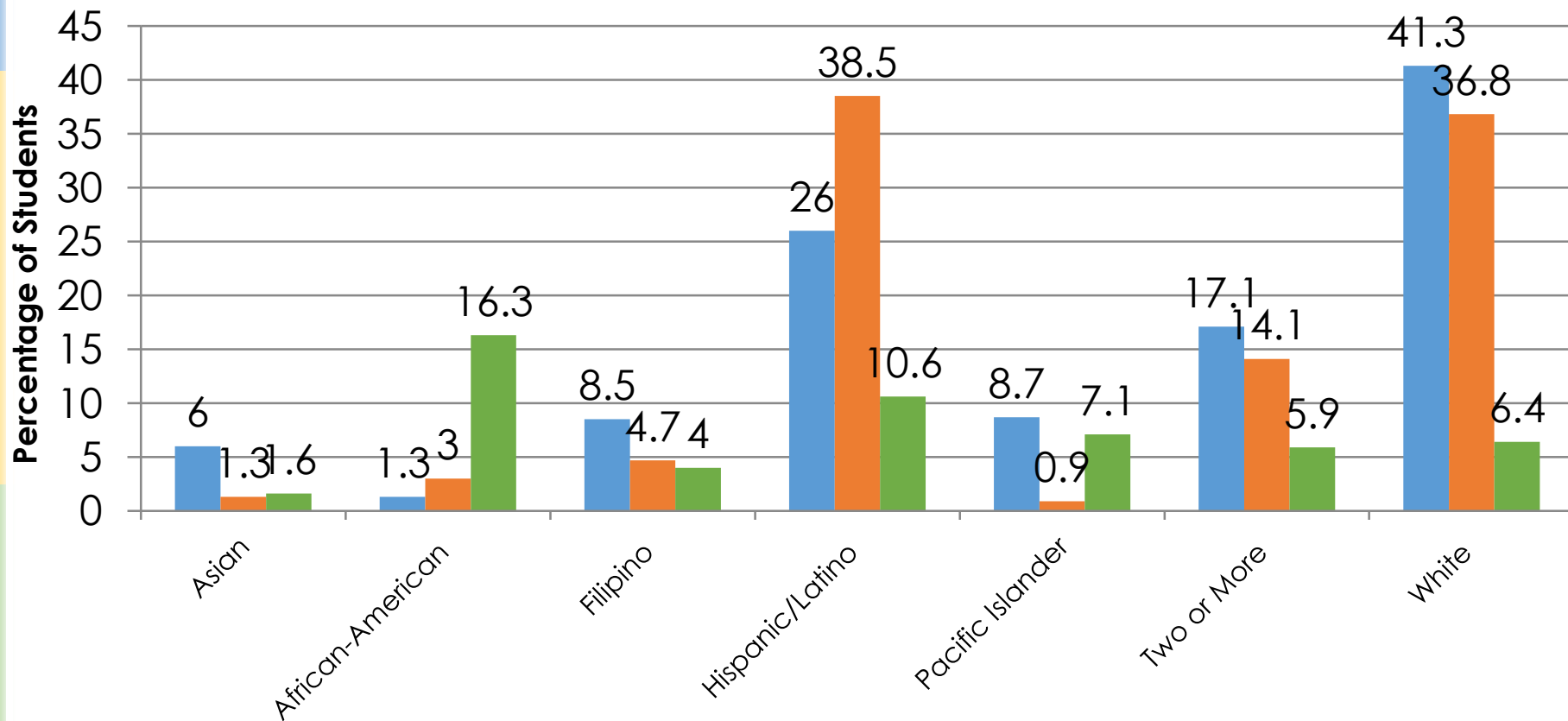
A Deeper Dive
LCAP Goal 3 Metrics

Chronically Absent: Grade

Rate of Students by grade
vs. Enrollment



Chronically Absent: Ethnicity/Race

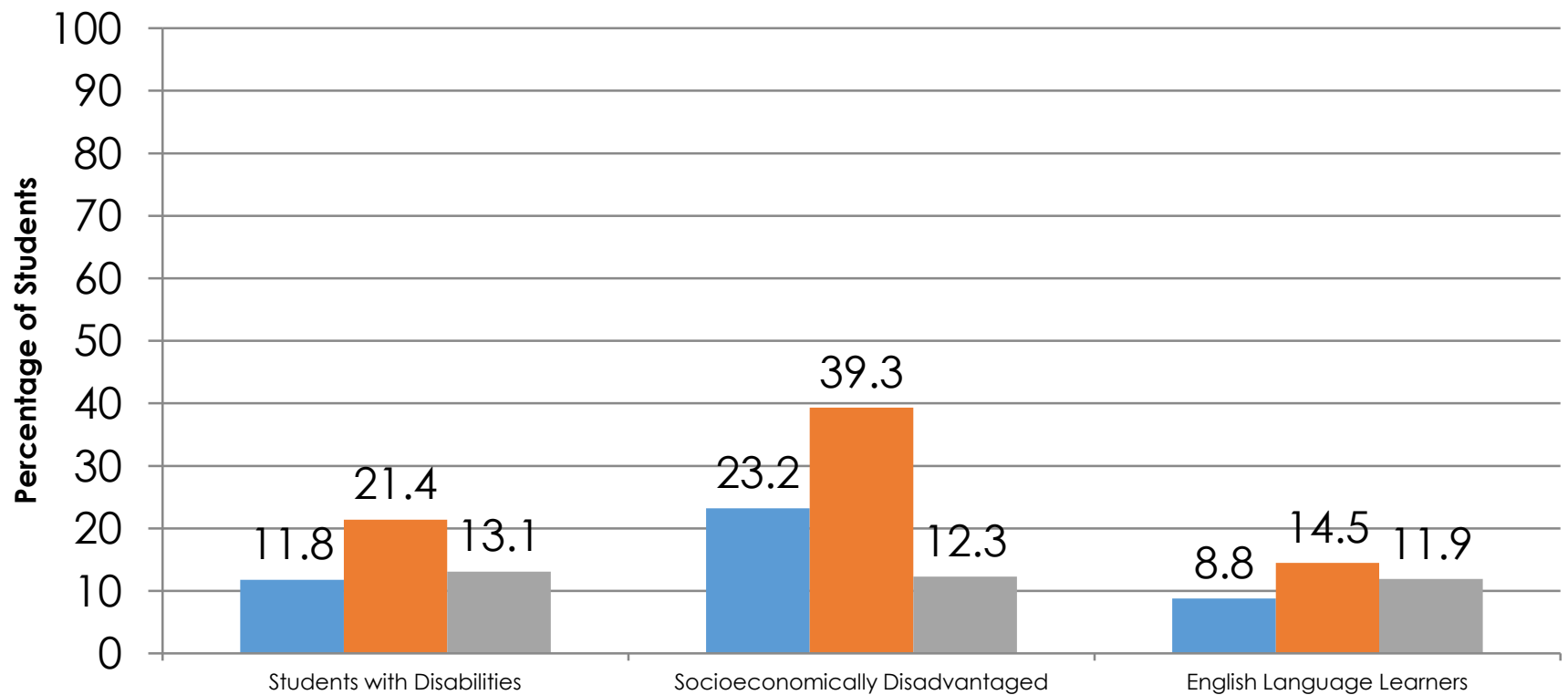


% of Enrollment

% 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 6th 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

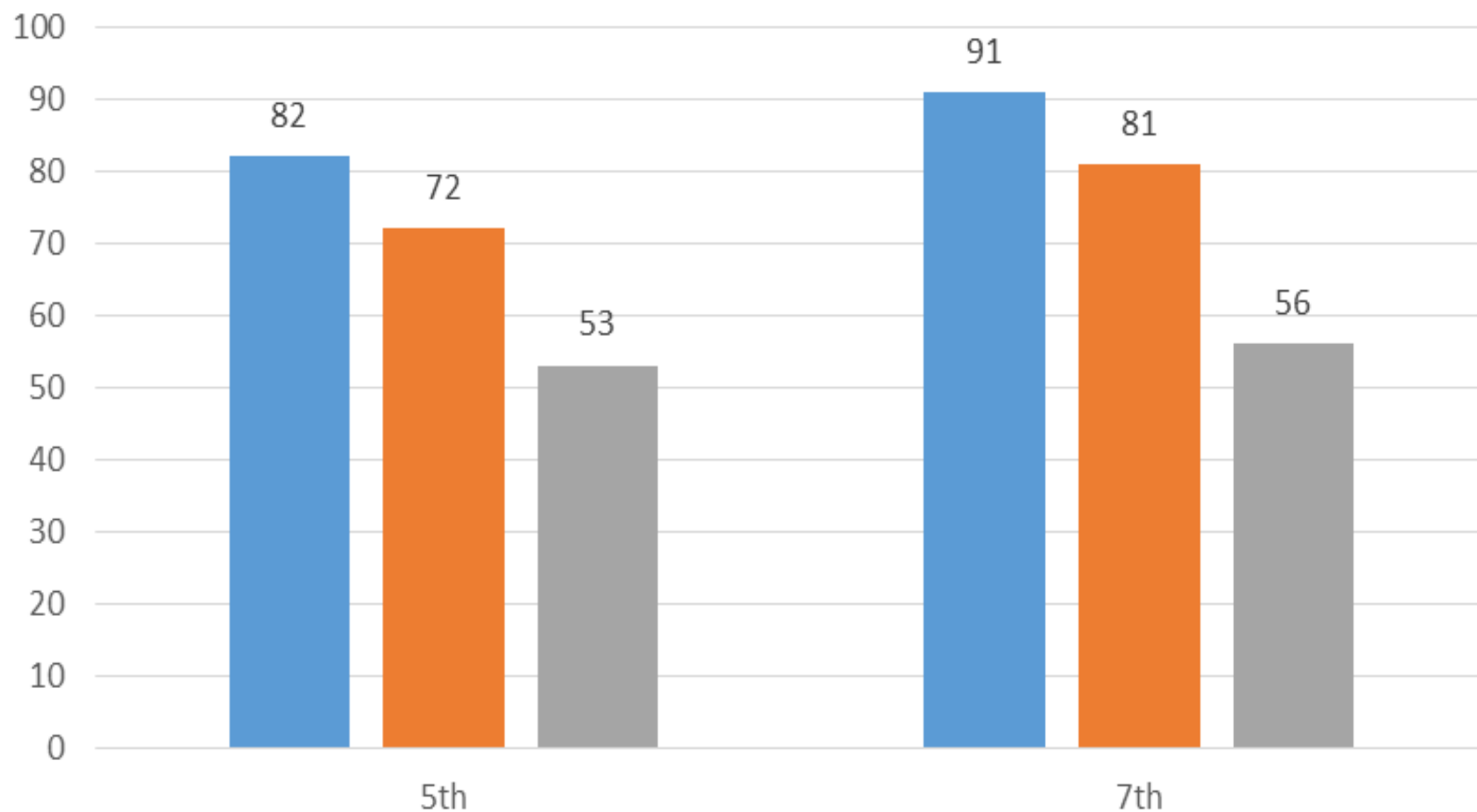
Health

Physical Fitness



A Deeper Dive
LCAP Goal 2 Metrics

Physical Fitness Testing (PFT) - By Grade for PSD

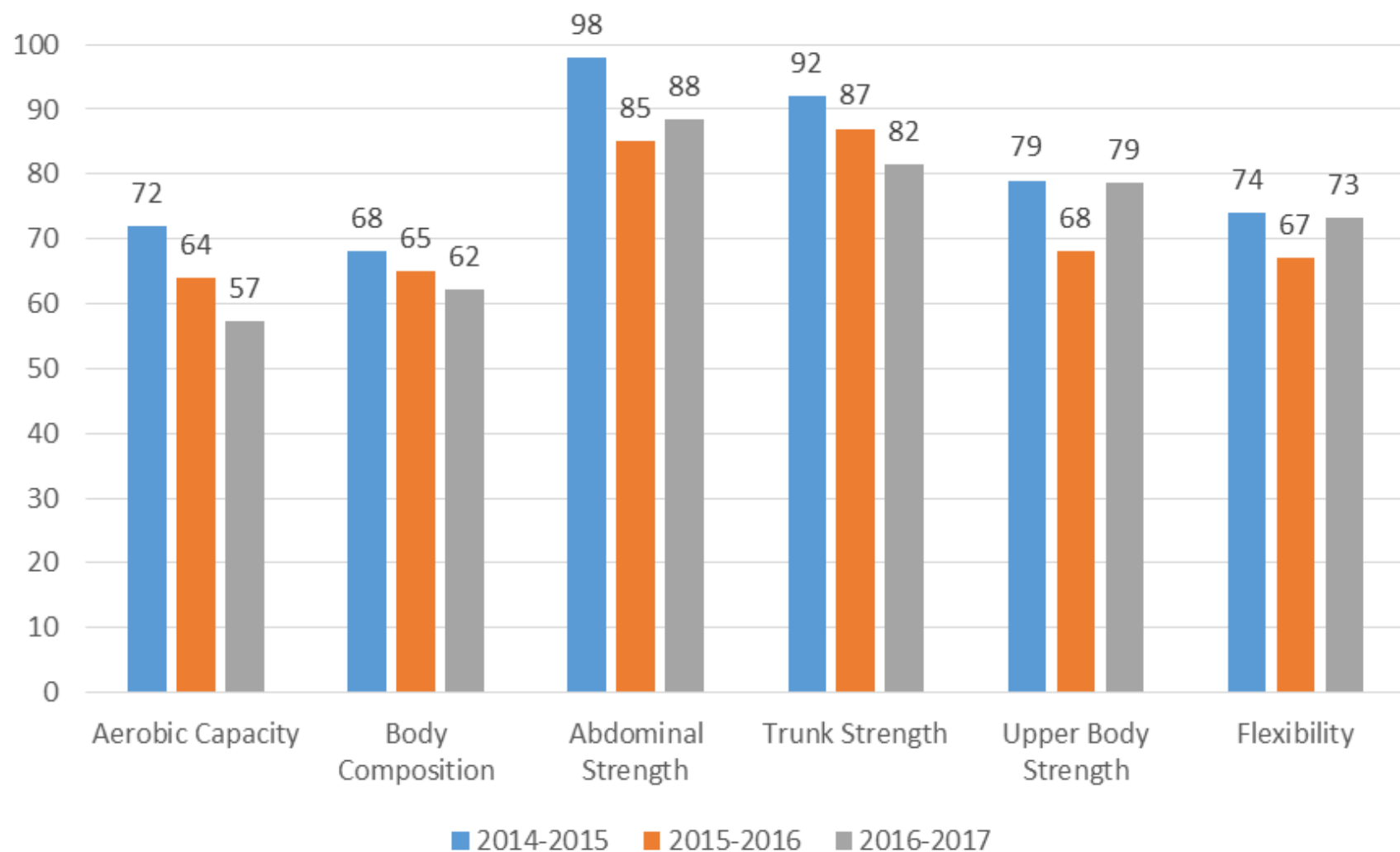


2014-2015

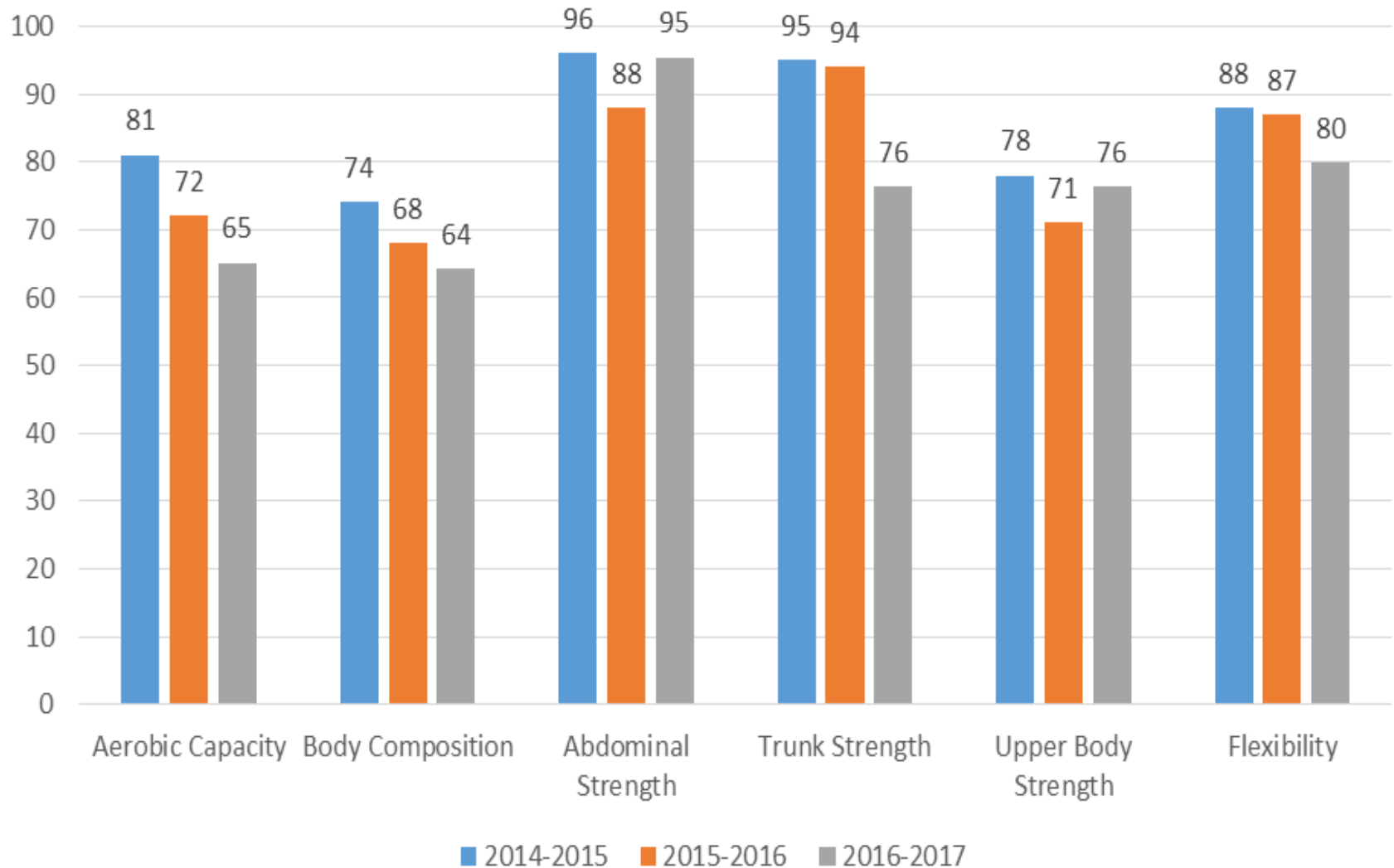
2015-2016

2016-2017

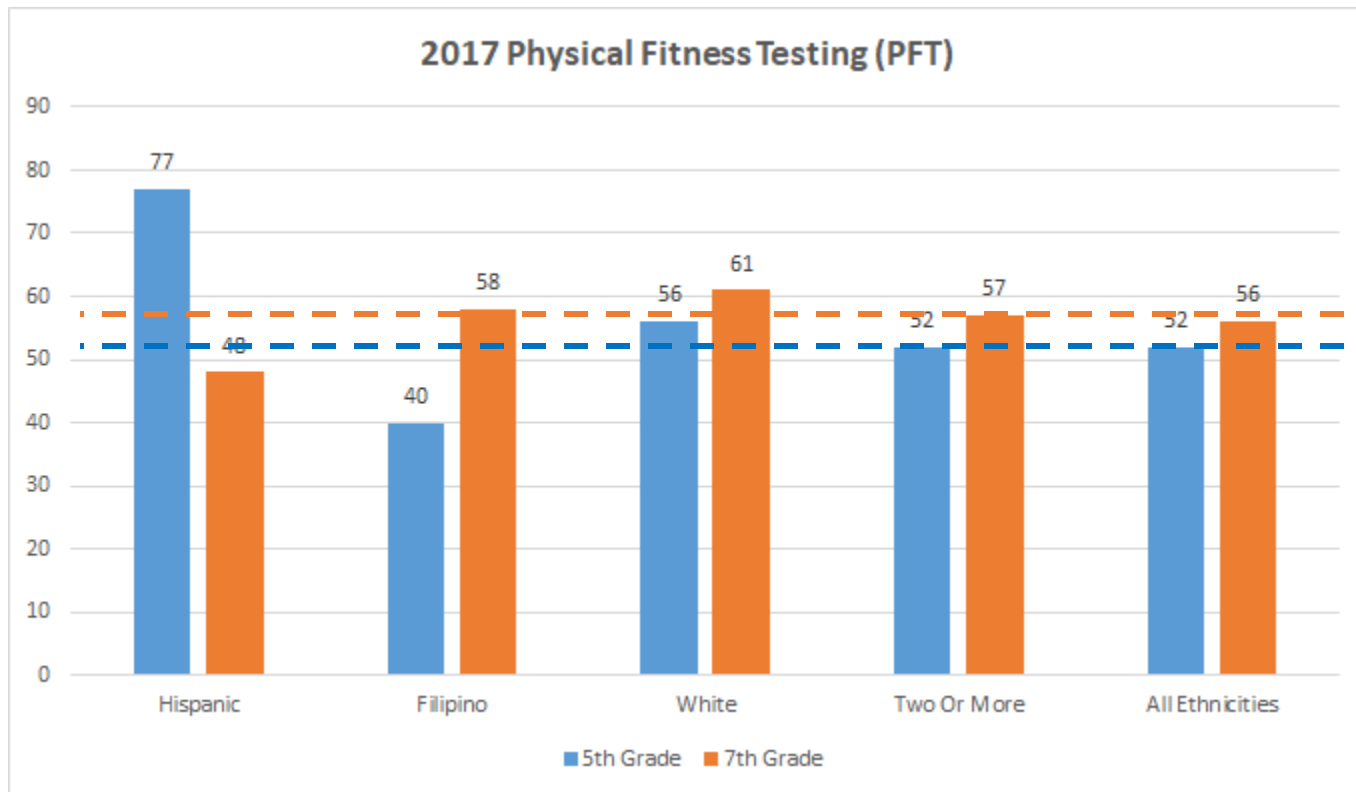
Physical Fitness Testing (PFT) - By Grade, by Fitness Area for PSD (5th)



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 5th and 7th grade
- The fitness area scores of Abdominal Strength and Upper Body Strength have increased for 5th and 7th grade
- The Filipino (5th grade) and Hispanic (7th 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!