



Data Match Results

Between Pasadena Unified School District and the Los Angeles County Department of Children and Family Services

December 4, 2006

Background

This report presents the results of a data match conducted between the Pasadena Unified School District (PUSD) and the Los Angeles County Department of Children and Family Services (DCFS). DCFS data reflecting active caseloads from November 2005 were matched against PUSD's enrollment file as of February 2006. PUSD then provided the Education Coordinating Council with the matched data for analysis, after measures were taken to ensure its confidentiality.

The purpose of this data match was to identify DCFS-supervised students attending PUSD public schools who are either in out-of-home placement (foster care) or living at home with families. The match found 361 DCFS students who were enrolled in PUSD public schools in February 2006. Students attending nonpublic schools (NPSs) were not included in this data match, since those data are not available in the district's database.

Table 1
DCFS Students Enrolled in PUSD as of February 2006

DCFS students enrolled	361
Total PUSD students	21,321

Demographics

DCFS students were distributed among all types of schools, though largely concentrated at the elementary and high school levels. During the 2005–06 school year, 171 DCFS students (47.4 percent) attended an elementary school, 46 (12.7 percent) attended a middle school, and 131 (36.3 percent) attended a high school; 9 students (2.5 percent) attended a continuation program, and 4 (1.1 percent) attended a specialized program for special education students.

Table 2
Distribution by School Type

School type	DCFS		PUSD	
	Number	Percent	Number	Percent
Elementary	171	47.4%	11,734	55.0%
Middle school	46	12.7%	2,353	11.0%
High school	131	36.3%	6,660	31.2%
Continuation	9	2.5%	362	1.7%
Special education school	4	1.1%		
Charter			212	1.0%
Total	361		21,321	

Grade Level

DCFS students were fairly evenly split among grades levels, with Grade 9 students accounting for the highest percentage of students (13.9 percent). Eight DCFS students were enrolled in pre-kindergarten programs and 12 were enrolled in kindergarten. During the 2005–06 school year, 7.7 percent of PUSD students attended kindergarten compared to only 3.3 percent of DCFS students.

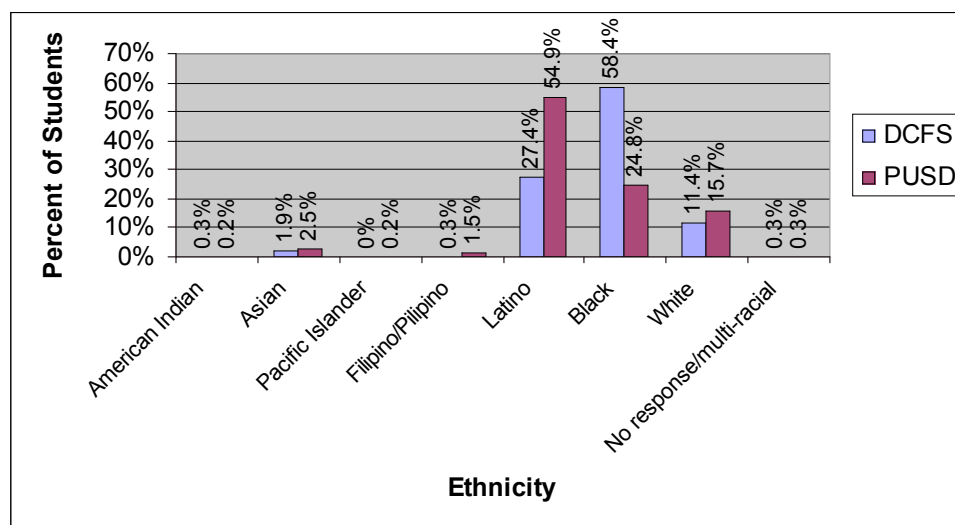
Table 3
Distribution by Grade Level

Grade	DCFS		PUSD	
	Number	Percent	Number	Percent
Pre-K	8	2.2%		
Kindergarten	12	3.3%	1,646	7.7%
1	23	6.4%	1,729	8.1%
2	28	7.8%	1,663	7.8%
3	24	6.6%	1,671	7.8%
4	18	5.0%	1,699	8.0%
5	33	9.1%	1,651	7.7%
6	26	7.2%	1,713	8.0%
7	24	6.6%	1,610	7.6%
8	28	7.8%	1,732	8.1%
9	50	13.9%	1,831	8.6%
10	33	9.1%	1,743	8.2%
11	24	6.6%	1,327	6.2%
12	30	8.3%	1,279	6.0%
Total	361		21,294	

Ethnicity

While the majority of DCFS students enrolled in PUSD were African-American or Black, the majority of the total PUSD student body was Latino. African-American or Black students accounted for 58.4 percent and Latinos for 27.4 percent of DCFS students in the district. In contrast, the overall student body included 24.8 percent African-American or Black students and 54.9 percent Latino students.

Figure 1
Distribution by Ethnicity



Gender

A fairly equal distribution of males and females existed among both DCFS students and the overall PUSD student body. Fifty-three percent of DCFS students were male and 46.5 percent were female. Among all PUSD students, 50.9 percent were male and 49.1 percent were female.

Table 4
Distribution by Gender

	DCFS		PUSD	
	Number	Percent	Number	Percent
Male	193	53.5%	10,859	50.9%
Female	168	46.5%	10,462	49.1%

Language Classification

Almost twice as many DCFS students (89.2 percent) were classified as “English Only” as PUSD students (49.2 percent). In addition, the total student body had four times as many students classified as “English Learners” (22.3 percent) in comparison with the percentage of DCFS students in that category (4.2 percent). A larger proportion of the total student population was also classified as “Initially Fluent/English Proficient” (25.8 percent) in comparison with DCFS students in that category (2.8 percent).

Figure 2
Distribution by Language Classification

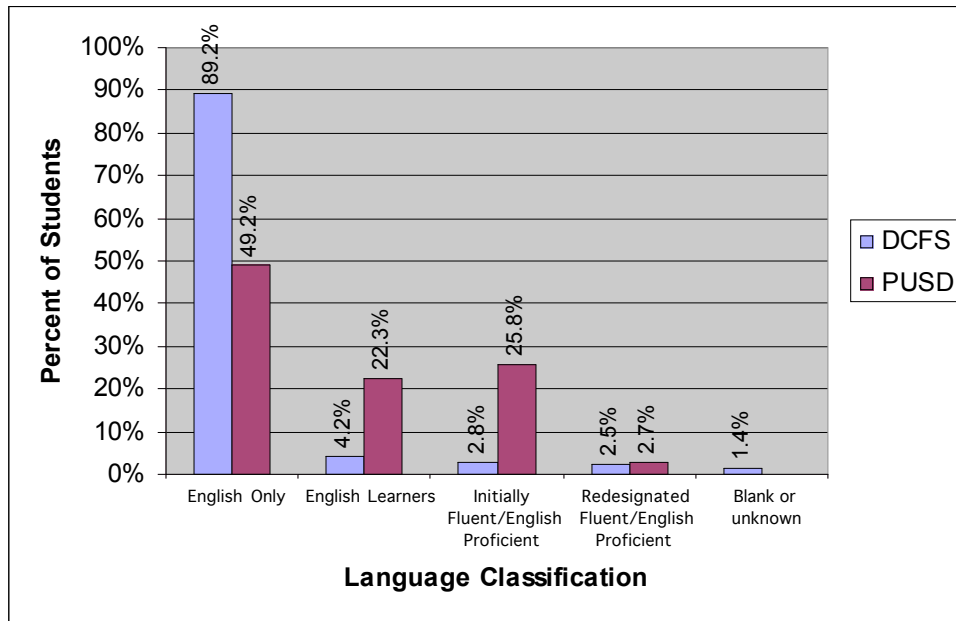
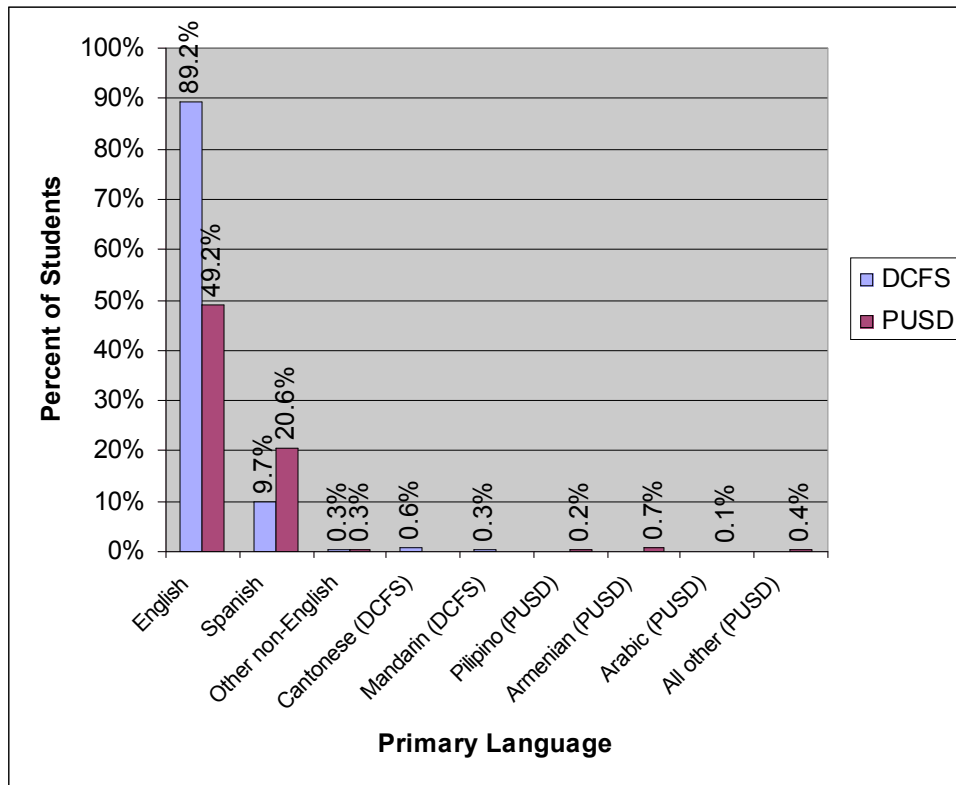


Figure 3
Distribution by Primary Language



Special Education

Almost twice as many DCFS students (22.7 percent) were enrolled in special education compared to those enrolled from the total PUSD student body (12.4 percent). These data do not include students enrolled in or attending nonpublic schools.

Table 5
Special Education Students

	DCFS		PUSD	
	Number	Percent	Number	Percent
Special education students	82	22.7%	2,648	12.4%
Total students	361		21,321	

Gifted and Talented

About 6 percent of the total PUSD student population (1,308 students) were identified as “gifted and talented,” while only 6 DCFS students were so classified.

Table 6
Gifted and Talented Students

	DCFS		PUSD	
	Number	Percent	Number	Percent
Gifted and talented students	6	1.7%	1,308	6.1%
Total students	361		21,321	

Attendance

Attendance data for the 180-day school year—days students were counted as present at the time attendance was taken—were also reviewed. (Data were available for 337 of the total 361 DCFS students.) Overall, DCFS students had strong patterns of attendance, the average being 94.5 percent. The attendance of individual DCFS students ranged from 61 percent to 100 percent. Students with poorer attendance rates were more likely to be younger, attending either elementary or middle schools.

Table 7
Attendance Rates

	Number of Students	Average Percentage Attendance
DCFS students	337	94.5%
PUSD students	21,321	95.2%

Achievement Indicators

Not surprisingly, DCFS students did not perform as well as other PUSD students on the California Standards Tests. While the scores of both DCFS and non-DCFS PUSD students were somewhat low at the elementary school level, they were even more depressed at the middle school and high school levels.

- ⊗ In English language arts, the overall percentage of other PUSD high school students who scored at proficient or advanced levels was almost twice as high (32 percent) as the percentage of DCFS students who ranked at that level (18 percent).
- ⊗ Rankings in math proficiency were even more troubling: in high school, 8 percent of the general PUSD population scored as proficient or advanced compared to only 3 percent of DCFS students. In middle school, the percentage of other PUSD students scoring as proficient or advanced (22 percent) was over five times higher than the percentage of DCFS students who did (4 percent).
- ⊗ The percentage of other PUSD high school students who scored at proficient or advanced levels in science (15 percent) was twice that of DCFS students (8 percent), and the disparity was three times higher in history and social sciences (24 percent versus 8 percent).

Figure 4
2004–05 CST English Language Arts
Percent Proficient and Advanced

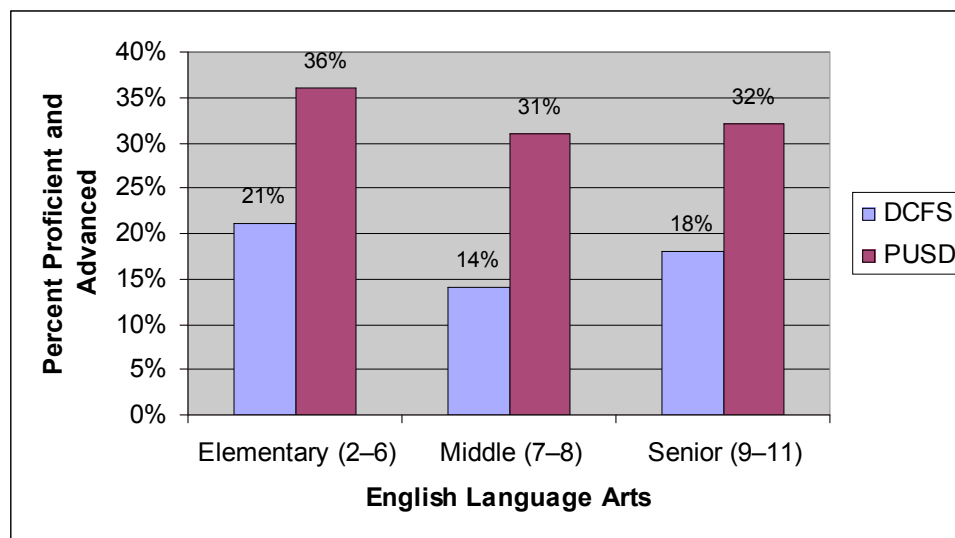


Figure 5
2004–05 CST Mathematics
Percent Proficient and Advanced

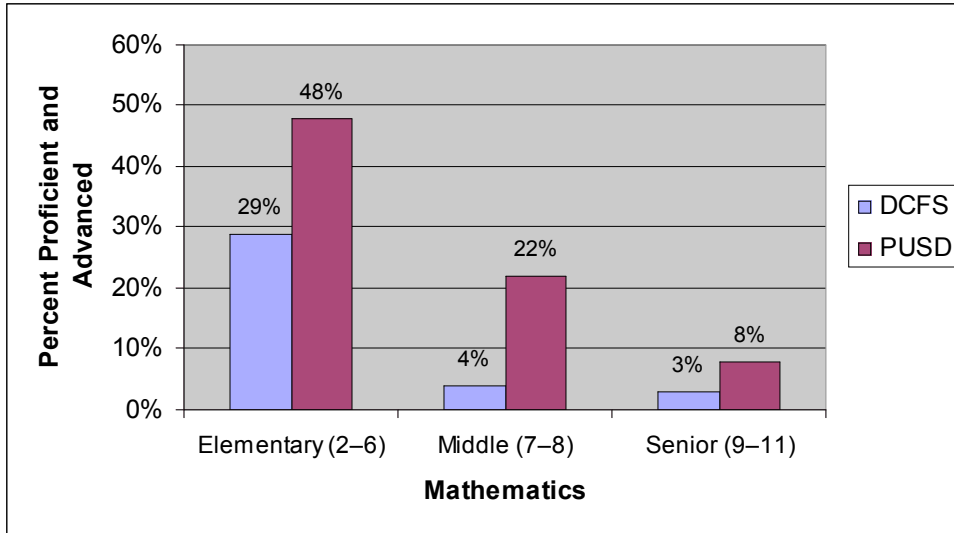


Figure 6
2004–05 CST Sciences
Percent Proficient and Advanced

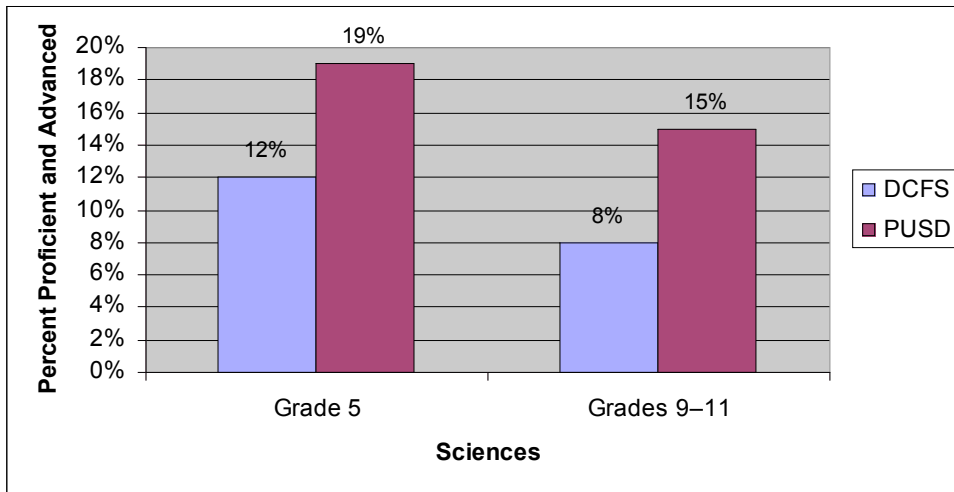
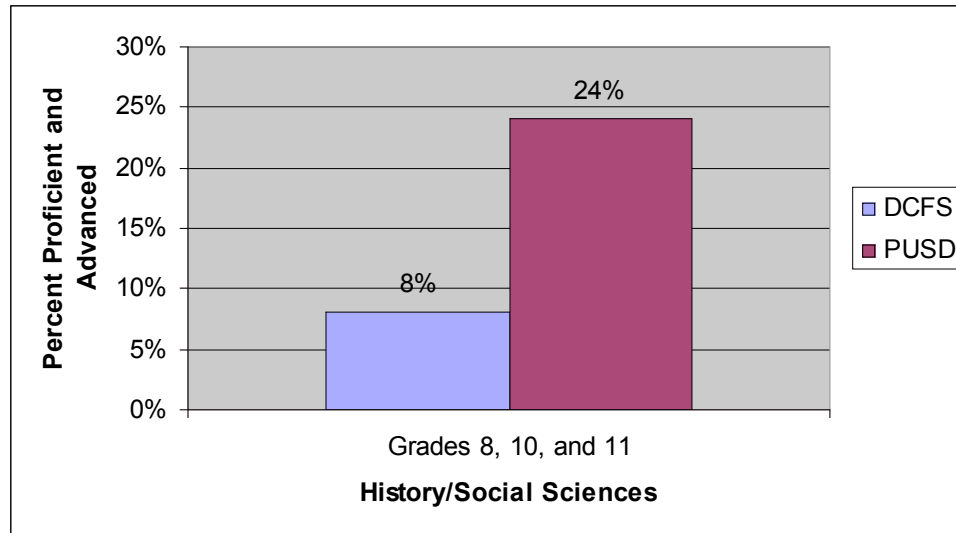


Figure 7
2004–05 History/Social Sciences
Percent Proficient and Advanced



Suspensions

Data on suspensions could be analyzed only for DCFS students. As of February during the 2005–06 school year, 85 of the 361 DCFS youth attending PUSD (23.5 percent) had been suspended at least once during the school year. There were a total of 133 separate suspension incidents, at an average of 1.6 incidents per student. About half the suspension incidents (62) involved students in Grades 7 and 8.

Table 8
DCFS Student Suspensions

	Number	Percent
Total number of students suspended	85	23.5%
Students with 1 incident	51	60.0%
Students with 2 incidents	24	28.2%
Students with 3 incidents	7	8.2%
Students with 4 incidents	3	3.5%
Total number of incidents	133	

Table 9
DCFS Student Suspension Incidents by Grade Level

	Number	Percent
Elementary (2–6)	18	13.5%
Middle school (7–8)	62	46.6%
High school (9–12)	53	39.8%

Table 10
Suspended DCFS Students by Grade Level

	Number	Percent
Elementary (2–6)	14	16.5%
Middle school (7–8)	31	36.5%
High school (9–12)	40	47.1%

Using PUSD description codes, we classified the types of suspension incidents into two categories in an attempt to reflect their degree of severity, calling them ‘less serious’ and ‘more serious.’ About three-quarters of the suspension incidents (97 out of 133) were found to be ‘less serious’ incidents, in which student behaviors included:

- ⊗ Dress code violations
- ⊗ Committing an obscene act/using profanity
- ⊗ Using or possessing tobacco
- ⊗ Being out of class or off campus
- ⊗ Disrupting a school activity
- ⊗ Causing or attempting to cause damage

Incidents that we classified as ‘more serious’ (36 out of 133) involved behaviors such as:

- ⊗ Stealing or attempting to steal school property
- ⊗ Causing or attempting to cause physical injury
- ⊗ Possessing, selling, or furnishing illegal substances
- ⊗ Willfully using force or violence

Table 11
Types of DCFS Student Suspensions

	Number	Percent
‘Less serious’ incidents	97	72.9%
‘More serious’ incidents	36	27.1%

Table 12
‘More Serious’ Types of DCFS Student Suspension Incidents
Broken Down by Category

	Theft	Drug-related	Violence
Number of incidents	4	3	29
Percentage of total incidents	3.0%	2.3%	21.8%
Percentage of ‘more serious’ incidents	11.1%	8.3%	80.6%

Summary

Overall, this analysis shows patterns similar to those found in a previous data match conducted by the Los Angeles Unified School District (LAUSD) in partnership with DCFS, the Los Angeles County Probation Department, and the Education Coordinating Council. Many of the demographic characteristics are very similar to those found in LAUSD: foster youth are most likely to be in either elementary or high school, with the highest percentage enrolled in Grade 9; DCFS youth are more likely to be African-American or Black and to speak only English; DCFS youth

are more likely to be enrolled in special education, and less likely to be identified as gifted and talented.

The data indicate that only a quarter to a third of the total students in either district are ranked as advanced or proficient in English language arts at the elementary, middle school, or high school levels, and DCFS youth are significantly behind their age mates. Proficiency in mathematics appears to decline at both middle and high school levels, with only 8 percent of high school students in both LAUSD and PUSD rated as proficient. DCFS high school students were even less proficient, with only 3 percent rated as advanced or proficient in mathematics. These similarities in data from two very different school districts suggest that educational achievement is an issue that goes beyond these districts' size or individual characteristics.