

Hanford Elementary School District

District English Learner Advisory Committee

Meeting #3

March 18, 2020

Business

- Welcome
- Introductions
- Approve Minutes from Meeting #1
 - Note: Meeting #2 was cancelled due to COVID-19
- Public Comments



CA School Dashboard Local Indicators

Conduct an LEA-wide needs assessment on a school-by-school basis, and; Plan to Ensure Compliance With Any Applicable Teacher and Instructional Aide Requirements:

Teacher Credentialing and Teacher Equity

Teacher Equity Definitions

- An ineffective teacher is any of the following:
- An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or
- A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)
- An individual who holds no credential, permit, or authorization to teach in California.

Teacher Equity Definitions

A credentialed out-of-field teacher is:

A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned.

An Inexperienced teacher is:

A teacher who has two or fewer years of teaching experience.

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 4% . It is important to note that no individual school had more than one ineffective teacher 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%
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	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%
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	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%
Lincoln	358	339	95%	16	2	13%
Monroe	684	534	78%	27	1	4%
Richmond	409	376	92%	18	1	6%
Roosevelt	486	452	93%	20	1	5%
Simas	512	380	74%	21	1	5%
Washington	477	389	82%	21	1	5%
CDS	2	2	100%	3	0	0.0%
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

Programs and Services for English Learners

From the California Department of Education English Learner Roadmap:

California English Learner Roadmap Principle #2: Intellectual Quality of Instruction and Meaningful Access: English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

- Title III Services
- Designated and Integrated ELD (School Plans)

Recommendations on Programs & Services for English Learners

Reclassification of English Learners

From the California Department of Education English Learner Roadmap

Establishing proper and consistent procedures and criteria for identifying, monitoring, and exiting English learners using appropriate assessment procedures—while developing professional capacity to use assessment results—constitutes a key lever for effective system improvement.

Reclassification Procedures:

Recommendations on Reclassification Procedures

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

- All Students: By 2024, All Students will score Green, 5 points below standard. (Growth of 6.5 points each year)
- Students with Disabilities: By 2024, Students with Disabilities will score Yellow, 70 points below standard. (Growth of 8 points each year)
- Homeless: By 2024, Homeless students will score Yellow, 36.3 points below standard. (Growth of 15 points each year)
- African American: By 2024, African American students will score Green, 5 points below standard. (Growth of 16 points each year)
- English Learners: By 2024, English Learners will score Green, 3.2 points below standard. (Growth of 15 points each year)
- Socioeconomically Disadvantaged: By 2024, Socioeconomically Disadvantaged students will score Green, 2.6 points above standard. (Growth of 12 points each year)
- Hispanic: By 2024, Hispanic students will score Green, 2.5 points above standard. (Growth of 11 points each year)
- Asian: By 2024, Asian students will score Green, 2.4 points above standard. (Growth of 6 points each year)
- Foster Youth: By 2024, Foster Youth will score Green, 2.8 point above standard. (Growth of 11 points each year)
- Two or More Races: By 2024 Two or More Races will score Green, 9.3 points above standard. (Growth of 3 points each year)
- White: 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

- All Students: By 2024, the Suspension Rate for All Students will be 1.8%--Green. (Decline of 0.3% each year)
- Foster Youth: By 2024, the Suspension Rate for Foster Youth will be 6%--Yellow. (Decline of 2.1% each year)
- African American: By 2024, the Suspension Rate for African American students will be 5.2%--Yellow. (Decline of 1% each year)
- Two or More Races: By 2024, the Suspension Rate for Two or More Races will be 3%--Green. (Decline of 1.2% each year)
- Students with Disabilities: By 2024, the Suspension Rate for Students with Disabilities will be 3%--Green. (Decline of 0.9% each year)
- Homeless: By 2024, the Suspension Rate for Homeless students will be 3%--Green. (Decline of 0.6% each year)
- White: By 2024, the Suspension Rate for White students will be 2.3%--Green. (Decline of 0.3% each year)
- Socioeconomically Disadvantaged: By 2024, the Suspension Rate for Socioeconomically Disadvantaged students will be 2.0%--Green. (Decline of 0.3% each year)
- Hispanic: By 2024, the Suspension Rate for Hispanic students will be 1.3%--Green. (Decline of 0.3% each year)
- Asian: By 2024, the Suspension Rate for Asian students will be 1.0%--Green. (Decline of 0.3% each year)
- English Learners: By 2024, the Suspension Rate for English learners will be 0.5%. (Decline of 0.3% each year)
- American Indian: By 2024, the Suspension Rate for American Indian students will be between 0% and 0.3%.
- Filipino: By 2024, the Suspension Rate for Filipino students will be between 0% and 0.3%.

LCAP Expected Outcomes for 2024: Chronic Absenteeism

- All Students: By 2024, the Chronic Absenteeism rate for All Students will be 6.4%--Green. (Decline of 0.5% each year)
- Students with Disabilities: By 2024, the Chronic Absenteeism rate for Students with Disabilities will be 10%--Green. (Decline of 1.2% each year)
- American Indian: By 2024, the Chronic Absenteeism rate for American Indian students will be 10%--Green. (Decline of 8.9%)
- Foster Youth: By 2024, the Chronic Absenteeism rate for Foster Youth will be 5.6%--Green. (Decline of 2% each year)
- African American: By 2024, the Chronic Absenteeism rate for African American students will be 4.9%--Green. (Decline of 2% each year)
- Filipino: By 2024, the Chronic Absenteeism rate for Filipino students will be 6.8%--Green. (Decline of 0.5% each year)
- English Learners: By 2024, the Chronic Absenteeism rate for English Learners will be 4.7%--Green. (Decline of 0.5% each year)
- Asian: By 2024, the Chronic Absenteeism rate for Asian students will be 4.4%--Green. (Decline of 0.5% each year)
- Homeless: By 2024, the Chronic Absenteeism rate for Homeless students will be 10%--Yellow (Decline of 1.3% each year)
- Socioeconomically Disadvantaged: By 2024, the Chronic Absenteeism rate for Socioeconomically Disadvantaged students will be 7.1%--Green. (Decline of 0.5% each year)
- White: By 2024, the Chronic Absenteeism rate for White students will be 6.7%--Green. (Decline of 0.5% each year)
- Hispanic: By 2024, the Chronic Absenteeism rate for Hispanic students will be 6.1%--Green. (Decline of 0.5% each year)