

Parent Advisory Committee

California School Dashboard

December 8, 2020

Public Comments

Hanford Elementary School District



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Superintendent
Joy C. Gabler

Governing Board
Robert "Bobby" Garcia
Jeff Garner
Lupe Hernandez
Timothy L. Revious
Greg Strickland

December 7, 2020

Dear Hanford Elementary Parents,

In an abundance of caution and safety, Hanford Elementary School District will be shifting all classes to distance learning effective this Thursday, December 10th. I realize how much this impacts our students and their families. Please know, this decision was based on the surge of positive COVID-19 cases and symptom-based illnesses we were experiencing across the district.

At the time of this letter, we have shifted twenty-five in-person classes back to distance learning and are tracking a large number of students that have exhibited symptoms and are awaiting test results. Additionally, our staffing levels have been greatly impacted causing a strain on our school sites to maintain regular operations.

Below are a few important details and dates:

- For distance learning, all students will remain with the teachers they presently have whether attending in-person or via distance learning. Likewise, there will be no future shifts in teachers upon our return to in-person instruction.
- Distance learning will run for the next 7 days from Thursday, December 10th through Friday, December 18th.
- HESD Winter Break runs from Monday, December 21st through Friday, January 8th.

- Instruction will resume on Monday, January 11, 2021.
 - *Please note, we will plan on resuming in-person classes on Monday, January 11th for those students that were already in-person. However, we will be monitoring the COVID-19 environment and will communicate any change in plans to families the week of January 4th.*

I know this has a huge impact on our students and families and I appreciate your support and understanding as HESD strives to do what is in the best interest of our entire community. I am hopeful this action will keep our students, their families and our HESD staff members well, while still engaging in learning.

Joy C. Gabler
Superintendent

The Local Control accountability plan (LCAP)

- School Districts develop a plan called the Local Control Accountability Plan (LCAP). The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.
- The funds are used to increase or improve services for Unduplicated Pupils (but may benefit all students).
- The Parent Advisory Committee provides input into the development of the district's Local Control Accountability Plan

California's School Accountability System

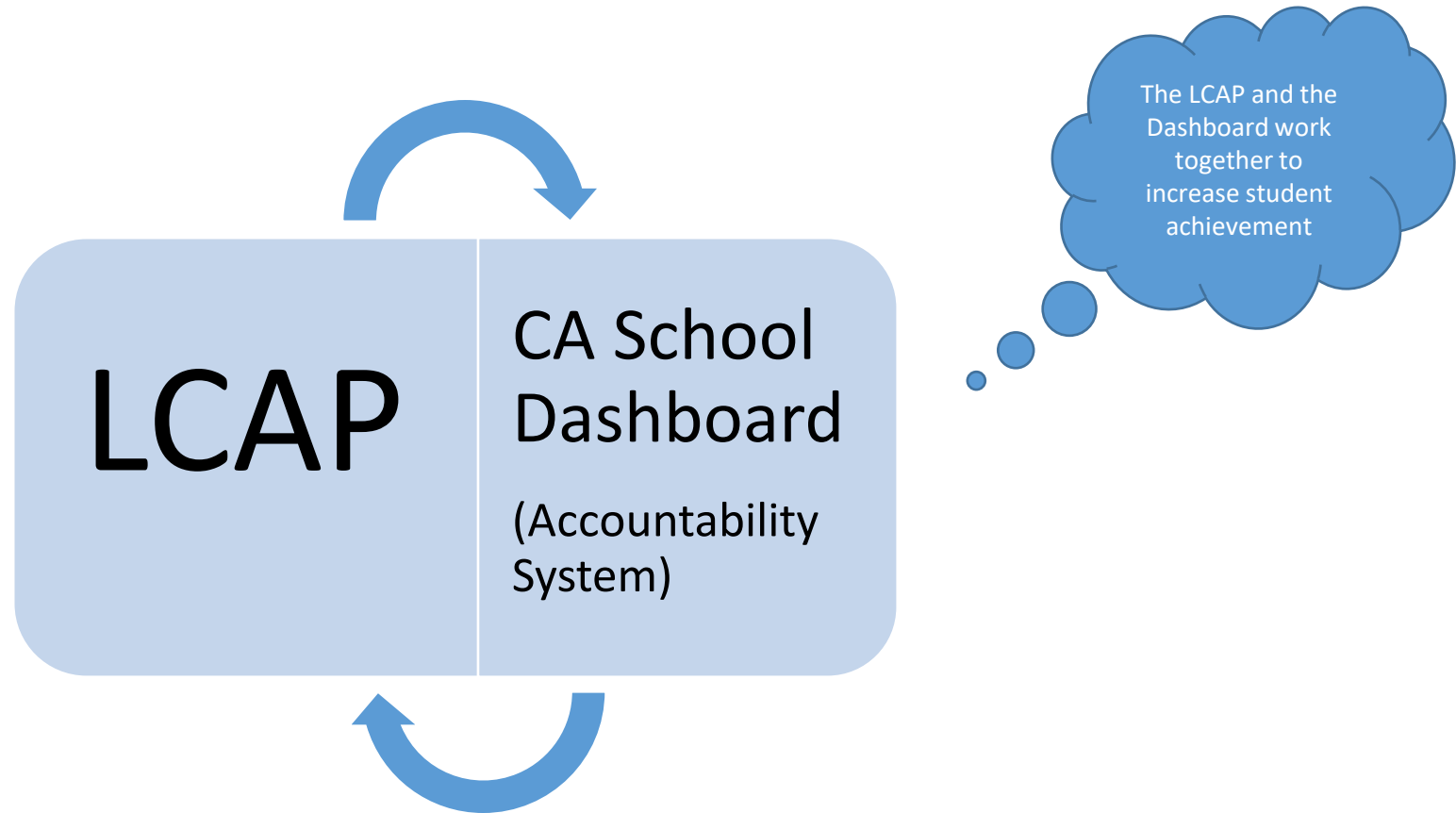
- California has developed a new system to measure district and school success
- The accountability system
 - is comprised of multiple measures
 - has a focus on equity
 - supports schools and districts in local decision-making
 - has a website that is accessible to the public

The California School Dashboard

- The California School Dashboard shows how schools and districts perform on a variety of metrics, called Multiple Measures:
 - Academic Achievement
 - The Progress of English Learners
 - Suspension Rates
 - Chronic Absenteeism
 - School Facilities
 - Parent Involvement
 - Implementation of the State Standards



LCAP and the California School Dashboard



Local Control Accountability Plan (LCAP)

Hanford Elementary



District Goals

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.
2. All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.
3. The district will support teachers and staff with professional development, training, and collaboration time.
4. Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.
5. Communication between schools and home will be regular and meaningful.

Goals and Expected Outcomes

- For each of the district's goals, there are a series of outcomes, aligned with the State's priorities, that we expect to meet.

Goal 1

Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

State Priority 2:

Implementation of Common Core Standards

Expected Outcomes Goal 1

- 1.1 All instruction in core subject areas is aligned to the Common Core Standards.
- 1.2 Along with the core subjects, students receive instruction in art, music, and physical education.
 - 1.2 a. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities.
- 1.3 ELD instruction and materials are aligned with the State Board of Education Adopted ELD Standards and the Common Core Standards.

Services Related to Goal 1

Supplies Materials
Media Service Aides
Library Information System
Technology
Technicians/Data Center
Study Trips
Art, Music, PE Teachers
Music Supplies/Instruments
After School Athletics
READY Program & Supplies
Director of Curriculum (Supports programs for EL students)

Goal 2

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language

State Priority 4: Student Achievement

- State Assessments
- EL's Progress Learning English
- EL Reclassification Rate

Expected Outcomes Goal 2

2.1 Students make progress in mastering the required Common Core Standards in ELA and math.

2.2 English learners make progress in toward English proficiency.

Services Related to Goal 2

Elimination of Combination Classes
Summer Session
Support for Foster Youth
Curriculum Director/Specialist
Clerical
EL Aides (Jr High)
Learning Directors
Program/Assessment Director

Goal 3

The district will support teachers and staff with professional development, training, and collaboration time.

State Priority 1: Basic Services

- ***Teacher Assignments***
- ***Credentialed Teachers***
- Standards Aligned Materials
- School Facilities in Good Repair

Expected Outcomes Goal 3

3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes.

Services Related to Goal 3

Learning Directors
Clerical
Supplies Materials
Induction Program
Professional Development Days

Goal 4

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

State Priority 1: Basic Services

- Teacher Assignments
- Credentialed Teachers
- Standards Aligned Materials**
- School Facilities in Good Repair**

State Priority 5: Engagement

- Attendance Rates
- Chronic Absenteeism Rates
- Middle School Dropout Rates

State Priority 6: School Climate

- Suspension Rates
- Expulsion Rates

Expected Outcomes Goal 4

- 4.1 All students have State Board of Education approved, Common Core standards-aligned instructional materials.
- 4.2 The district's suspension rate will be 4.0% or below.
- 4.2a The district's expulsion rate will be below 0.7%.
- 4.4 The district's middle school dropout rate will be below 1%.
- 4.3 The district's school attendance rate will be at least 97%.
- 4.4 The district's middle school dropout rate will be below 1%.
- 4.3a The District's chronic absenteeism rate will be below 10%.
- 4.5 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys.

Services Related to Goal 4

- Teacher Resource Center
- Instructional Materials
- Learning Directors
- 5 Nurses (RNs)
- 10 Health Care Assts. (LVNs)
- 5 Counselors
- 1 Social Worker
- 8 Student Specialists
- 2 Vice Principals
- 2 Resource Officers
- Child Welfare & Support (Homeless/Foster Liaison)
- Yard Supervision
- Community School
- Transportation
- Custodians

Goal 5

Communication between schools and home will be regular and meaningful.

State Priority 3: Parent Involvement

- Parent Involvement
- Parent Input
- Parent Participation in Programs for Unduplicated Students

Expected Outcomes Goal 5

5.1 Parents receive meaningful and timely communication on their students' progress/achievement.

5.2 Parents participate in a variety of educational and social activities that are either district-led or school-site-based.

5.3 Parents have input in programs and services, both district-wide and at the school-site level.

Services Related to Goal 5

Parent Liaison

Parent Education Ctr.
(Planned)

Parent Advisory
Committee

District English Learner
Advisory Committee



The **California School Dashboard** provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

https://youtu.be/Pc_sW4S1HSI

How does California's accountability system work?

To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools serving high-risk students), and student groups are performing across state and local measures.

For state measures, performance is based on two factors:

1 Current year results, and

2 Whether results improved from the prior year.

California School Dashboard

The California School Dashboard is comprised of both *Local Indicators* and *State Indicators*

Local Indicators

- Implementation of State Standards
- Access to a Broad Course of Study
- *Teacher Credentialing, Instructional Materials, Facilities*
- Parent Engagement (Surveys)
- School Climate (Surveys)

State Indicators

- Test Scores in ELA and Math
- English Learner Progress
- Chronic Absenteeism
- Suspension Rate

State Indicators

✓ Test Scores in ELA and Math

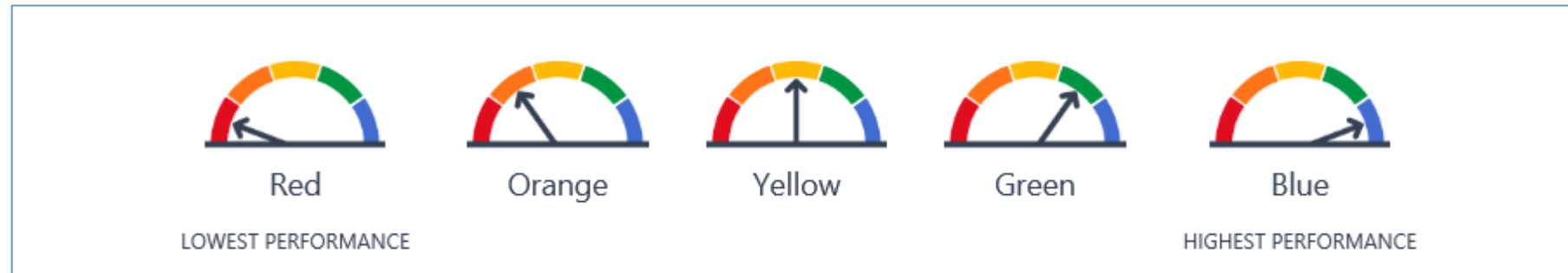
Chronic Absenteeism

Suspension Rate



State Indicators: Test Scores in ELA and Math, Chronic Absenteeism, Suspension Rate

State Indicators on the CA School Dashboard are shown with a color-coded gauge.



For State Indicators, performance is based on two factors:

1

Current year results, and

2

Whether results improved from the prior year.

English Language Arts: How Did We Perform?

[LEARN MORE](#)

English Language Arts

All Students State

Orange

24.5 points below standard

Maintained -1.4 Points

EQUITY REPORT
Number of Student Groups in Each Color

2 Red	5 Orange	2 Yellow	1 Green	0 Blue
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[View More Details](#) →

White

Student Group State

Green

9.9 points above standard
Increased 3.6 Points ⊕
Number of Students: 456

Foster Youth

Student Group State

Yellow

30.2 points below standard
Increased 12.2 Points ⊕
Number of Students: 40

Two or More Races

Student Group State

Yellow

3.3 points above standard
Declined 13.4 Points ⊖
Number of Students: 86

African American

Student Group State

Orange

52.7 points below standard
Declined 10.5 Points ⊖
Number of Students: 153

Socioeconomically Disadvantaged

Student Group State

Orange

33.4 points below standard
Maintained -1.8 Points
Number of Students: 2,872

Asian

Student Group State

Orange

15.6 points below standard
Declined 4.7 Points ⊖
Number of Students: 34

Hispanic

Student Group State

Orange

30.5 points below standard
Maintained -0.9 Points
Number of Students: 2,685

English Learners

Student Group State

Orange

48.2 points below standard
Maintained -2.5 Points
Number of Students: 1,060

Students with Disabilities

Student Group State

Red

93.9 points below standard
Maintained 0.9 Points
Number of Students: 469

Homeless

Student Group State

Red

81.3 points below standard
Declined 30.1 Points ⊖
Number of Students: 70

Discussion and Recommendations

- What conclusions can we make regarding the achievement of students in ELA?
 - What were the areas of strength?
 - What were the areas where improvement is needed?
 - Some of our groups of students are performing below standard and are decreasing
 - English Learners/African American
 - **What are PAC recommendations regarding ELA?**
 - Implement additional supports for our African American students in ELA (Individualized)
 - Continue providing language support for our EL students
 - Provide after school support for our African American students
 - Ensure that material barriers do not prevent students from participating in school activities
 - Learning sports and sportsmanship vs. being good/winning
 - Support parents in understanding the concepts in the state standards so that they can help their students
- What are some of the barriers that are preventing our African American students from achieving in English language arts?
- We have African American students who were experiencing barriers to learning prior to COVID, that will be compounded once we return.
 - What cultural supports, training, support can be provided to teachers and staff?
 - What barriers for African American students that are specific to language can we identify?
 - What multi-lingual/multicultural materials do we have in our libraries/schools to support our ethnic groups of students?
 - How can we make sure our assessments are not culturally biased?
 - How can we find out more about what barriers the different groups of students face?
 - Can we individualize services programs for African American students


Discussion

- How can we ensure that our families understand the work their students are doing, understand what is expected of students and receive training and support so that they can support their children?
- Common Core
 - How can we support parents in understand the State Standards (Common Core)
 - How can we help parents in supporting students with math concepts?

Mathematics: How Did We Perform?

LEARN MORE
Mathematics

All Students State



Orange

40.7 points below standard

Maintained 1.1 Points


EQUITY REPORT
Number of Student Groups in Each Color

1	4	3	2	0
Red	Orange	Yellow	Green	Blue

[View More Details →](#)

White

Student Group State



Green


6.1 points below standard

Increased 4.8 Points ⊕

Number of Students: 456

Asian

Student Group State



Green


7.2 points below standard

Increased 17 Points ⊕

Number of Students: 34

English Learners

Student Group State



Yellow


61.7 points below standard

Increased 3 Points ⊕

Number of Students: 1,059

Foster Youth

Student Group State



Yellow


47.4 points below standard

Increased 15.5 Points ⊕

Number of Students: 39

Two or More Races

Student Group State



Yellow


17.7 points below standard

Declined 5.6 Points ⊖

Number of Students: 86

Socioeconomically Disadvantaged

Student Group State



Orange


49.8 points below standard

Maintained 0.9 Points

Number of Students: 2,868

Homeless

Student Group State



Orange


94.6 points below standard

Declined 24.9 Points ⊖

Number of Students: 70

Hispanic

Student Group State



Orange


46.5 points below standard

Maintained 1.8 Points

Number of Students: 2,682

African American

Student Group State



Orange


77.7 points below standard

Declined 15.8 Points ⊖

Number of Students: 153

Students with Disabilities

Student Group State



Red

118.6 points below standard

Declined 3.2 Points ⊖

Number of Students: 467

Recommendations ELA and Math

- Implement additional supports for our African American students in ELA (Language) (Individualized)
- Provide after school support for our African American students
- Provide support training for teachers in culturally responsive/responsible teaching
- Continue providing language support for our EL students
- Ensure that material barriers do not prevent students from participating in school activities
 - Learning sports and sportsmanship vs. being good/winning
- Support parents in understanding the concepts in the state standards so that they can help their students
- Provide a structure where parents can see their students working/learning and also learn themselves (watching how your own student learns vs. how others learn)
- Ms. Cronk makes a motion to approve. Annalisa Rodriguez seconded.
- Ms. Rodriguez made a motion to approve the Bylaws. Ms. Diaz seconded.

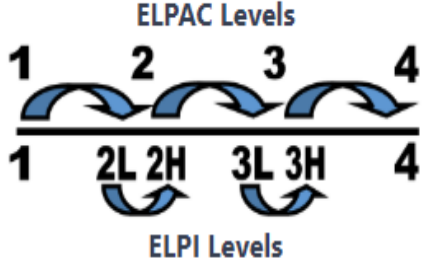
English Learner Progress Indicator

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

All Students
State

41.9% making progress towards English language proficiency

Number of EL Students: 1,101

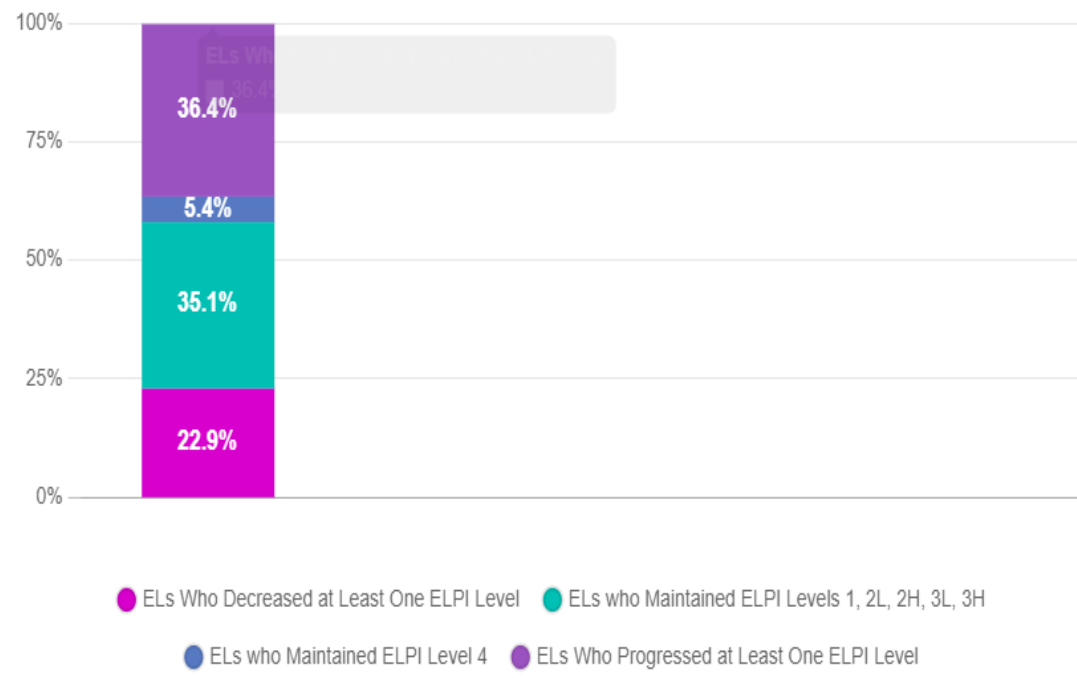
Progress Levels

Very High = 65% or higher
 High = 55% to less than 65%
 Medium = 45% to less than 55%
 Low = 35% to less than 45%
 Very Low = Less than 35%

[View More Details](#) →

Student English Language Acquisition Results

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



Discussion and Recommendations

- What conclusions can we make regarding the achievement of students in EL Progress?
 - What were the areas of strength?
 - What were the areas where improvement is needed?
 - What are PAC recommendations regarding EL Progress?

Discussion and Recommendations

- Finalize Recommendations
- Approve Recommendations