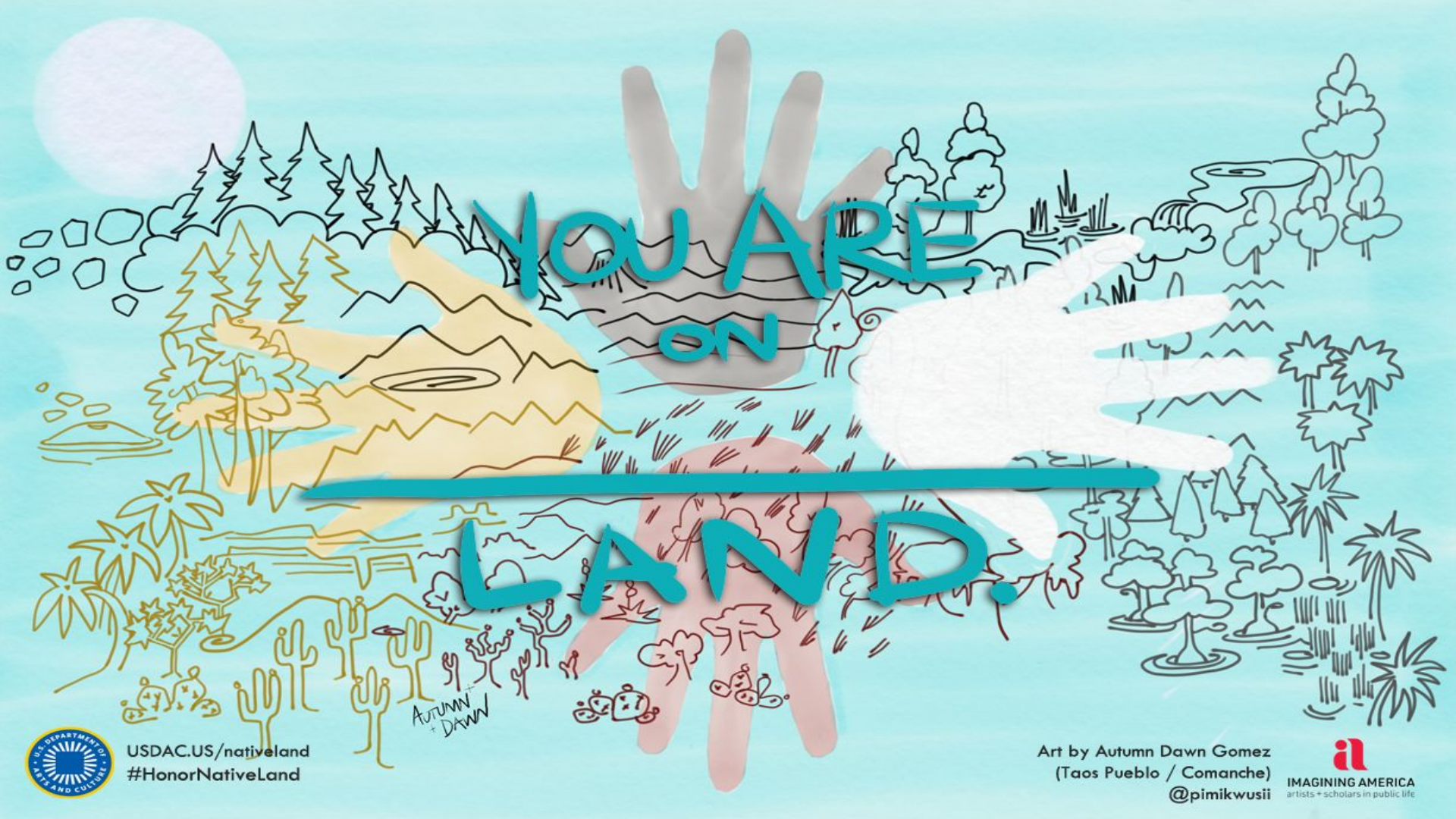
Panorama + Alum Rock
Centering Equity in Student Data

Alum Rock Union Elementary School District (CA)

January 19, 2023

PANORAMA EDUCATION



USDAC.US/nativeland
#HonorNativeLand

Art by Autumn Dawn Gomez
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IMAGINING AMERICA
artists + scholars in public life

District Context

Alum Rock Vision

Together with stakeholders, we provide Alum Rock students with high quality twenty-first century learning that builds upon our culturally diverse community to prepare our students to be lifelong learners and compete for the careers of the future.

Guiding Principles

- Service
- Student Success
- Diversity
- Collaboration
- Transparency

Priority Areas

- Whole child and whole family development
- Multicultural and multilingual education
- Early and expanded learning

Data Presentation Objectives

- Ground in the synergies between school climate, SEL, and racial equity work;
- Review key highlights from the recent school climate student survey;
- Discuss survey results through an equitable and inclusive lens;
- Explore and ideate resources to support ongoing growth and development.



Fall Survey Overview 2022-23

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School Climate Elementary Respondents

2,042

(up from 1,797 in Spring 2022)

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Student Gender

f	1,060	52%
m	982	48%

Student Grade Level

3	653	32%
4	644	32%
5	745	36%

Student Race

Subgroup with no data	1	< 1%
American Indian or Alaska Native	5	< 1%
Asian	334	16%
Black or African American	13	< 1%
Hawaiian or Other Pacific Islander	5	< 1%
Hispanic	1,616	79%
Two or more races	41	2%
White	27	1%

Climate Data Snapshot | Student* Race & Ethnicity

Group Name	Group Size	Climate of Support for Academic Learning	Knowledge and Fairness of Discipline, Rules and Norms	Safety	Sense of Belonging (School Connectedness)
All respondents	2,042	76%	78%	64%	76%
What is your race or ethnicity? (Please pick only one answer)					
American Indian or Alaska N...	64	-6	-1	-2	-2
Asian	211	+3	+3	-3	0
Black or African American	71	-7	-2	-3	-7
Hispanic or Latino	1,061	+2	+2	+1	0
Filipino	103	-2	-3	+5	+2
Native Hawaiian/Other Pacif...	37	-9	-7	-11	-3
White	172	-6	-3	-1	-1
Two or more races/ethnicities	282	+2	+1	-3	0

Group Name	Group Size	Climate of Support for Academic Learning	Knowledge and Fairness of Discipline, Rules and Norms	Safety	Sense of Belonging (School Connectedness)
All respondents	2,042	76%	78%	64%	76%
Student Race					
American Indian or Alaska N...	5	-3	-3	-4	-11
Asian	334	+1	+2	+1	0
Black or African American	13	+3	-1	+1	-4
Hawaiian or Other Pacific Isl...	5	-1	-3	-4	-16
Hispanic	1,616	+1	0	-1	0
Two or more races	41	0	+1	+4	0
White	27	+11	-5	-7	+3

*Elementary Students

Student Voices of Alum Rock

What are two things that this school could do to improve?

“the two things that this school could improve is they should clean the **bathrooms** and they should tell **kids** what there doing wrong so they can correct them”

“1.Be **kind** to others. 2.No judging people or being mean to each other.”

“Maybe like add **bullet proof glass**, because I see holes in some in windows. And also better **school lunch**”

“mas tiempo para **jugar**”

What are two things that this school does well?

“Something that this school is good at doing is rotating **classes** , it is the only school in the district that does this. I think this school should keep on rotating **classes** so we can have more **fun** with each **class”**

“I think overall they should keep breakfast and **lunch** because sometimes the **child** 's **parents** can't provide **food** for the **child** . They should keep **recess** because it gives them **time** to stretch, breathe, play around and go to the bathroom without any guilt or punishment unless they harm others.”

School Climate Secondary Respondents

2,157

(up from 1,181 in Spring 2022)

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Student Gender

f	1,038	48%
m	1,119	52%

Student Grade Level

6	696	32%
7	699	32%
8	762	35%

Student Race

Subgroup with no data	4	< 1%
Asian	394	18%
Black or African American	24	1%
Hispanic	1,667	77%
Two or more races	19	< 1%
White	33	2%
Confidentiality protected	16	< 1%

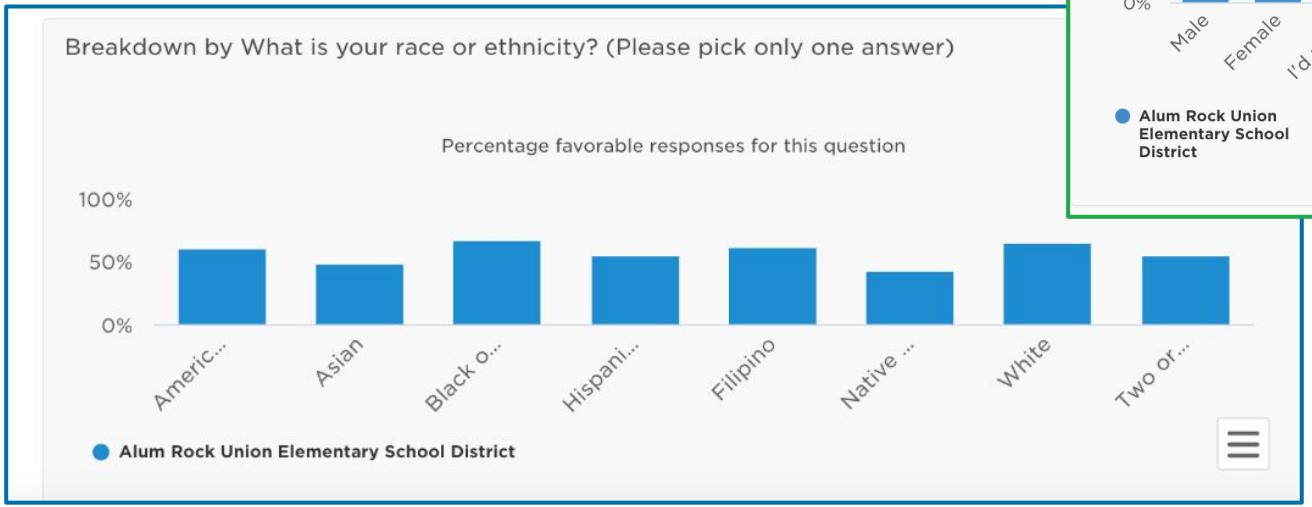
Climate Data Snapshot | Student* Race & Ethnicity

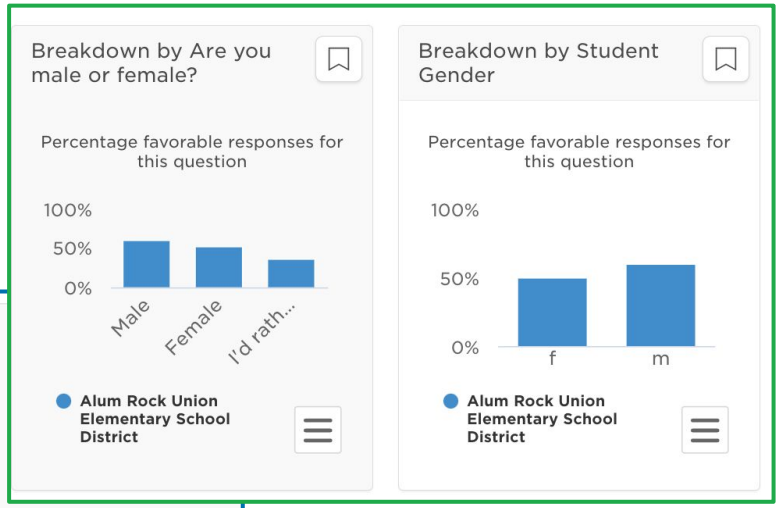
Group Name	Group Size	Climate of Support for Academic Learning	Knowledge and Fairness of Discipline, Rules and Norms	Safety	Sense of Belonging (School Connectedness)
All respondents	2,157	76%	70%	63%	59%
What is your race or ethnicity? (Please pick only one answer)					
American Indian or Alaska N...	25	-4	-11	+2	-7
Asian	269	0	-1	-4	-5
Black or African American	51	+4	+2	-8	+2
Hispanic or Latino	1,349	-1	0	+1	0
Filipino	125	+4	-2	-2	+5
Native Hawaiian/Other Pacif...	21	-13	-10	-17	-8
White	60	+2	-2	+4	+9
Two or more races/ethnicities	245	+2	-1	-1	+1

Group Name	Group Size	Climate of Support for Academic Learning	Knowledge and Fairness of Discipline, Rules and Norms	Safety	Sense of Belonging (School Connectedness)
All respondents	2,157	76%	70%	63%	59%
Student Race					
Asian	394	+2	0	-3	-1
Black or African American	24	+5	+1	-12	0
Hispanic	1,667	-1	-1	0	0
Two or more races	19	0	+6	+10	-3
White	33	-1	-4	-1	+2
Confidentiality protected	16	-10	+7	-5	0

Belonging: “I feel like I am part of this school”

Among students who self-identified their race, Black or African American students reported the strongest favorability here (67%), while Native Hawaiian or Pacific Islander students reported the least favorably at 43%





Students who opted not to identify their gender reported the least favorably here (36%), followed by female students (52%), then male (60%). *This discrepancy is less notable where gender identity is limited to the binary.*

Family Survey Respondents

(n=3,214)

What is your race or ethnicity?

Subgroup with no data	25	< 1%
American Indian or Alaska Native	27	< 1%
Asian	444	14%
Black or African American	30	< 1%
Hispanic or Latino	2,244	70%
Filipino	121	4%
Native Hawaiian or Other Pacific Islander	24	< 1%
White	75	2%
Two or more Races/Ethnicities	224	7%

In what grade is your child?

Subgroup with no data	25	< 1%
Kindergarten	399	12%
1st grade	339	11%
2nd grade	366	11%
3rd grade	441	14%
4th grade	405	13%
5th grade	368	11%
6th grade	267	8%
7th grade	266	8%
8th grade	234	7%
Other	85	3%
Confidentiality protected	19	< 1%

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How many years has your child been at this school?

Subgroup with no data	13	< 1%
Less than one year	834	26%
1 to 2 years	946	29%
3 to 5 years	1,136	35%
6 to 10 years	228	7%
Over 10 years	22	< 1%
Not applicable, not sure, or decline to answer	35	1%

Does one or more of your children receive a free or reduced-price breakfast or lunch at this school?

Subgroup with no data	21	< 1%
Yes	2,832	88%
No	130	4%
Not applicable, not sure, or decline to answer	231	7%

Special Education Program or has an Individual Education Plan (IEP)?

Subgroup with no data	64	2%
Yes	516	16%
No	2,220	69%
Not Applicable, not sure, or decline to answer	414	13%

English Language Development (for children learning English)?

Subgroup with no data	63	2%
Yes	1,086	34%
No	1,599	50%
Not Applicable, not sure, or decline to answer	466	14%

Family Survey | Topic Overview

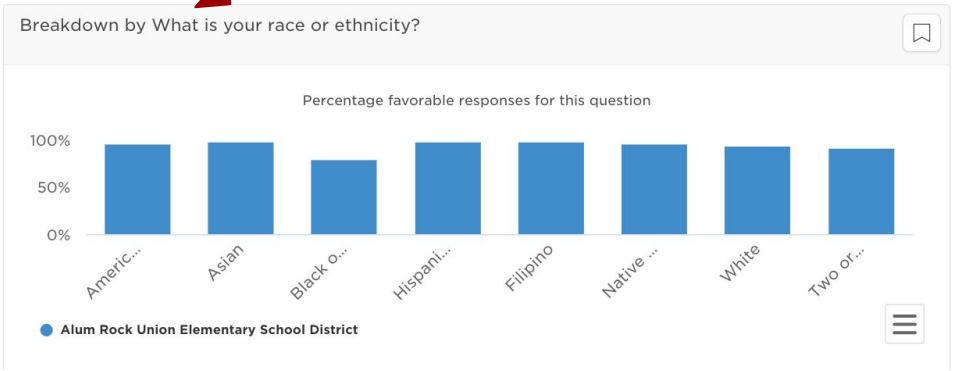
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Topic	Percent Favorable	Compared to others in the CORE Districts dataset
After School Programs	97%	
Climate of Support for Academic Learning	96%	60th–79th percentile
Sense of Belonging (School Connectedness)	96%	80th–99th percentile
Knowledge and Fairness of Discipline, Rules and Norms	95%	60th–79th percentile
Safety	92%	40th–59th percentile

Family Survey | *Belonging*

QUESTION	School staff treats me with respect.	97% responded favorably
QUESTION	School staff is helpful.	97% responded favorably
QUESTION	My child's background (race, ethnicity, religion, economic status) is valued at this school.	97% responded favorably
QUESTION	I feel welcome to participate at this school.	96% responded favorably
QUESTION	School staff welcomes my suggestions.	95% responded favorably
QUESTION	School staff responds to my needs in a timely manner.	95% responded favorably
QUESTION	School staff takes my concerns seriously.	94% responded favorably

While families overall reported favorably that their child's background is valued at school, there is some variance across racial identities. For example, <u>just 79% of Black or African American families reported a favorable response</u> compared to 98% of Asian, Hispanic, and Filipino families.



Staff Survey Respondents

(n=466)

Are you a classroom teacher?

Subgroup with no data	5	1%
Yes	330	71%
No	131	28%

What is your race or ethnicity?

Subgroup with no data	15	3%
African American (Not Hispanic)	10	2%
American Indian or Alaska Native	6	1%
Asian or Pacific Islander	79	17%
White (Not Hispanic)	130	28%
Hispanic or Latino/a	178	38%
Other or Multi-ethnic	48	10%

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How many years have you worked, in any position, at this school?

Subgroup with no data	5	1%
Less than one year	87	19%
1 to 2 years	52	11%
3 to 5 years	82	18%
6 to 10 years	76	16%
Over 10 years	164	35%

How many years have you worked at any school in your current position (e.g., teacher, counselor, administrator, food service)?

Subgroup with no data	5	1%
Less than one year	48	10%
1 to 2 years	31	7%
3 to 5 years	62	13%
6 to 10 years	72	15%
Over 10 years	248	53%

Employee Role

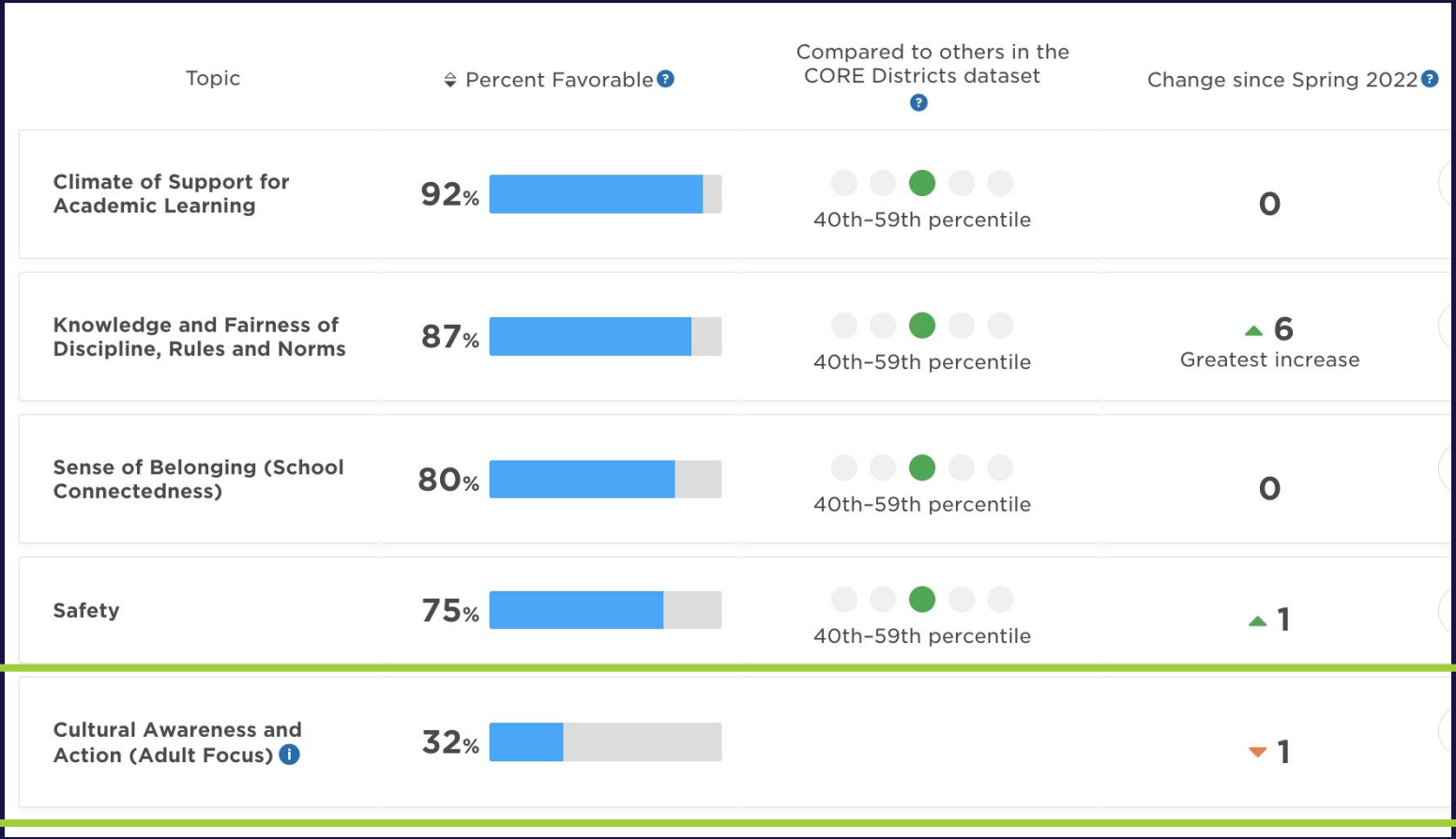
Subgroup with no data	43	9%
Classified	91	20%
Teacher	332	71%

Employee Gender

Subgroup with no data	43	9%
f	341	73%
m	82	18%

Staff Survey | Topic Overview

PANORAMA EDUCATION

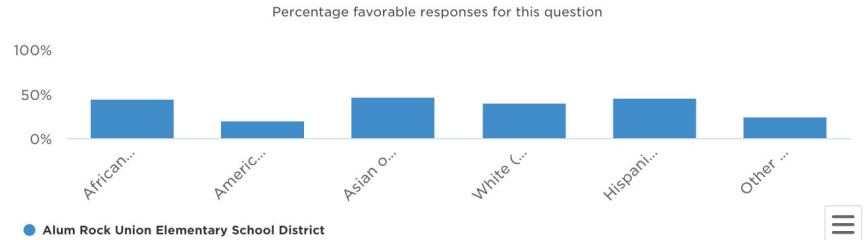


Topic	Percent Favorable	Compared to others in the CORE Districts dataset	Change since Spring 2022
Climate of Support for Academic Learning	92%	40th–59th percentile	0
Knowledge and Fairness of Discipline, Rules and Norms	87%	40th–59th percentile	▲ 6 Greatest increase
Sense of Belonging (School Connectedness)	80%	40th–59th percentile	0
Safety	75%	40th–59th percentile	▲ 1
Cultural Awareness and Action (Adult Focus)	32%		▼ 1

Staff Survey

Cultural Awareness & Action

Breakdown by What is your race or ethnicity?



Category	Alum Rock Union Elementary School District
African American (Not Hispanic)	44
American Indian or Alaska Native	20
Asian or Pacific Islander	47
White (Not Hispanic)	40
Hispanic or Latino/ a	46
Other or Multi-ethnic	25

QUESTION
How comfortable are you discussing race-related topics with your colleagues?
47% responded favorably

QUESTION
How confident are you that adults at your school can have honest conversations with each other about race?
42% responded favorably

QUESTION
How well does your school help staff speak out against racism?
41% responded favorably

QUESTION
How often do you think about what colleagues of different races, ethnicities, or cultures experience?
38% responded favorably

QUESTION
At your school, how often are you encouraged to think more deeply about race-related topics?
28% responded favorably

QUESTION
When there are major news events related to race, how often do adults at your school talk about them with each other?
20% responded favorably

QUESTION
How often do adults at your school have important conversations about race, even when they might be uncomfortable?
11% responded favorably

Some next steps

- **Scaling Equitable Practices**
  Learn more about effective site-based practices in the area of cultural awareness and action. Analyze data regarding frequency of conversations about race and school support for speaking out against racism to identify

- **Explore School Safety**
  As noted in the data, there are some discrepancies between adult (family and staff) perception and students' self-reported levels of safety at school. This might be an opportunity for youth focus groups to more deeply understand their concerns and experiences.

- **Increase Family Diversity & Inclusion**
  Collaborate with school leaders to examine over- and under-representation on family survey data and co-create outreach solutions to generate a more accurate representation of the community on future surveys.

Racial Equity Committee Co-Leads



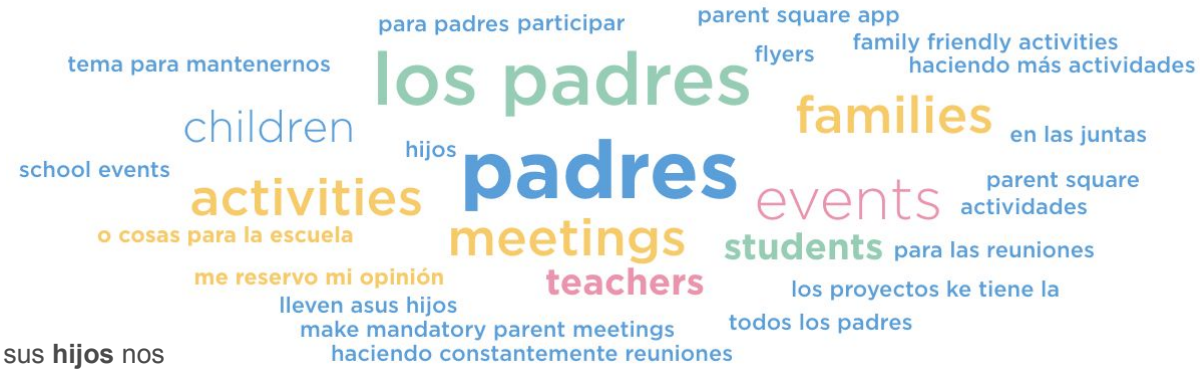
Kasturi Basu

Principal,
Lyndale Elementary
kasturi.basu@arusd.org



VAPA Instructor,
Joseph George Middle &
Lyndale Elementary
veronica.talton@arusd.org

If you were in charge of your school, how would you try to engage more parents from you community?



"Haciéndoles saber que sus **hijos** nos importan, tratando temas como: prevenir el uso de armas, drogas y bulín. Que son temas de interés."

"I would provide incentives and raffles to motivate **families** as well as bring resources from other agencies or partnerships and a resource table with school news and upcoming **events"**

"Haciendo eventos para invitar y reunir a las familias así puedan conocer más de esta hermosa escuela y el personal… En lo personal a tenido un éxito en mis **hijos** los a formado académicamente con excelentes cimientos gracias a buen trabajo de todo el personal académico y arduo trabajo de los maestros con los que cuenta esta escuela. Para que nuestros **hijos** tengan éxito en la vida es importante involucrarnos y apoyar en lo que más podamos."

"I would try to do more cafecito time maybe at the beginning of the month and one at the end. I'd also invite parents on campus to help around remind them that they are welcomed to come in."