

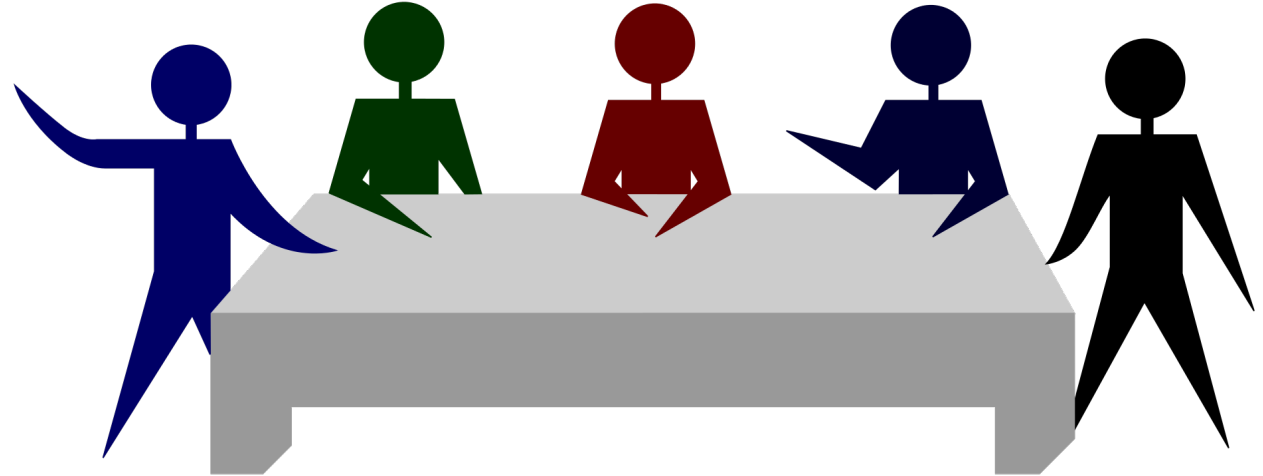
Parent Advisory Committee

California School Dashboard

January 19, 2021

Purpose of the PAC

The functions of the Parent Advisory Committee shall be to consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.



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

Local Indicators

Instructional Materials

Facilities

Teacher Credentialing



Local Indicators: Instructional Materials and Facilities

- Instructional Materials:

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

- All students have access to their own copies of standards aligned materials for use at school and home.
 - Williams Inspection in September 2020 showed no findings. All students have access to the standards-aligned materials.
 - Board Resolution on Sufficiency of Instructional Materials on 9/9/2020.

- Facilities:

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

- All facilities meet the "Good Repair" Standard.
 - Williams Inspection in September 2020 showed no findings.
 - Facilities Inspection Tool (FIT) in August 2019 showed the district's facilities to be in "Exemplary" condition.

Local Indicators

Teacher Credentialling



II. Table 1. Ineffective / Misassigned Teachers and Low-Income Students: Elementary Schools

| School Site | Total Enrollment (CALPADS 1.17 Uncertified) | Low-Income Enrollment (CALPADS 1.17 Uncertified) | % Low-Income Students (CALPADS 1.17 Uncertified) | Total Teachers CPR PB #2 | Number of Ineffective/ Misassigned Teachers | % Ineffective/ Misassigned Teachers |
|------------------|---|--|--|--------------------------|---|-------------------------------------|
| Hamilton | 421 | 351 | 83% | 18 | 0 | 0% |
| Jefferson | 510 | 235 | 46% | 18 | 0 | 0% |
| King | 630 | 497 | 79% | 26 | 1 | 4% |
| Lincoln | 358 | 334 | 93% | 16 | 0 | 0% |
| Monroe | 684 | 531 | 78% | 27 | 0 | 0% |
| Richmond | 409 | 368 | 90% | 18 | 0 | 0% |
| Roosevelt | 486 | 455 | 94% | 20 | 0 | 0% |
| Simas | 512 | 303 | 59% | 21 | 0 | 0% |
| Washington | 477 | 387 | 81% | 21 | 0 | 0% |
| CDS | 2 | 2 | 100% | 3 | 0 | 0% |
| LEA Total | 4,489 | 3,463 | 80% | 238 | 1 | 0.4% |

80% of the students attending school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 46% to 94%. The percentage of ineffective teachers ranges from 0% to 5%. It is important to note that no individual school had more than two ineffective teachers on their school staff in 2020-2021.

The school with the highest percentage of ineffective teachers is King Elementary at 4%. This represents one teacher out of a staff of 26. King has 79% low-income students, 1 percentage points less than the district average.

II. Table 1. Ineffective / Misassigned Teachers and Minority Students: Elementary Schools

| School Site | Total Enrollment | Minority Enrollment | % Minority Students | Total Teachers CPR PB #2 | Number of Ineffective/ Misassigned Teachers | % Ineffective/ Misassigned Teachers |
|------------------|------------------|---------------------|---------------------|-----------------------------|--|--|
| Hamilton | 421 | 378 | 90% | 18 | 0 | 0% |
| Jefferson | 510 | 434 | 85% | 18 | 0 | 0% |
| King | 630 | 586 | 93% | 26 | 1 | 4% |
| Lincoln | 358 | 339 | 95% | 16 | 0 | 0% |
| Monroe | 684 | 534 | 78% | 27 | 0 | 0% |
| Richmond | 409 | 376 | 92% | 18 | 0 | 0% |
| Roosevelt | 486 | 452 | 93% | 20 | 0 | 0% |
| Simas | 512 | 380 | 74% | 21 | 0 | 0% |
| Washington | 477 | 389 | 82% | 21 | 0 | 0% |
| CDS | 2 | 2 | 100% | 3 | 0 | 0% |
| LEA Total | 4,489 | 3,870 | 86% | 238 | 1 | 0.4% |

86% of the students attending school in HESD are minority students. The percentage of minority students at individual school sites ranges from 74% to 100%. The percentage of ineffective/out-of-field teachers ranges from 0% to 4. It is important to note that no individual school had more than one ineffective/out-of-field teachers on their school staff in 2020-2021.

The school with the highest percentage of ineffective/out-of-field teachers is King Elementary at 4%. This represents one teacher out of a staff of 26. King has 93% minority students, 7 percentage points higher than the district average.

▲ II. Table 1. Out-of-Field Teachers and Low-Income Students: Elementary Schools

| School Site | Total Enrollment (CALPADS 1.17 Uncertified) | Low-Income Enrollment (CALPADS 1.17 Uncertified) | % Low-Income Students (CALPADS 1.17 Uncertified) | Total Teachers CPR PB #2 | Number of Out-of-Field Teachers | % Out-of-Field Teachers |
|------------------|---|--|--|--------------------------|---------------------------------|-------------------------|
| Hamilton | 421 | 351 | 83% | 18 | 0 | 0% |
| Jefferson | 510 | 235 | 46% | 18 | 3 | 17% |
| King | 630 | 497 | 79% | 26 | 0 | 0% |
| Lincoln | 358 | 334 | 93% | 16 | 0 | 0% |
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| Washington | 477 | 387 | 81% | 21 | 1 | 5% |
| CDS | 2 | 2 | 100% | 3 | 0 | 0% |
| LEA Total | 4,489 | 3,463 | 80% | 238 | 4 | 1.7% |

The out-of-field teachers at Jefferson are fully credentialed teachers, who are fluent in English and Spanish, and who are prepared to take the test for BCLAD, however, due to the COVID-19 pandemic, the test was not made available and these teachers were unable to meet the BCLAD credentialing requirement for 2020-2021. These teachers will complete the BCLAD requirements once the testing program resumes.

80% of the students attending school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 46% to 94%. The percentage of out-of-field teachers ranges from 0% to 5% (exclusive of Jefferson Academy, which has unique programmatic circumstances that are discussed below). It is important to note that, with the exception of Jefferson, no individual school had more than one out-of-field teacher on their school staff in 2020-2021.

The school with the highest percentage of out-of-field teachers is Washington Elementary at 5% (excluding Jefferson-see below). This represents one teacher out of a staff of 21. Washington has 81% low-income students, one percentage point higher than the district average.

II. Table 1. Out-of-Field Teachers and Minority Students: Elementary Schools

| School Site | Total Enrollment | Minority Enrollment | % Minority Students | Total Teachers | Number of Out-of-Field Teachers | % Out-of-Field Teachers |
|------------------|------------------|---------------------|---------------------|----------------|---------------------------------|-------------------------|
| Hamilton | 421 | 378 | 90% | 18 | 0 | 0% |
| Jefferson | 510 | 434 | 85% | 18 | 3 | 17% |
| King | 630 | 586 | 93% | 26 | 0 | 0% |
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| Washington | 477 | 389 | 82% | 21 | 1 | 5% |
| CDS | 2 | 2 | 100% | 3 | 0 | 0% |
| LEA Total | 4,489 | 3,870 | 86% | 238 | 1 | 0.4% |

86% of the students attending school in HESD are minority students. The percentage of minority students at individual school sites ranges from 74% to 100%. Lincoln school has the highest percentage of inexperienced teachers and is at the high end of minority enrollment percentage.

II. Table 1. Inexperienced Teachers and Low-Income Students: Elementary Schools

| School Site | Total Enrollment (CALPADS 1.17 Uncertified) | Low-Income Enrollment (CALPADS 1.17 Uncertified) | % Low-Income Students (CALPADS 1.17 Uncertified) | Total Teachers CPR PB #2 | Number of Inexperienced Teachers | % Inexperienced Teachers |
|------------------|---|--|--|--------------------------|----------------------------------|--------------------------|
| Hamilton | 421 | 351 | 83% | 18 | 0 | 0% |
| Jefferson | 510 | 235 | 46% | 18 | 1 | 6% |
| King | 630 | 497 | 79% | 26 | 2 | 8% |
| Lincoln | 358 | 334 | 93% | 16 | 2 | 13% |
| Monroe | 684 | 531 | 78% | 27 | 1 | 4% |
| Richmond | 409 | 368 | 90% | 18 | 1 | 6% |
| Roosevelt | 486 | 455 | 94% | 20 | 1 | 5% |
| Simas | 512 | 303 | 59% | 21 | 1 | 5% |
| Washington | 477 | 387 | 81% | 21 | 1 | 5% |
| CDS | 2 | 2 | 100% | 3 | 0 | 0.0% |
| LEA Total | 4,489 | 3,463 | 80% | 238 | 10 | 4% |

80% of the students attending school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 46% to 94%. The percentage of inexperienced teachers ranges from 0% to 13%. No school has more than two inexperienced teachers on its staff. Lincoln school has the highest percentage of inexperienced teachers and is at the high end of low-income enrollment percentage.

II. Table 1. Inexperienced Teachers and Minority Students: Elementary Schools

| School Site | Total Enrollment (CALPADS 1.17 Uncertified) | Minority Enrollment Internal Data | % Minority Students Internal Data | Total Teachers CPR PB #2 | Number of Inexperienced Teachers | % Inexperienced Teachers |
|------------------|---|-----------------------------------|-----------------------------------|--------------------------|----------------------------------|--------------------------|
| Hamilton | 421 | 378 | 90% | 18 | 0 | 0% |
| Jefferson | 510 | 434 | 85% | 18 | 1 | 6% |
| King | 630 | 586 | 93% | 26 | 2 | 8% |
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| LEA Total | 4,489 | 3,870 | 86% | 238 | 10 | 4% |

86% of the students attending school in HESD are minority students. The percentage of minority students at individual school sites ranges from 74% to 100%. Lincoln school has the highest percentage of inexperienced teachers and is at the high end of minority enrollment percentage.

Conditions that Contribute to Teacher Equity Data

- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

Discussion and Recommendations on Local Indicators

Instructional Materials
Facilities
Teachers credentialing and
experience

- Areas of Strength
- Areas of Need
- Recommendations

Continue to provide instructional materials to all students.

Continue to maintain facilities in exemplary condition.

Continue efforts to hire and retain credentialled teachers.

Distribute inexperienced teachers equitably.

- Approve Recommendations
- Ms. Salyer
- Ms. Cronk

State Indicators

Chronic Absenteeism

Suspension Rate



Programs and Services Supporting School Climate

Learning Directors (Coordinate Services Elem. School)

Vice Principals (Coordinate Services Jr. High)

Student Specialist Each Elementary School

5 Registered Nurses

LVN at Each School

3 Counselors (Elementary School)

1 Counselor at Each Jr. High

Social Worker

2 School Resource Officers

Community School

Yard Supervisors



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.

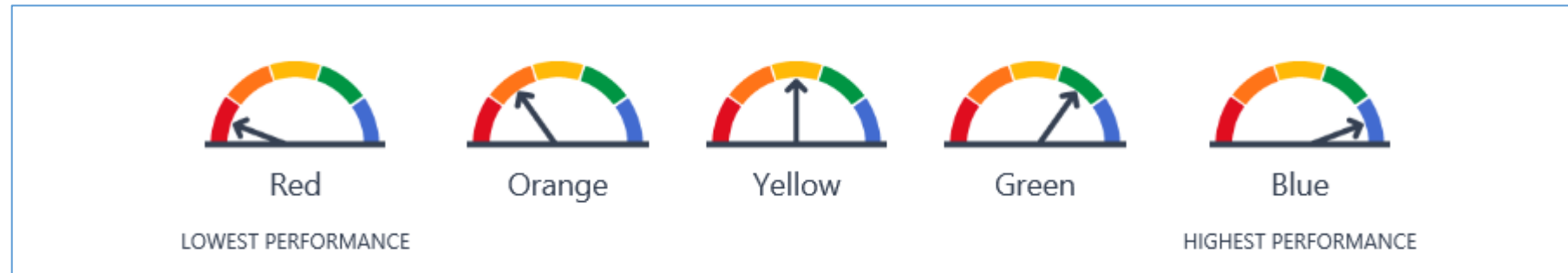
For state measures, performance is based on two factors:

1 Current year results, and

2 Whether results improved from the prior year.

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

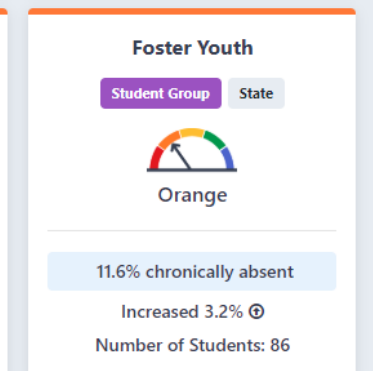
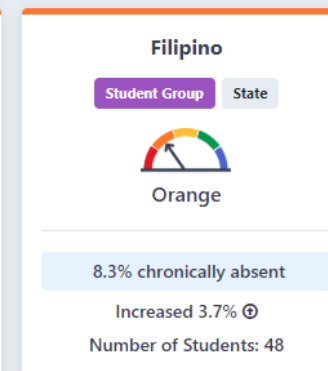
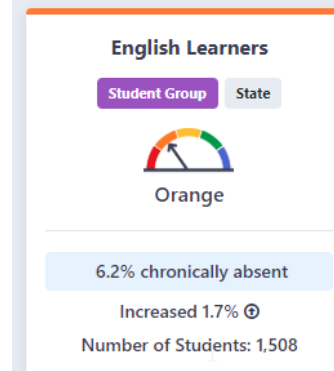
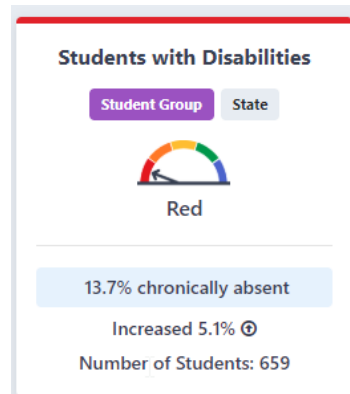
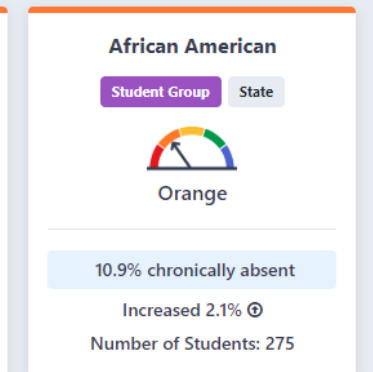
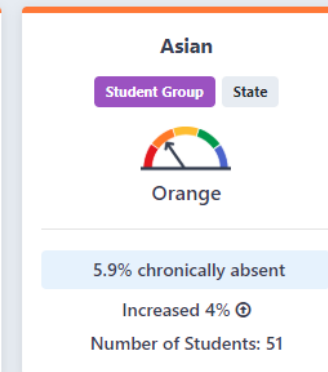
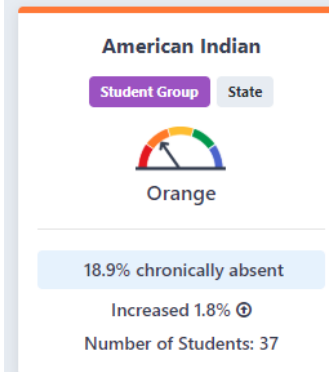
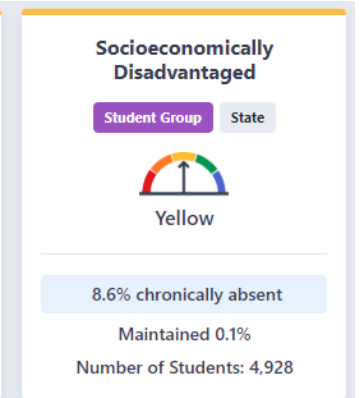
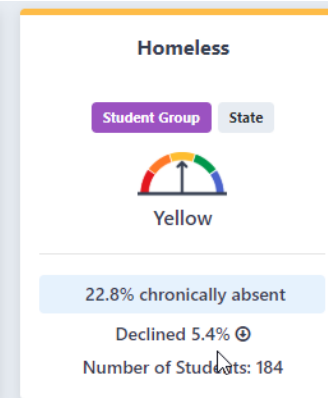
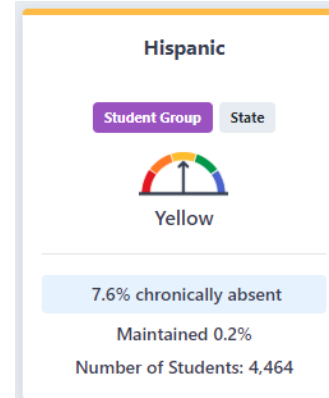
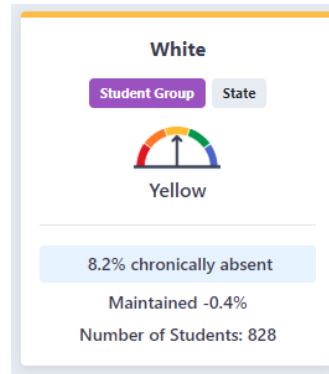
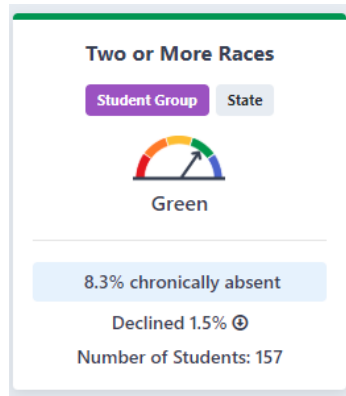
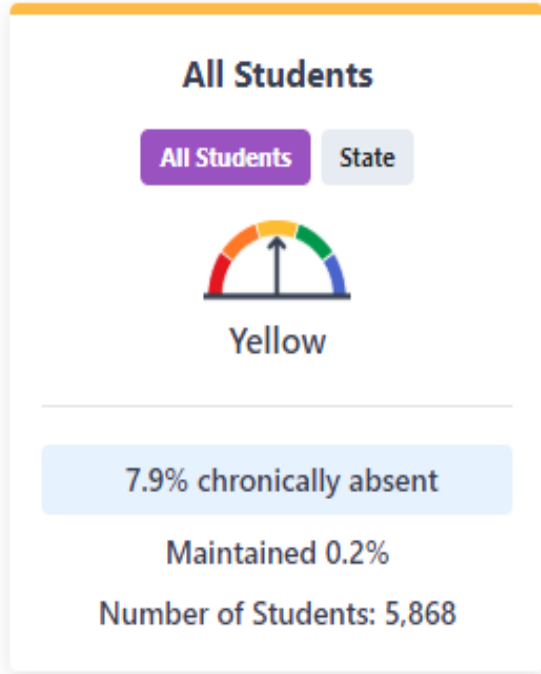
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Whether results improved from the prior year.

Chronic Absenteeism: How Did We Perform?

- A student who is absent 10% or more of the days they are enrolled is considered chronically absent.
 - Example #1: A student is enrolled for 187 days. He/she would be chronically absent with 19 absences.
 - Example #2: A student is enrolled for 40 days. He/she would be chronically absent with 4 absences.
 - A student must be enrolled for 30 days to count towards the district's chronic absenteeism rate.
- Both excused and unexcused absences count toward chronic absenteeism.
 - Hanford Elementary 7.9%
 - Kings County 9.7%
 - California Overall 12.2%

Chronic Absenteeism: How Did We Perform?



Chronic Absenteeism/Suspension/Support for Students: Discussion and Recommendations

- Areas of Strength

Yard supervisors are appreciated for being supportive of students and staff.

- Areas of Need

There is a need for a diverse workforce that includes teaching and support staff.

- Recommendations

Prioritize diversity when hiring teaching and support staff.

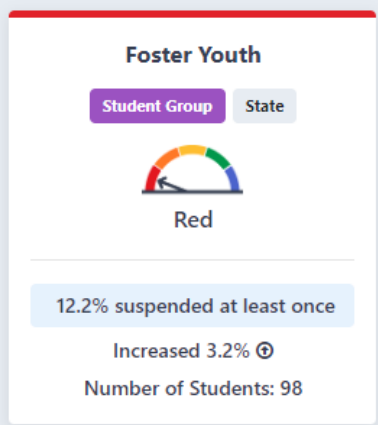
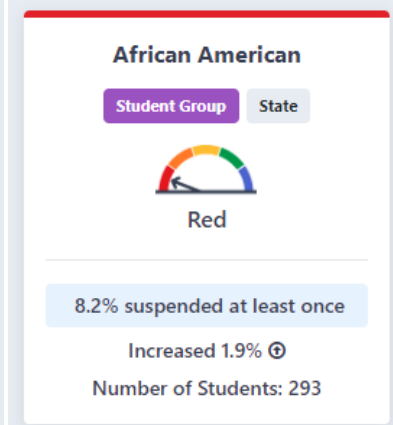
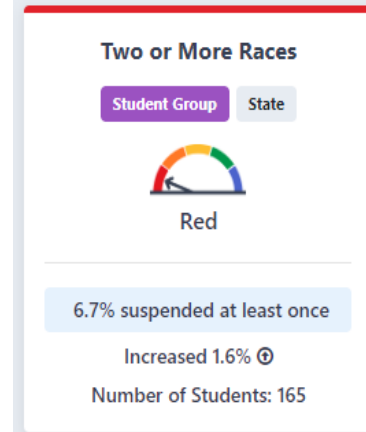
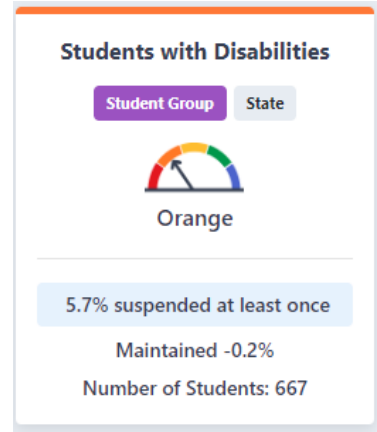
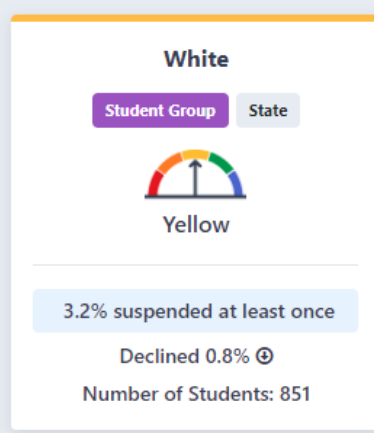
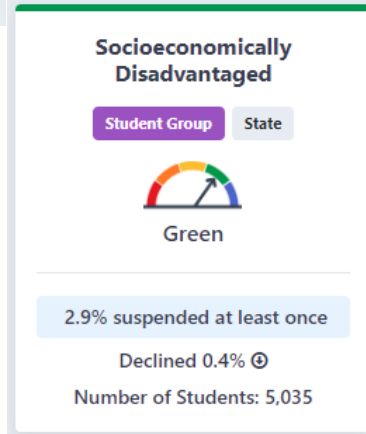
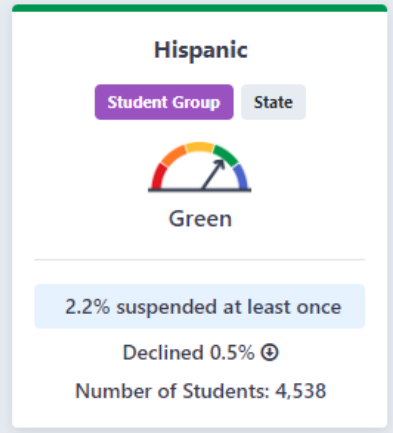
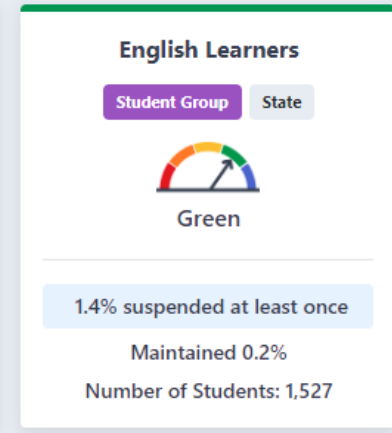
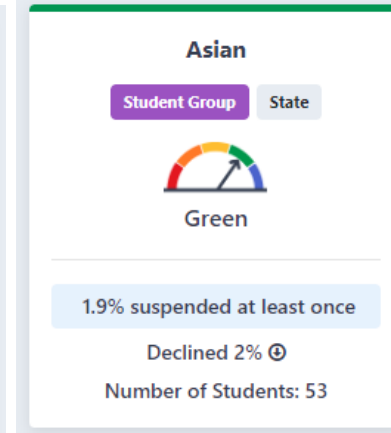
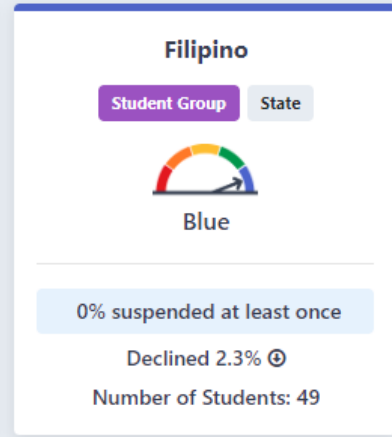
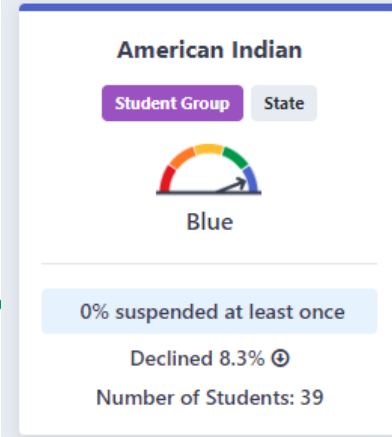
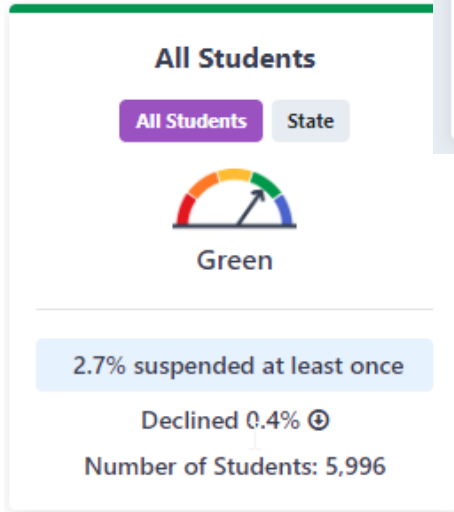
Provide training and support for health and safety around COVID precautions/supports even after the pandemic has passed. This is important for all staff.

- Approve Recommendations

Ms. Martinez

Ms. Rodriguez

Suspensions: How Did We Perform?



Suspension Rate: Discussion and Recommendations

- Areas of Strength
- Areas of Need
- Recommendations

Programs and Services Supporting School Climate

Learning Directors (Coordinate Services Elem. School)

Vice Principals (Coordinate Services Jr. High)

Student Specialist Each Elementary School

5 Registered Nurses

LVN at Each School

3 Counselors (Elementary School)

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Yard Supervisors