

SAUGUS HIGH SCHOOL



Equity and Diversity

Quick Look at Saugus High School's Demographic Data

Subgroups	2020/21 Percent of Schoolwide Population
White	48%
Hispanic/Latino	35%
Asian	9%
Black/ African American	2%
American Indian	<1%
Pacific Islander	<1%
Two or More Races	5%

Subgroup	2009/2010 Percent of Schoolwide Population
White	66%
Hispanic/Latino	21%
Asian	5%
African American	2%
American Indian	<1%
Pacific Islander	<1%
Two or More Races	.2%

11 year trend demonstrates Hispanic/Latino population at Saugus High School has grown and the White student population has decreased.

How do we assess if we are providing equitable and diverse experiences at Saugus High School?



- 1.Course enrollment expectations for ALL students
- 2.Co-curricular enrollment and participation
- 3.Campus Culture / Climate Surveys

Course Enrollment Expectations

- Percent of students graduating Saugus High School meeting Cal State / University of California admission requirements (“a-g” completion rate) both schoolwide and by subgroup
- Percent of students who attempted to complete “a-g” requirements (attempted foreign language and math through Algebra 2)
- Analysis of “a-g” completion by subgroup and gender



Process for evaluating course completion data

The Why or Why Not?



student_legalFirstNa me	student_legalLastNam e	student_legalGender	student_raceEthnicity	student_raceEthnicity Fed	student_grade	A-G Met	A-G Attempted	A-G Did Not Meet	Reason(s) for not meeting	COC HISTORY	COC FOREIGN LANG	COC GOV/ECON	COC FINE ARTS
De##		M	400	3	12	x				x			
Se##		M	700	6	12	x				x			
Jo##		M	500	1	12		x	x	AP US D	x			
Chri##		M	500	1	12	x							x
Nat##		F	500	1	12	x							
And##		M	400	3	12		x	x	Spanish 2B D+				

Group	Met 2020	Met 2019	Met 2018	*Met 2004
Schoolwide	58%	55%	52%	29%
White	63%	62%	55%	32%
White Female	68%	74%	67%	
White Male	61%	51%	40%	
Hispanic/Latino	47%	47%	46%	12%
Hispanic/Latina Female	55%	55%	58%	
Hispanic/Latino Male	40%	43%	36%	
Asian	68%	73%	68%	35%
Asian Female	89%	82%	55%	
Asian Male	52%	67%	79%	
Black/African American	53%	59%	33%	3%
Black/ African American Female	55%	77%	40%	
Black/African American Male	50%	46%	33%	
Female	64%	68%	63%	
Male	51%	46%	40%	

“A-G” Three Year Comparison

Additional Findings:

- 68% of the Class of 2019 attempted to complete “a-g”
- 78% of the Class of 2020 attempted to complete “a-g”
- Need to increase course completion expectations and the percent of Hispanic/Latino males meeting “a-g”

Action Steps Based on Course Completion Data/ Transcript Analysis



“What gets measured and clearly defined, does get done!” (Schmoker)

Goal #1	Goal #2	Goal #3	Goal #4
<p>For the Class of 2024, finish the pathway for Special Day Class students to meet “a-g” requirements through co-taught courses.</p> <p>2017-18: One co-taught course</p> <p>2020-21: Ten co-taught courses</p> <p>Add co-taught World Language 2021-22</p>	<p>Increase the percentage of Hispanic/Latino males meeting “a-g” requirements.</p> <p>2021-22 80% of Hispanic/Latino male 9th graders will be enrolled in a World Language course</p>	<p>Increase the percentage of students completing a career pathway (88 students in 2020)- most of whom also met “a-g” requirements</p> <p>2020-21: Continue and enhance career pathway tours with Arroyo Seco Junior High School</p>	<p>AP course enrollment is reflective of schoolwide populations. Females are enrolled at an increased rate than males.</p> <p>2021-22: Increase male enrollment in AP courses by 10%</p>

2020/21 Sample Saugus High School Co-Curricular and Extra-Curricular Audit Findings



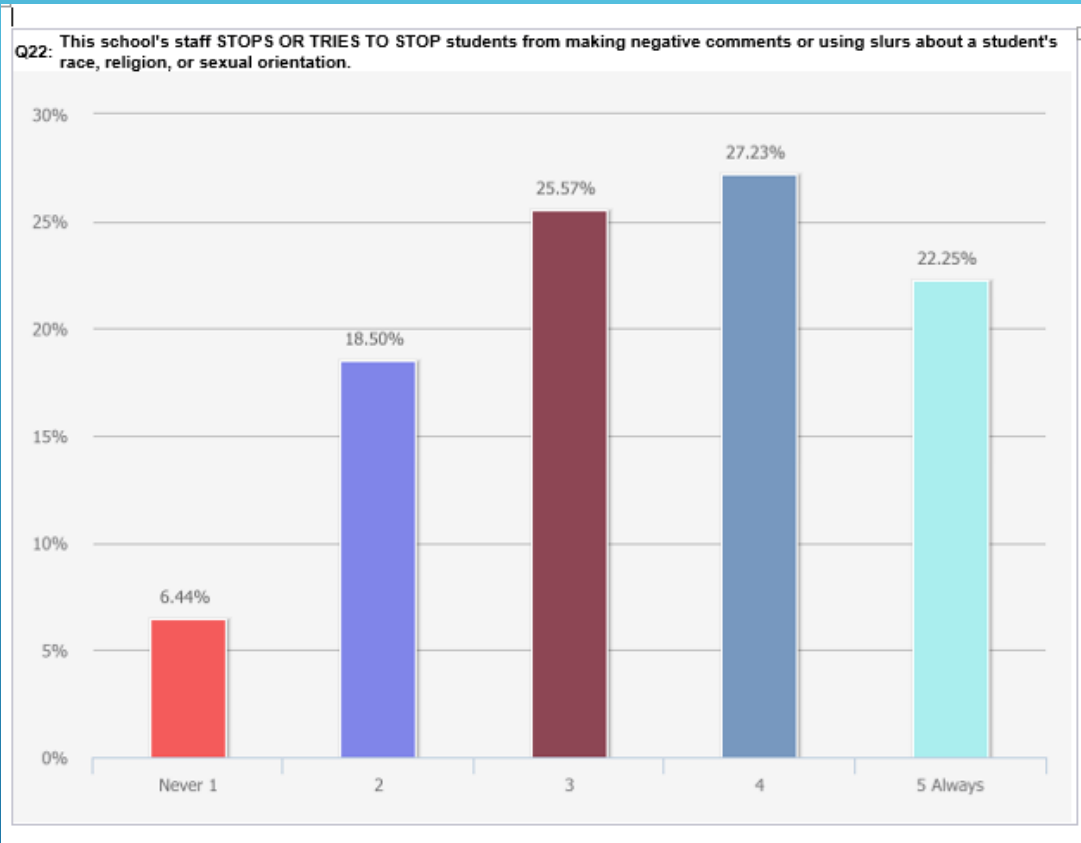
Participation Data by Ethnicity/Race

Program	Total N	White	Hispanic	African American	Asian	Two or More Races
Athletics	918	50%	35%	3%	7%	5%
Band	101	47%	32%	3%	15%	3%
Lit Mag	66	55%	27%	3%	9%	6%
Cheer	54	54%	37%	4%	2%	3%
Yearbook	38	42%	32%	8%	16%	2%
ASB	36	54%	15%	3%	24%	4%
ACDEC	27	41%	30%	4%	23%	2%
Dance	20	80%	5%	0%	10%	5%
Journalism	16	44%	44%	0%	6%	6%

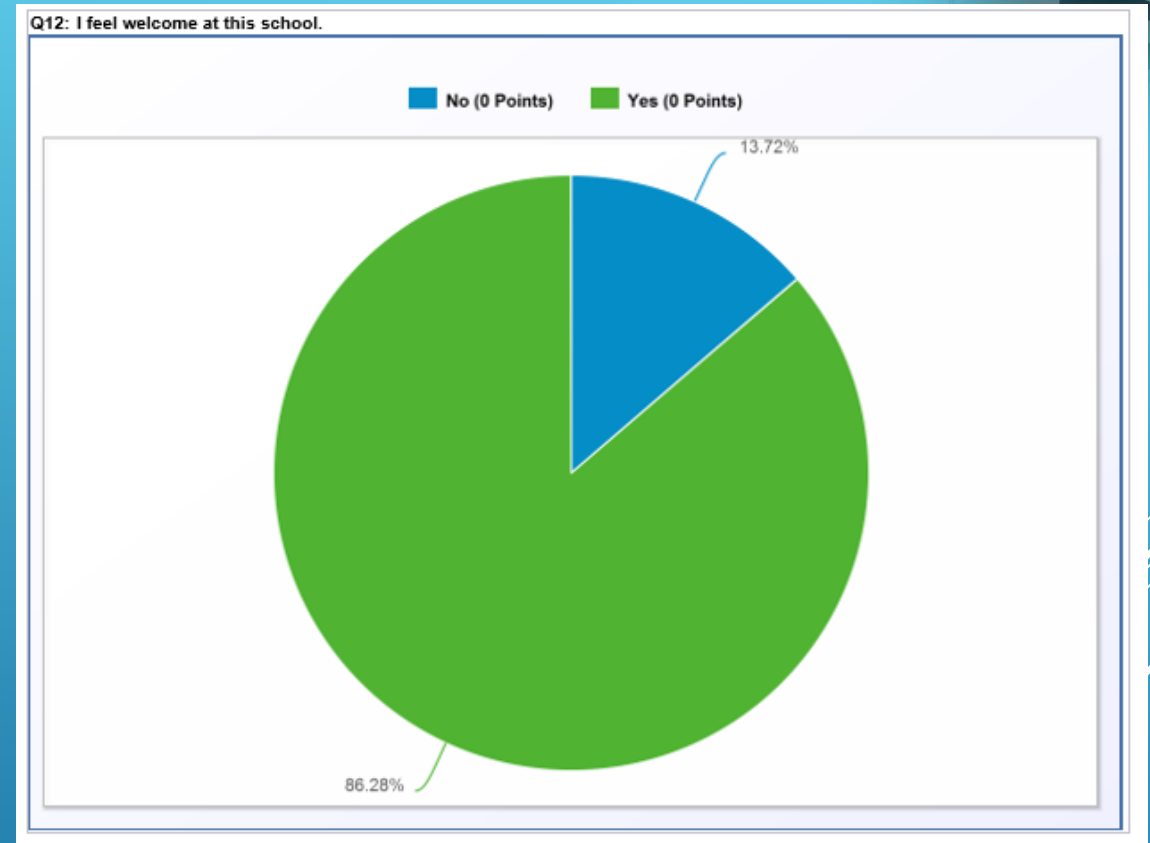
Notes:

- Work with feeder junior high school to help assist in creating more access in co-curricular leadership programs for Hispanic/Latino students
- Not included in this data- male students underrepresented in co-curricular programs

2019 School Climate Survey (Administered to 10th-Graders)



25% (162 students of students surveyed) of students state that staff does NOT stop or try to stop students from making negative comments about a student's race, religion, or sexual orientation



13% (84 students of the students surveyed) indicate that they do NOT feel welcomed

Student Voice



Council on School Culture (Started in 2017)

- Venue for students to identify key issues
- Develop action plans and solutions for identified issues
- Commit to ongoing training via Teen Truth facilitators
- Commit to creating acceptable norms within peer groups
- Ensure all groups are represented within the Council on School Culture

Equity and Diversity Collaborative

- Established norms and expectations
- Defined empathy
- Established purpose and intent
- Discussed trust, honesty and safety
- Established next steps (data and policy review with students)

Student Check-In Surveys

- Check-In Surveys
- Address Social and Emotional Needs
- 2020/21 Social and Emotional Needs + Identify Campus Related Issues
- Teacher generated prompts (one class-one family)

Saturday, November 14th

