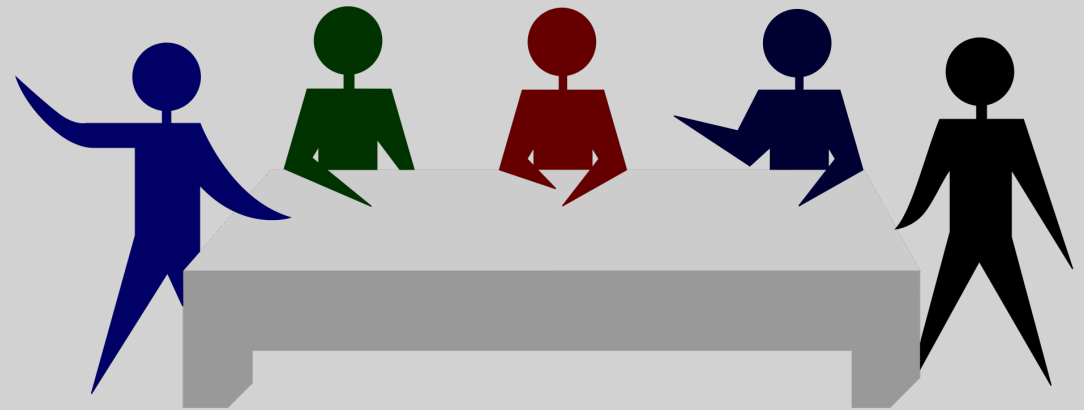# Parent Advisory Committee

March 16 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.

Business

- Introductions
- Public Comments
- Approve the Minutes from PAC Meeting #2

LCAP and Learning CA Plan Annual Update

- Lessons Learned from 2019-2020 and 2020-2021

LCAP and Learning CA Plan Annual Update

Broad Educational Program (District Goal 1, State Priorities 2, 7, & 8)

- One of the most important lessons of the COVID-19 pandemic, and the repeated forced closures of the district's schools has been on the necessity of providing students with a broad educational program. The impacts on students from the diminished activities that are part of a broad instructional program may be second only to the academic learning loss students have experienced. There will be a great need to re-establish all of the components of the district's broad instructional program. A continuing mandate, reiterated by stakeholder groups in advisory committees, through surveys, and in student focus groups, has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. There is a great sense of urgency in restoring all of these opportunities for our students.

LCAP and Learning CA Plan Annual Update

Academic Achievement (District Goal 2, State Priority 4)

- While the full extent of students' learning loss from the repeated forced closures of the district's schools due to the COVID-19 pandemic remains unclear, limited student assessment data and anecdotal evidence indicates that it will be substantial. There will be a great need going forward to remediate students' learning loss, while at the same time, to provide instruction that is aligned with students' current grade level standards. There will be a need to provide robust supplemental academic supports for students, especially low-income students, English learners, foster youth, and other high-needs student groups.

LCAP and Learning CA Plan Annual Update

Support for Teachers (District Goal 3, State Priority 1)

- The learning loss that students have experienced, the vast expansion of technology and online instructional materials, and the need to provide efficient effective interventions makes it more important than ever that every student, and especially students who are low-income, English learner, and foster youth, have a qualified, well-trained teacher. Teacher training and support in these areas and others will need to be implemented and expanded.

LCAP and Learning CA Plan Annual Update

Safe Schools/Student Support & Wellbeing (District Goal 4, State Priority 1, 5, & 6)

- The impact on students social/emotional wellbeing as a result of the repeated forced closures of the district's schools due to the COVID-19 pandemic is another factor that is difficult to fully measure at this point in time, but anecdotal evidence indicates it may also be substantial. There are significant numbers of students who will be in first and even second grade next year who will have never attended school in-person. Many low-income, English learner, and foster youth students have missed opportunities for the types of social interaction that fosters friendships and builds social skills. There will be a great need to provide students, especially low-income, English learners and foster youth, with an array of support services designed to reduce the barriers that can stand in the way of learning and lead to absenteeism and discipline incidents. There will be a need to continue and build upon student supports including nurses, counselors, and student specialists, Learning directors, vice principals, child welfare and attendance, social workers and more.

LCAP and Learning CA Plan Annual Update

Well Maintained Campuses (Goal 4)

- The COVID-19 pandemic has clearly shown the relationship between clean well-maintained facilities and the safety of our students and staff. Moreover, the repeated opening and closing of our schools in 19-20 and 20-21 have shown the importance of the physical state of the school-sites as well as district sites such as the kitchen and transportation. Even when schools were in a state of closure, there was a need for them to be in a constant state of readiness, knowing they could be opened at any time. This need was met! The link between the district facilities and equipment and student safety, engagement, and wellbeing has never been more apparent. There will be a continuing need going forward to provide students, staff, and families with facilities and equipment that are maintained to the highest degree.

LCAP and Learning CA Plan Annual Update

Parent involvement (Goal 5, SP 3)

- Finally, the COVID-19 pandemic has illustrated the importance of providing families with effective and timely information and communication. The district has expanded its technology tools for parent communication during the pandemic, and has vastly increased the use of the new and existing tools. The pandemic has illustrated the importance of giving families choices over their students' education. There will be a continuing need for parents to have multiple opportunities to receive information on their child's progress, to participate in educational and social activities, and to have their voices heard in decisions about the district's programs and services for students. There will be an ongoing need for parents to participate in parent/teacher conferences. There will be an ongoing need for families to provide input on the district's programs and services via our surveys and committees.

Recommendation to Approve Annual Updates

Recommendation to Board of Trustees to Approve LCAP and Learning CA Plan Annual Updates

Review of PAC Recommendations

Review of the Recommendations we Have Made at This Year's Meetings

Current Parent Advisory Committee Recommendations (From Meeting #1)

- Implement additional supports for our African American students in ELA in the area of language skills and language arts. (Based on achievement data from the California School Dashboard)
- Provide individualized instruction/interventions to African American students (due to smaller numbers)
- 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
- 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 can learn to better support them

Current Parent Advisory Committee Recommendations (From Meeting #2)

- Continue to provide adequate instructional materials to all students.

- Continue to maintain facilities in exemplary condition.

- Continue efforts to hire and retain fully credentialled teachers.

- Distribute any inexperienced teachers equitably.

Review of PAC Recommendations

Review of the Recommendations we Have Made at Previous Year's Meetings

Prior Parent Advisory Committee Recommendations (Prior LCAP)

- Maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels

- Continue to provide services and programs that support students' social/emotional health and well-being

- Ensure that the support systems are efficient and are reaching students in need

- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism

- Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children

- Continue to provide training for teachers and staff in supporting students' social and emotional health.

- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups.

- Increase services for at risk students and/or student groups including after school tutoring and summer enrichment programs.

- Support parent awareness of available interventions, enrichment and support using Remind, the district website, and other communication tools, ensuring families can make use of available resources.

Recommendations for Expected Outcomes

From Prior LCAP

Expected Outcomes for LCAP 2024

- The LCAP Expected Outcomes that follow were developed from the 2019 California School Dashboard

- These were developed with the DELAC and PAC after careful Analysis

- The 2019 California School Dashboard was the last data to be published

- Keeping these expected outcomes for 2024 assumes we will be picking up exactly where we left off prior to COVID-19. Many students may have lost ground due to the school closures. This makes these targets/goals even more of a challenge than when they were initially developed.

LCAP Expected Outcomes for 2024 ELA

- <u>All Students</u>: By 2024, All Students will score Green, 5 points below standard. (Growth of 6.5 points each year)

- <u>Students with Disabilities</u>: By 2024, Students with Disabilities will score Yellow, 70 points below standard. (Growth of 8 points each year)

- <u>Homeless</u>: By 2024, Homeless students will score Yellow, 36.3 points below standard. (Growth of 15 points each year)

- <u>African American</u>: By 2024, African American students will score Green, 5 points below standard. (Growth of 16 points each year)

- <u>English Learners</u>: By 2024, English Learners will score Green, 3.2 points below standard. (Growth of 15 points each year)

- <u>Socioeconomically Disadvantaged</u>: By 2024, Socioeconomically Disadvantaged students will score Green, 2.6 points above standard. (Growth of 12 points each year)

- <u>Hispanic</u>: By 2024, Hispanic students will score Green, 2.5 points above standard. (Growth of 11 points each year)

- <u>Asian</u>: By 2024, Asian students will score Green, 2.4 points above standard. (Growth of 6 points each year)

- <u>Foster Youth</u>: By 2024, Foster Youth will score Green, 2.8 point above standard. (Growth of 11 points each year)

- <u>Two or More Races</u>: By 2024 Two or More Races will score Green, 9.3 points above standard. (Growth of 3 points each year)

- <u>White</u>: By 2024 White students will score Green, 18.3 points above standard. (Growth of 3 points each year)

LCAP Expected Outcomes for 2024 Math

- All Students: By 2024, All Students will score Green, 25 points below standard. (Growth of 5.2 points each year)

- Students with Disabilities: By 2024, Students with Disabilities will score Yellow, 94.6 points below standard. (Growth of 8 points each year)

- Homeless: By 2024, Homeless students will score Yellow, 49.6 points below standard. (Growth of 15 points each year)

- African American: By 2024, African American Students will score Green, 23.7 points below standard. (Growth of 18 points each year)

- Socioeconomically Disadvantaged: By 2024, Socioeconomically Disadvantaged will score Green, 22.8 points below standard. (Growth of 9 points each year)

- Hispanic: By 2024, All Students will score Green, 22.5 points below standard. (Growth of 8 points each year)

- English Learners: By 2024, All Students will score Green, 25 points below standard. (Growth of 12.2 points each year)

- Foster Youth: By 2024, All Students will score Green, 17.4 points below standard. (Growth of 10 points each year)

- Two or More Races: By 2024 Two or More Races will score Green, 8.7 points below standard.(Growth of 3 points each year)

- Asian: By 2024 Asian students will score Green, 1.8 points above standard. (Growth of 3 points each year)

- White: By 2024 White students will score Green, 2.9 points above standard. (Growth of 3 points each year)

Expected Outcomes for 2024: Suspension Rates

- <u>All Students</u>: By 2024, the Suspension Rate for All Students will be 1.8%--Green. (Decline of 0.3% each year)

- <u>Foster Youth</u>: By 2024, the Suspension Rate for Foster Youth will be 6%--Yellow. (Decline of 2.1% each year)

- <u>African American</u>: By 2024, the Suspension Rate for African American students will be 5.2%--Yellow. (Decline of 1% each year)

- <u>Two or More Races</u>: By 2024, the Suspension Rate for Two or More Races will be 3%--Green. (Decline of 1.2% each year)

- <u>Students with Disabilities</u>: By 2024, the Suspension Rate for Students with Disabilities will be 3%--Green. (Decline of 0.9% each year)

- <u>Homeless</u>: By 2024, the Suspension Rate for Homeless students will be 3%--Green. (Decline of 0.6% each year)

- <u>White</u>: By 2024, the Suspension Rate for White students will be 2.3%--Green. (Decline of 0.3% each year)

- <u>Socioeconomically Disadvantaged</u>: By 2024, the Suspension Rate for Socioeconomically Disadvantaged students will be 2.0%--Green. (Decline of 0.3% each year)

- <u>Hispanic</u>: By 2024, the Suspension Rate for Hispanic students will be 1.3%--Green. (Decline of 0.3% each year)

- <u>Asian</u>: By 2024, the Suspension Rate for Asian students will be 1.0%--Green. (Decline of 0.3% each year)

- <u>English Learners</u>: By 2024, the Suspension Rate for English learners will be 0.5%. (Decline of 0.3% each year)

- <u>American Indian</u>: By 2024, the Suspension Rate for American Indian students will be between 0% and 0.3%.

- <u>Filipino</u>: By 2024, the Suspension Rate for Filipino students will be between 0% and 0.3%.

LCAP Expected Outcomes for 2024: Chronic Absenteeism

- <u>All Students</u>: By 2024, the Chronic Absenteeism rate for All Students will be 6.4%--Green. (Decline of 0.5% each year)

- <u>Students with Disabilities</u>: By 2024, the Chronic Absenteeism rate for Students with Disabilities will be 10%--Green. (Decline of 1.2% each year)

- <u>American Indian</u>: By 2024, the Chronic Absenteeism rate for American Indian students will be 10%--Green. (Decline of 8.9%)

- <u>Foster Youth</u>: By 2024, the Chronic Absenteeism rate for Foster Youth will be 5.6%--Green. (Decline of 2% each year)

- <u>African American</u>: By 2024, the Chronic Absenteeism rate for African American students will be 4.9%--Green. (Decline of 2% each year)

- <u>Filipino</u>: By 2024, the Chronic Absenteeism rate for Filipino students will be 6.8%--Green. (Decline of 0.5% each year)

- <u>English Learners</u>: By 2024, the Chronic Absenteeism rate for English Learners will be 4.7%--Green. (Decline of 0.5% each year)

- <u>Asian</u>: By 2024, the Chronic Absenteeism rate for Asian students will be 4.4%--Green. (Decline of 0.5% each year)

- <u>Homeless</u>: By 2024, the Chronic Absenteeism rate for Homeless students will be 10%--Yellow (Decline of 1.3% each year)

- <u>Socioeconomically Disadvantaged</u>: By 2024, the Chronic Absenteeism rate for Socioeconomically Disadvantaged students will be 7.1%--Green. (Decline of 0.5% each year)

- <u>White</u>: By 2024, the Chronic Absenteeism rate for White students will be 6.7%--Green. (Decline of 0.5% each year)

- <u>Hispanic</u>: By 2024, the Chronic Absenteeism rate for Hispanic students will be 6.1%--Green. (Decline of 0.5% each year)

Prior and Current Recommendations

- Recommendation to keep recommendations from the prior LCAP

- Recommendation to Add on with new recommendations

Local Assessment Data for LCAP Going Forward

- The latest test results for ELA and math are from the 2019 CA School Dashboard

- There will not be a 2020 dashboard (current year)

- It is unlikely that there will be a 2021 dashboard for ELA and math (next year)

- We will need to use some district developed tests to determine how students are doing in ELA and math.

- We will give students some assessments at the end of this school year (May) and use this data to set targets for the next three years

Local Assessments for LCAP Outcomes

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Assessment Data ELA TK-EOY ELA Assessment(s) K-EOY ELA Assessment(s) 1st-EOY ELA Assessment(s) 2nd-EOY ELA Assessment(s) 3rd-EOY ELA Assessment(s) 4th-EOY ELA Assessment(s) 5th-EOY ELA Assessment(s) 6th-EOY ELA Assessment(s) 7th-EOY ELA Assessment(s) 8th-EOY ELA Assessment(s)	Local Assessment Baseline TK K 1st 2nd 3rd 4th 5th 6th 7th 8th				
Local Assessment Data Math TK-EOY Math Assessment K-EOY Math Assessment 1st-EOY Math Assessment 2nd-EOY Math Assessment 3rd-EOY Math Assessment 4th-EOY Math Assessment 5th-EOY Math Assessment 6th-EOY Math Assessment 7th-EOY Math Assessment 8th-EOY Math Assessment	Local Assessment Baseline TK K 1st 2nd 3rd 4th 5th 6th 7th 8th				
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments (ELA)	English Language Arts: Overall: 24.5 Below Level 3(Orange) EL: 48.2 Below Level 3 (Orange) SED: 33.4 Below Level 3 (Orange) SWD: 93.9 Below Level 3 (Red) Homeless: 81.3 Below Level 3 (Red) Asian: 15.6 Below Level 3 (Orange) Af Am: 52.7 Below Level 3 (Orange) Hisp: 30.5 Below Level 3 (Orange) 2/More: 3.3 Above Level 3 (Yellow) White: 9.9 Above Level 3 (Green)				English Language Arts: Overall: 5 Below Level 3 (Green) EL: 3.2 Below Level 3 (Green) SED: 2.6 Above Level 3 (Green) SWD: 70 Below Level 3 (Yellow) Homeless: 36.3 Below Level 3 (Yellow) Asian: 2.4 Above Level 3 (Green) Af Am: 5 Below Level 3 (Green) Hisp: 2.5 Above Level 3 (Green) 2/More: 9.3 Above Level 3 (Green) White: 18.3 Above Level 3 (Green)
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide Assessments (Math)	Mathematics: Overall: 51.2 Below Level 3 (Orange) EL: 61.7 Below Level 3 (Yellow) SED: 49.8 Below Level 3 (Yellow) SWD:118.6 Below Level 3 (Red) Homeless: 94.6 Below Level 3 (Orange) Asian: 7.2 Below Level 3 (Green) Af Am: 77.7 Below Level 3 (Orange) Hisp: 46.5 Below Level 3 (Orange) 2/More: 17.7 Below Level 3 (Yellow) White: 6.1 Below Level 3 (Green)				Mathematics: Overall: 25 Below Level 3 (Green) EL: 12.2 Below Level 3 (Green) SED: 22.8 Below Level 3 (Green) SWD:94.6 Below Level 3 (Yellow) Homeless: 49.6 Below Level 3 (Yellow) Asian: 1.8 Above Level 3 (Green) Af Am: 23.7 Below Level 3 (Green) Hisp: 22.5 Below Level 3 (Green) 2/More: 8.7 Below Level 3 (Green) White: 2.9 Above Level 3 (Green)

(Handwritten annotations:)
- we do not yet have these results
- These are to be reported out at the end of each year.
- we will set targets once we know how students did

Recommendations on Local Assessment Data

- Recommendations: Use local assessment data in ELA and math to set achievement targets for the 2024 LCAP.