HBCSD LCAP COMMUNITY FORUM
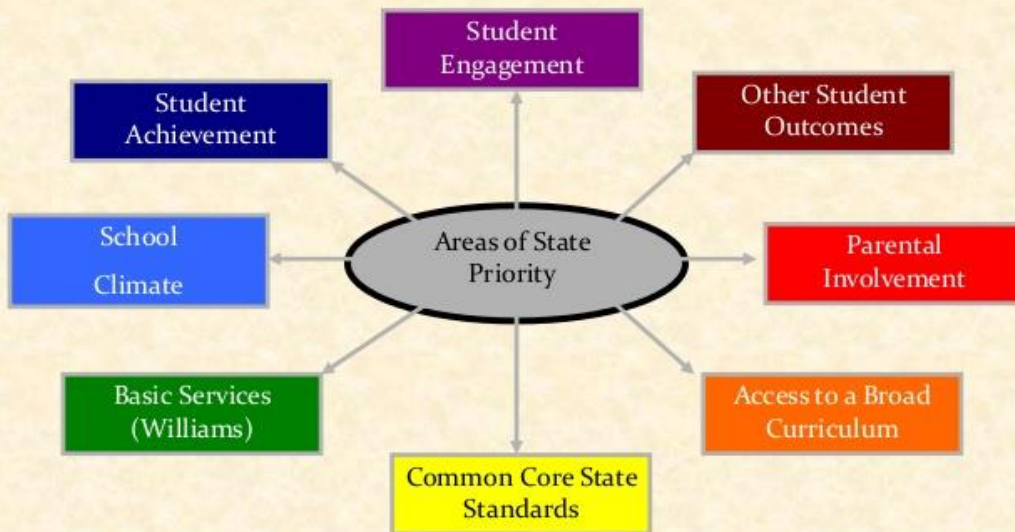
March 22, 2018

AGENDA

- Review of Goals / Actions
- Review of Data
- Review of LCAP Requirements
- Next Steps

LCAP STATE PRIORITIES

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.**

HBCSD LCAP GOALS

- <u>Common Core State Standards:</u> HBCSD WILL - Provide first best instruction for all of our students and support that instruction through supplemental programs for those students with needs by providing access to a standards-based program.

- <u>Communication:</u> HBCSD WILL – Encourage community involvement in the improvement of our schools utilizing the Local Control Accountability Plan process and nurture a culture of continuous improvement. HBCSD WILL – Increase communication with all stakeholders to improve participation, feedback and collaboration in all areas.

- <u>Connections:</u> HBCSD intends to support academic success by providing access to a safe, supportive, and nurturing environment that promotes engagement and school connectedness.

HBCSD LCAP ACTIONS

- What actions has the district been able to take since the implementation of the LCFF and LCAP?

Teacher Salaries	ALEKS
Professional Development	Rosetta Stone
Health Clerks	Outreach Concern Counseling
EL Services	Illuminate
After-School Programs	Early Childhood Education
Library/Media Technicians	Panorama Survey
Site Allocations	Saturday Academy

GHOSTS OF LCAP PAST

- While LCFF phased money into the school system, compliance regulations and accountability guidance had not yet been developed.

Building the Plane as we FLY
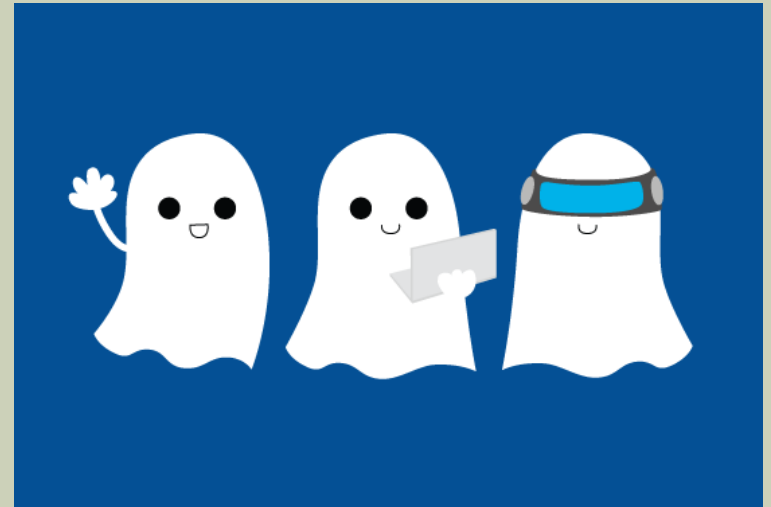
They have now.

CA ACCOUTNABILITY DASHBOARD

- California has developed a system for **evaluating schools and districts** that includes **multiple measures of student success**.

- The California School Dashboard provides a way to view and share **state and local data** to help schools achieve better outcomes for California's students, replacing the API.

- The website features **easy to read** reports on a **variety of indicators** including the following:

  - **Academic achievement in ELA and Mathematics,**

  - **English Learner proficiency and progress,**

  - **Suspension rates,**

  - **Chronic absenteeism,**

  - **Graduation rates and College Readiness (for High Schools).**

ACCOUNTABILITY: STATUS AND CHANGE

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism 🗗	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	Medium 2.3%	Declined -0.3%
English Learner Progress (1-12)	🟡	High 79.4%	Declined -4.6%
English Language Arts (3-8)	🔵	Very High 51.8 points above level 3	Maintained -0.7 points
Mathematics (3-8)	🟢	High 33.7 points above level 3	Increased +4.5 points

Performance Levels:

🔴 Red (Lowest Performance)   🟠 Orange   🟡 Yellow   🟢 Green   🔵 Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

ACCOUNTABILITY: EQUITY REPORT

HBCSD is committed to high academic standards and the belief that each child will learn to their potential through classroom instruction of the highest quality. Our schools provide a supportive environment and strong programs in the core content areas of the curriculum in addition to the arts, physical education, and robust electives. Our collaborative partnership between staff and the community has resulted in excellent student academic performance and frequent recognition through awards.

| Equity Report | Status and Change Report | Detailed Report | Student Group Report |

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism ⧉	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	11	1
English Learner Progress (1-12)	🟡	1	0
English Language Arts (3-8)	🔵	9	3
Mathematics (3-8)	🟢	9	2

ACCOUNTABILITY: LOCAL INDICATORS

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Met
Parent Engagement	Met
Local Climate Survey	Met

Performance Levels:

Red (Lowest Performance)   Orange   Yellow   Green   Blue (Highest Performance)

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

THE FIVE-BY-FIVE (5 X5) REPORTS FOR HBCSD (DISTRICT AND SCHOOLS)

How does the Dashboard display performance?
Two calculations are performed for each of the state indicators.

Status	Change
The current or most recent data on the state indicator	The difference between the current and prior year data

Status and Change are calculated for each state indicator and intersect on a 5x5 grid. The grid layout will vary for each indicator.

In the 5x5 grid, Status is displayed in the left column, and Change is displayed in the top row.

The performance level, or color, is determined by the point at which the Status and Change levels intersect.

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

PERFORMANCE LEVELS

Red • Orange • Yellow • Green • Blue

Lowest Performance — Highest Performance

In the example shown, the district has a Status of "high" and a Change of "maintained," which meet for an overall performance level of green.

GALLERY WALK: MATH PERFORMANCE INDICATOR

Level	Declined Significantly by more than 15 pts	Declined by 3 to 15 pts	Maintained or Declined by less than 3 pts or Increased by less than 3 pts	Increased by 3 to less than 15 pts	Increased Significantly by 15 pts or more
Very High 35 or more pts above		Peterson Hawes	Moffett	Seacliff Eader	
High zero pts above to less than 35 pts above			Dwyer	**HBCSD** Smith Sowers	
Medium 25 pts below to zero					Perry
Low More than 25 pts below to 95 pts below					
Very Low More than 95 pts below					

GALLERY WALK: ENGLISH LANGUAGE ARTS PERFORMANCE INDICATOR

Level	Declined Significantly by more than 15 pts	Declined by 3 to 15 pts	Maintained or Declined by less than 3 pts or Increased by less than 3 pts	Increased by 3 to less than 15 pts	Increased Significantly by 15 pts or more
Very High 45 or more pts above		Dwyer Seacliff Eader Peterson Hawes Moffett	**HBCSD**	Sowers	
High 10 pts above to less than 45 pts above				Smith	
Medium 5 pts below to less than 10 pts above					
Low More than 5 pts below to 70 pts below					Perry
Very Low More than 70 pts below					

GALLERY WALK: ENGLISH LEARNER PERFORMANCE INDICATOR

Level	Declined Significantly by greater than 10%	Decreased by 1.5% to 10%	Maintained or Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or greater
Very High 85% or greater				Dwyer	
High 75% to less than 85%		**HBCSD**	Peterson	Smith	
Medium 67% to less than 75%					
Low 60% to less than 67%	Perry				
Very High Less than 60%					

GALLERY WALK: SUSPENSION INDICATOR

Level	Increased Significantly by greater than 2%	Increased by 0.3% to 2%	Maintained or Declined or Increased by less than 0.3%	Declined by 0.3% to less than 2%	Declined Significantly by 2% or greater
Very Low 0.5% or less			Moffett	Seacliff	
Low Greater than 0.5% to 1.5%		Smith Eader	Hawes		
Medium Greater than 1.5% to 3.0%		Sowers Peterson		**HBCSD** Dwyer	Perry
High Greater than 3% to 6%					
Very High Less than 6%					

LCAP REQUIREMENTS

- Review of Performance:
  - What progress are we making on the state indicators?
  - What are our areas of greatest need?
  - Where do we see performance gaps?
  - How can we increase or improve services to meet these needs?
- Budget Re-Alignment:
  - What is our Base program?
  - How do we use funds to direct services towards our needs?
  - How will we maintain programs when costs are increasing?
  - Are there requests that can now be reconsidered and accommodated from previous LCAP cycles?

NEXT STEPS

Budget analysis and re-alignment.

Community input for adjustments to programs.

Present drafts of LCAP to Orange County Office of Education and Board of Trustees for approval.

THANK YOU!

- At Community Forum #2, we will be presenting specific budget information and our plan for use of funds. The date is TBD, but likely to be in late April/early may.