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CA MTSS Pilot Phase 2A Baseline Data Summary

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CA MTSS School-Site Implementation: Pilot Phase 2A

BASELINE DATA SUMMARY

2019-20 School Year

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UCLA Center for the Transformation of Schools

CALIFORNIA MTSS

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EXECUTIVE SUMMARY



BACKGROUND & PURPOSE

This pilot project follows 14 schools from 7 districts across California as they implement the California Multi-tiered System of Support (CA MTSS) framework at the school level with a focus on school climate, positive behavioral supports, and social-emotional learning. The aim of the project is to build educator capacity to address stark racial/ethnic disparities in schools' student discipline practices.[1] The project is co-led by Orange County Department of Education, Butte County Office of Education, and the University of California, Los Angeles Center for the Transformation of Schools (UCLA-CTS).

Schools participated in the pilot project during the 2019-20 and 2020-21 academic years. During the fall of the first year, school leadership teams, along with district and county stakeholders, attended a two-day pilot project "kick-off" centering on a school-level approach to implementing the CA MTSS framework; during summers, school staff and other stakeholders attended three-day Professional Learning Institutes (canceled in 2020 due to the COVID-19 pandemic). Each school was also assigned a coach who met with the school site leadership team weekly or biweekly to guide and support implementation during the two years of participation. Finally, participating schools received sub-grants to support their efforts.

The purpose of this report is to capture, through publicly available data; school self-assessments; and interviews and focus groups conducted by the UCLA Center for the Transformation of Schools (CTS) research team, the starting point for the CA MTSS pilot program school site implementation process. We present findings on the 14 participating school sites' self-assessments of implementation level (School-wide Implementation Tool [SIT] data) and school staff-reported problems of practice, implementation strategies, and challenges (interview, focus group, and SIT data) at the start of the pilot program (Fall 2019 - Winter 2020).

The report is intended to inform both the executive team and coaches in the ongoing development of support for the pilot program's successful implementation. This Executive Summary presents a summary of data findings regarding cross-cutting themes across the 14 participating school sites regarding CA MTSS implementation at the start of the pilot program. We also present some key recommendations for the executive team and coaches based on our findings.

1 https://edsource.org/2018/reversing-760000-lost-days-of-learning-in-our-schools/602373

CROSS-CUTTING THEMES

PROBLEMS OF PRACTICE identified by many school sites centered on:

- Developing positive school culture;
- Developing student social-emotional competence;
- Developing consistent and sustainable practices.

IMPLEMENTATION STRATEGIES centered on the following:

- Utilizing CA MTSS as a framework for organizing and more fully implementing existing programs and practices;
- Developing school identity utilizing an inclusive process;
- Implementing and building on behavior programs and social-emotional curriculum.

COMMON CHALLENGES included:

- Developing schoolwide buy-in and self-efficacy;
- Building effective school-family connections;
- Providing social-emotional learning and support for teachers.

KEY RECOMMENDATIONS

The following are recommendations emanating from the research:

1. Prioritize assisting in the development of strategies for the social-emotional well-being of school site staff as schools reopen.
2. Assist in the identification and utilization of universal support strategies, including utilization of new tools for student engagement and student learning.
3. Support school sites to utilize their data to identify and address discipline disparities apparent by race, the overidentification of students of color for special education services, and to improve school climate.
4. Support schools in fostering opportunities for collaborative relationships with families and communities in order to elevate and encourage their voices in school decision making.
5. Assist in the adaptation of strategies for implementation in secondary schools.

UTILIZING THIS REPORT

In this report, we first present summary data across the 14 participating school sites regarding chosen problems of practice, implementation strategies and challenges, and initial self-assessed implementation level. We then present a more detailed description of these elements for each individual school site along with a summary of enrollment, achievement, suspensions, and chronic absenteeism overall and by ethnicity/race.

BACKGROUND

The purpose of this report is to capture through publicly available data, school self-assessments, and interviews and focus groups conducted by the UCLA Center for the Transformation of Schools (CTS) research team as a starting point for documenting the California Multi-Tiered System of Support (CA MTSS) pilot program school site implementation process. It is intended to inform the executive team and coaches of the pilot program's progress and to provide a feedback loop for ensuring the efficacy of the partnership. CTS is required to complete a final report at the completion of the CA MTSS school site implementation pilot that will be partially based on these interim reports.

Prior to school closures, the CTS research team conducted site visits in January-March 2020 at all 14 participating school sites, with half-day visits at each site. Over 65 interviews and focus groups over a time span of several weeks were executed. Different research team pairs participated in site visits, using a common protocol and research questions to guide our work.

This report is organized around a summary of self-reported implementation stages across school sites; cross-cutting themes of problems of practice and implementation approaches and challenges; and recommendations based on our findings. We then present a profile for each school, starting with a summary of initial problems of practice, a description of the general implementation level as self-assessed by the school, strategies for implementing CA MTSS components, identification of implementation challenges, followed by a description of demographics and analysis of patterns of student achievement, chronic absenteeism rates, and suspension rates in the year prior to pilot program participation.

Table 1. Data Sources

Data	Source	Date
School descriptive information	California Department of Education	2018-2019 academic year
School self-assessed CA MTSS implementation level	School-wide Implementation Tool	Oct 2019
School CA MTSS problem of practice, implementation strategies & challenges	School-wide Implementation Tool School staff interviews & focus groups	Oct 2019 Jan-March 2020

CROSS-CUTTING THEMES

PROBLEMS OF PRACTICE

1. **Positive School Culture:** Schools aimed to promote a caring school culture and positive climate change through the implementation of CA MTSS. Specifically, goals were most often focused on a need to address student behavior; and on building relationships among teachers, students, and school administrators to create a stronger sense of community.
2. **Social-emotional Competence:** Across schools, staff identified the goal of promoting social-emotional competence among students.
3. **Consistent and Sustainable Practices:** Schools aimed to lay a foundation for supports and practices that could be consistently and sustainably implemented schoolwide.

IMPLEMENTATION

1. **CA MTSS as a Framework:** Many schools saw CA MTSS as a helpful framework for organizing and reestablishing their existing programs and practices. Staff often discussed that programs/supports had been developed years before but forgotten or inconsistently implemented—CA MTSS gave them a welcome opportunity to reestablish these.
2. **School Identity:** Schools focused on developing their identity statements as a critical foundational component of beginning the work of building positive school culture and climate. At many schools, students and school staff participated in an array of activities to help inform the school's identity statement.
3. **Positive Behavior Programs & Social-emotional Curriculum:** School staff emphasized the importance of implementing and building on existing positive behavior programs, many of which they had begun prior to CA MTSS pilot program participation. Many schools had also introduced other curricular programs to address student social-emotional learning needs.

CHALLENGES

1. **Schoolwide Buy-in:** School staff mentioned the challenge of garnering universal teacher buy-in and increasing self-efficacy among teachers regarding CA MTSS-related implementation.
2. **Building School-Family Connections:** Many schools reported having difficulty incorporating parent/family perspectives in developing a shared school vision and in decision-making.
3. **Social-emotional Learning and Support for Teachers:** Across schools, staff expressed a need for more support for teachers' own social-emotional wellbeing; as well as more support for teachers to better connect with students and their families.

RECOMMENDATIONS

1. **Prioritize strategies for the social-emotional well-being of school site staff as schools reopen.** COVID has placed immense amounts of stress and pressure on educators over the past year, which will have significant implications as schools reopen. More wellness and self-reflective strategies will be required to support staff wellbeing; and to promote staff effectiveness in supporting students and implementing learning acceleration models. Interviews showed a common challenge around staff social-emotional wellness, a pattern that is more likely to increase because of the pandemic.

2. **Equip educators with new tools for student engagement and student learning.** Universal support strategies are sometimes overlooked before staff shift to targeted or intensive interventions. This will be especially important for the coming (2021-2022) school year as we will need to help school sites reopen safely and to focus on student learning acceleration plans associated with dedicated federal and state dollars.

3. **Support school sites to utilize their data to implement social-emotional supports** in addressing discipline disparities apparent by race, the overidentification of students of color for special education services, and in improving school climate. Assist school sites in connecting their inquiry cycles to improving both learning and school climate for students who have been historically marginalized.

4. **Foster opportunities for collaborative relationships with families** and communities in order to elevate and encourage their voices in school decision-making. Establishing new norms for family engagement will become particularly important in the near term as schools reopen in the aftermath of the pandemic.

5. **Develop specific strategies for secondary schools** in identifying or adapting resources to best meet the needs of students at upper grade levels. Supporting growth and student learning for older adolescents presents unique challenges and opportunities. Evidence-based strategies are often focused on lower grades, which requires adapted strategies for middle and high school. The pilot can consider developing middle and high school-specific tools for pilot sites with coaches.

SCHOOL SITE INITIAL IMPLEMENTATION SELF-ASSESSMENT: SUMMARY

The Schoolwide Implementation Tool (SIT; developed by the CA MTSS Design Team) measures schools' implementation level of four domains deemed necessary to improve school climate: (1) developing a shared vision for readiness; (2) developing a school identity; (3) adopting approaches to learning and (4) adopting schoolwide structures that support all students to succeed.

In Fall 2019, staff from each pilot school site used the SIT to rate the school's initial implementation level of the first two domains: Shared Vision for Readiness and School Identity. Each domain consists of three dimensions: Shared Vision for Readiness consists of Balanced, Valued, and Empowered; and School Identity consists of Values/Beliefs, Community Context, and Shared Understanding and Approaches (domains are described in more detail in the following sections). Further, each dimension was measured using 4 or 5 components—statements specifying the concrete actions through which school sites implement the given dimension (see Table 2).

Staff rated the school's level of implementation of each component on a four-point scale (0 = Laying the Foundation; 1 = Installing; 2 = Implementing; 3 = Sustaining Schoolwide Implementation).

Table 2. Schoolwide Implementation Tool Components by Dimension, 2019

	Number of Components
Shared Vision for Readiness	
Balanced	**5**
Valued	**5**
Empowered	**4**
School Identity	
Values/Beliefs	**5**
Community Context	**5**
Shared Understanding & Approaches	**4**

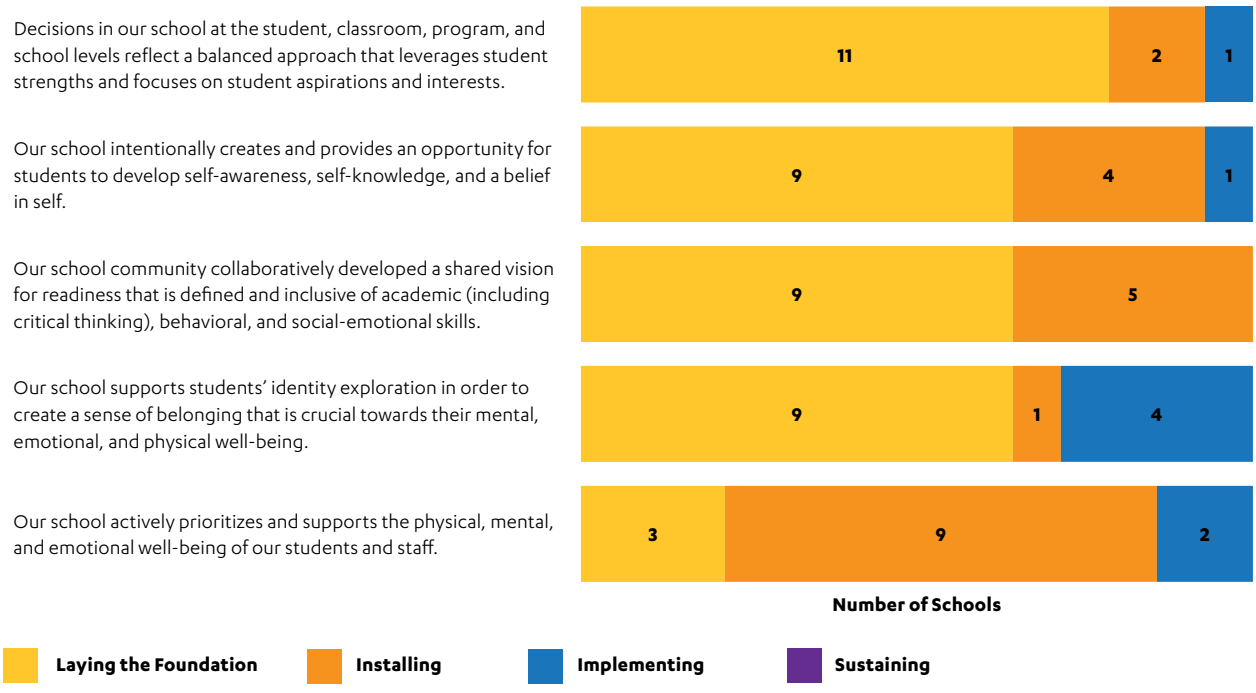
SHARED VISION FOR READINESS

The Balanced dimension of the Shared Vision for Readiness domain measures the extent to which school staff shared a vision of students as whole individuals with social-emotional needs and with individual interests and aspirations. On 4 of the 5 components measuring this dimension, the majority of schools reported being at the Laying the Foundation level. On the remaining component, a majority of schools rated their implementation level as at least Installing. See Figure 1.

A majority of schools responded that they were at least at the Installing level regarding their prioritization and support of the physical, mental, and emotional well-being of students and staff. By contrast, a majority of schools reported being at the Laying the Foundation level for components regarding providing opportunities for students' identity exploration and self-awareness; and centering student strengths, aspirations, and interests in decision-making.

The pattern of self-ratings suggests that at the beginning of pilot participation, most schools had already made some progress towards prioritizing and supporting the physical, mental, and emotional health of their students and staff. Many schools' self-assessments indicated a need for support to begin (1) providing opportunities for students' identity exploration and self-awareness/self-efficacy development and (2) basing schoolwide decisions on a strength-based view of students.

Figure 1. Number of Schools Rating *Shared Vision for Readiness: Balanced Components* at Each Implementation Level

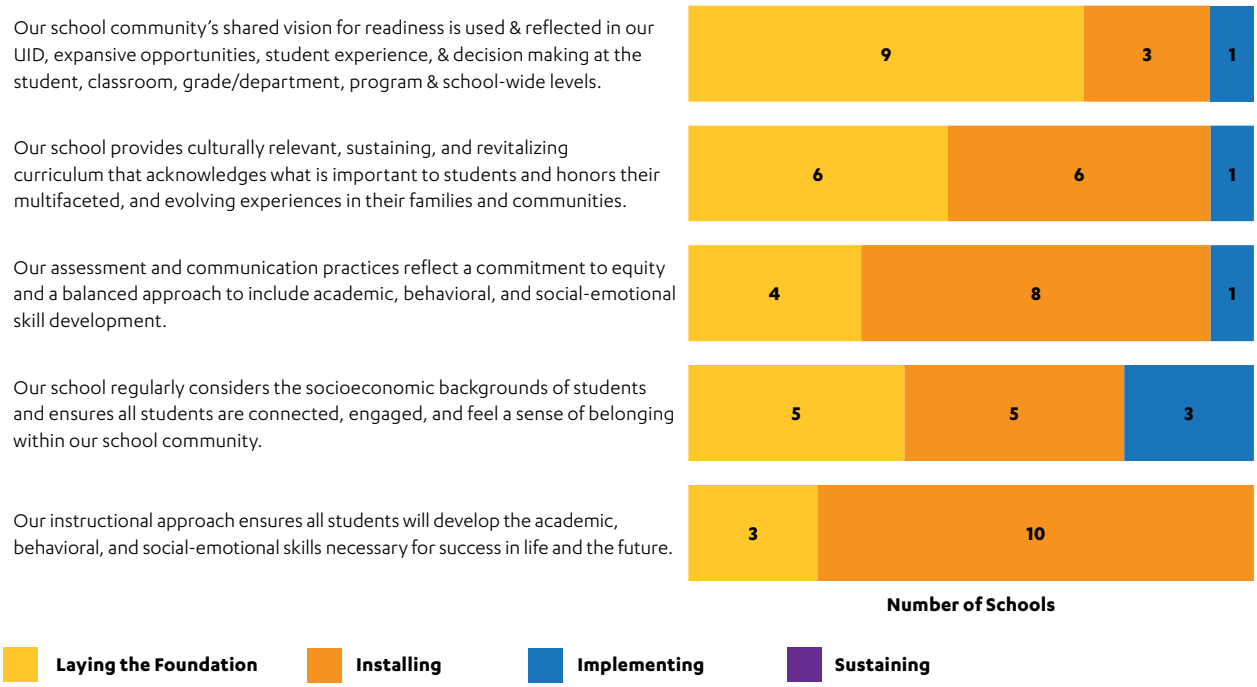


The Valued dimension of the Shared Vision for Readiness domain measures the extent to which school staff shared a vision for readiness that centered equity and was inclusive of students of all backgrounds. Of 14 schools, 13 completed this section of the instrument. On 4 of the 5 components measuring the Valued dimension, the majority of responding schools rated themselves at the Installing level or higher; on the remaining component, the majority of responding schools' self-ratings were at Laying the Foundation. See Figure 2.

A majority of schools responded that they were at least at the Installing level regarding their instructional approach ensuring student academic, behavioral, and social-emotional success; regarding their consideration of students' socioeconomic background to ensure school belonging; and a commitment to equity and a balanced approach to assessment and communication. By contrast, schools were almost evenly split between the Laying the Foundation and the Installing or higher levels regarding their use of culturally relevant curriculum; and a majority of schools were at the Laying the Foundation level regarding their school-wide use of a shared vision for readiness to support instruction, student experience, and decision-making.

The pattern of self-assessment indicates that at the beginning of pilot participation, many schools had begun to make progress in considering equity and inclusion in their approach to instruction, assessment, and communication. Many schools' self-assessments indicated a need for support to begin using a shared understanding of readiness to guide their activities and decision-making school-wide.

Figure 2. Number of Schools Rating *Shared Vision for Readiness: Valued Components* at Each Implementation Level



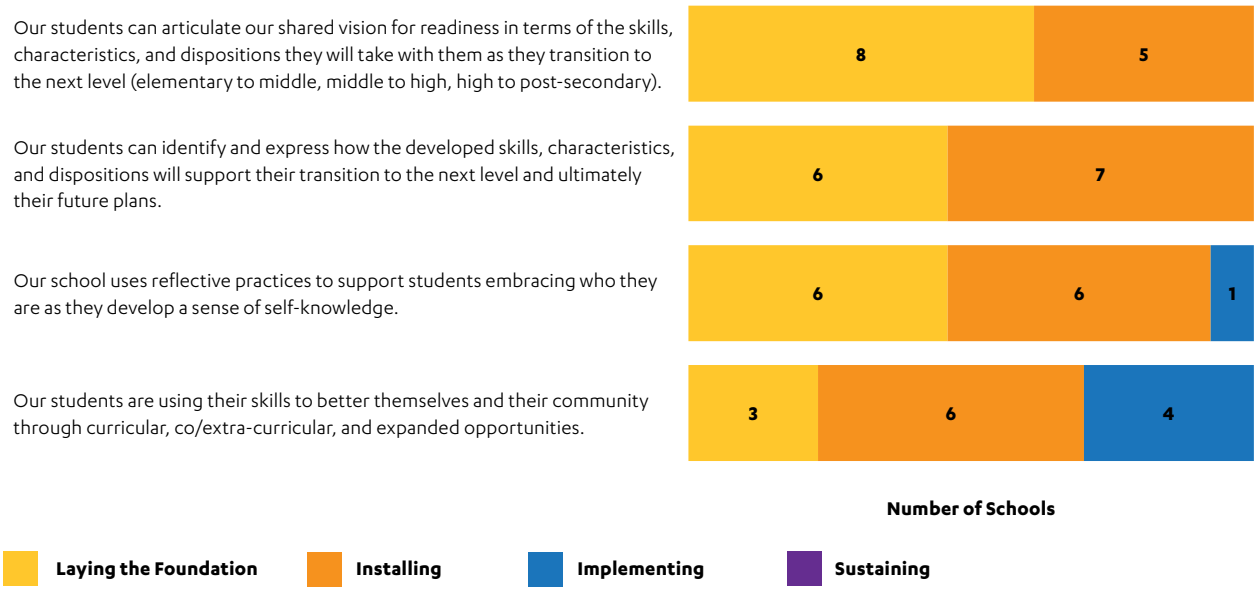
The Empowered dimension of the Shared Vision for Readiness domain measures the extent to which schools have supported students to understand the school's vision for their readiness and how that readiness will serve them outside of school and in the future. Of 14 schools, 13 completed this portion of the SIT. On 1 of the 4 components measuring this dimension, the most common rating across responding schools was Laying the Foundation; on two components schools were almost evenly split between the Laying the Foundation and Installing or higher levels; for the remaining component, the most common rating was Installing or higher. See Figure 3.

A majority of schools responded that they were at least at the Installing level regarding students using their skills to better themselves and the community through extra-curricular and expanded opportunities.

By contrast, around half or more of schools were at the Laying the Foundation level for components asking about using practices to support students' self-knowledge; students' understanding of the school's shared vision for readiness; and students' understanding of how developed skills and dispositions will support them in the future.

The pattern of self-ratings indicates that at the beginning of pilot participation, many schools had begun to make progress in offering students extra-curricular and expanded opportunities for bettering themselves and their communities. Many schools' self-assessments indicated a need for support to begin developing students' understanding of the school's shared vision for readiness and how the skills and characteristics related to this vision would support them in the future.

Figure 3. Number of Schools Rating *Shared Vision for Readiness: Empowered Components* at Each Implementation Level



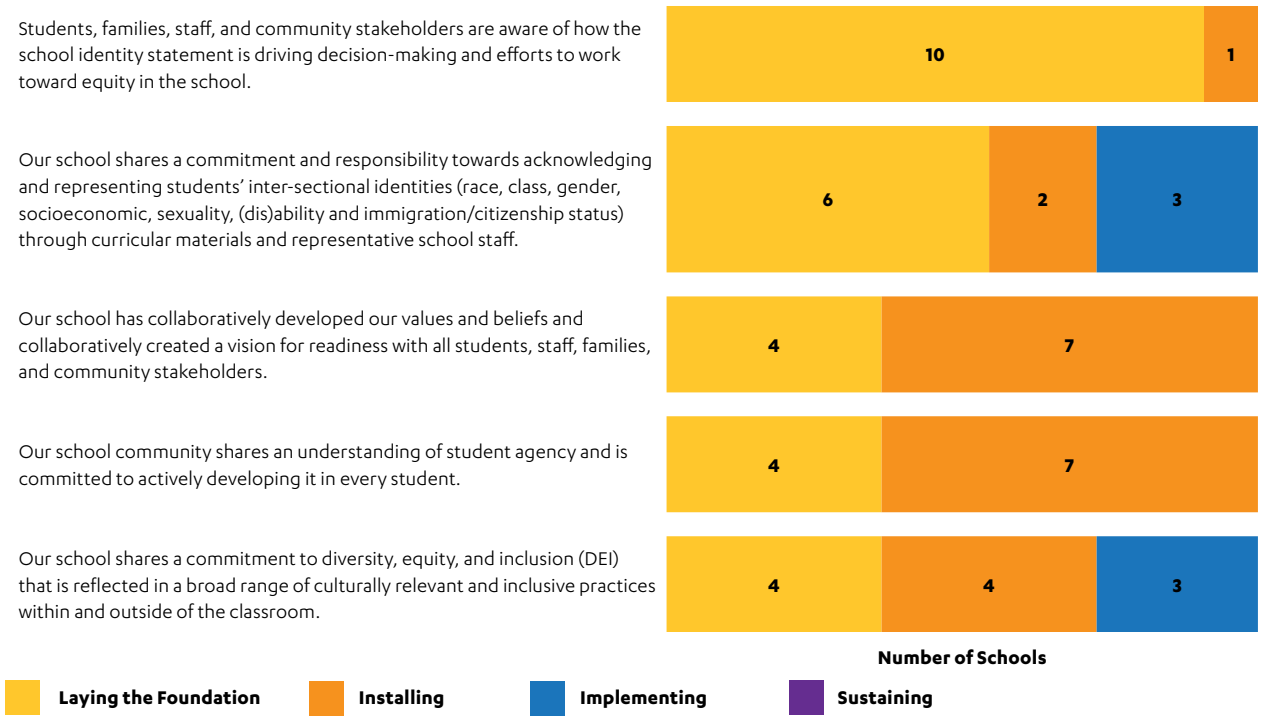
SCHOOL IDENTITY

The Values/Beliefs dimension of the School Identity domain measures the extent to which schools have created an identity statement—collaboratively with students, families, and staff—based on values of equity, diversity, inclusion, and student agency. Of 14 schools, 11 completed this portion of the instrument. On 1 of 5 components measuring this dimension, the most common rating across responding schools was Laying the Foundation; on one component, ratings were almost equally divided between Laying the Foundation and Installing or higher; on two components, the most common was Installing; and on the remaining component, ratings were almost equally divided between Laying the Foundation, Installing, and Implementing. See Figure 4.

A majority of schools rated themselves at least at the Installing level for components asking about a commitment to diversity, equity, inclusion, and developing student agency; and having collaboratively developed values, beliefs, and vision for readiness. By contrast, responding schools were split between Laying the Foundation and Installing or higher for representing students' intersectional identities in curricular materials and representative staff. A majority of schools rated themselves at Laying the Foundation for student, family, and staff awareness of how the school identity statement drives decisions and efforts toward equity.

The pattern of ratings suggests that at the beginning of pilot participation, many schools had begun developing shared values, beliefs, and a vision for readiness that acknowledges diversity, equity, inclusion, and student agency. Many schools' self-assessments indicated a need for support to begin representing students' identities in curriculum and staff, and to raise awareness of the school identity among families, students, and staff.

Figure 4. Number of Schools Rating *School Identity: Values/Beliefs* at Each Implementation Level

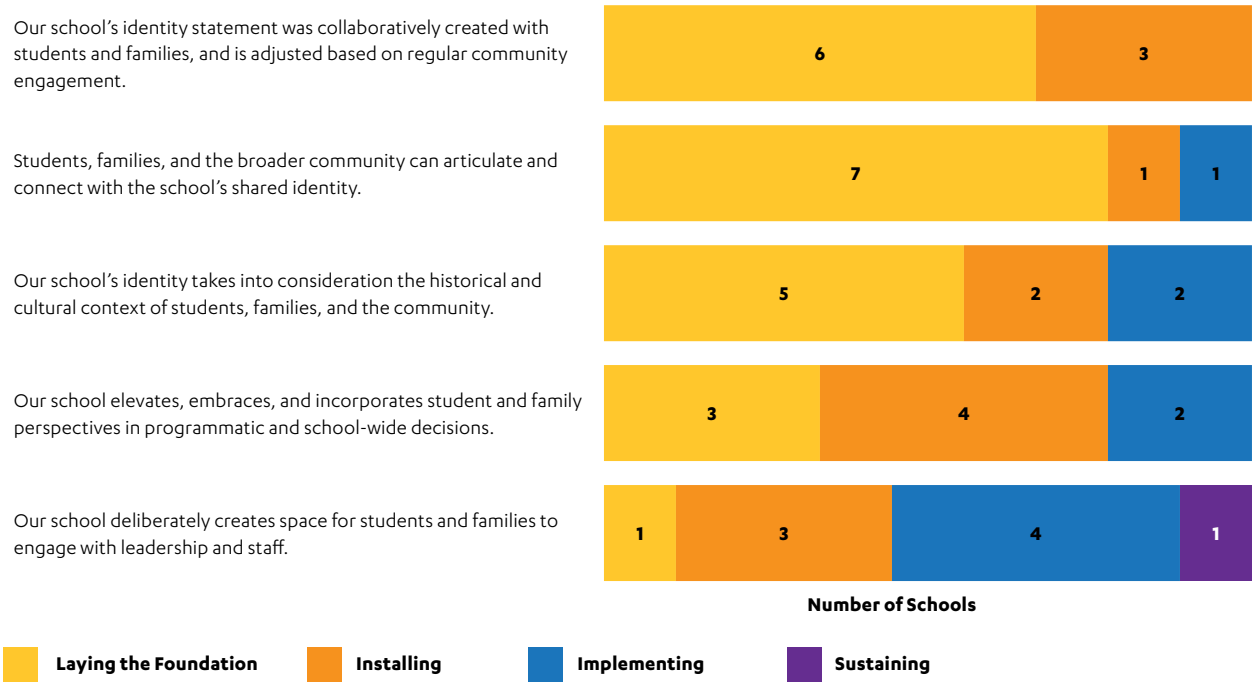


The Community Context dimension of the School Identity domain measures the extent to which schools have crafted an identity that is shaped by the community; embraces family and student voice; and reflects and respects the historical context of students, families, and the community. Of 14 schools, 9 completed this part of the instrument. On 3 of the 5 components measuring this dimension, a majority of responding schools rated their implementation level at Laying the Foundation; on the remaining two components, a majority rated it at least at the Installing level. See Figure 5.

The three components with a majority of schools at the Laying the Foundation level asked about the extent to which the school's identity statement incorporated and acknowledged the cultural context of students and families. By contrast, **a majority of schools rated themselves at least at the Installing level on creating space for student and family voices** generally and in programmatic and school-wide decisions.

The pattern of ratings suggests that at the beginning of pilot participation, a majority of responding schools had begun to elicit and include student and family perspectives. Many schools reported a need for support to begin considering the historical and cultural context of students and families and to communicate their new shared identity with these stakeholders.

Figure 5. Number of Schools Rating *School Identity: Community Context* at Each Implementation Level

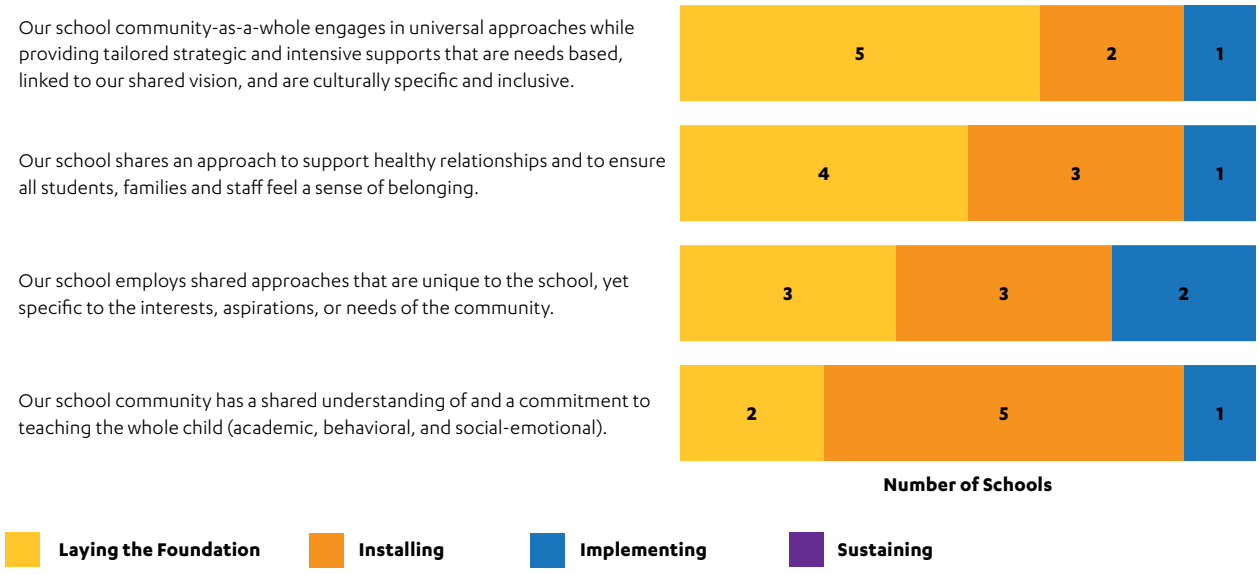


The Shared Understanding and Approaches dimension of the School Identity domain measures the extent to which school staff have a shared understanding of teaching the whole child, foster supportive relationships and a sense of belonging, and consider the culturally specific needs of the community that they serve. Of 14 schools, 8 completed this portion of the instrument. On 2 of the 4 components measuring this dimension, the most common rating was **Laying the Foundation;** and on two components, the most common rating was **Installing** or higher. See Figure 6.

The majority of responding schools reported that they were at the Installing level regarding the school community having a shared understanding and commitment to teaching the whole child. By contrast, the most common response on the components that asked more specifically about **strategies and approaches to supporting students, families, and staff relationships** and sense of belonging in an inclusive and culturally specific way was **Laying the Foundation.**

The pattern of ratings indicates that at the beginning of pilot participation, a majority of responding schools had already begun to create a shared understanding of teaching the whole child. Many schools' self-assessments indicated a need for support to begin implementing specific strategies and approaches to this end.

Figure 6. Number of Schools Rating *School Identity: Shared Understanding* at Each Implementation Level



SCHOOL PROFILES



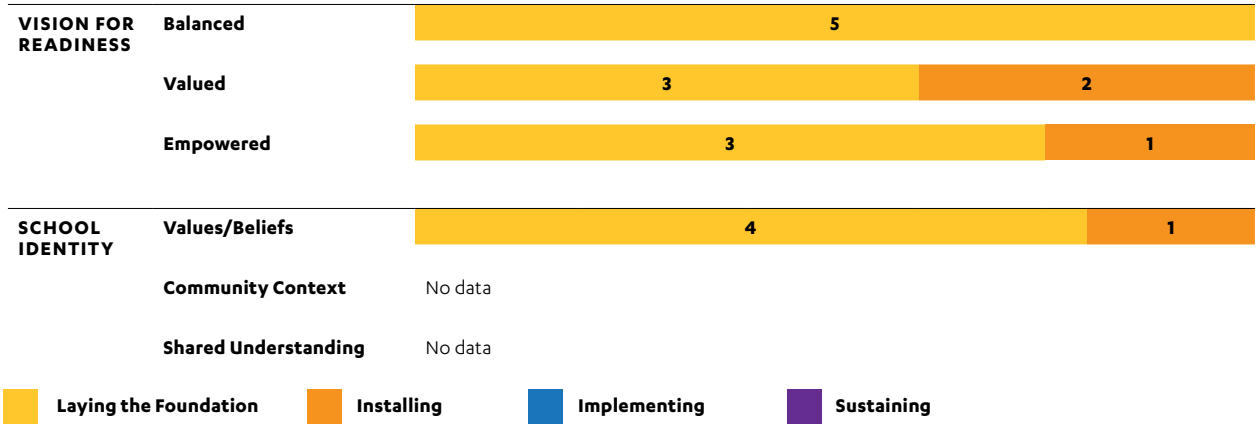
GEORGE WASHINGTON ELEMENTARY SCHOOL

Madera Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that staff rated the school's implementation level at Laying the Foundation for all components of the Balanced dimension—to create a vision of students as whole individuals; and a majority of components of the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds); the Empowered dimension—working to empower students' understanding of the school's vision for their readiness; and the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency. Staff did not complete the Community Context or Shared Understanding portions of the self-assessment. See Figure 7.

Figure 7. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, George Washington Elementary School, 2019



Note. No data are available for dimensions the school did not respond to on the self-assessment tool.

ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

George Washington Elementary, serving grades K-6, is located within the Madera Unified School District in Madera County. In 2018-19, the school employed 39 teachers and 2 social-emotional support staff; its total student enrollment was 728. The vast majority (96%) of students were identified as Latinx and a small minority (2%) as white; students identified as Black, Asian, American Indian, and Filipino accounted for less than 1%, each, of total enrollment. Almost all students (99%) were socioeconomically disadvantaged and 70% were categorized as English Learners. See Table 3.

Around 1 in 5 (21%) students met or exceeded standards on the state ELA assessment and around 1 in 10 (12%) did so on the state math assessment. See Figure 8 for achievement by ethnicity.

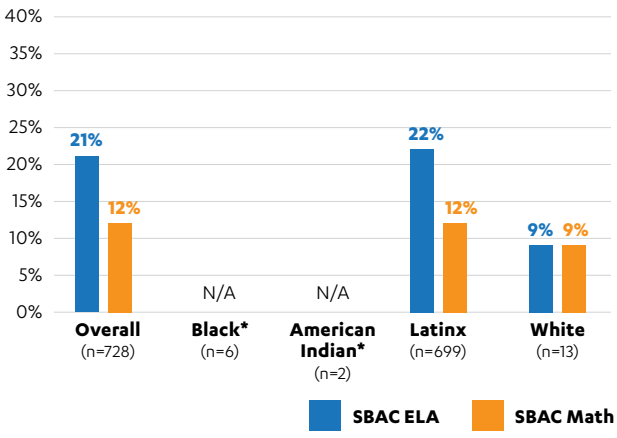
The school had a chronic absenteeism rate of 6%; Black students' rate (33%) was 9 percentage points higher than that of white students (24%), which in turn was 19 percentage points higher than that of Latinx students (6%). It is difficult to interpret the difference between Black students and others given the very small number of Black students (n = 6). See Figure 9.

The school had an overall suspension rate of 2%. The rate for Latinx (2%) students was lower than that for white students (6%). Rates were unavailable for Black and American Indian students due to small group sizes. See Figure 10.

Table 3. Enrollment: George Washington Elementary School, 2018-2019

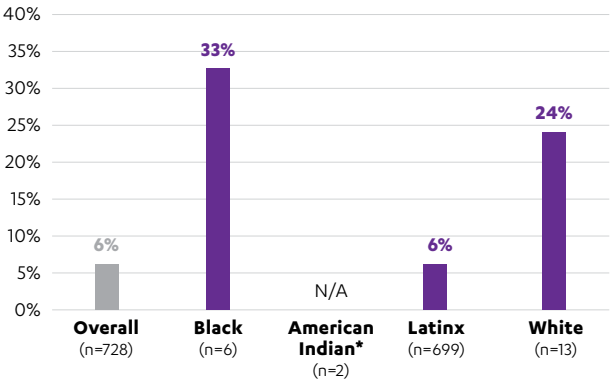
	n	%
Total	728	
By Ethnicity/Race		
Black	6	<1%
American Indian	2	<1%
Asian	3	<1%
Filipino	1	<1%
Latinx	699	96%
White	13	2%
Other	4	<1%
By Subgroup		
FRPL-eligible	723	99%
English Learner	506	70%

Figure 8. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, George Washington Elementary School, 2018-2019



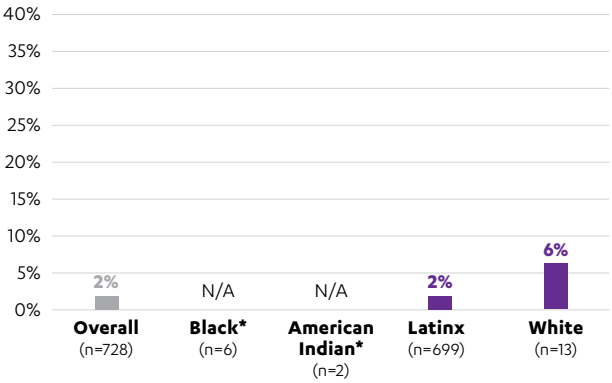
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 9. Chronic Absenteeism, George Washington Elementary School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

Figure 10. Suspension Rates, George Washington Elementary School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

THOMAS JEFFERSON MIDDLE SCHOOL

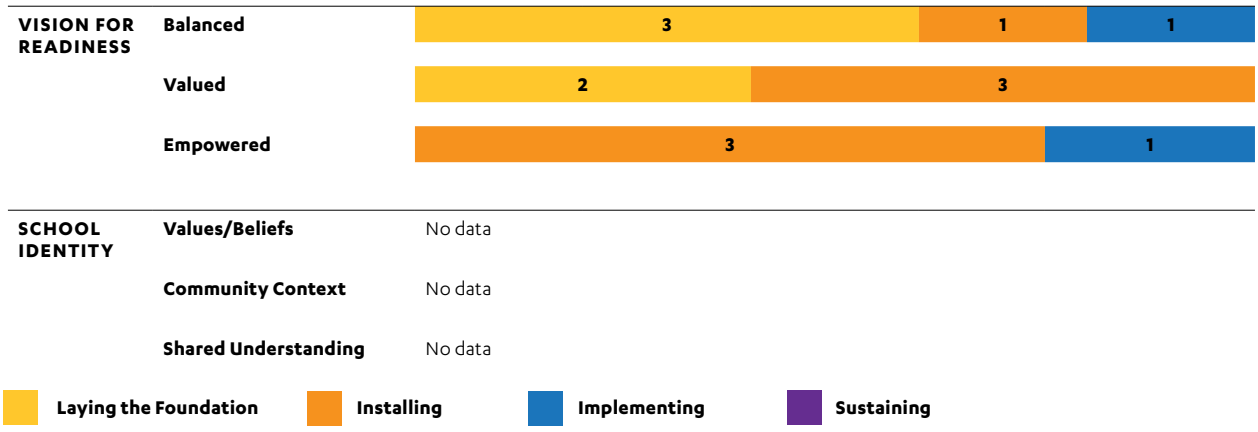
Madera Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing or Implementing all components of the Empowered dimension—working to empower students' understanding of the school's vision for their readiness. They were also Installing a majority of components of the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds.

By contrast, the school was at Laying the Foundation for a majority of components of the Balanced dimension—to create a vision of students as whole individuals. School staff did not complete the School Identity section of the self-assessment. See Figure 11.

Figure 11. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Thomas Jefferson Middle School, 2019



Note. No data are available for dimensions the school did not respond to on the self-assessment tool.

ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

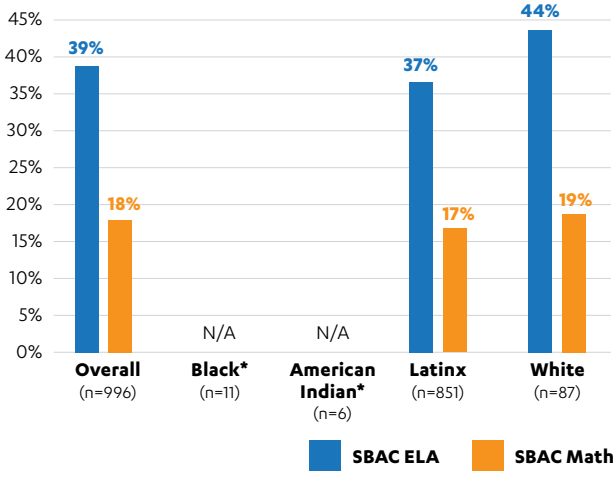
Thomas Jefferson Middle School, serving grades 7-8, is located within the Madera Unified School District in Madera County. In 2018-19, the school employed 46 teachers and 5 social-emotional support staff; its total student enrollment was 996. A large majority (85%) of students were identified as Latinx, 9% as white, 3% as Asian, and 1% as Black. A large majority of students (86%) were socioeconomically disadvantaged and 19% were categorized as English Learners. See Table 4.

Around 2 in 5 (39%) students met or exceeded standards on the state ELA assessment and around 1 in 5 (18%) did so on the state math assessment. See Figure 12 for achievement by ethnicity.

Table 4. Enrollment: Thomas Jefferson Middle School, 2018-2019

	n	%
Total	996	
By Ethnicity/Race		
Black	11	1%
American Indian	6	<1%
Asian	27	3%
Filipino	4	<1%
Latinx	851	85%
White	87	9%
Other	11	1%
By Subgroup		
FRPL-eligible	855	86%
English Learner	187	19%

Figure 12. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Thomas Jefferson Middle School, 2018-2019

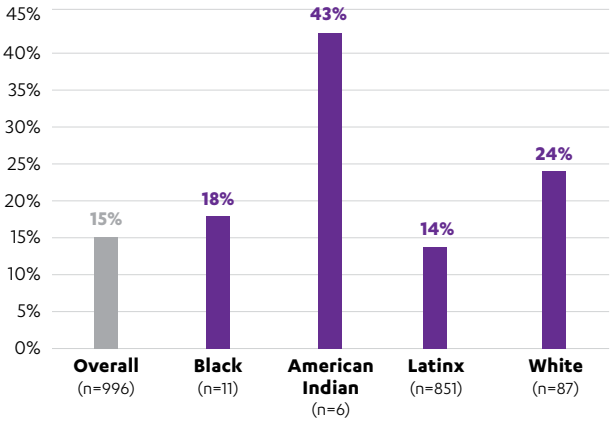


Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

The school had a chronic absenteeism rate of 15%. American Indian students had a rate almost double that of white students (43% vs 24%); however, it is difficult to interpret this difference given the very small number of American Indian students (n = 6). The rates for Black students (18%) and Latinx students (14%) were somewhat lower than that for white students (24%). See Figure 13.

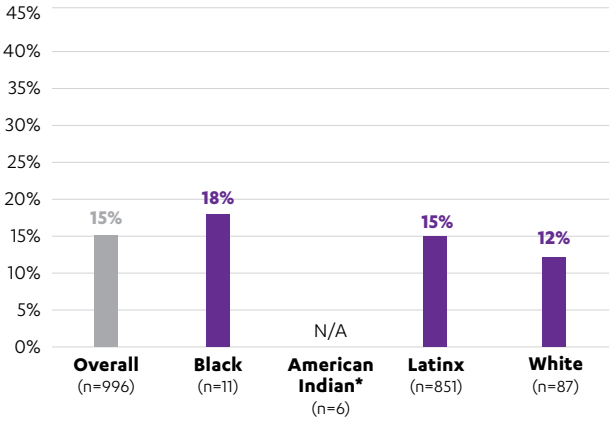
The school had an overall suspension rate of 15%. Black students (18%) had a suspension rate 6 percentage points higher than those of white students (12%). American Indian students had a rate over three times the rate for white students (43% vs 12%); but again, it is difficult to interpret this difference given the small number of American Indian students (n = 6). See Figure 14.

Figure 13. Chronic Absenteeism, Thomas Jefferson Middle School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.

Figure 14. Suspension Rates, Thomas Jefferson Middle School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

PALM VISTA ELEMENTARY SCHOOL

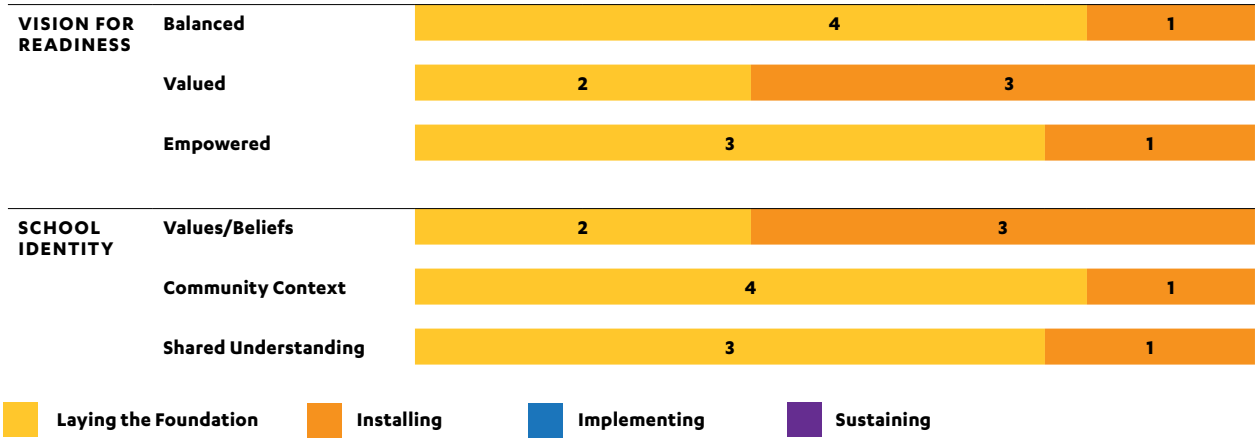
Morongo Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing a majority of components of the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds; and the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency.

By contrast, staff rated the school's implementation level at Laying the Foundation for a majority of components of the Balanced dimension—to create a vision of students as whole individuals; the Empowered dimension—working to empower students' understanding of the school's vision for their readiness; the Community Context dimension—crafting an identity that is shaped by and reflects the community; and the Shared Understanding dimension—developing a shared understanding of teaching the whole child and fostering supportive relationships and a sense of belonging for all. See Figure 15.

Figure 15. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Palm Vista Elementary School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Palm Vista Elementary School, serving grades K-6, is located within the Morongo Unified School District in San Bernardino County. In 2018-19, the school employed 24 teachers and no social-emotional support staff; its total student enrollment was 455. White students constituted the largest ethnic/racial group (44%), followed by Latinx students (31%) and Black students (17%). A large majority of students (88%) were socioeconomically disadvantaged. Only 6% were categorized as English Learners. See Table 5.

One in five (20%) students met or exceeded standards on the state ELA assessment and around 1 in 7 (14%) did so on the state math assessment. See Figure 16 for achievement by ethnicity.

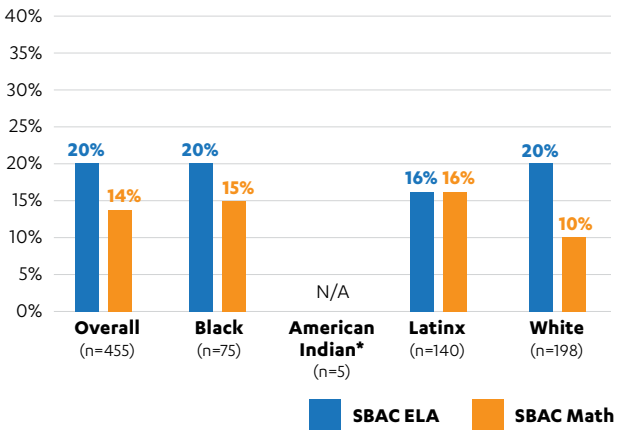
The school had a chronic absenteeism rate of 15%; Black students' (21%) and American Indian students' (20%) rates were 6-7 percentage points higher than that of white and Latinx students (14%, each). It is difficult to interpret American Indian students' rate given the very small group size (n = 6). See Figure 17.

The school had an overall suspension rate of 9%. Black students (15%) had a suspension rate 5 percentage points higher than those of white students (10%), who in turn had a somewhat higher suspension rate compared to Latinx students (6%). See Figure 18.

Table 5. Enrollment: Palm Vista Elementary School, 2018-2019

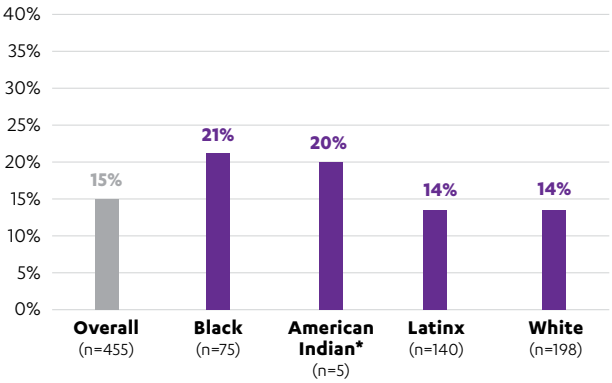
	n	%
Total	455	
By Ethnicity/Race		
Black	75	17%
American Indian	5	1%
Asian	5	1%
Filipino	17	4%
Latinx	140	31%
White	198	44%
Other	15	3%
By Subgroup		
FRPL-eligible	398	88%
English Learner	27	6%

Figure 16. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Palm Vista Elementary School, 2018-2019



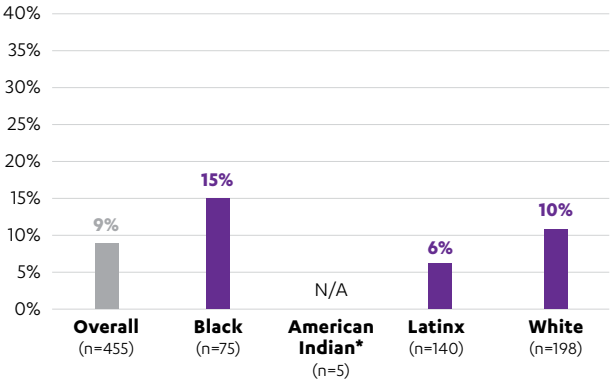
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 17. Chronic Absenteeism, Palm Vista Elementary School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.

Figure 18. Suspension Rates, Palm Vista Elementary School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

TWENTYNINE PALMS JUNIOR HIGH SCHOOL

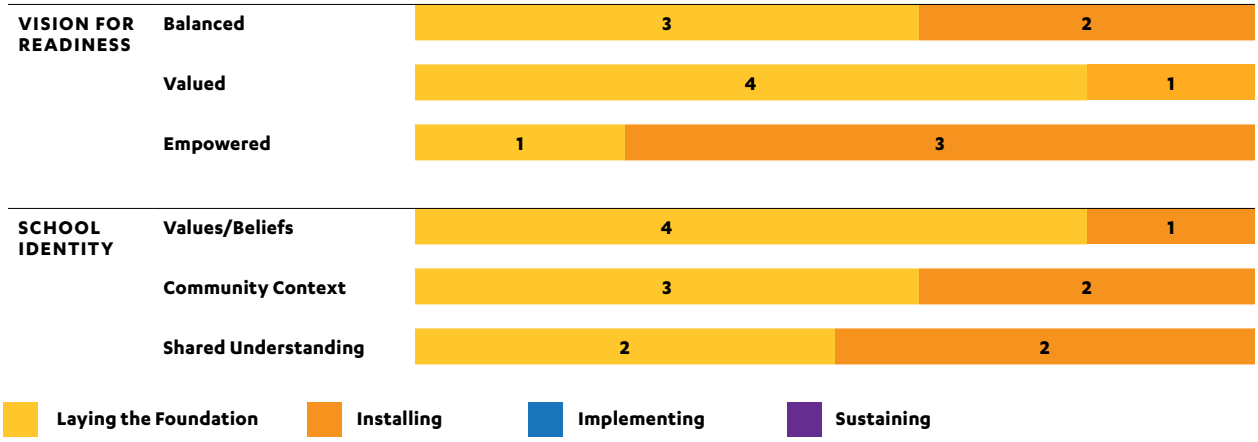
Morongo Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing most components of the Empowered dimension (3 of 4)—working to empower students' understanding of the school's vision for their readiness; and half of the components of the Shared Understanding dimension (2 of 4)—developing a shared understanding of teaching the whole child and fostering supportive relationships and a sense of belonging for all.

By contrast, staff rated the school's implementation level at Laying the Foundation for a majority of components of the Balanced dimension—to create a vision of students as whole individuals; the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds; the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency; and the Community Context dimension—crafting an identity that is shaped by and reflects the community. See Figure 19.

Figure 19. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Twentynine Palms Junior High School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Twentynine Palms Junior High School, serving grades 7-8, is located within the Morongo Unified School District in San Bernardino County. In 2018-19, the school employed 30 teachers and no social-emotional support staff; its total student enrollment was 484. White students constituted the largest ethnic/racial group (44%), followed by Latinx students (32%) and Black students (15%). Two in three students (66%) were socioeconomically disadvantaged. Only 4% were categorized as English Learners. See Table 6.

Around 2 in 5 (43%) students met or exceeded standards on the state ELA assessment and less than 1 in 3 (29%) did so on the state math assessment. See Figure 20 for achievement by ethnicity.

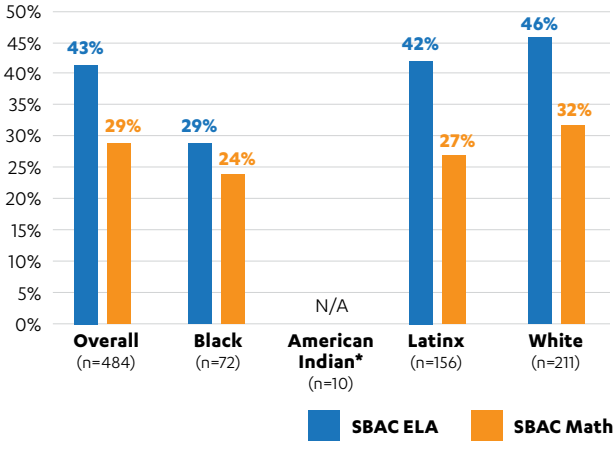
The school had a chronic absenteeism rate of 16%. The rates for Black (15%), Latinx (16%), and white students (17%) were fairly similar. The rate for American Indian students (10%) was 7 percentage points lower than that for white students. See Figure 21.

The school had an overall suspension rate of 20%. The rates for Black (23%), Latinx (20%), and white students (21%) were fairly similar. See Figure 22.

Table 6. Enrollment: Twentynine Palms Junior High School, 2018-2019

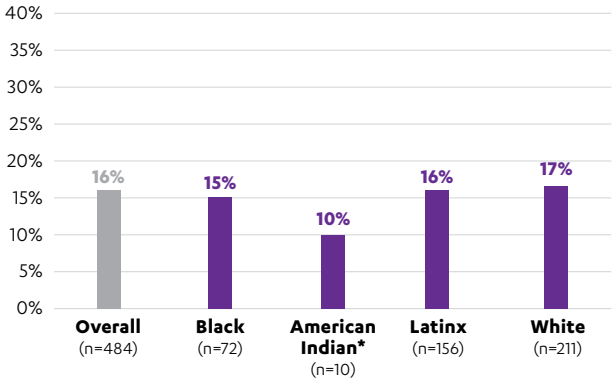
	n	%
Total	484	
By Ethnicity/Race		
Black	72	15%
American Indian	10	2%
Asian	7	1%
Filipino	14	3%
Latinx	156	32%
White	211	44%
Other	14	3%
By Subgroup		
FRPL-eligible	318	66%
English Learner	19	4%

Figure 20. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Twentynine Palms Junior High School, 2018-2019



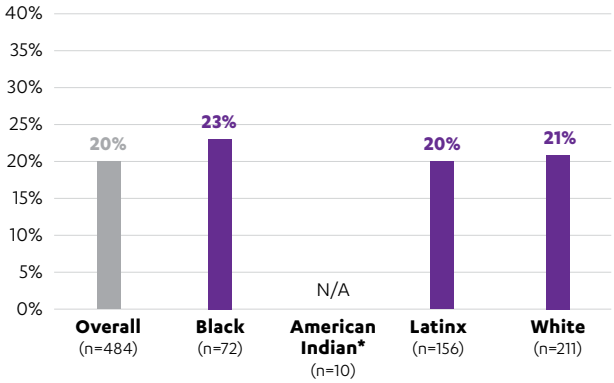
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 21. Chronic Absenteeism, Twentynine Palms Junior High School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.

Figure 22. Suspension Rates, Twentynine Palms Junior High School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

DECKER ELEMENTARY SCHOOL

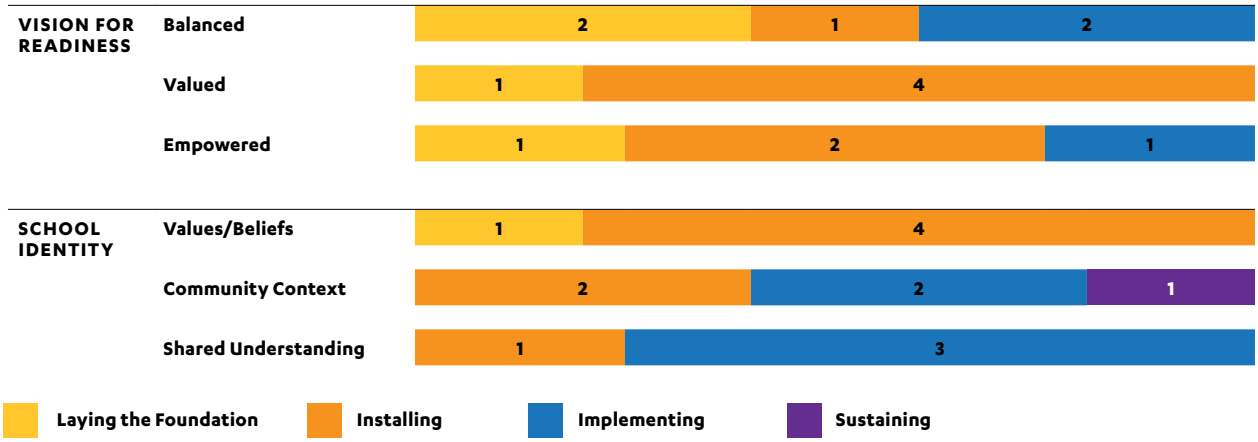
Pomona Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing, Implementing, or Sustaining all components of the Community Context dimension—crafting an identity that is shaped by and reflects the community; and the Shared Understanding dimension—developing a shared understanding of teaching the whole child and fostering supportive relationships and a sense of belonging for all.

Staff also rated the school's implementation level at Installing or Implementing for a majority of components of the Balanced dimension—to create a vision of students as whole individuals; the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds; the Empowered dimension—working to empower students' understanding of the school's vision for their readiness; and the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency. See Figure 23.

Figure 23. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Decker Elementary School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Decker Elementary School, serving grades K-6, is located within the Pomona Unified School District in Los Angeles County. In 2018-19, the school employed 30 teachers and 1 social-emotional support staff; its total student enrollment was 551. Three in four students (76%) were Latinx-identified, with Black (7%), white (6%), and Asian (6%) students accounting for small proportions, each, of total enrollment. Three in four students (76%) were socioeconomically disadvantaged and 1 in 10 (10%) were categorized as English Learners. See Table 7.

Nearly 2 in 5 (37%) students met or exceeded standards on the state ELA assessment and around 1 in 4 (27%) did so on the state math assessment. See Figure 24 for achievement by ethnicity.

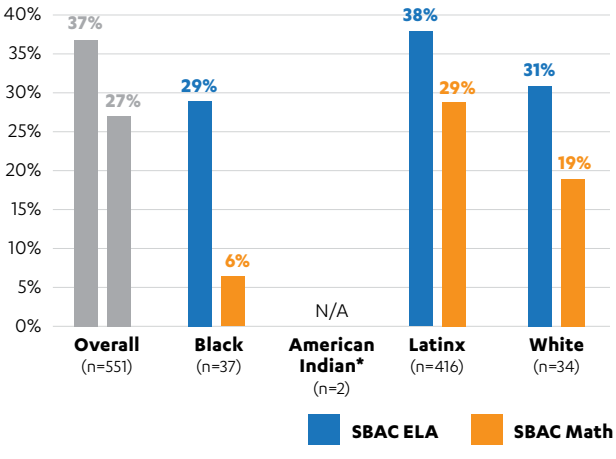
The school had a chronic absenteeism rate of 12%; Black students' (11%) and Latinx students' (11%) rates were each 17 percentage points lower than that of white students (28%). See Figure 25.

The school reported only one suspension for the school year, making the overall suspension rate 0.2%. See Figure 26.

Table 7. Enrollment: Decker Elementary School, 2018-2019

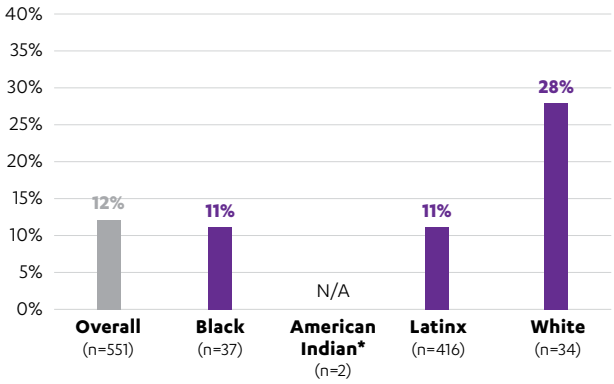
	n	%
Total	551	
By Ethnicity/Race		
Black	37	7%
American Indian	2	<1%
Asian	33	6%
Filipino	8	2%
Latinx	416	76%
White	34	6%
Other	20	4%
By Subgroup		
FRPL-eligible	416	76%
English Learner	54	10%

Figure 24. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Decker Elementary School, 2018-2019



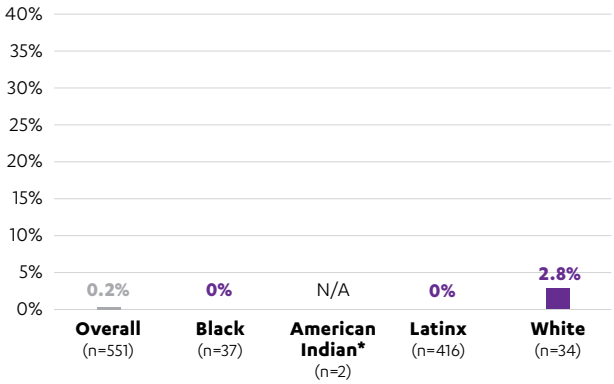
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 25. Chronic Absenteeism, Decker Elementary School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

Figure 26. Suspension Rates, Decker Elementary School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

LORBEER MIDDLE SCHOOL

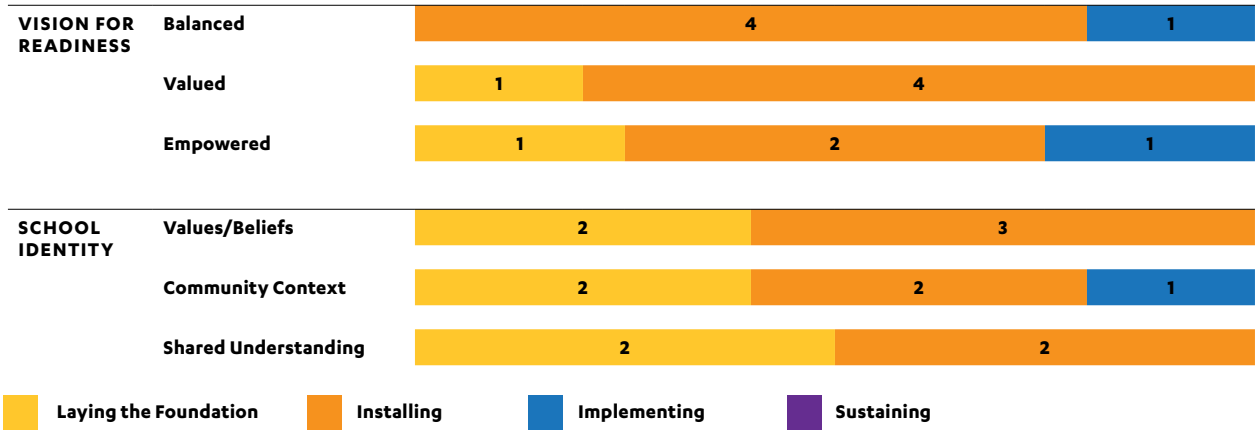
Pomona Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing or Implementing all components of the Balanced dimension—to create a vision of students as whole individuals.

Staff rated the school's implementation level at Installing or Implementing for a majority of components of the Valued dimension—creating a vision centering equity and inclusive of students of all backgrounds; the Empowered dimension—working to empower students' understanding of the school's vision for their readiness; the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency; and the Community Context dimension—crafting an identity that is shaped by and reflects the community. The school was Implementing half of the components of the Shared Understanding dimension—developing a shared understanding of teaching the whole child and fostering supportive relationships and a sense of belonging for all. See Figure 27.

Figure 27. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Lorbeer Middle School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Lorbeer Middle School, serving grades 7-8, is located within the Pomona Unified School District in Los Angeles County. In 2018-19, the school employed 32 teachers and 1 social-emotional support staff; its total student enrollment was 649. The majority (72%) of students were identified as Latinx, with Asian (8%), Black (7%), white (7%), and Filipino (4%) students constituting much smaller proportions of total enrollment. Over 3 in 4 students (77%) were socioeconomically disadvantaged; only 8% were categorized as English Learners. See Table 8.

Over half (54%) of students met or exceeded standards on the state ELA assessment and over a third (36%) did so on the state math assessment. See Figure 28 for achievement by ethnicity.

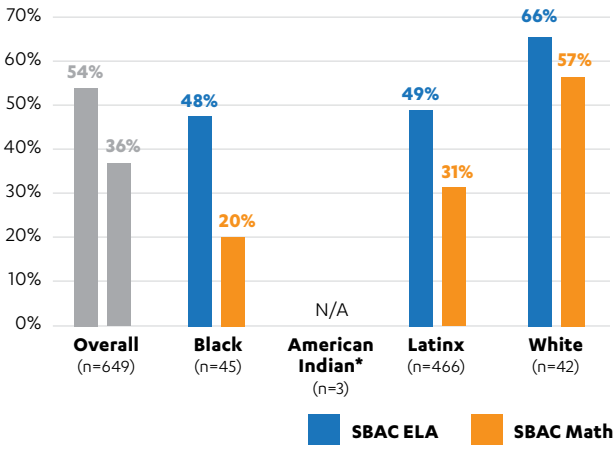
The school had a chronic absenteeism rate of 8%; this rate was lower among Black students (11%) and Latinx students (9%) compared to white students (24%). See Figure 29.

The overall suspension rate was 3%; this rate was higher among Black students (4%) and Latinx students (3%) compared to white students, who had no suspensions. See Figure 30.

Table 8. Enrollment: Lorbeer Elementary School, 2018-2019

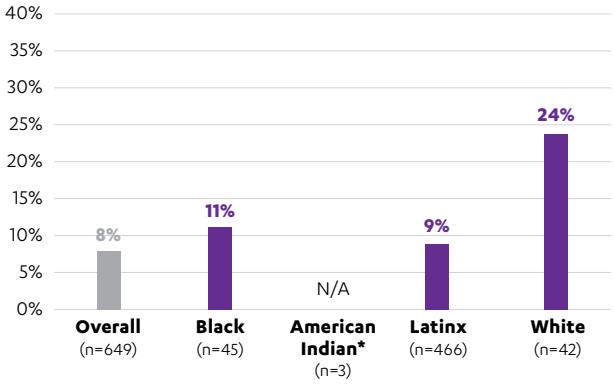
	n	%
Total	649	
By Ethnicity/Race		
Black	45	7%
American Indian	3	<1%
Asian	50	8%
Filipino	24	4%
Latinx	466	72%
White	42	7%
Other	19	3%
By Subgroup		
FRPL-eligible	501	77%
English Learner	52	8%

Figure 28. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Lorbeer Elementary School, 2018-2019



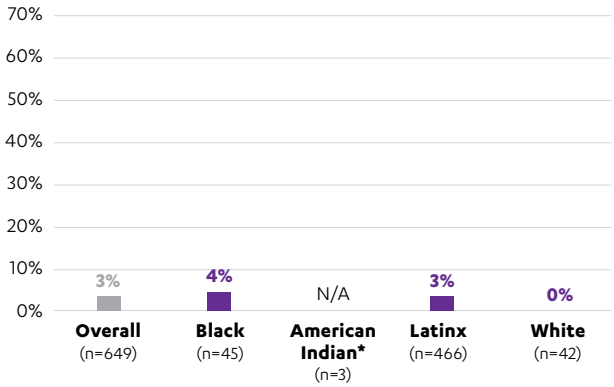
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 29. Chronic Absenteeism, Lorbeer Elementary School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

Figure 30. Suspension Rates, Lorbeer Elementary School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

RANCHO MEDANOS JUNIOR HIGH SCHOOL

Pittsburg Unified School District

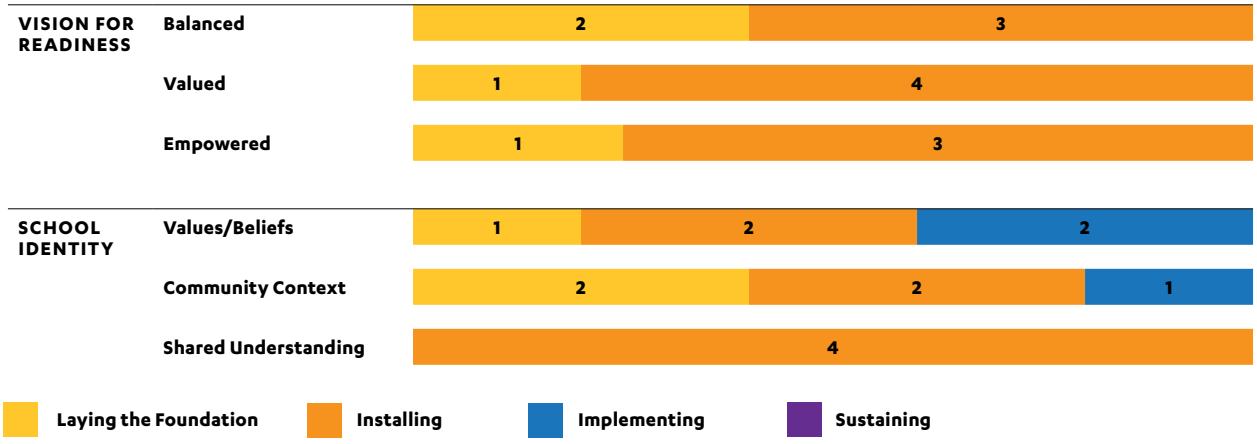
INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing all components of the Shared Understanding dimension—developing a shared understanding of teaching the whole child and fostering supportive relationships and a sense of belonging for all.

The school was already at least at the Installing level on a majority of components of the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency; and the Community Context dimension—crafting an identity that is shaped by and reflects the community.

Staff also rated the school's implementation level at Installing for a majority of components of the Balanced dimension—to create a vision of students as whole individuals; the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds; and the Empowered dimension—working to empower students' understanding of the school's vision for their readiness. See Figure 31.

Figure 31. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Rancho Medanos Junior High School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Rancho Medanos Junior High School, serving grades 6-8, is located within the Contra Costa Unified School District in Contra Costa County. In 2018-19, the school employed 47 teachers and 3 social-emotional support staff; its total student enrollment was 902. Almost 3 in 4 students (72%) were identified as Latinx, with Black (10%), Filipino (4%), Asian (3%), and white (3%) students comprising much smaller proportions of the student body. Four in five students (80%) were socioeconomically disadvantaged and over 1 in 4 (28%) were categorized as English Learners. See Table 9.

Around 2 in 5 (41%) students met or exceeded standards on the state ELA assessment and nearly 1 in 5 (19%) did so on the state math assessment. See Figure 32 for achievement by ethnicity.

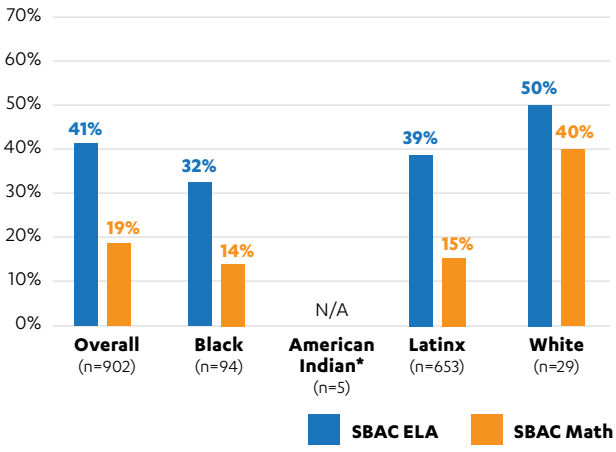
The school had a chronic absenteeism rate of 11%; white students (28%) had a somewhat higher rate compared to Black (24%) and American Indian (20%) students. Latinx (9%) students had the lowest rate among these groups. See Figure 33.

The overall suspension rate was 16%. Black students (32%) had a suspension rate that was over twice the rate for Latinx students (14%), and over three times the rate for white students (9%). See Figure 34.

Table 9. Enrollment: Rancho Medanos Junior High School, 2018-2019

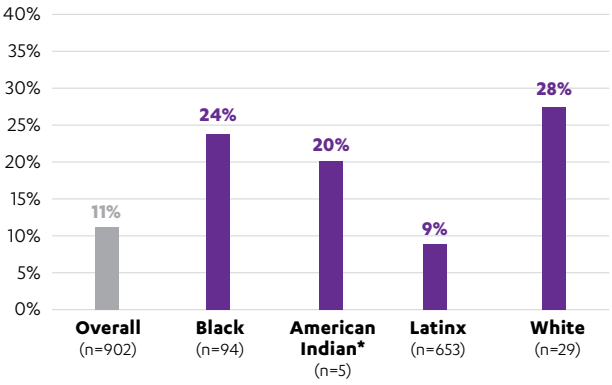
	n	%
Total	902	
By Ethnicity/Race		
Black	94	10%
American Indian	5	<1%
Asian	30	3%
Filipino	37	4%
Latinx	653	7%
White	29	3%
Other	54	6%
By Subgroup		
FRPL-eligible	722	80%
English Learner	248	28%

Figure 32. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Rancho Medanos Junior High School, 2018-2019



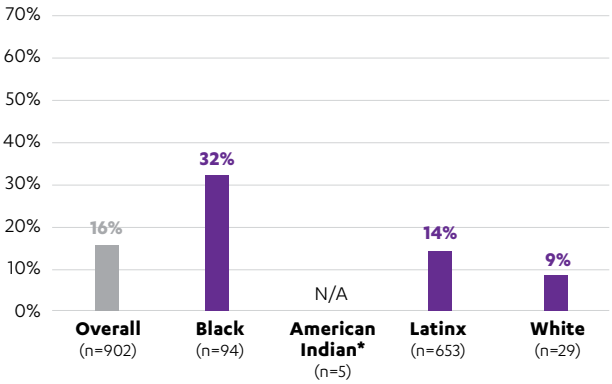
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 33. Chronic Absenteeism, Rancho Medanos Junior High School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

Figure 34. Suspension Rates, Rancho Medanos Junior High School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

MARTIN LUTHER KING JR. JUNIOR HIGH SCHOOL

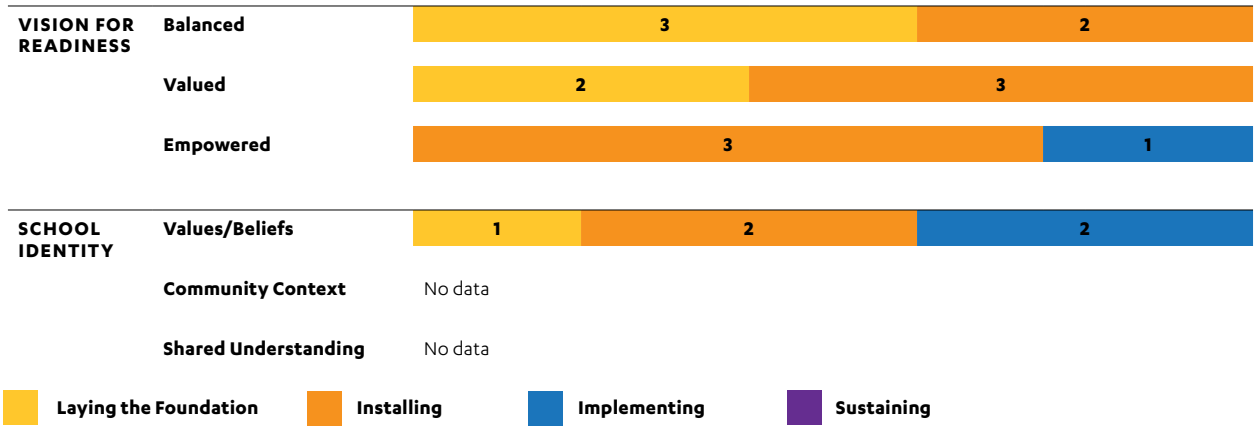
Pittsburg Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing or Implementing all components of the Empowered dimension—working to empower students' understanding of the school's vision for their readiness. They were also Installing or Implementing a majority of components of the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency.

By contrast, the school was at Laying the Foundation for a majority of components of the Balanced dimension—to create a vision of students as whole individuals; and the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds. School staff did not complete the Community Context and Shared Understanding portions of the self-assessment. See Figure 35.

Figure 35. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Martin Luther King Jr. Junior High School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Martin Luther King Jr. Junior High School, serving grades 6-8, is located within the Contra Costa Unified School District in Contra Costa County. In 2018-19, the school employed 39 teachers and 2 social-emotional support staff; its total student enrollment was 711. Almost 2 in 3 (64%) students were identified as Latinx and 1 in 5 as Black (19%); students identified as Filipino (6%), white (4%), and Asian (2%) comprised much smaller proportions of the student body. Over 4 in 5 students (83%) were socioeconomically disadvantaged and more than 1 in 4 (27%) were categorized as English Learners. See Table 10.

Over 1 in 3 (35%) students met or exceeded standards on the state ELA assessment and nearly 1 in 6 (16%) did so on the state math assessment. See Figure 36 for achievement by ethnicity.

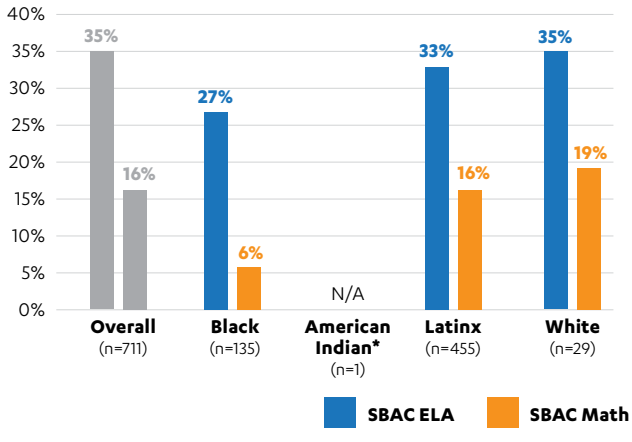
The school had a chronic absenteeism rate of 14%. The rates for Black (22%) and white (24%) students were fairly similar; Latinx students (11%) had a rate about half that of the other two groups. See Figure 37.

The overall suspension rate was 15%. Black students (25%) were 2.5 times as likely to be suspended as white students (10%), and almost twice as likely to be suspended as Latinx students (13%). See Figure 38.

Table 10. Enrollment: Martin Luther King Jr. Junior High School, 2018-2019

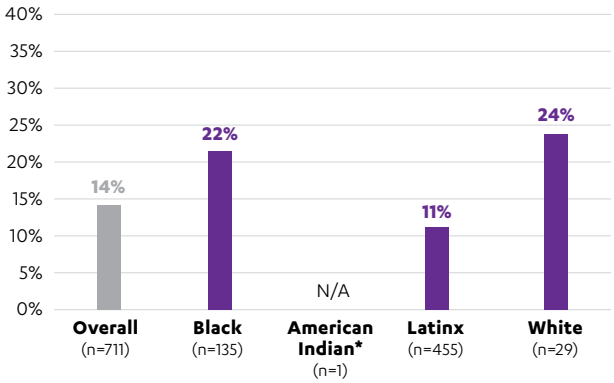
	n	%
Total	711	
By Ethnicity/Race		
Black	135	19%
American Indian	1	<1%
Asian	15	2%
Filipino	40	6%
Latinx	455	64%
White	29	4%
Other	0	5%
By Subgroup		
FRPL-eligible	588	83%
English Learner	191	27%

Figure 36. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Martin Luther King Jr. Junior High School, 2018-2019



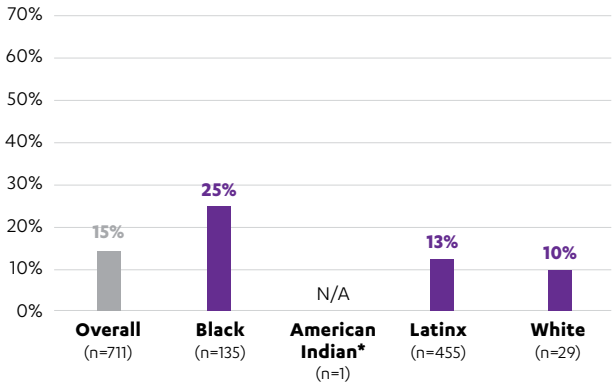
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 37. Chronic Absenteeism, Martin Luther King Jr. Junior High School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

Figure 38. Suspension Rates, Martin Luther King Jr. Junior High School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

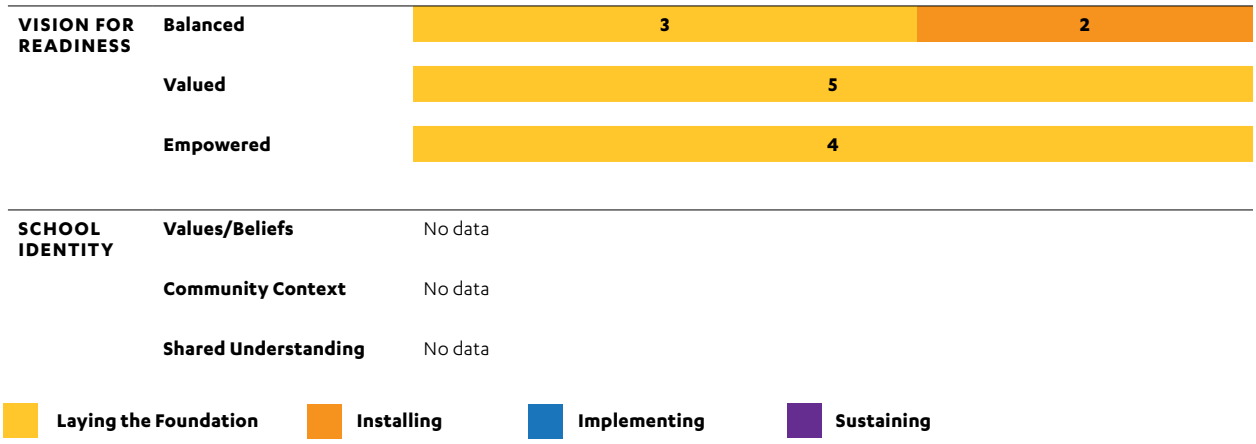
OAKDALE HEIGHTS ELEMENTARY SCHOOL

Oroville City Elementary School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was at Laying the Foundation for all components of the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds; and the Empowered dimension—working to empower students' understanding of the school's vision for their readiness. The school was also at Laying the Foundation for a majority of components of the Balanced dimension—to create a vision of students as whole individuals. School staff did not complete the School Identity portion of the self-assessment. See Figure 39.

Figure 39. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Oakdale Heights Elementary School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Oakdale Heights Elementary School, serving grades K-5, is located within the Oroville City Elementary School District in Butte County. In 2018-19, the school employed 16 teachers and 1 social-emotional support staff; its total student enrollment was 322. Almost half (49%) of students were identified as white, 1 in 5 (21%) as Latinx, and around 1 in 10 (12%) as Asian. A large majority of students (88%) were socioeconomically disadvantaged; 8% were categorized as English Learners. See Table 11.

Around 1 in 5 (21%) students met or exceeded standards on the state ELA assessment and around 1 in 6 (17%) did so on the state math assessment. See Figure 40 for achievement by ethnicity.

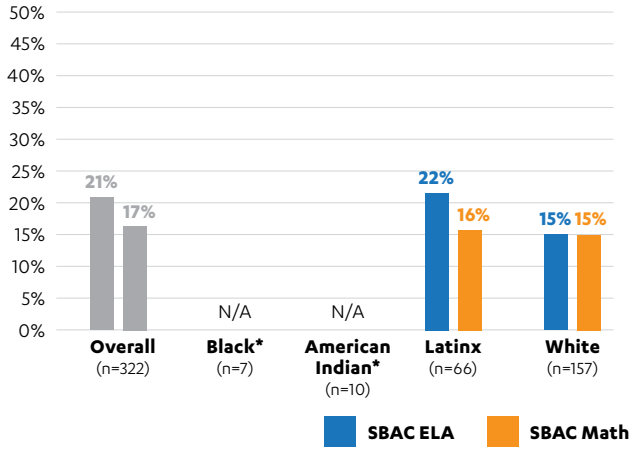
The school had a chronic absenteeism rate of 24%; American Indian students (47%) were chronically absent at almost twice the rate of white (26%) and Latinx (25%) students. There was no chronic absenteeism among the 7 Black students at the school. See Figure 41.

The school had an overall suspension rate of 12%. Latinx students (15%) and white students (13%) had fairly similar rates. Data were not available for Black and American Indian students due to small group sizes. See Figure 42.

Table 11. Enrollment: Oakdale Heights Elementary School, 2018-2019

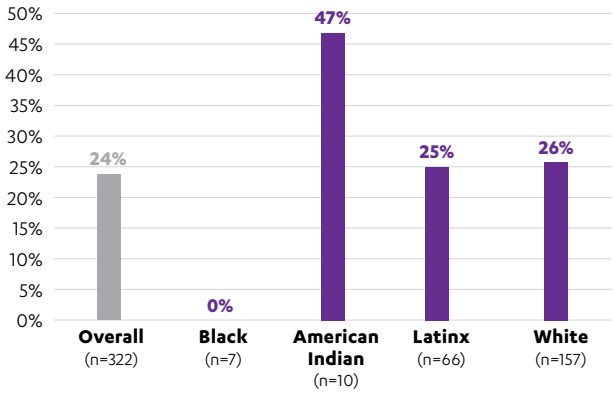
	n	%
Total	322	
By Ethnicity/Race		
Black	7	2%
American Indian	10	3%
Asian	38	12%
Filipino	1	<1%
Latinx	66	21%
White	157	49%
Other	43	13%
By Subgroup		
FRPL-eligible	282	88%
English Learner	27	8%

Figure 40. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Oakdale Heights Elementary School, 2018-2019



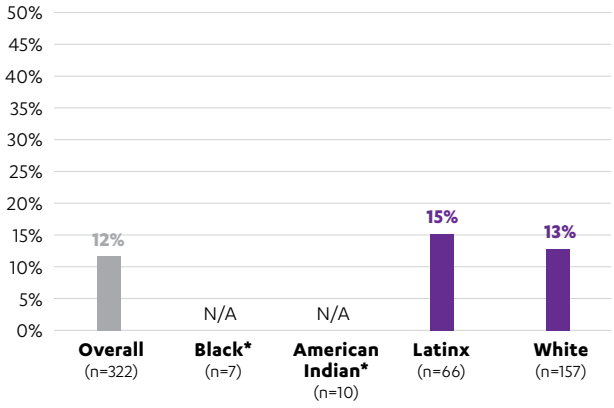
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 41. Chronic Absenteeism, Oakdale Heights Elementary School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.

Figure 42. Suspension Rates, Oakdale Heights Elementary School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

ISHI HILLS MIDDLE SCHOOL

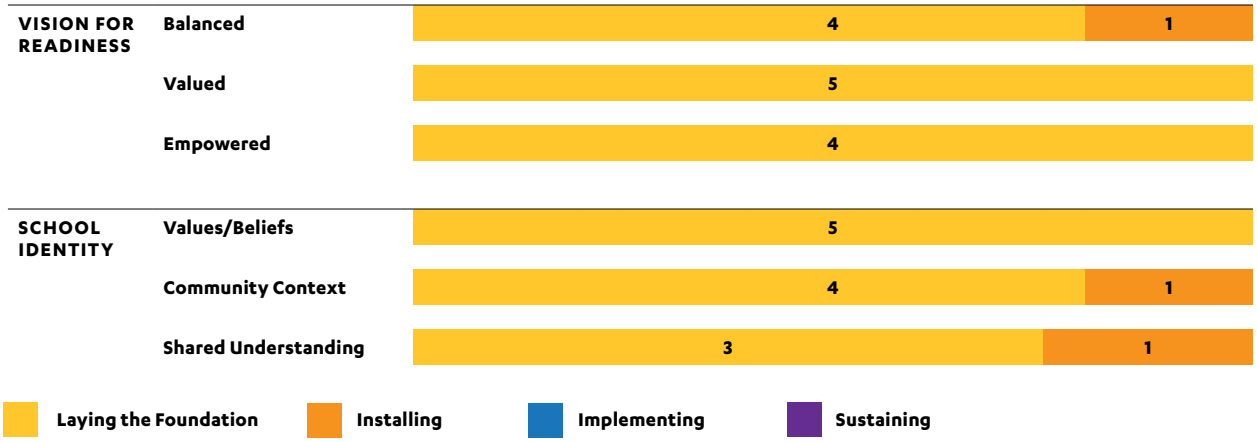
Oroville City Elementary School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was at Laying the Foundation for all components of the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds; the Empowered dimension—working to empower students' understanding of the school's vision for their readiness; and the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency.

The school was also at Laying the Foundation for a majority of components of the Balanced dimension—to create a vision of students as whole individuals; the Community Context dimension—crafting an identity that is shaped by and reflects the community; and the Shared Understanding dimension—developing a shared understanding of teaching the whole child and fostering supportive relationships and a sense of belonging for all. See Figure 43.

Figure 43. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Ishi Hills Middle School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Ishi Hills Middle School, serving grades 6-8, is located within the Oroville City Elementary School District in Butte County. In 2018-19, the school employed 17 teachers and 1 social-emotional support staff; its total student enrollment was 331. Over half (55%) of students were identified as white and 1 in 5 (21%) as Latinx. American Indian (4%), Black (3%), and Asian (2%) students comprised small minorities, each, of the total population. Over 3 in 4 students (76%) were socioeconomically disadvantaged; only 3% were categorized as English Learners. See Table 12.

Around 2 in 5 (39%) students met or exceeded standards on the state ELA assessment and around 1 in 4 (24%) did so on the state math assessment. See Figure 44 for achievement by ethnicity.

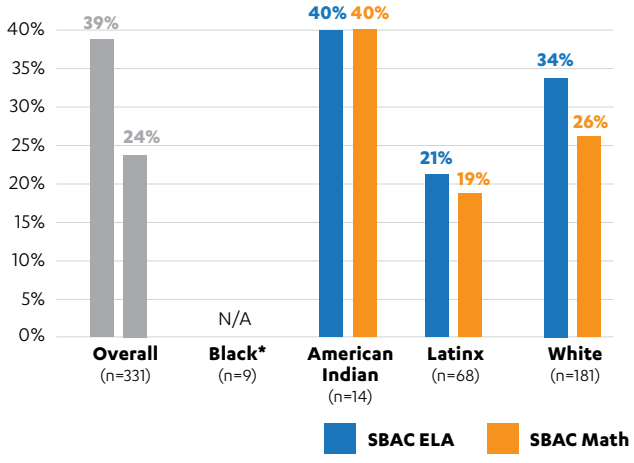
The school had a chronic absenteeism rate of 28%. Rates were higher among Latinx (37%) and Black (33%) students compared to white students (26%) and American Indian students (12%). See Figure 45.

The school had an overall suspension rate of 17%. Data were not available for Black students due to small group sizes. Rates among other groups were fairly similar. See Figure 46.

Table 12. Enrollment: Ishi Hills Middle School, 2018-2019

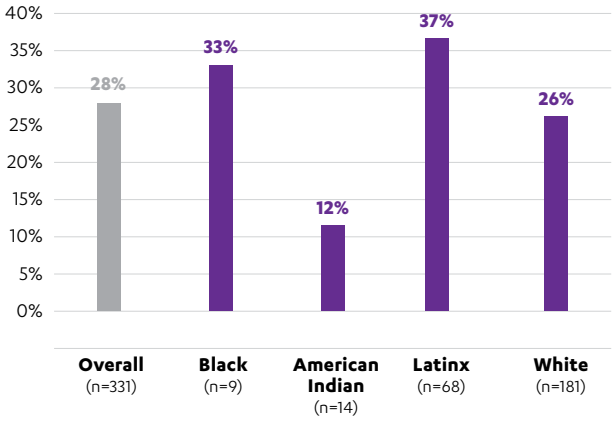
	n	%
Total	331	
By Ethnicity/Race		
Black	9	3%
American Indian	14	4%
Asian	7	2%
Filipino	0	0%
Latinx	68	21%
White	181	55%
Other	52	16%
By Subgroup		
FRPL-eligible	252	76%
English Learner	10	3%

Figure 44. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Ishi Hills Middle School, 2018-2019



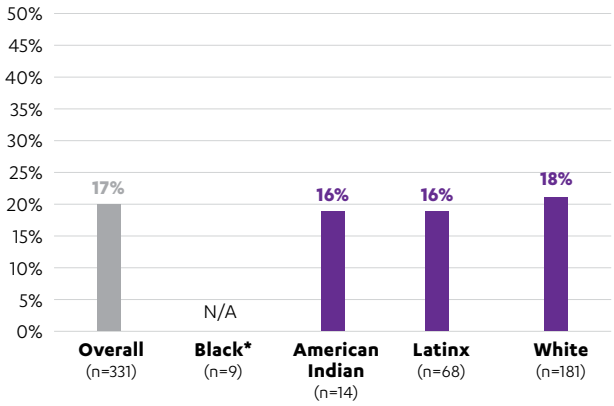
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 45. Chronic Absenteeism, Ishi Hills Middle School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.

Figure 46. Suspension Rates, Ishi Hills Middle School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

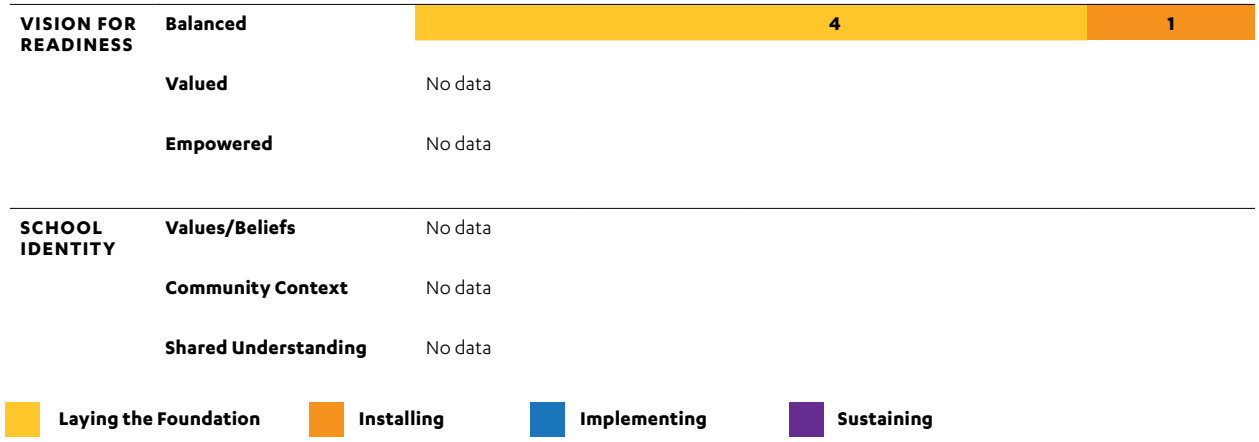
DANA GRAY ELEMENTARY SCHOOL

Fort Bragg Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was at Laying the Foundation for the majority of components of the Balanced dimension—to create a vision of students as whole individuals. School staff did not complete the remaining portions of the self-assessment. See Figure 47.

Figure 47. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Dana Gray Elementary School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Dana Gray Elementary School, serving grades 3-5, is located within the Fort Bragg Unified School District in Mendocino County. In 2018-19, the school employed 24 teachers and 2 social-emotional support staff; its total student enrollment was 411. The student population was nearly evenly split between white (47%) and Latinx (46%) students. Asian (2%), American Indian (1%), and Black (1%) students comprised very small proportions of the total enrollment. A large majority of students (79%) were socioeconomically disadvantaged; almost 1 in 3 were categorized as English Learners. See Table 13.

Over 2 in 5 (43%) students met or exceeded standards on the state ELA assessment and over 1 in 3 (34%) did so on the state math assessment. See Figure 48 for achievement by ethnicity.

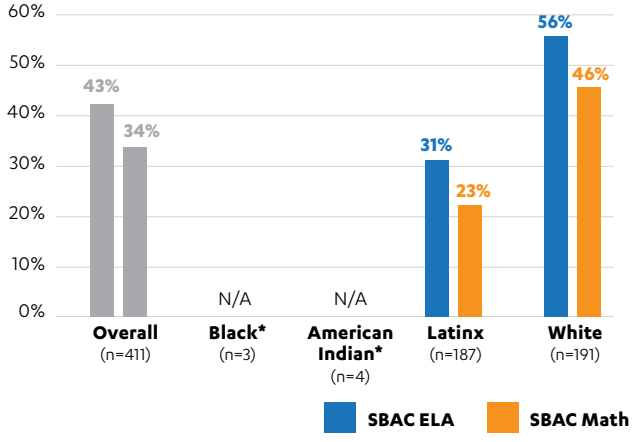
The school had a chronic absenteeism rate of 11%; Black students (25%) were almost twice as likely to be chronically absent as white students (14%). American Indian students (40%) had a very high chronic absenteeism rate, but it is hard to interpret it compared to other groups given the very small group size (n = 4). Latinx students had the lowest rate (8%) among these groups. See Figure 49.

The school had an overall suspension rate of 2%. Ethnic-group variation in suspension rate is difficult to discern due to the small group sizes. See Figure 50.

Table 13. Enrollment: Dana Gray Elementary School, 2018-2019

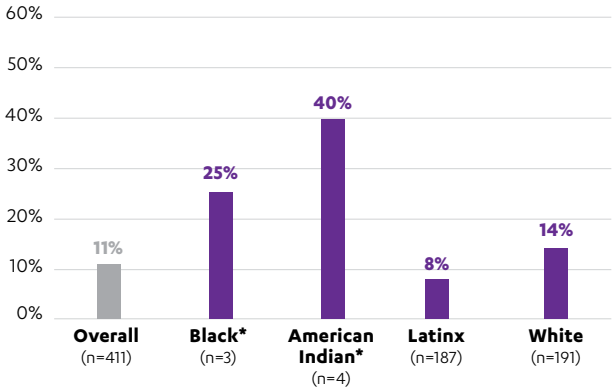
	n	%
Total	411	
By Ethnicity/Race		
Black	3	1%
American Indian	4	1%
Asian	8	2%
Filipino	0	0%
Latinx	187	46%
White	191	47%
Other	18	4%
By Subgroup	0	
FRPL-eligible	323	79%
English Learner	130	32%

Figure 48. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Dana Gray Elementary School, 2018-2019



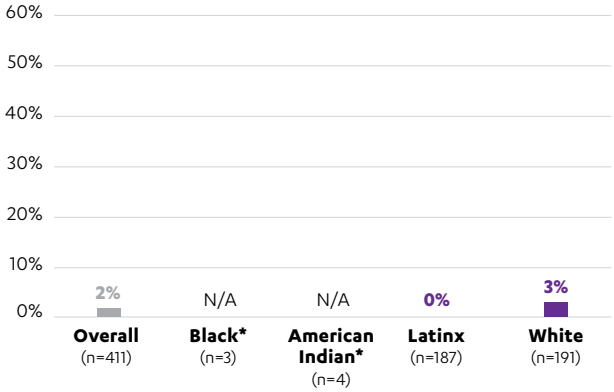
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 49. Chronic Absenteeism, Dana Gray Elementary School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.

Figure 50. Suspension Rates, Dana Gray Elementary School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

FORT BRAGG MIDDLE SCHOOL

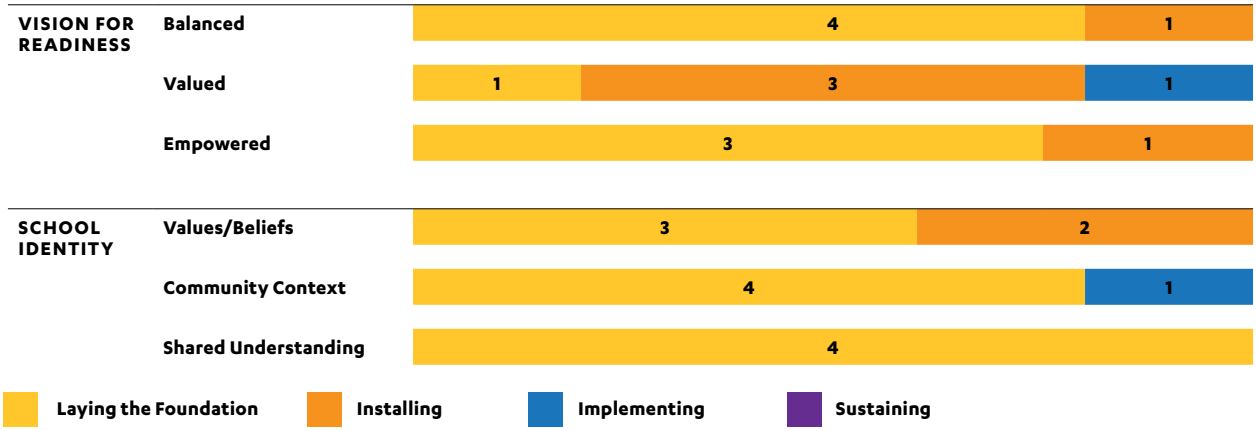
Fort Bragg Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing or Implementing a majority of components of the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds.

By contrast, staff rated the school's implementation level at Laying the Foundation for most components of the Balanced dimension—to create a vision of students as whole individuals; the Empowered dimension—working to empower students' understanding of the school's vision for their readiness; the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency; and the Community Context dimension—crafting an identity that is shaped by and reflects the community. The school was also at Laying the Foundation for all of the components of the Shared Understanding dimension—developing a shared understanding of teaching the whole child and fostering supporting relationships and a sense of belonging for all. See Figure 51.

Figure 51. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Fort Bragg Middle School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Fort Bragg Middle School, serving grades 6-8, is located within the Fort Bragg Unified School District in Mendocino County. In 2018-19, the school employed 37 teachers and 3 social-emotional support staff; its total student enrollment was 399. Nearly half of students were identified as white (49%), followed by 42% as Latinx. Black, Asian, and American Indian students comprised around 1% each of total enrollment. Four in five students (81%) were socioeconomically disadvantaged; 8% were categorized as English Learners. See Table 14.

Two in five (40%) students met or exceeded standards on the state ELA assessment and around 1 in 5 (22%) did so on the state math assessment. See Figure 52 for achievement by ethnicity.

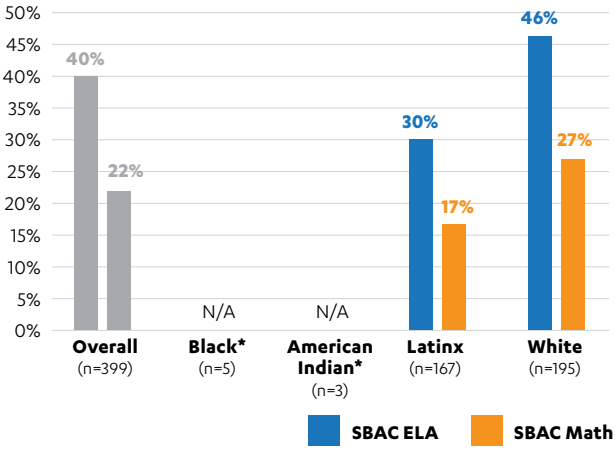
The school had a chronic absenteeism rate of 16%. Latinx students had a lower rate (9%) compared to white students (19%). American Indian students (50%) had a very high chronic absenteeism rate, but it is hard to interpret it compared to other groups given the very small group size (n = 4). See Figure 53.

The school had an overall suspension rate of 7%. Latinx (5%) and white (7%) students had fairly similar rates. Rates were not reported for Black and American Indian students due to small group sizes. See Figure 54.

Table 14. Enrollment: Fort Bragg Middle School, 2018-2019

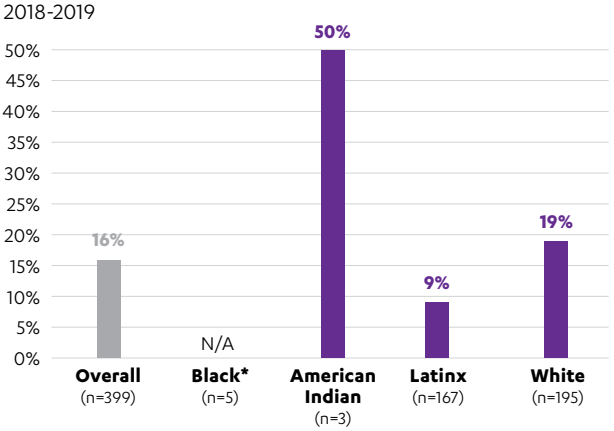
	n	%
Total	399	
By Ethnicity/Race		
Black	5	1%
American Indian	3	1%
Asian	5	1%
Filipino	0	0%
Latinx	167	42%
White	195	49%
Other	25	6%
By Subgroup		
FRPL-eligible	322	81%
English Learner	31	8%

Figure 52. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Fort Bragg Middle School, 2018-2019



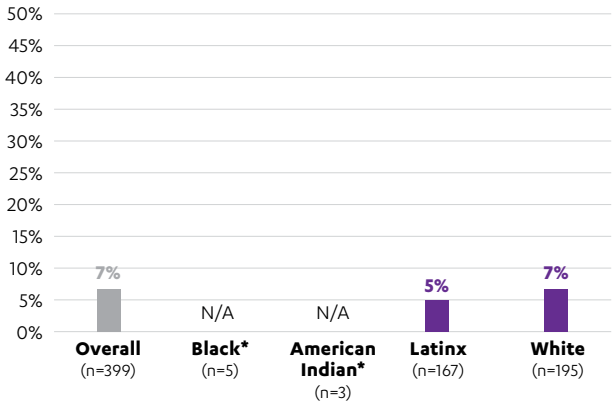
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 53. Chronic Absenteeism, Fort Bragg Middle School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

Figure 54. Suspension Rates, Fort Bragg Middle School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

OAK HILL ELEMENTARY SCHOOL

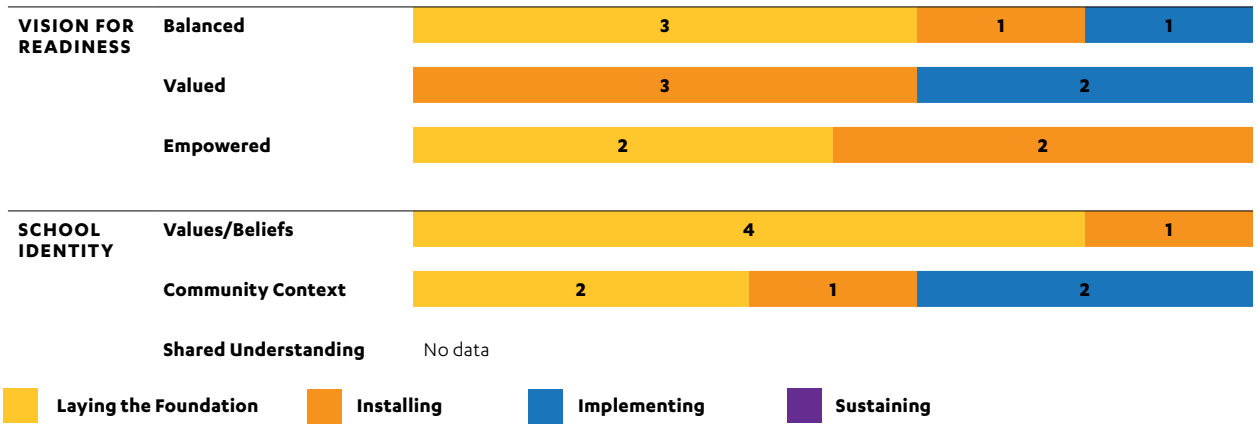
Center Joint Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing or Implementing all components of the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds; a majority of components of the Community Context dimension—crafting an identity that is shaped by and reflects the community; and half of components of the Empowered dimension—working to empower students' understanding of the school's vision for their readiness.

By contrast, staff rated the school's implementation level at Laying the Foundation for a majority of components of the Balanced dimension—to create a vision of students as whole individuals; and the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency. School staff did not complete the Shared Understanding portion of the self-assessment. See Figure 55.

Figure 55. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Oak Hill Elementary School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Oak Hill Elementary, serving grades K-6, is located in the Center Joint Unified School District in Sacramento County. In 2018-19, the school employed 36 teachers and 1 social-emotional support staff; its total student enrollment was 738. Students identified as white comprised 44% of total enrollment, followed by students identified as Latinx (25%), Black (12%), Asian (5%), Filipino (3%), and American Indian (1%). Nearly 3 in 5 students (59%) were socioeconomically disadvantaged and 1 in 5 (22%) were categorized as English Learners. See Table 15. Nearly half (48%) of students met or exceeded standards on the state ELA assessment and around 1 in 3 (34%) did so on the state math assessment. See Figure 56 for achievement by ethnicity.

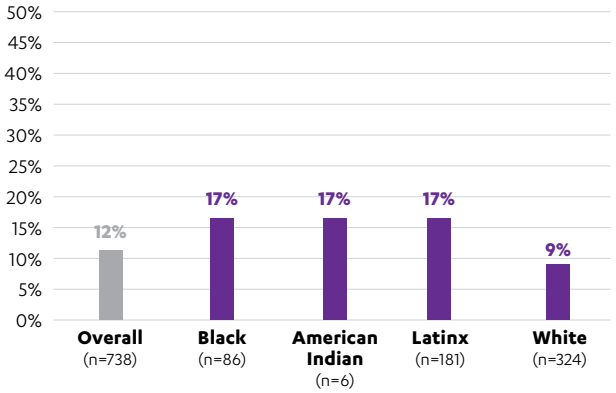
The school had a chronic absenteeism rate of 12%; Black students' (17%) and Latinx students' (17%) rates were each 8 percentage points higher than that of white students (9%). See Figure 57.

The overall suspension rate was 5%. Black students had a suspension rate 11 percentage points higher than that of white students (14% vs. 3%). Latinx students had a suspension rate 3 percentage points higher than that of white students (6% vs. 3%). See Figure 58.

Table 15. Enrollment: Oak Hill Elementary School, 2018-2019

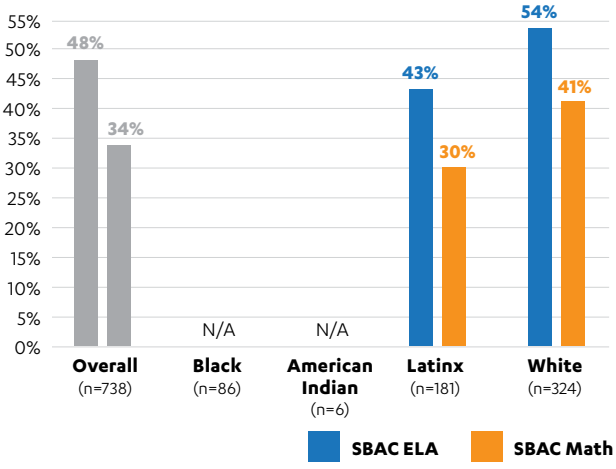
	n	%
Total	738	
By Ethnicity/Race		
Black	86	12%
American Indian	6	1%
Asian	34	5%
Filipino	20	3%
Latinx	181	25%
White	324	44%
Other	87	12%
By Subgroup		
FRPL-eligible	437	59%
English Learner	159	22%

Figure 57. Chronic Absenteeism, Oak Hill Elementary School, 2018-2019



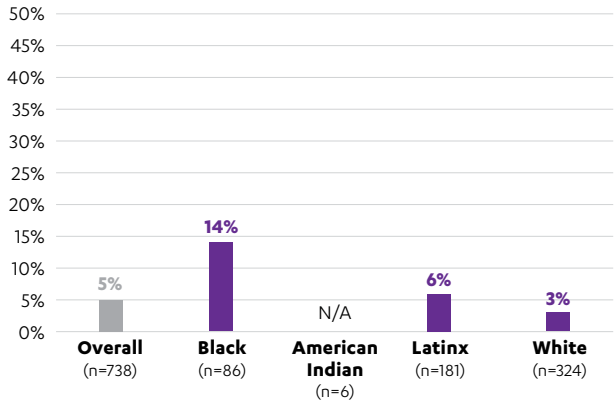
Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.

Figure 56. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Oak Hill Elementary School, 2018-2019



Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 58. Suspension Rates, Oak Hill Elementary School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.

CENTER HIGH SCHOOL

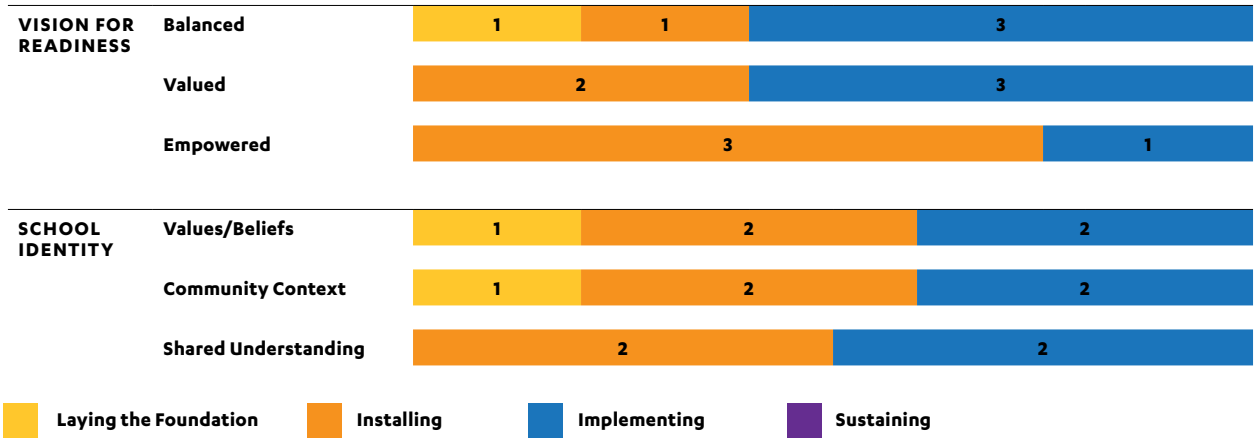
Center Joint Unified School District

INITIAL IMPLEMENTATION STAGE

At the start of pilot program participation (Fall 2019), Schoolwide Implementation Tool ratings showed that the school was already Installing or Implementing all components of the Valued dimension—creating a vision that centers equity and is inclusive of students of all backgrounds; the Empowered dimension—working to empower students' understanding of the school's vision for their readiness; and the Shared Understanding dimension—developing a shared understanding of teaching the whole child and fostering supporting relationships and a sense of belonging for all.

Staff rated the school's implementation level at Installing or Implementing for a majority of components of the Balanced dimension—to create a vision of students as whole individuals; the Values/Beliefs dimension—collaboratively creating an identity statement prioritizing equity, diversity, inclusion, and student agency; and the Community Context dimension—crafting an identity that is shaped by and reflects the community. See Figure 59.

Figure 59. Number of Components Rated at Each Implementation Level, Schoolwide Implementation Tool, Center High School, 2019



ENROLLMENT, ACHIEVEMENT, CHRONIC ABSENTEEISM, AND SUSPENSIONS

Center High School, serving grades 9-12, is located within the Center Joint Unified School District in Sacramento County. In 2018-19, the school employed 37 teachers and 3 social-emotional support staff; its total enrollment was 1,292. Two in five students (43%) were identified as white and 1 in 4 as Latinx (26%). Asian (8%), Filipino (8%), and American Indian (1%) students comprised most of the remainder of the student body. Three in five students (61%) were socioeconomically disadvantaged; 8% were labeled English Learners. See Table 16.

Over 2 in 3 (70%) students met or exceeded standards on the state ELA assessment and over 2 in 5 (43%) did so on the state math assessment. See Figure 60 for achievement by ethnicity.

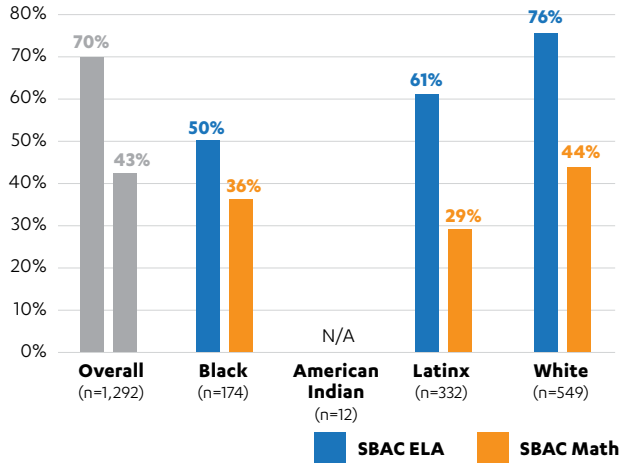
The school had a chronic absenteeism rate of 17%. American Indian students had the highest absenteeism rate (31%), which was 14 percentage points higher than that of white students (17%). Latinx students' rate (20%) was 3 percentage points higher than that of white students (17%). Black students (18%) had similar chronic absenteeism rates to white students (17%). See Figure 61.

The overall suspension rate was 5%. American Indian students had the highest suspension rate (23%), which was 19 percentage points higher than that of white students (4%). Black students had a suspension rate 9 percentage points higher than those of white students (13% vs. 4%). Latinx students' rate did not differ from that of white students. See Figure 62.

Table 16. Enrollment: Center High School, 2018-2019

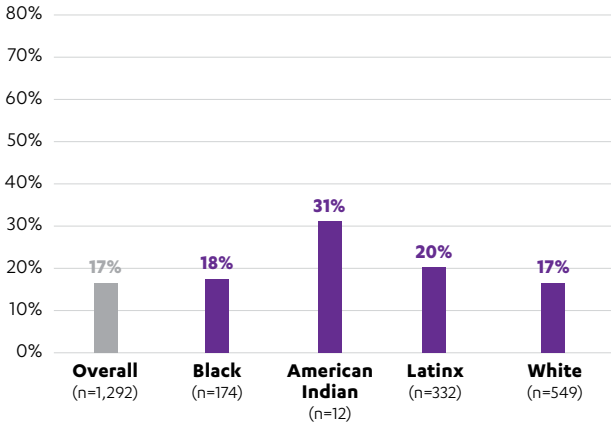
	n	%
Total	1,292	
By Ethnicity/Race		
Black	174	14%
American Indian	12	1%
Asian	106	8%
Filipino	50	4%
Latinx	332	26%
White	549	43%
Other	68	5%
By Subgroup		
FRPL-eligible	784	61%
English Learner	105	8%

Figure 60. Students Meeting or Exceeding Grade-Level English Language Arts and Math Standards, Center High School, 2018-2019



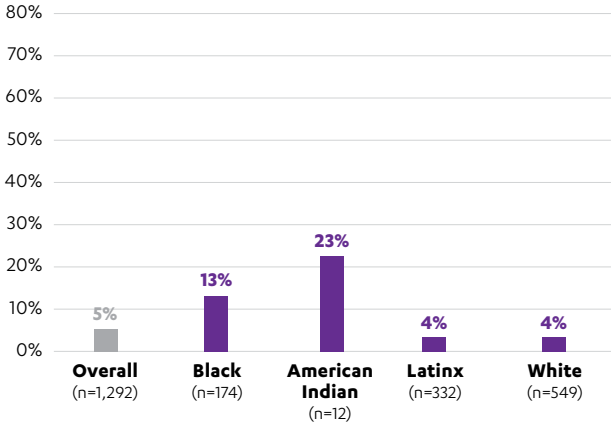
Note. Provided under each group name is the census day total enrollment for that group. SBAC = Smarter Balanced Assessment Consortium.
*Data not available due to small group size.

Figure 61. Chronic Absenteeism, Center High School, 2018-2019



Note. Percentages are calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.

Figure 62. Suspension Rates, Center High School, 2018-2019



Note. Figure shows percent of unduplicated student suspensions among each group, which is calculated by CDE using cumulative enrollment. Cumulative enrollment numbers are not available for small groups, so for reference, provided under each group name is the census day total enrollment for that group.
*Data not available due to small group size.