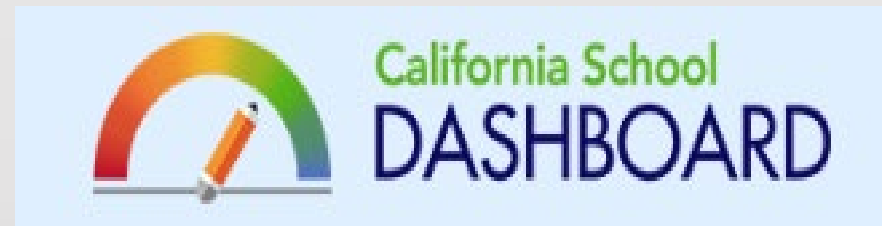


Fall 2019 California School Dashboard Local Indicators



Hacienda La Puente USD
Report to the Board of Education
October 24, 2019

California School Dashboard



- The Dashboard is California's new school accountability system based upon priorities set forth in the Local Control Funding Formula (LCFF).
- ***State Indicators*** address the LCFF priorities for which data is collected consistently across the state through the California Longitudinal Pupil Achievement Data System (CALPADS).
- Several LCFF priorities require data that is NOT collected through CALPADS.
 - These priorities are addressed by ***Local Indicators***

Hacienda la Puente Unified

Explore the performance of Hacienda la Puente Unified under California's Accountability System.

Generate PDF Report

View All Schools

View Additional Reports

2018

Chronic Absenteeism Yellow	Suspension Rate Yellow	English Learner Progress No Performance Color	Graduation Rate Green
College/Career Orange	English Language Arts Yellow	Mathematics Orange	Basics: Teachers, Instructional Materials, Facilities STANDARD MET
Implementation of Academic Standards STANDARD MET	Parent and Family Engagement STANDARD MET	Local Climate Survey STANDARD MET	Access to a Broad Course of Study STANDARD MET

Fall 2018 Dashboard Local Indicators

Basics: Teachers, Instructional Materials, Facilities STANDARD MET
Implementation of Academic Standards STANDARD MET
Parent and Family Engagement STANDARD MET
Local Climate Survey STANDARD MET
Access to a Broad Course of Study STANDARD MET

2019 Dashboard Local Indicators

- There are 5 LCFF Priorities that LEAs must address:
 - Priority 1- Basics
 - Priority 2- Implementation of Academic Standards
 - Priority 3- Parent Engagement
 - Priority 6- School Climate
 - Priority 7- Course Access

Meeting Local Performance Indicator Standards

- The Standards for the local performance indicators are based on whether LEAs:
 - Measure their progress on the local performance indicator based on locally available information, and
 - Report the results to the LEA's local governing board at a regularly scheduled meeting, and
- For each local performance indicator, LEAs determine whether they have:
 - Met
 - Not Met
 - Not Met for Two or More Years

Approved Self-Reflection Tools

- For each local performance indicator, LEAs will use the self-reflection tool included in the Dashboard to support their determination of whether they have “Met” the performance standard.
- The self-reflection tools are embedded in the web-based Dashboard system, for LEAs to utilize in reporting the results to their local governing boards and to the public and stakeholders.

Meeting the Local Performance Indicators

- HLPUSD will meet the criteria for “Met” on each of the following Local Performance Indicators, based on:
 - Measurement of progress for each Local Indicator
 - Report to the Board of Education – **October 10, 2019**
 - Use of the approved self-reflection tools to measure and report progress through the California School Dashboard
- *Through the self-reflection process, areas of strength and/or need will be analyzed to identify priorities for focus and next steps*
- The following slides outline the 5 Local Indicators and self-reflection tools planned for 2019 Dashboard reporting...

Priority 1: Basics

- Teacher Misassignments or Vacancies for the 2018-19 School Year:
 - Misassignment of teachers of English learners : 0
 - Total teachers misassigned: 0
 - Vacant teaching positions: 2
- Standards Aligned Instructional Materials for the 2018-19 School Year:
 - Number of students without their own copies of instructional materials: 0
- Facilities-Based on the Facilities Inspection Tool (FIT) for 2018-19 School Year, the inspection data is as follows:
 - Areas Inspected: 1943
 - Deficiencies Reported: 660
 - Extreme Deficiencies Reported: 0
 - Schools Meeting “Good” repair standard: 31
 - Schools Meeting “Fair” repair standard: 1
 - Schools Meeting “Poor” repair standard: 0

Priority 1 - Basic Services

Conclusion

Local Performance Indicator Standard Met

Basic Services are measured and reported to the Board of Education through

- CaLPADS
- Williams Resolutions
- School Accountability Report Card (SARC)
- Facilities Updates
- State of the District

Priority 2: Implementation of State Academic Standards

Option 2: Self-Reflection Tool

- District leadership uses the self-reflection tool to rate progress on 5 state-defined dimensions of standards implementation:
 - Professional learning
 - Instructional materials
 - Instruction
 - Other adopted academic standards
 - Support for teachers and administrators

Priority 2: Implementation of State Academic Standards

Option 2: Self-Reflection Tool includes a 5 point rubric as the rating scale:

- 1- Exploration and Research Phase
- 2- Beginning Development
- 3- Initial Implementation
- 4- Full Implementation
- 5- Full Implementation and Sustainability

Priority 2: Implementation of State Academic Standards

1. The District's progress in providing **professional learning** for teaching to the recently adopted academic standards and/or curriculum frameworks:

- **State Academic Standards for English Language Arts**

- **4- Full Implementation**

- Curriculum Committees meetings, release days, summer hours and PD
 - Dedicated TOSAs for PD, Push-in, and Just-in time PD

- **English Language Development** (Aligned to English Language Arts Standards)

- **4- Full Implementation**

- Curriculum Committees meetings, release days, summer hours and PD
 - Dedicated DPS, TOSAs for PD, Push-in, and Just-in time PD

Priority 2: Implementation of State Academic Standards

1. The District's progress in providing **professional learning** for teaching to the recently adopted academic standards and/or curriculum frameworks (*continued*):

- **State Academic Standards for Mathematics**

- **4- Full Implementation**

- Curriculum Committees meetings, release days, summer hours and PD
 - Dedicated TOSAs for PD, Push-in, and Just-in time PD
 - UC Davis C-STEM curriculum trainings

- **Next Generation Science Standards**

- **3- Beginning Development**

- Curriculum Committees meetings, release days, summer hours and PD
 - Conferences for teachers and administrators
 - LACOE training for administrators and teachers
 - Dedicated TOSAs for PD, Push-in, and Just-in time PD
 - Science Summer Academy for teachers, July 2018

- **History-Social Science**

- **3- Beginning Development**

- Curriculum Committees meetings, release days, summer hours and PD
 - Conferences for teachers
 - Districtwide PD for Social Science teachers

Priority 2: Implementation of State Academic Standards

3. The District's progress in implementing policies or programs to improve in delivering instruction aligned to the academic standards and/or curriculum frameworks:

- **State Academic Standards for English Language Arts**

- **4- Full Implementation**

- Districtwide PD
 - TOSA support for Sites
 - Curriculum Committee identifying needs

- **English Language Development (Aligned to English Language Arts Standards)**

- **4- Full Implementation**

- Districtwide PD
 - TOSA support for Sites
 - Curriculum Committee identifying needs

- **State Academic Standards for Mathematics**

- **4- Full Implementation**

- Districtwide PD
 - TOSA support
 - Curriculum Committee identifying needs

Priority 2: Implementation of State Academic Standards

3. The District's progress in implementing policies or programs to improve in delivering instruction aligned to the academic standards and/or curriculum frameworks (*continued*):

- **Next Generation Science Standards**

- **2- Beginning Development**

- Implementation Plan roll-out
 - TOSA Support
 - Districtwide PD
 - Curriculum Committee identifying needs

- **History-Social Science**

- **3- Initial Implementation**

- Curriculum Committee identifying needs
 - Summer professional development
 - District wide professional development

Priority 2: Implementation of State Academic Standards

Other Adopted Standards

4. The District's progress implementing each of the following academic standards adopted by the State Board of Education for all students:

- **Career Technical Education**

 - **3- Initial Implementation**

 - High schools will expand CTE course access through Adult Ed partnership
 - Middle and Elementary schools are expanding pathways

- **Health Education Content Standards**

 - **2- Beginning Development**

 - Review of Health Education, including Social Emotional Learning, completed
 - Ad hoc committee to explore Social-Emotional Learning/Health materials to buy in 2019-20

- **Physical Education Model Content Standards**

 - **4- Full Implementation**

 - All schools provide PE as required by Ed Code and Standards

- **Visual and Performing Arts**

 - **4- Full Implementation**

 - Access and integration of arts continue to be increased
 - PD and support available to integrate arts into the elementary and middle school grades in all content areas
 - High schools have thriving VAPA Programs

- **World Language**

 - **4- Full Implementation**

 - Dual Immersion in Spanish, Mandarin, and Korean
 - Increase of language offering at middle schools
 - High schools offer multiple languages, including AP courses

Priority 2: Implementation of State Academic Standards

Support for Teachers and Administrators

5. The District's success at engaging in the following activities with teachers and school administrators during the 2017-18 or 2018-19 school year(s):

- **Identifying the professional learning needs of groups of teachers or the teaching staff as a whole**
 - **4- Full Implementation**
 - Site administrators developed needs charts for PD
 - Dixon, Nolan, Adams (DNA): teachers and administrators
 - Teacher survey after each professional development experience to plan future PDs
- **Identifying the professional learning needs of individual teachers**
 - **4- Full Implementation**
 - Push-in PD based on need established
 - Differentiated & choice of PD based on interest/need established
 - Summer Academies for Math, Science, Art, and Social Science
- **Providing support for teachers on the standards they have not yet mastered**
 - **4- Full Implementation**
 - Push-in PD based on need established
 - Differentiated & choice of PD based on interest/need established
 - Summer Academies for Math, Science, Art, and Social Science

Priority 2 - Implementation of State Academic Standards

Conclusion

Local Performance Indicator Standard Met

Priority 3: Parent Engagement

Priority 3: Self-Reflection Tool (New for 2019)

- Districts use this tool to reflect on its progress, successes, needs and areas of growth in family engagement practices and programs to support continuous improvement and determine next steps in the following areas:
 1. Building Relationships between School Staff and Families
 2. Building Partnerships for Student Outcomes
 3. Seeking Input for Decision-making
- Results will be used to inform the LCAP and the development process to assess and plan for future LCAP goals, actions, and services

Priority 3: Parent Engagement

Priority 3: Self-Reflection Tool (New for 2019)

- In completing the self-reflection tool, stakeholder input from all groups of families, staff and students should be considered
- HLPUSD utilized the 2018-19 LCAP Survey, Parental Involvement responses as data/information considered in completion of the tool
 - The 2018-19 LCAP Survey was administered to HLPUSD parents, students, and staff.
 - A total of 9,030 respondents included:
 - 1,226 Parents
 - 6,861 Students
 - 903 Staff

Priority 3: Parent Engagement

The Priority 3 Self-Reflection Tool uses the same 5 point rubric applied to Priority 2 Self-Reflection Tool as the rating scale:

- 1- Exploration and Research Phase
- 2- Beginning Development
- 3- Initial Implementation
- 4- Full Implementation
- 5- Full Implementation and Sustainability

Priority 3: Parent Engagement

1. Building Relationships between School Staff and Families

- The District's progress in developing the capacity of staff to build trusting and respectful relationships with families:

4- Full implementation

- The District's progress in creating welcoming environments for all families in the community:

4- Full implementation

- The District's progress in supporting staff to learn about each families cultures, languages, and goals for their children:

3- Initial implementation

- The District's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families:

4-Full implementation

Priority 3: Parent Engagement

1. Building Relationships between School Staff and Families

- The following are examples of strengths and progress identified within LCAP Survey responses:
 - 96% of parents feel they are able to communicate with teachers and staff when they need to
 - 84% of respondents feel the school encourages parental involvement
 - 77% of respondents feel comfortable in participating in school activities for parents
- Focus areas for improvement within the LCAP:
 - Further increase meaningful and active parent and family engagement in school and districtwide through providing multiple access points
 - Continue to build meaningful parent and family engagement by providing translation services, babysitting, scheduling convenient meeting times, utilizing email and phone communication, and supporting parents to utilize Aeries Parent portal

Priority 3: Parent Engagement

2. Building Partnerships for Student Outcomes

- Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families

4- Full implementation

- Providing families with information and resources to support student learning

4- Full implementation

- Supporting families to understand and exercise their legal rights and advocate for their own and all students

4- Full implementation

- Implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes

4- Full implementation

Priority 3: Parent Engagement

2. Building Partnerships for Student Outcomes

- The following are examples of strengths and progress identified within LCAP Survey responses:
 - 75% of respondents feel the school encourages involvement from community organizations
 - Parent respondents rate the overall level of parent involvement in HLPUSD from moderately involved (40%) to very involved (29%), to extremely involved (7%)
- Focus area for improvement within the LCAP:
 - Continuously deepen implementation of a comprehensive, districtwide parent education program that will build parents' capacity to engage with and support their Pre-K through 12th grad students' education and college and career readiness

Priority 3: Parent Engagement

3. Seeking input for Decision Making

- Building capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision making

4-Full implementation

- Building capacity of and supporting family members to effectively engage in advisory groups and with decision making

4-Full implementation

- Providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups

4-Full implementation

- Providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement, and evaluate family engagement activities at school and district levels

4-Full implementation

Priority 3: Parent Engagement

3. Seeking input for Decision Making

- The following are examples of strengths and progress identified within LCAP Survey responses:
 - 69% of respondents feel parents have a say in the decision-making process in their school
 - 46% of parents feel they have a say in the decision-making process in the district
- Focus area for improvement within the LCAP:
 - Continue to build parent capacity and participation in school and district decision making processes, including school site and district parent advisory groups, and the LCAP stakeholder engagement process

Priority 3 - Parent Engagement

Conclusion

Local Performance Indicator
Standard Met

Priority 6: School Climate

- The LEA will administer, at least every other year, a local climate survey that captures a valid measure of student perceptions of school safety and connectedness.
- The LEA will provide a narrative summary of the local administration and analysis of the local climate survey in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).
- For the 2019 HLPUSD will use the 2018-19 *California Healthy Kids Survey* results to measure School Climate

Priority 6: School Climate

California Healthy Kids Survey

- The California Healthy Kids Survey (CHKS) is administered every other year to students in grades 5, 7, 9 and 11.
- The CHKS was last administered in 2018-19, and will be administered next in 2020-21.
- 2018-19 CHKS student sample size:
 - Grade 5: 919 (69% average response rate)
 - Grade 7: 1,258 (91% average response rate)
 - Grade 9: 1,150 (86% average response rate)
 - Grade 11: 1,041 (81% average response rate)

Priority 6: School Climate

California Healthy Kids Survey Perceptions of School Safety

	Grade 5	Grade 7	Grade 9	Grade 11
Overall Perception of Being Safe or Very Safe at School	79%	60%	56%	54%
<i>% who "agree" or "strongly agree"</i>				
Been hit or pushed	39%	n/a	n/a	n/a
Been in a physical fight	n/a	18%	9%	6%
Mean rumors or lies spread about you	48%	43%	31%	27%
Called bad names or target of mean jokes	47%	n/a	n/a	n/a
Been afraid of being beaten up	n/a	16%	13%	8%
Saw a weapon at school	11%	12%	8%	8%
Students are well behaved	53%	n/a	n/a	n/a
Experienced any harassment or bullying	n/a	35%	25%	23%
Students treated fairly when break rules	56%	n/a	n/a	n/a
Students treated with respect	88%	n/a	n/a	n/a

n/a= Question not asked at this grade level

Priority 6: School Climate

California Healthy Kids Survey

Perceptions of School Connectedness

	Grade 5	Grade 7	Grade 9	Grade 11
Overall School Connectedness	73%	61%	55%	51%
% who "agree" or "strongly agree"				
Academic motivation	87%	75%	71%	67%
Chronic truancy (2x or more a month)	n/a	2%	4%	5%
Caring adult relationships in school	72%	58%	55%	57%
High expectations by adults in school	85%	72%	65%	65%
Meaningful participation in school	40%	26%	30%	30%
Facilities are well maintained	71%	39%	39%	36%
Parent involvement in schooling	81%	61%	50%	41%
Social and emotional learning supports	79%	n/a	n/a	n/a
Anti-bullying climate	77%	n/a	n/a	n/a

n/a= Question not asked at this grade level

Priority 6 - School Climate

Conclusion

Local Performance Indicator
Standard Met

Priority 7: Course Access

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

- Aeries Master Scheduling
- Assessment Data Management System
- HLPUSD Course Catalog
- Course Code Alignment
- Curriculum Committee Minutes & Articulation
- Developing a Monitoring Tool for At-Risk Students
- LCAP Survey – Course Access Items
- Hanover A-G Completion Analysis (2019)
- Hanover Comparative Analysis of At-Risk Students (2018)
- College Board Reports – AP Test Results
- CDE Dataquest Reports – Course Enrollment

Priority 7: Course Access

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Key findings:

- Master Schedule should offer AP courses vertically and horizontally, offering AP singleton courses across the school day to maximize access
- Open enrollment provides access to those interested and capable
- Open access for all students including multiple demographics and student groups
- Offering/providing equity of courses for access is ongoing
- Ongoing AP support for students/cost support for exams
- Growth mindset towards all schools and student groups needed
- Elementary combo classes can reflect tracking at times
- Expand CTE class offerings at HS and MS
- Access to CTE courses at HLP Adult Ed. for HS students
- Expansion of Code to the Future to 5 additional schools, now 12 total
- Expansion of New Pedagogies for Deep Learning from 10 to 15 school, covering grades TK-12

Priority 7: Course Access

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.
 - School size and staffing impacts the number and/or variety of courses offered within the school's Master Schedule
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?
 - Survey students to understand their interests
 - Provide support/tutoring/summer boot camp/test preparation
 - Create the expectation that all students should take at least one AP course and/or participate in concurrent enrollment in community college courses via HLP Adult Education before they graduate
 - Develop concurrent enrollment agreements and course offerings at high schools with local community colleges
 - PSAT/SAT College Day for all high school students-Year 2
 - Consider PSAT for all 8th grade students
 - 6/5th increases pay for teachers who teach an additional class
 - Share teachers and other resources among schools
 - Increased access to electives at middle schools
 - Piloting the UC Davis C-STEM curriculum at middle and high schools

Priority 7 - Course Access

Conclusion

Local Performance Indicator
Standard Met

Thank You