

Board of Education Executive Summary

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Academic Office & Continuous Improvement and Accountability
School Climate Update
August 1, 2019



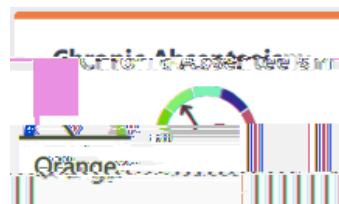
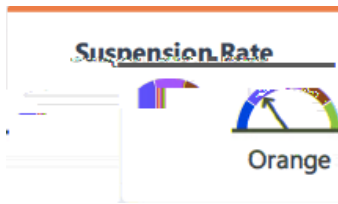
2018 California School Dashboard Data for Suspension and Chronic Absenteeism Rates:

Statewide Average:



California School Dashboard Statewide Data for Suspension and Chronic Absenteeism Rates:

Sacramento City Unified School District Data:



II. Driving Governance:

Research shows that schools with a positive climate are less likely to have discipline issues and more likely to have higher academic achievement (NEA, 2013). Additionally, students who are socially and emotionally connected have shown improved academic gains up to 11 percentage points, decreased negative behaviors, and improved prosocial behaviors (CASEL, 2016).

Per the 2018 California School Dashboard, SCUSD's current suspension rate of 6.1% and sustained suspension rate from the prior year resulted in the District receiving a rating of Orange for this metric, the second to the lowest of the five rankings available. There is great disproportionality in suspension rates for students with an ethnicity / race of African American, American Indian, Filipino, and Two or more races students. Additionally, the District received a rating of Red (lowest of five levels) or Orange for students identified as Foster Youth, Homeless, Socioeconomically Disadvantaged, or Students with Disabilities (CDE Dataquest).

The following are guiding board policies and administrative regulations to support the work districtwide.

Anti-Bullying BP 5145.4

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Cross District Initiative v Tc 047 ref9v

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and alternatives to suspension. The team will also develop a set of reflective questions for site leaders to consider prior to suspending. The matrix will be taken to stakeholders including parent advisory groups, the African American Taskforce, and labor partners for vetting prior to implementation. The work team will also create a handbook to support site level planning in areas similar to those outlined above for MTSS (i.e. leadership team structures, data analysis protocols, responsive practices, implementing school climate initiatives, etc.). This will include explicit guidance on manifestation of determination and effective discipline practices for students with IEPs and those who are disproportionately suspended.

Changing Adult mindsets and increasing cultural competency (This is the challenge – current reality):

