

# 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.**

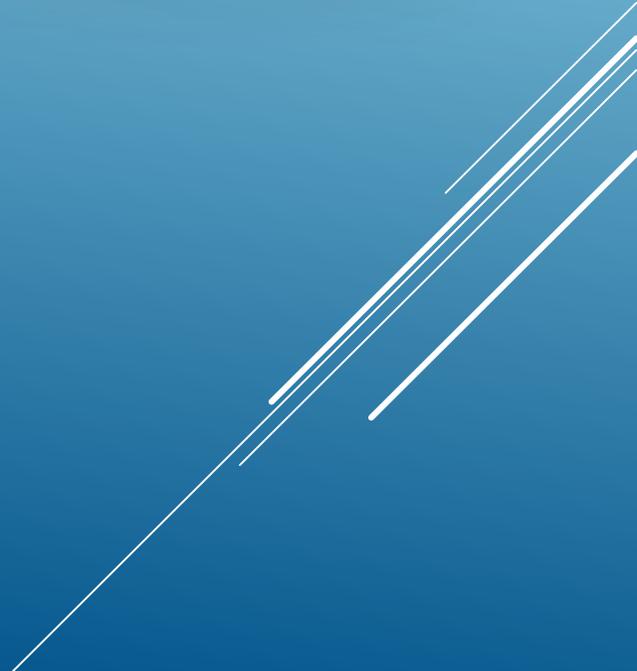
How do we assess if we are providing equitable and diverse experiences at Saugus High School?



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_legalFirstName	student_legalLastName	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 9<sup>th</sup> 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



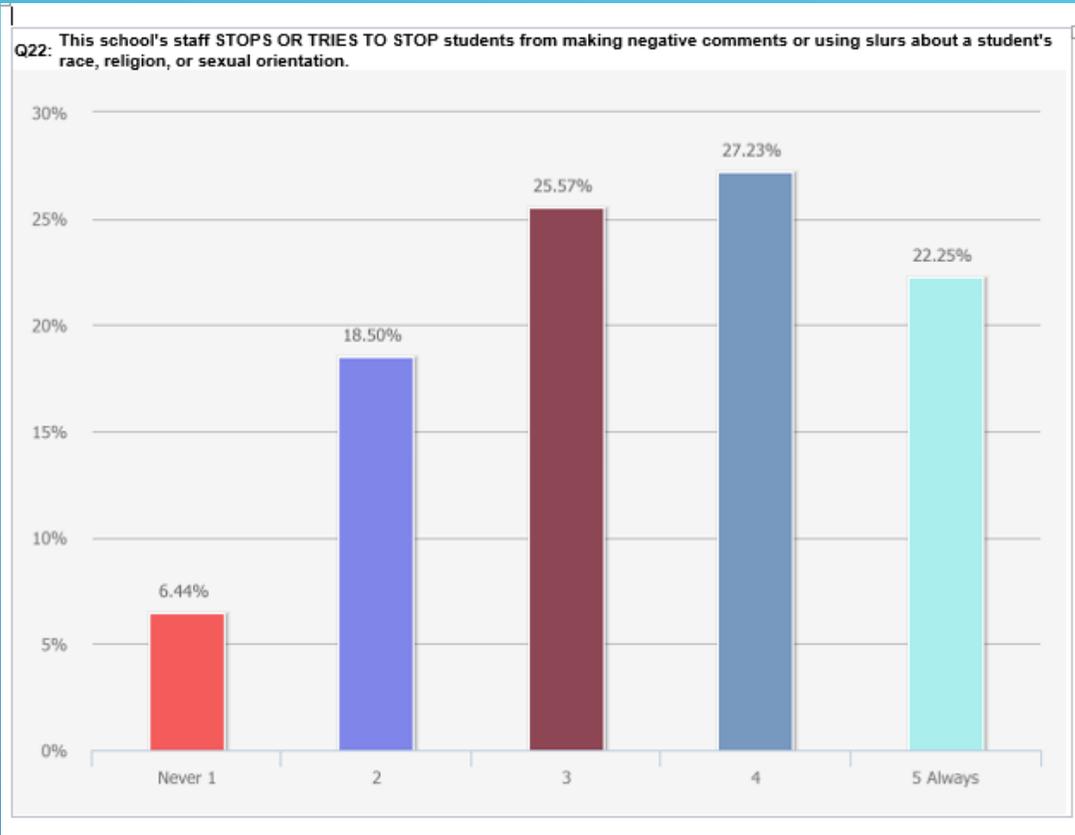
## Participation Data by Ethnicity/Race

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%

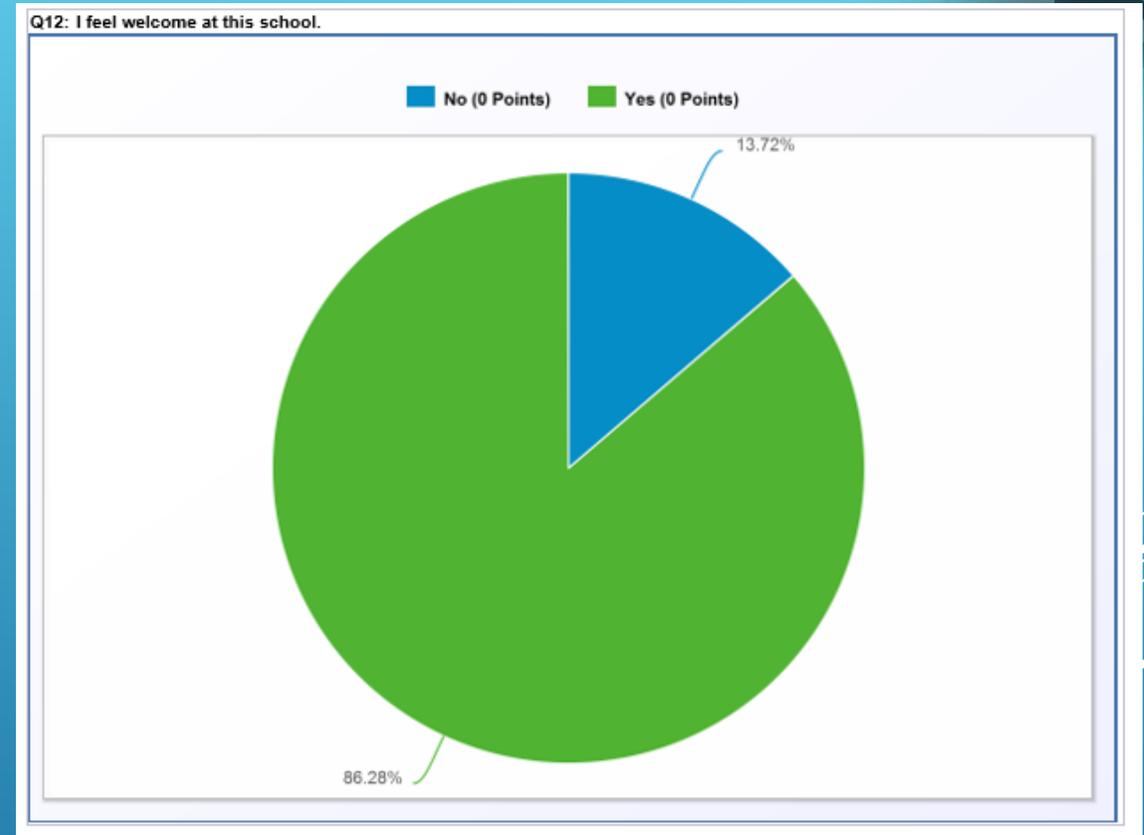
### Notes:

- 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 10<sup>th</sup>-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

