

# HCS CA School Dashboard State Indicators

...

January 2024



Red



Orange



Yellow



Green



Blue

*How effectively are all of our systems and processes working together to support learning for EACH student in our district?*

**This is the critical question for us to answer.**

# Demographic Information

# HCSD Demographics - 2023

## Enrollment

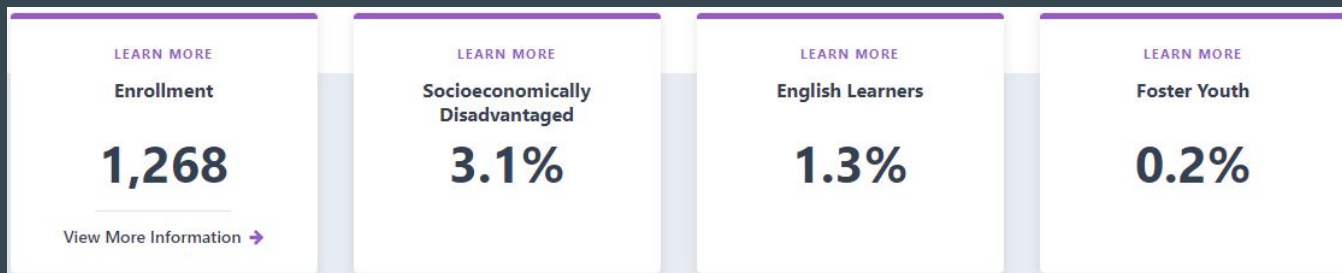
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### District Demographics

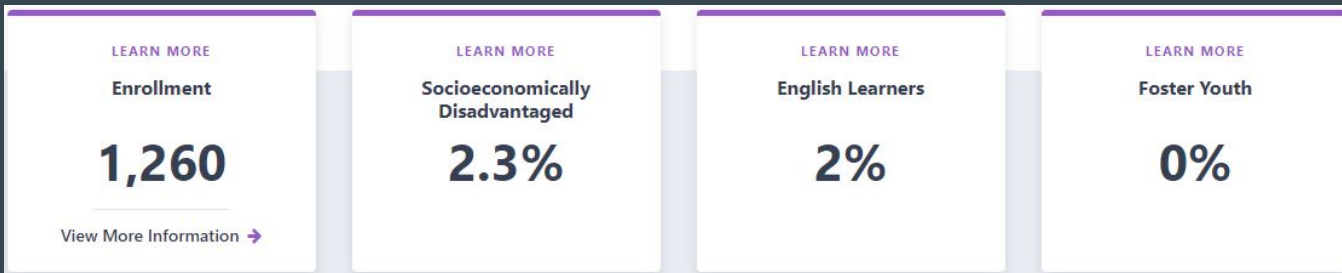
Student Group	Total	Percentage
English Learners	25	1.9%
Homeless	4	0.3%
Socioeconomically Disadvantaged	35	2.7%
Students with Disabilities	157	12.1%
Race/Ethnicity	Total	Percentage
African American	5	0.4%
Asian	454	35.1%
Filipino	21	1.6%
Hispanic	67	5.2%
Two or More Races	167	12.9%
Pacific Islander	2	0.2%
White	578	44.7%

# HCSD continues to be in declining enrollment.

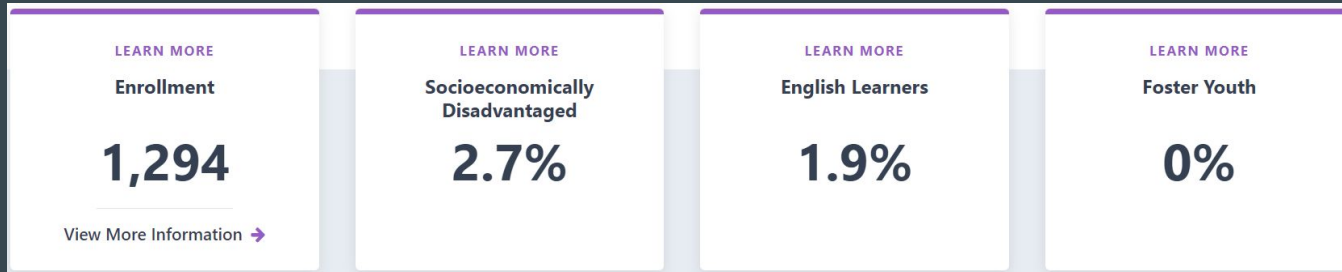
2021



2022



2023\*



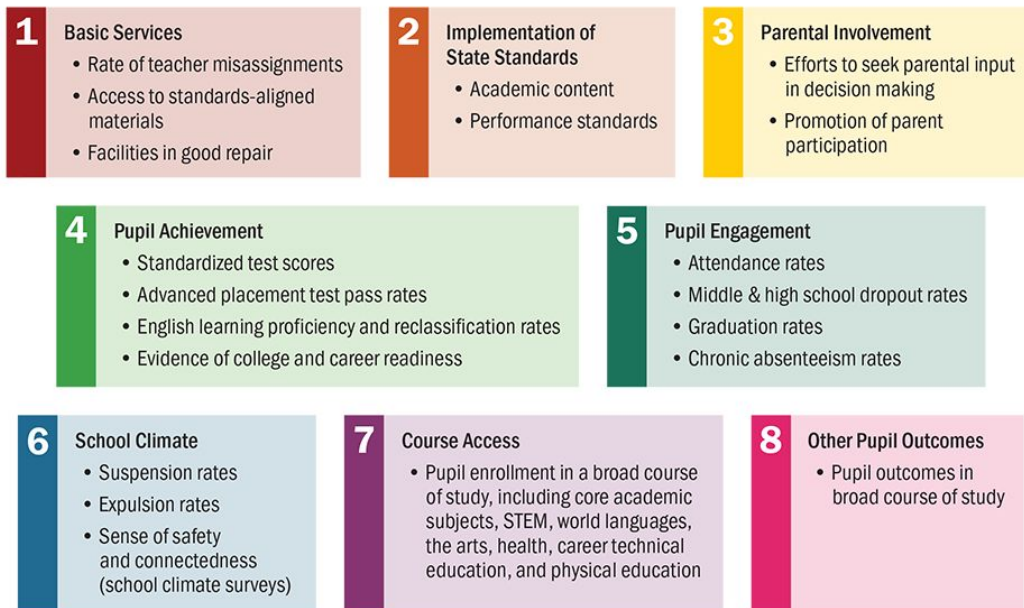
# Understanding the State Indicators

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8 State Priorities, Status & Change, Levels of Support

# The Dashboard Highlights California's Eight State School Priorities

**Figure 1**  
**California's Eight State Priorities**



Source: California Department of Education, State Priority Related Resources. <https://www.cde.ca.gov/fg/aa/lc/statepriorityresources.asp>.

# Status & Change - How it's derived and who is counted...

- Status

- All valid scores
- 2 years within the LEA
- Very High, High, Medium, Low, Very Low



- Change

- Difference between past two years
- Increased Significantly, Increased, Maintained, Declined, Declined Significantly



- Color Indicators

- 5x5 Grid - where status level and change level intersect
- 3x5 Grid - mitigates drastic swings in small populations (less than 150)
  - Suspension Rate and Chronic Absenteeism only



LCFF	ESSA	
Differentiated Assistance (DA)	Comprehensive Support & Improvement (CSI)	Targeted Support & Improvement (TSI) <ul style="list-style-type: none"> <li>• Additional TSI (ATSI)</li> </ul>
LEA Level Dashboard data	School Level Dashboard data	School Level Dashboard data
Student groups	All students	Student groups
Red on two or more priorities for a student group	<p>Less than 67% Graduation rate</p> <p>Lowest 5% of Title I schools for all students</p> <ul style="list-style-type: none"> <li>• Schools w/ all red indicators</li> <li>• Schools w/ all red, but one indicator of any other color</li> <li>• Schools w/ all red and orange indicators; and</li> <li>• Schools w/ 5 or more indicators where the majority are red</li> </ul>	Lowest 5% criteria for two consecutive years for same student group (Title I and non-Title I)
Identified yearly	Identified every 3 years	Identified yearly <ul style="list-style-type: none"> <li>• ATSI identified every 3 years</li> </ul>
Identified in December	Identified in January	Identified in January

# Differentiated Assistance

LEAs must meet the criteria in 2 or more priority areas in order to qualify for differentiated assistance.

This applies to all reportable student groups at the LEA level only.



LCFF State Priority Areas 1 – 5	LCFF State Priority Areas 6 – 10
<b>Basics (Priority 1)</b> <ul style="list-style-type: none"> <li>• <i>Not Met for Two or More Years on Local Performance Indicator</i></li> </ul>	<b>School Climate (Priority 6)</b> <ul style="list-style-type: none"> <li>• <i>Red on Suspension Rate Indicator, or</i></li> <li>• <i>Not Met for Two or More Years on Local Performance Indicator</i></li> </ul>
<b>Implementation of State Academic Standards (Priority 2)</b> <ul style="list-style-type: none"> <li>• <i>Not Met for Two or More Years on Local Performance Indicator</i></li> </ul>	<b>Access to a Broad Course of Study (Priority 7)</b> <ul style="list-style-type: none"> <li>• <i>Not Met for Two or More Years on Local Performance Indicator</i></li> </ul>
<b>Parent Engagement (Priority 3)</b> <ul style="list-style-type: none"> <li>• <i>Not Met for Two or More Years on Local Performance Indicator</i></li> </ul>	<b>Outcomes in a Broad Course of Study (Priority 8)</b> <ul style="list-style-type: none"> <li>• <i>Very Low on College/Career Indicator</i></li> </ul>
<b>Pupil Achievement (Priority 4)</b> <ul style="list-style-type: none"> <li>• <i>Red on both ELA and Math Indicators, or</i></li> <li>• <i>Red on ELA or Math Indicator and Orange on the other indicator, or</i></li> <li>• <i>Red on the English Learner Progress Indicator (ELPI)</i></li> </ul>	<b>Coordination of Services for Expelled Pupils – COEs Only (Priority 9)</b> <ul style="list-style-type: none"> <li>• <i>Not Met for Two or More Years on Local Performance Indicator</i></li> </ul>
<b>Pupil Engagement (Priority 5)</b> <ul style="list-style-type: none"> <li>• <i>Red on Graduation Rate Indicator, or</i></li> <li>• <i>Red on Chronic Absence Indicator</i></li> </ul>	<b>Coordination of Services for Foster Youth – COEs Only (Priority 10)</b> <ul style="list-style-type: none"> <li>• <i>Not Met for Two or More Years on Local Performance Indicator</i></li> </ul>

HCSD does not currently qualify to receive additional support based on student measures on the Dashboard.



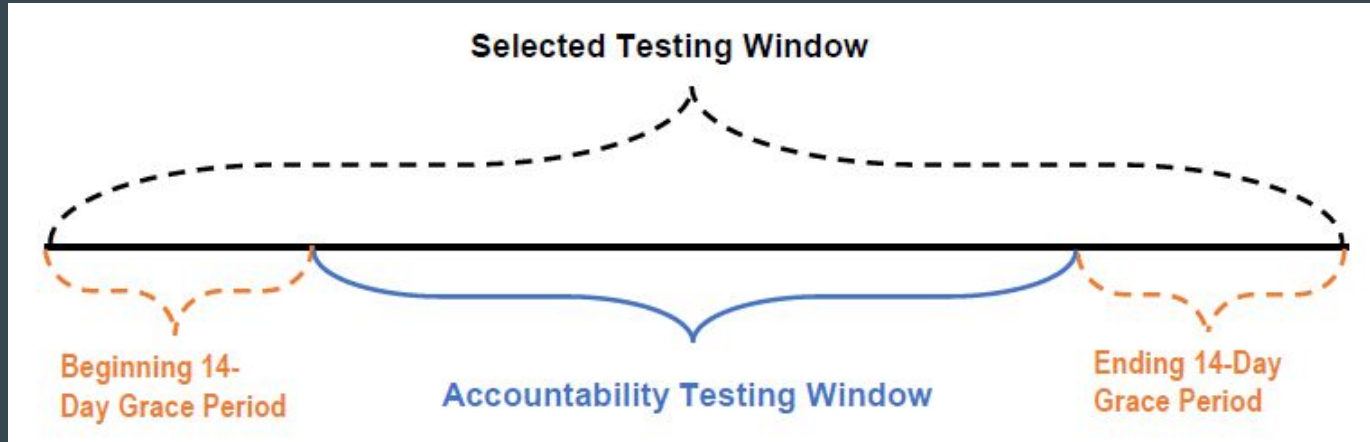
# Academics & English Learner Progress

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Priority 4

# Participation Rate

- Numerator - enrolled, logged on or completed both PT and CAT of one subject, logged on to CAA
- Denominator - enrolled during testing window; exceptions for grace periods
- Penalty for less than 95% participation



# Variation in Participation Rate

Districts, schools, and student groups with less than 95% have a LOSS score assessed for each student under 95%. The academic indicator (ELA and Math) is adjusted downward.

Student groups that DID NOT meet the 95% threshold in 2023 include:

- Homeless - 0% (ELA)
- Socioeconomically Disadvantaged - 92% (ELA)
- **Students with Disabilities - 91% (ELA); 89% (Math)**

Only Students with Disabilities had enough eligible students (133) to receive an indicator on the dashboard.

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# Excluded from Participation Rate

- Students who exit during first grace period
- Students who enter during second grace period
- Students flagged as 'Medical Emergency'
- English Learners enrolled after April 15, 2022

Students with *Parent/Guardian Exemptions are included* in the participation rate.

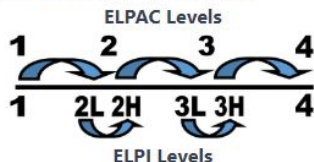
# English Language Arts 5x5 Matrix

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by more than 15.1 points)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined or increased by less than 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
<b>VERY HIGH (HIGHEST STATUS)</b> <i>+45.0 points or more Current Year</i>	Green (None)	Green (None)	Blue <ul style="list-style-type: none"> <li>Asian</li> <li>Two or More Races</li> </ul>	Blue <ul style="list-style-type: none"> <li>All Students (District Placement)</li> <li>White</li> </ul>	Blue <ul style="list-style-type: none"> <li>Hispanic</li> </ul>
<b>HIGH</b> <i>+10.0 to +44.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green <ul style="list-style-type: none"> <li>English Learners</li> </ul>	Blue (None)
<b>MEDIUM</b> <i>-5.0 to +9.9 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow (None)	Green (None)	Green (None)
<b>LOW</b> <i>-5.1 to -70.0 points in Current Year</i>	Orange (None)	Orange (None)	Orange <ul style="list-style-type: none"> <li>Students with Disabilities</li> </ul>	Yellow (None)	Yellow (None)
<b>VERY LOW (LOWEST STATUS)</b> <i>-70.1 points or lower in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)



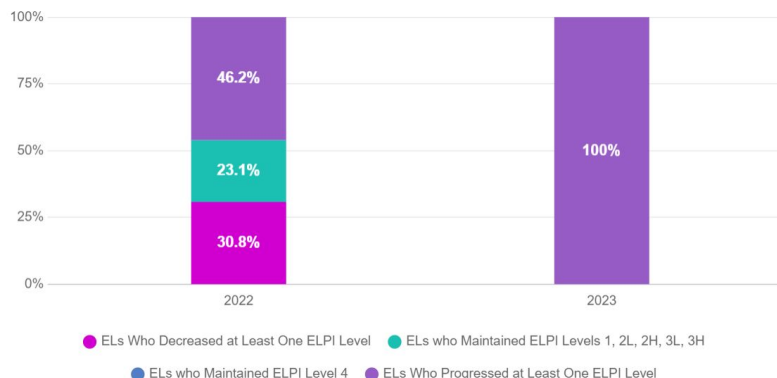
# HCSD English Learner Participation Indicator

**Assessments:** ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



**Accountability:** The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



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## English Learner Progress

All Students

State



No Performance Color

100% making progress

Increased 53.8% ↗

[View More Details](#) →

# Mathematics 5x5 Matrix

LEVEL	DECLINED SIGNIFICANTLY <i>from Prior Year (by 15.1 points or more)</i>	DECLINED <i>from Prior Year (by 3.0 to 15.0 points)</i>	MAINTAINED <i>from Prior Year (declined increased by 2.9 points or fewer)</i>	INCREASED <i>from Prior Year (by 3.0 to 14.9 points)</i>	INCREASED SIGNIFICANTLY <i>from Prior Year (by 15.0 points or more)</i>
<b>VERY HIGH (HIGHEST STATUS)</b> <i>+35.0 points or more in Current Year</i>	Green (None)	Green ▪ English Learners	Blue (None)	Blue ▪ All Students (District Placement) ▪ Asian ▪ White ▪ Two or More Races	Blue ▪ Hispanic
<b>HIGH</b> <i>0.0 to +34.9 points in Current Year</i>	Green (None)	Green (None)	Green (None)	Green (None)	Blue (None)
<b>MEDIUM</b> <i>-0.1 to -25.0 points in Current Year</i>	Yellow (None)	Yellow (None)	Yellow ▪ Students with Disabilities	Green (None)	Green (None)
<b>LOW</b> <i>-25.1 to -95.0 points in Current Year</i>	Orange (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY LOW (LOWEST STATUS)</b> <i>-95.1 points or fewer in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Orange (None)

# Chronic Absenteeism

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Priority 5

# Who is counted?

Numerator - number of students absent for 10% or more days of their enrollment

Denominator - number of students enrolled for 31 days and attended at least 1 day

Automatic Orange if not certified



# Chronic Absenteeism 5x5 Matrix

LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 3.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.5 p.pts to 3.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.4 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.5 p.pts to 2.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 3.0 p.pts or more)</i>
<b>VERY LOW</b> <i>2.5% or less in Current Year</i>	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
<b>LOW</b> <i>2.6% to 5.0% in Current Year</i>	Orange (None)	Yellow (None)	Green (None)	Green ▪ Hispanic	Blue (None)
<b>MEDIUM</b> <i>5.1% to 10.0% in Current Year</i>	Orange ▪ Asian ▪ Two or More Races	Orange ▪ All Students (District Placement) ▪ White	Yellow (None)	Green (None)	Green (None)
<b>HIGH</b> <i>10.1% to 20.0% in Current Year</i>	Red (None)	Orange ▪ English Learners ▪ Socioeconomically Disadvantaged	Orange (None)	Yellow (None)	Yellow ▪ Students with Disabilities
<b>VERY HIGH</b> <i>20.1% or greater in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

# Who is excluded from the Chronic Absenteeism Metric?

- Students enrolled less than 31 days
- Students enrolled at least 31 days but did not attend at least 1 day
- Students flagged as exempt in district attendance submission
- Students enrolled in NPS
- Students receiving home/hospital education
- Students attending community college full time

# Suspension Rate

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Priority 6

# How is this calculated?

- Unduplicated pupil count
  - Same student suspended more than once in the same school counts as 1 suspension
  - Same student suspended more than once in two different schools in same district counts once for each school, but only once for the district
- In-School and Out-of-School suspensions counted
- Automatic Orange if not certified



# Suspension Rate 5x5 Matrix

LEVEL	INCREASED SIGNIFICANTLY <i>from Prior Year (by 2.1 p.pts or more)</i>	INCREASED <i>from Prior Year (by 0.3 p.pts to 2.0 p.pts)</i>	MAINTAINED <i>from Prior Year (declined or increased by 0.2 p.pts or fewer)</i>	DECLINED <i>from Prior Year (by 0.3 p.pts to 1.9 p.pts)</i>	DECLINED SIGNIFICANTLY <i>from Prior Year (by 2.0 p.pts or more)</i>
<b>VERY LOW</b> <i>0.5% or less in Current Year</i>	Gray (N/A)	Green (None)	Blue <ul style="list-style-type: none"> <li>Socioeconomically Disadvantaged</li> <li>Hispanic</li> </ul>	Blue (None)	Blue (None)
<b>LOW</b> <i>0.6% to 1.5% in Current Year</i>	Gray (N/A)	Yellow <ul style="list-style-type: none"> <li>All Students (District Placement)</li> <li>Asian</li> <li>White</li> </ul>	Green (None)	Green (None)	Blue (None)
<b>MEDIUM</b> <i>1.6% to 3.0% in Current Year</i>	Orange <ul style="list-style-type: none"> <li>Students with Disabilities</li> </ul>	Orange <ul style="list-style-type: none"> <li>English Learners</li> <li>Two or More Races</li> </ul>	Yellow (None)	Green (None)	Green (None)
<b>HIGH</b> <i>3.1% to 6.0% in Current Year</i>	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
<b>VERY HIGH</b> <i>6.1% or greater in Current Year</i>	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)

# Indicator Snapshots



ELA, Math, Chronic Absenteeism, Suspension  
Side-by-Side

# State performance indicators are calculated for all student groups that meet the following thresholds:

- 30 or more students in the current AND prior year - a performance level (blue, green, yellow, orange, red) is shown on the color dials.
  - Exception - foster youth and homeless students at the district level who have 15 more students in these groups will have an indicator shown.
- 11 - 29 students in the current AND/OR prior year - status and change reported WITHOUT a performance dial color.
- 10 or fewer students in the current AND/OR prior year - data is not reported to protect student privacy.



# HCSD Indicators - All Students

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## English Language Arts

All Students

State



Blue

82.5 points above standard

Increased 5.1 Points ⓘ

### EQUITY REPORT

Number of Student Groups in Each Level



[View More Details →](#)

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## Mathematics

All Students

State



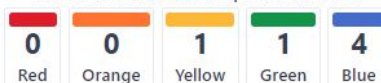
Blue

90.3 points above standard

Increased 11.9 Points ⓘ

### EQUITY REPORT

Number of Student Groups in Each Level



[View More Details →](#)

LEARN MORE

## Chronic Absenteeism

All Students

State



Orange

9.2% chronically absent

Increased 1.7% ⓘ

### EQUITY REPORT

Number of Student Groups in Each Level



[View More Details →](#)

LEARN MORE

## Suspension Rate

All Students

State



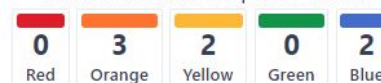
Yellow

1.1% suspended at least one day

Increased 0.8% ⓘ

### EQUITY REPORT

Number of Student Groups in Each Level



[View More Details →](#)

# HCSD Indicators - Asian

## ELA

### Asian

Student Group

State



Blue

99.2 points above standard

Maintained -0.3 Points

Number of Students: 311

## Math

### Asian

Student Group

State



Blue

114.5 points above standard

Increased 9.1 Points ⓘ

Number of Students: 310

## Chronic Absenteeism

### Asian

Student Group

State



Orange

9.2% chronically absent

Increased 3.3% ⓘ

Number of Students: 477

## Suspension Rate

### Asian

Student Group

State



Yellow

1% suspended at least one day

Increased 0.6% ⓘ

Number of Students: 479

# HCSD Indicators - English Learners

## ELA

### English Learners

Student Group State



Green

38.7 points above standard

Increased 5.5 Points ⬆

Number of Students: 39

## Math

### English Learners

Student Group State



Green

53.8 points above standard

Declined 9.6 Points ⬇

Number of Students: 40

## Chronic Absenteeism

### English Learners

Student Group State



Orange

15.2% chronically absent

Increased 2.7% ⬆

Number of Students: 33

## Suspension Rate

### English Learners

Student Group State



Orange

2.9% suspended at least one day

Increased 2.9% ⬆

Number of Students: 34

# HCSD Indicators - Filipino

## ELA

### Filipino

Student Group State



No Performance Color

98.2 points above standard

Increased 24.1 Points ⓘ

Number of Students: 16

## Math

### Filipino

Student Group State



No Performance Color

91.9 points above standard

Increased 3.5 Points ⓘ

Number of Students: 16

## Chronic Absenteeism

### Filipino

Student Group State



No Performance Color

4.8% chronically absent

Declined 3.9% ⓘ

Number of Students: 21

## Suspension Rate

### Filipino

Student Group State



No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 21

# HCSD Indicators - Hispanic

## ELA

### Hispanic

Student Group State



Blue

55.2 points above standard

Increased 16.7 Points ⬆

Number of Students: 41

## Math

### Hispanic

Student Group State



Blue

49.5 points above standard

Increased 20.2 Points ⬆

Number of Students: 41

## Chronic Absenteeism

### Hispanic

Student Group State



Green

4.5% chronically absent

Declined 5.5% ⬆

Number of Students: 67

## Suspension Rate

### Hispanic

Student Group State



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 67



# HCSD Indicators - Socioeconomically Disadvantaged

## ELA

### Socioeconomically Disadvantaged

Student Group

State



No Performance Color

0.2 points above standard

Declined 10.7 Points ⬇️

Number of Students: 22

## Math

### Socioeconomically Disadvantaged

Student Group

State



No Performance Color

33.5 points above standard

Increased 3.4 Points ⬆️

Number of Students: 22

## Chronic Absenteeism

### Socioeconomically Disadvantaged

Student Group

State



Orange

11.1% chronically absent

Increased 1.7% ⬆️

Number of Students: 36

## Suspension Rate

### Socioeconomically Disadvantaged

Student Group

State



Blue

0% suspended at least one day

Maintained 0%

Number of Students: 36

# HCSD Indicators - Students with Disabilities

## ELA

### Students with Disabilities

Student Group State



Orange

14.3 points below standard

Maintained -0.9 Points

Number of Students: 124

## Math

### Students with Disabilities

Student Group State



Yellow

21.4 points below standard

Maintained 2.9 Points

Number of Students: 124

## Chronic Absenteeism

### Students with Disabilities

Student Group State



Yellow

12.2% chronically absent

Declined 8% ⬇️

Number of Students: 189

## Suspension Rate

### Students with Disabilities

Student Group State



Orange

2.6% suspended at least one day

Increased 2.6% ⬆️

Number of Students: 191

# HCSD Indicators - Two or More Races

## ELA

### Two or More Races

Student Group

State



Blue

83.7 points above standard

Maintained 1.7 Points

Number of Students: 106

## Math

### Two or More Races

Student Group

State



Blue

88.3 points above standard

Increased 4.8 Points Ⓢ

Number of Students: 106

## Chronic Absenteeism

### Two or More Races

Student Group

State



Orange

9.9% chronically absent

Increased 3.9% Ⓢ

Number of Students: 171

## Suspension Rate

### Two or More Races

Student Group

State



Orange

1.8% suspended at least one day

Increased 1.8% Ⓢ

Number of Students: 171

# HCSD Indicators - White

## ELA

### White

Student Group

State



Blue

71.9 points above standard

Increased 6.5 Points ⬆

Number of Students: 382

## Math

### White

Student Group

State



Blue

76.6 points above standard

Increased 13.6 Points ⬆

Number of Students: 382

## Chronic Absenteeism

### White

Student Group

State



Orange

9.7% chronically absent

Increased 0.8% ⬆

Number of Students: 576

## Suspension Rate

### White

Student Group

State



Yellow

1% suspended at least one day

Increased 0.9% ⬆

Number of Students: 578

So now what?

# We ask equity-focused critical questions to drive continuous improvement.

*What are our initial reactions to these results?*

*Who is achieving on these measures and who is not?*

*What might be causing discrepancies in achievement for all student groups?*

*What historical trends are being highlighted through our data?*

*Are our actions and services (in our LCAP) leading to improvement for the students they are intended to impact?*

*How are different student groups experiencing school at North, South, West, and Crocker?*



Please visit  
[www.caschooldashboard.org](http://www.caschooldashboard.org)  
to explore the California School Dashboard!