

LCAP Community Forum

Data Dive and Shared Learning

March 15, 2017

Superintendent Updates

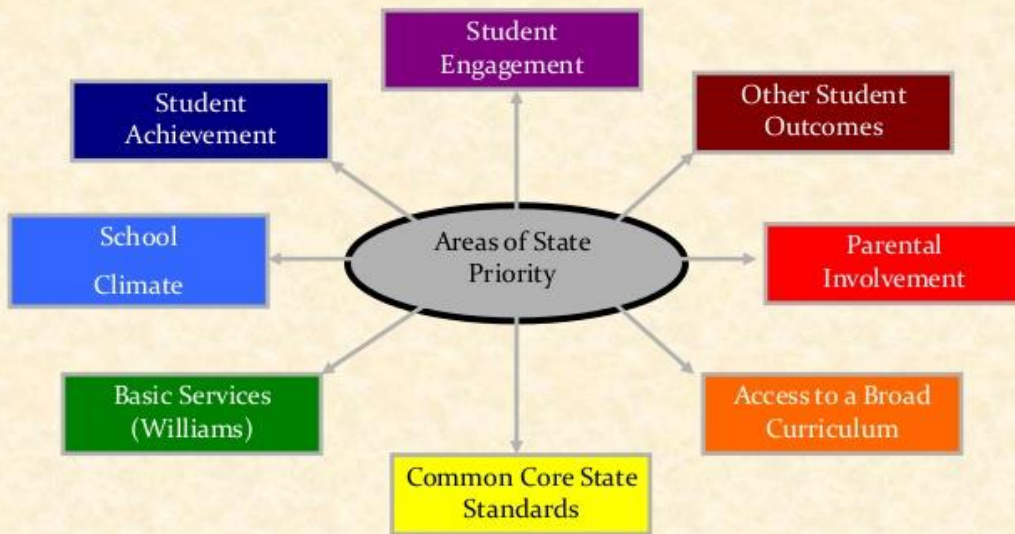
- How has LCAP improved the HBCSD instructional program?
 - Hiring of teachers to reduce class-size ratio
 - Site funding allocations to support language development and technology upgrades
 - Improved Professional Development models (teacher coaching, training menu, conferences, etc.)
 - Before/After School Program starter funds, including pilot Rosetta Stone program
 - Counseling
 - Attendance recovery
 - Library/Media Center improvement
 - Early Childhood Program

Defining Key Terms

- Local Control Funding Formula (LCFF) – When Prop. 30 was passed in 2012, CA districts were to begin receiving funds through 2020 that will help with the budget cuts of the mid-2000s.
- Unduplicated pupils – LCFF provides additional state funds for an unduplicated count of pupils who (1) are English learners, (2) meet income eligibility requirements for free or reduced-price meals, or (3) are foster youth. HBCSD's UPP is between 18 & 20%.
- Local Control Accountability Plan (LCAP) – Each district must submit how they intend to use LCFF funds.

LCAP Priorities and Goals

Required Eight State Priorities



- The State outlined eight specific priorities that the LCAP must address.
- HBCSD has consolidated these eight priorities into three goals: Common Core State Standards, Communication, and Connections.
- Each goal has associated activities and expenditures.

California Data Dashboard Model

- RIP API (1999 – 2013).
- The Five-by-Five Placement Reports provide an “at a glance” display on how a district or school is performing on the state indicators. They graphically display which schools or student groups are: a) performing well, or b) in need of additional support.
- The Report uses percentiles to combine “Status” and “Change” that are equally weighted to make an overall determination for a “Performance Category” for each indicator.

California Data Dashboard Model

- The indicators are: English Language Arts, Mathematics, English Learners, Suspensions, and Graduation*.
- Status (outcomes) are based on the *current* year performance, determined by testing.
- Change (improvement) is the difference between performance from the *prior* year and *current* year.

* does not apply to HBCSD

California Data Dashboard Model

| Level | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
|-----------|------------------------|-------------|-----------------|-----------|-------------------------|
| Very High | | | | | |
| High | <u>YOU</u> | | | | |
| Medium | <u>DO</u> | <u>NOT</u> | | | |
| Low | <u>WANT</u> | <u>YOUR</u> | <u>DISTRICT</u> | | |
| Very Low | <u>TO</u> | <u>BE</u> | <u>HERE</u> | <u>!!</u> | |

Mathematics

| Level | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
|-----------|------------------------|----------|------------|--------------|-------------------------|
| Very High | | | | | |
| High | | | | <u>HBCSD</u> | |
| Medium | | | | | |
| Low | | | | | |
| Very Low | | | | | |

English Language Arts

| Level | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
|-----------|------------------------|----------|------------|--------------|-------------------------|
| Very High | | | | <u>HBCSD</u> | |
| High | | | | | |
| Medium | | | | | |
| Low | | | | | |
| Very Low | | | | | |

English Learners

| Level | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
|-----------|------------------------|-------------|-------------|--------------|-------------------------|
| Very High | Yellow | Light Green | Blue | Blue | Blue |
| High | Orange | Yellow | Light Green | Light Green | Blue |
| Medium | Orange | Orange | Yellow | <u>HBCSD</u> | Light Green |
| Low | Red | Orange | Orange | Yellow | Yellow |
| Very Low | Red | Red | Red | Orange | Yellow |

Suspensions

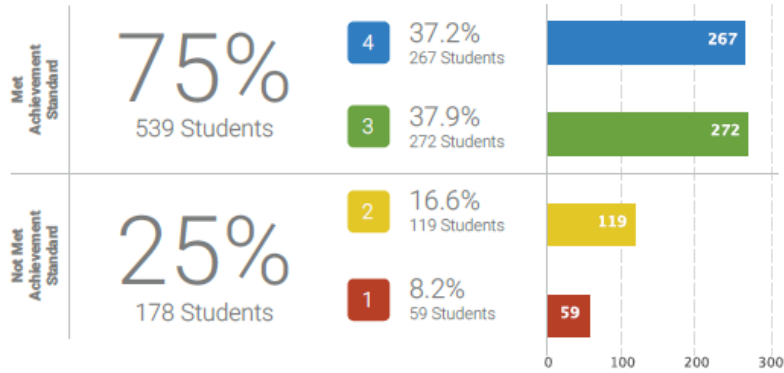
| Level | Declined Significantly | Declined | Maintained | Increased | Increased Significantly |
|-----------|------------------------|---------------------|------------|-----------|-------------------------|
| Very High | | | | | |
| High | | | | | |
| Medium | | <u>HBCSD</u> | | | |
| Low | | | | | |
| Very Low | | | | | |

Data Breakouts

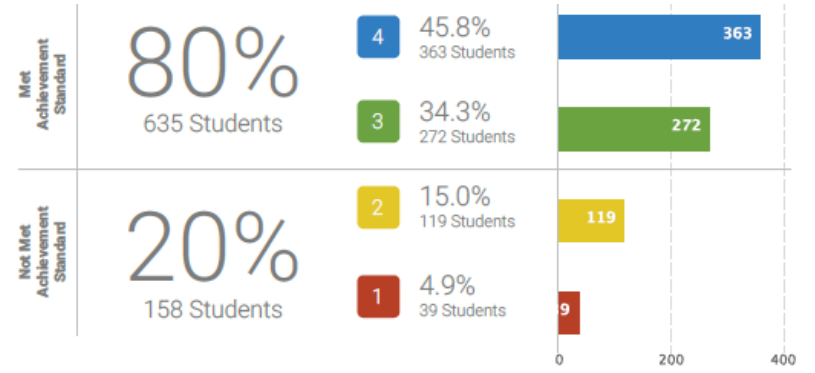
- Mathematics
- English Language Arts
- Science & English Learners
- Attendance

Mathematics

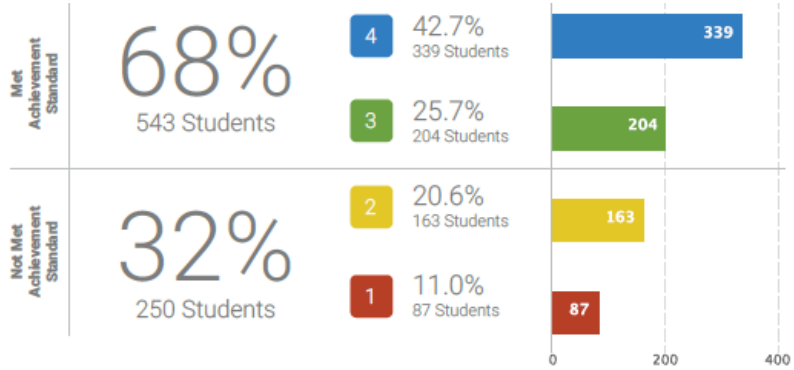
THIRD



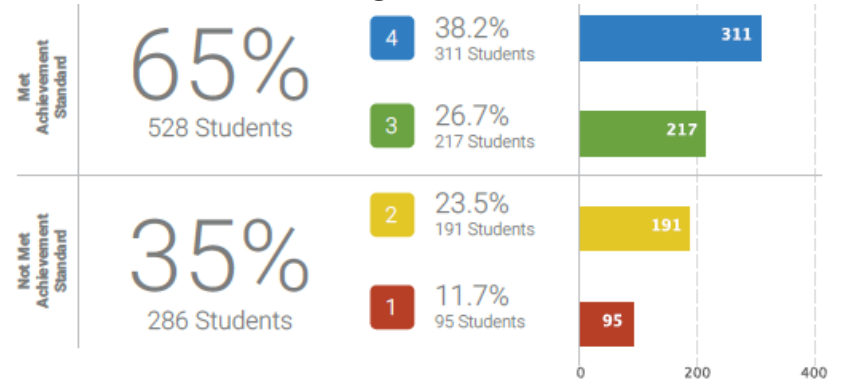
FOURTH



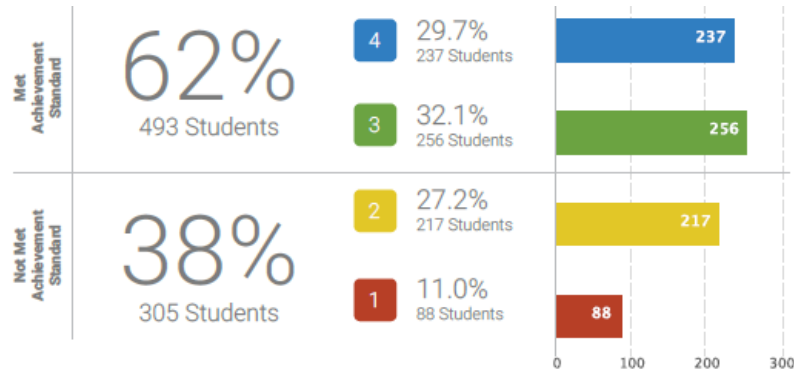
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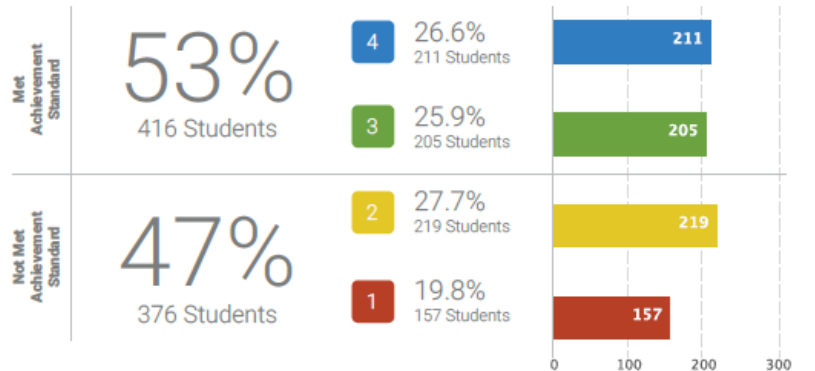
SIXTH



SEVENTH

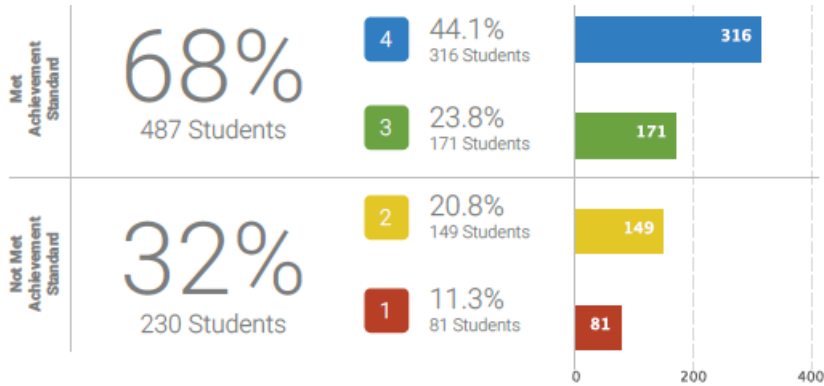


EIGHTH

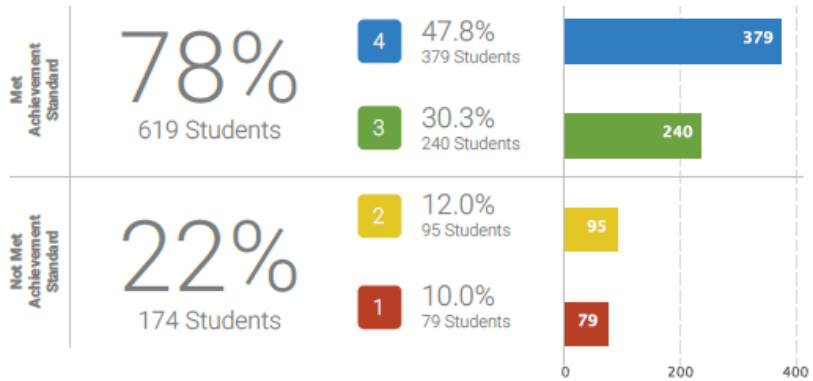


English Language Arts

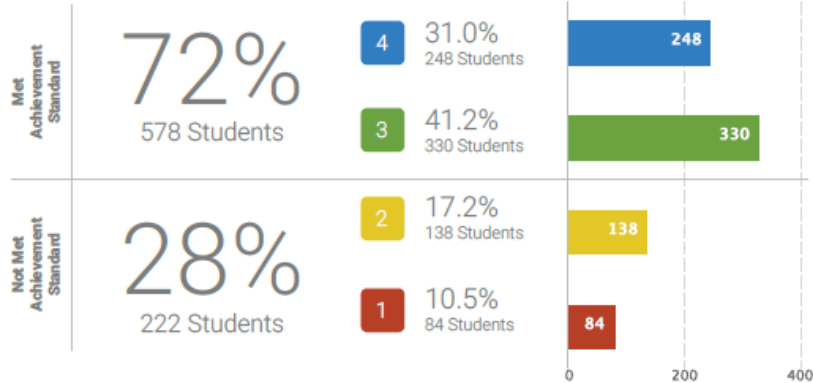
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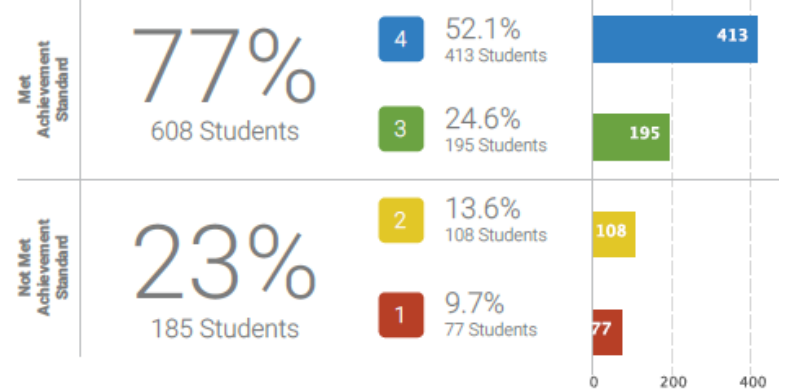
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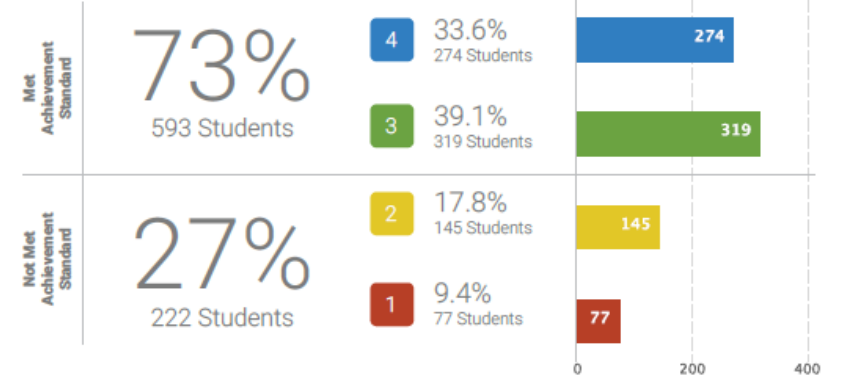
SEVENTH



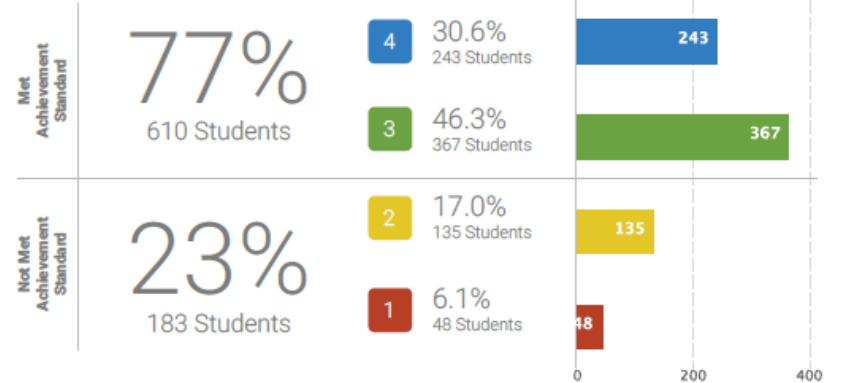
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SIXTH

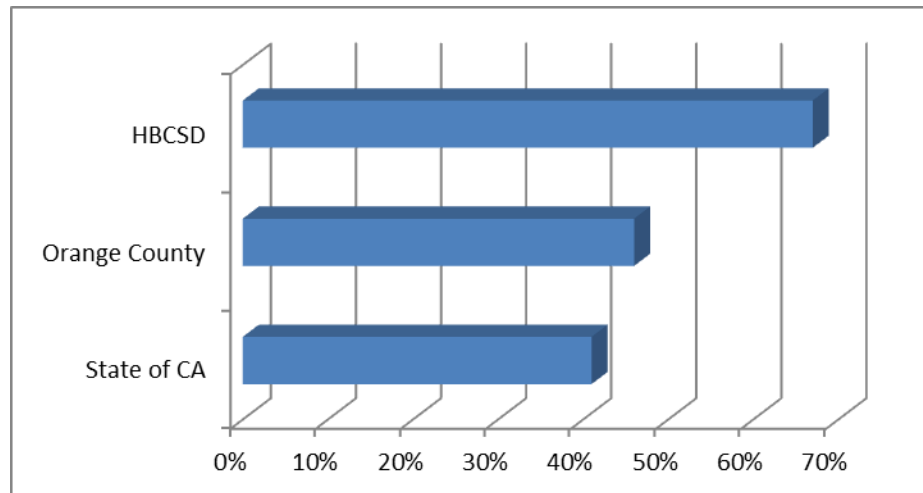


EIGHTH



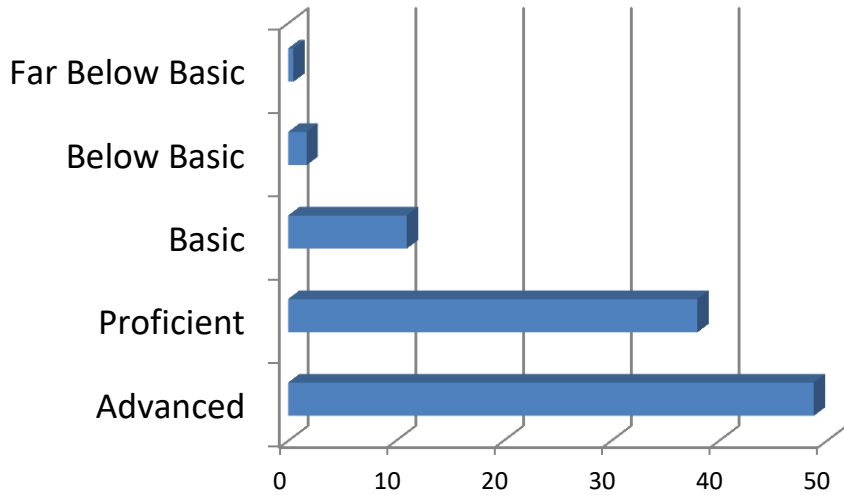
English Learners

| Year | Number of Students | Number of Students Achieving Proficiency | Percent of Students Achieving Proficiency |
|------|--------------------|--|---|
| 2001 | 339 | 71 | 20% |
| 2012 | 382 | 198 | 52% |
| 2013 | 378 | 176 | 47% |
| 2014 | 366 | 170 | 47% |
| 2015 | 359 | 176 | 49% |
| 2016 | 361 | 242 | 67% |



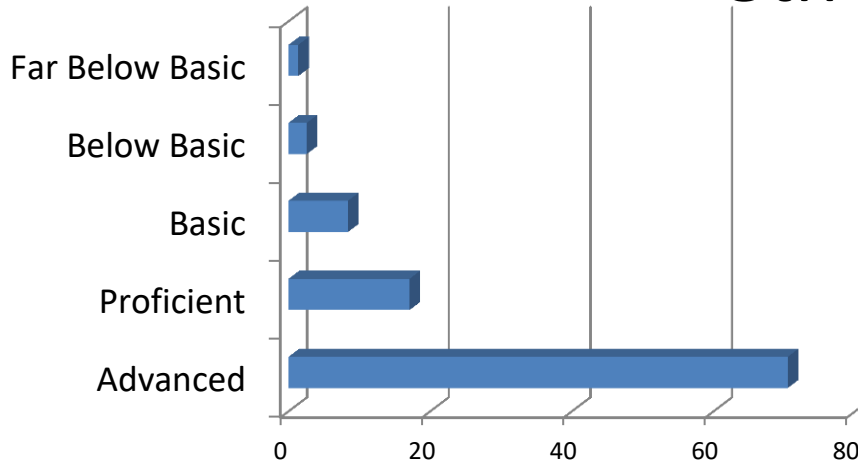
Science

5th Grade



| Advanced Proficient | Basic | Below Basic | Far Below Basic |
|---------------------|-------|-------------|-----------------|
| 48.8% | 38% | 11% | 0.50% |

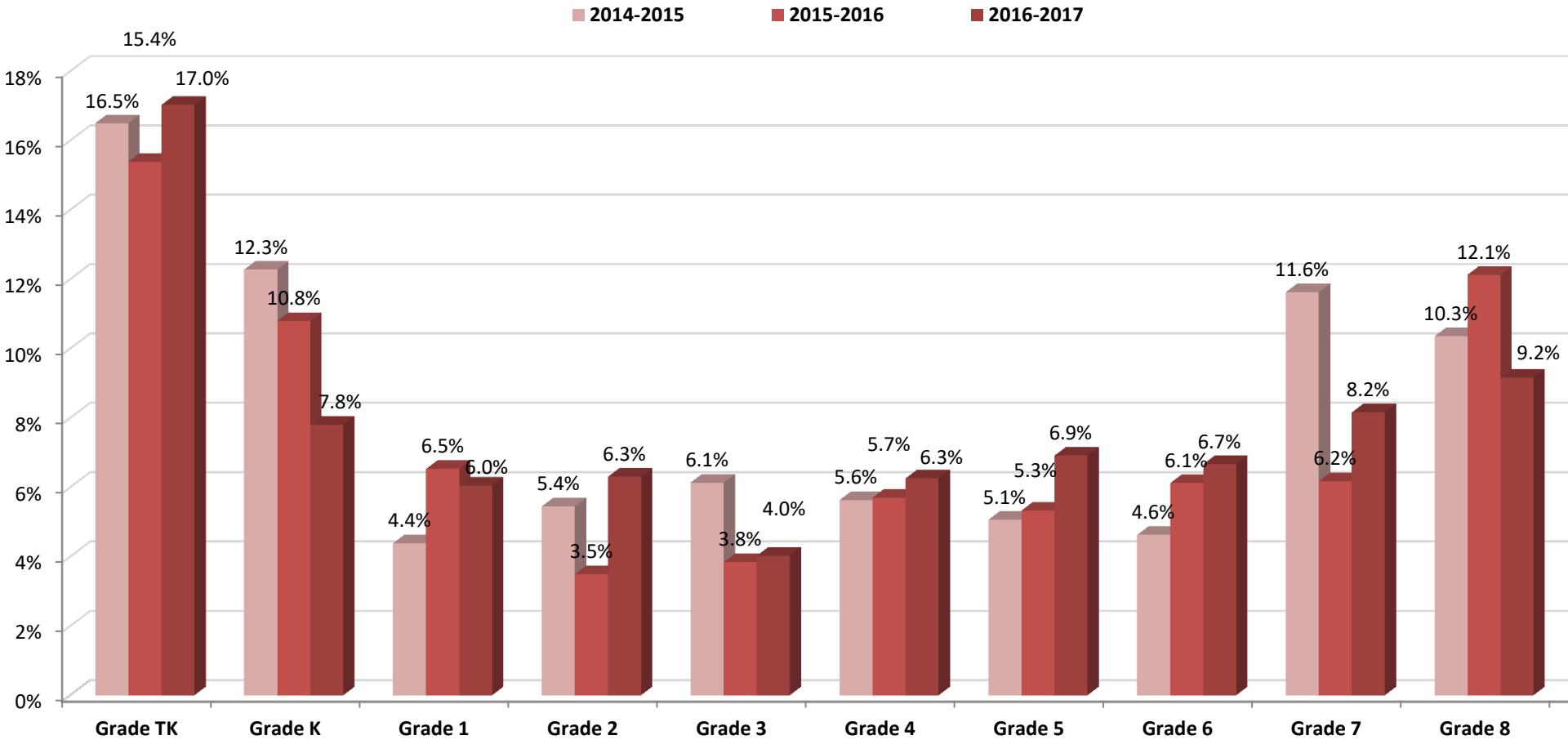
8th Grade



| Advanced Proficient | Basic | Below Basic | Far Below Basic |
|---------------------|-------|-------------|-----------------|
| 70.5% | 17.1% | 8.4% | 1.4% |

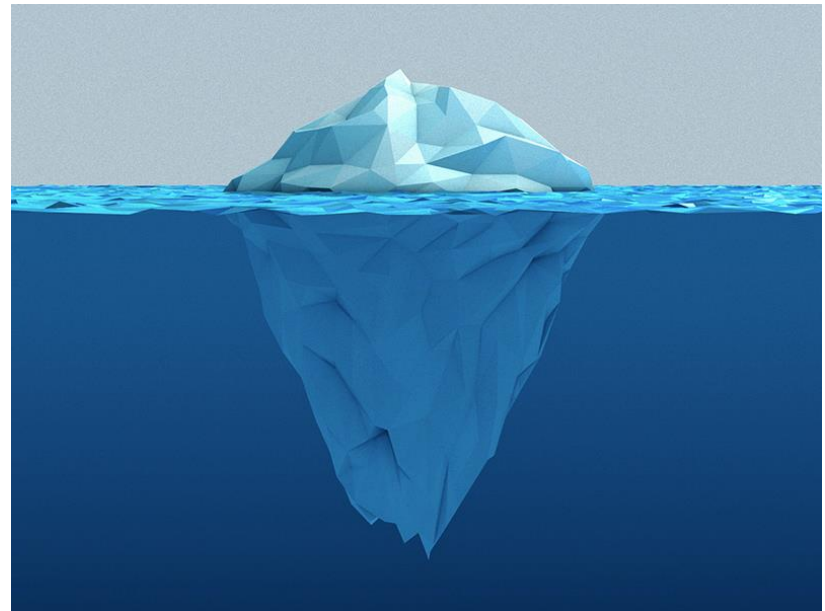
Attendance

Percentage of Students with Moderate or Severe Chronic Absence Over Time



Coming Back Together

- The data that we went over today are the State's mandated data that we look at, but...
 - Priority 1 – Local Williams Reporting
 - Priority 2 – Local Survey
 - Priority 3 – Local Surveys
 - Priority 4 – Dashboards
 - Priority 5 – Suspensions & Attendance
 - Priority 6 – Healthy Kids Survey
 - Priority 7 & 8 – College and Career Indicators



HBCSD LCAP Goals and Activities

- Goal #1 – Common Core State Standards
 - CCSS-aligned adoptions
 - Professional Development
 - Illuminate
 - Library/Media Centers
- Goal #2 – Communication
 - Technology upgrades
 - Web-based communication
- Goal #3 – Connections
 - Proactive Intervention Supports
 - Counseling
 - Hiring of teachers to lower class-size ratios
 - Early Childhood
 - Before/After School Programs
 - Site-allocated \$\$
 - Attendance Recovery
 - English Learner Interventions

Continuing the Discussion

- On April 26th, we will continue these discussions by addressing the questions that were raised today and share ideas for addressing needs that have been identified.
- On May 16th, we will update the Board on our LCAP draft. This is also a Public Comment opportunity for stakeholders.
- This will occur again on June 6th.

THANK YOU!