

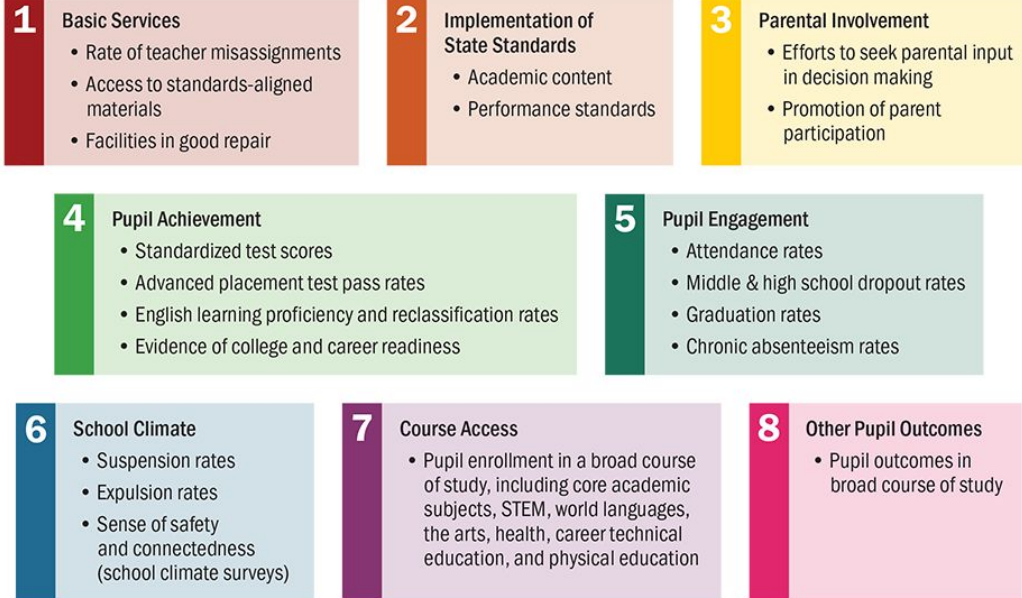
HCS California School Dashboard State Indicators



January 2023

The Dashboard Highlights California's Eight State School Priorities

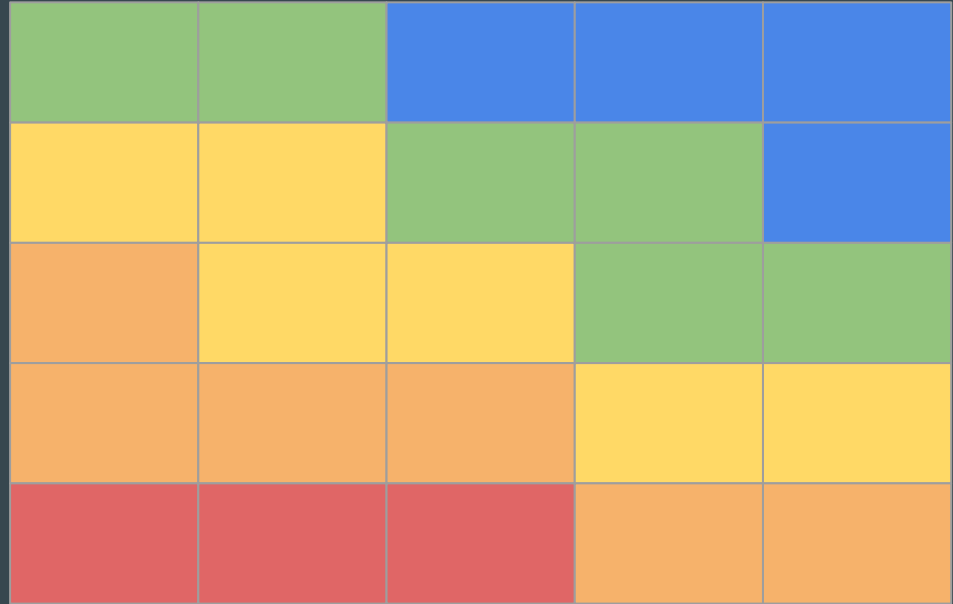
Figure 1
California's Eight State Priorities



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

In a typical year, the Dashboard reports on achievement AND progress. Two consecutive years of data are needed.

Typically colors would be assigned capturing both “status” from the reporting year and “change” from the year prior.



We will see **status only** on the 2022 California School Dashboard.

State Measures

Six state measures allow for comparisons across schools and districts.

- 😊 Academic Performance
- 😊 Chronic Absenteeism
- ~~😊 College/Career Readiness*~~
- 😊 English Learner Progress
- ~~😊 High School Graduation Rate~~
- 😊 Suspension Rate

Schools and districts receive one of five Status levels on each of the state measures. For the 2022 Dashboard, the Status levels are reflective of the performance achieved during the 2021–22 school year.



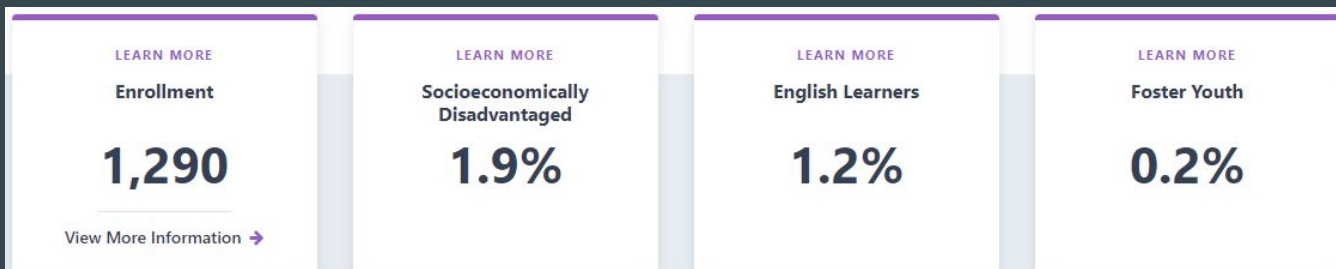
Results are presented for all districts, schools, and defined student groups (e.g., racial/ethnic groups, low income, English learners, homeless, foster youth, and students with disabilities).

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

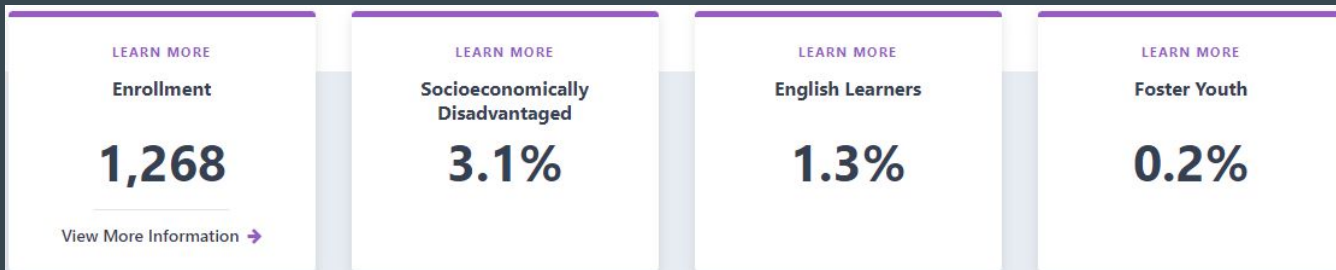
- 30 or more students in the current AND prior year - a performance level (very high, high, medium, low, very low) is calculated and shown.
 - Exception - foster youth and homeless students at the district level who have 15 more students in these groups will have an indicator shown.
- 11 - 29 students in the current AND/OR prior year - data reported WITHOUT a performance level.
- 10 or fewer students in the current AND/OR prior year - data is not reported to protect student privacy.

HCSD continues to be in declining enrollment.

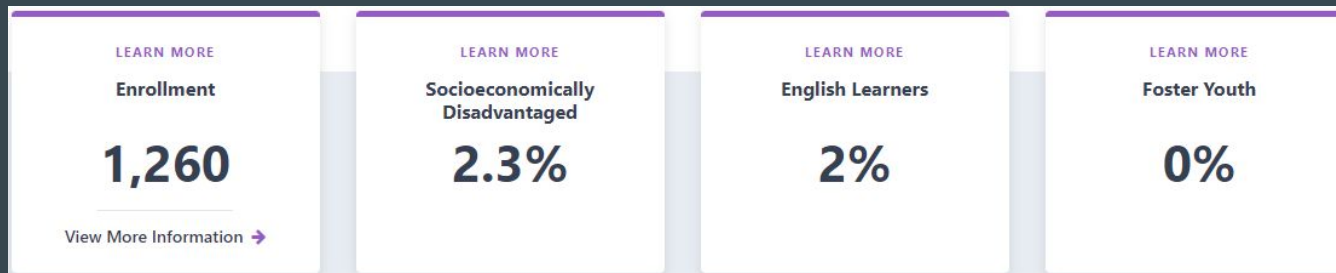
2020



2021



2022



The Measures and HCSD's Scores

Academic Performance



Academic Performance contains two measures: English language arts/literacy and mathematics. These measures show how well students are meeting grade-level standards. They are based on student performance on the Smarter Balanced Summative Assessments and the California Alternate Assessments, which are taken each spring by students in grades three through eight and grade eleven.

What:

ELA and Mathematics
Achievement

When:

CAASPP and CAA Spring 2022
Administration

Who:

Grades 3-8 and 11

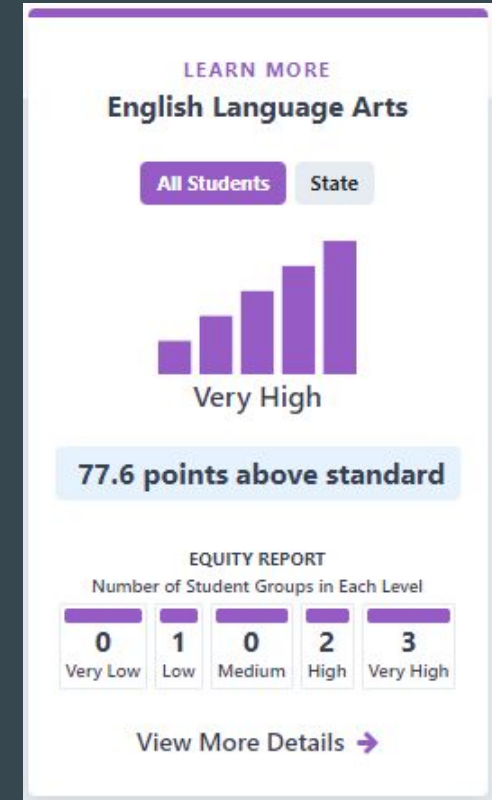
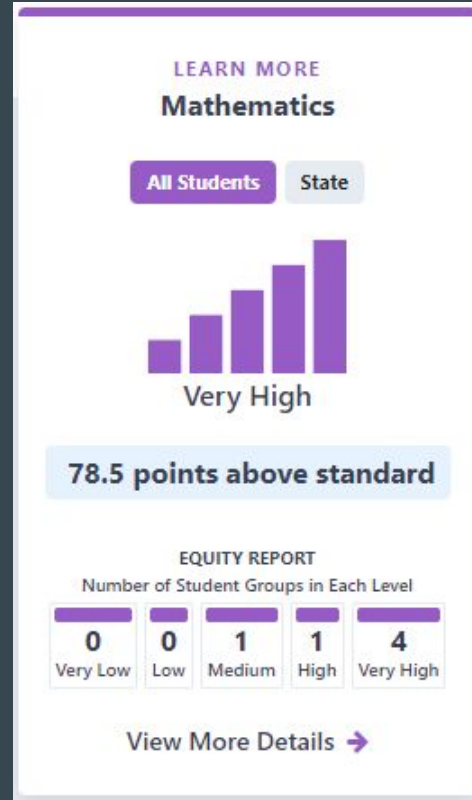
HCSD Academic Performance Indicators

Mathematics -

- High - Hispanic (31.8 pts above)
- Medium - Students with Disabilities (20.8 points below)

English Language Arts -

- High - Hispanic (40 points above) and English Learners (33.2 points above)
- Low - Students with Disabilities (10.9 points below)



English Learner Progress



Proficiency in the English language is a first step for students to do well in other subject areas such as reading, writing, mathematics, and science. The English Learner Progress measure looks at the progress that English learner students are making toward achieving English proficiency. Each spring, English learner students take the English Language Proficiency Assessments for California, or ELPAC, which measures how well they know and understand English. Results from the ELPAC are used to calculate the English Learner Progress measure.

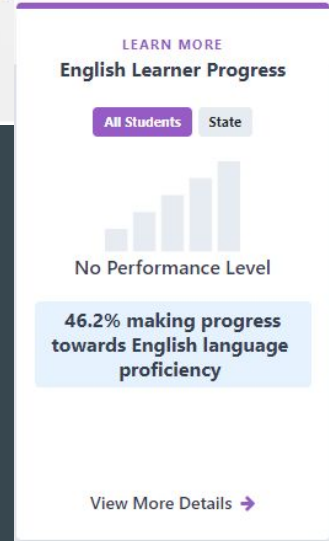
What:

Multilingual student progress on the English proficiency test.

When:

ELPAC 2021-22 level compared to 2020-21 level.

Who:



Chronic Absenteeism



The Chronic Absenteeism measure shows how many students were absent for 10 percent or more of the instructional days they were enrolled to attend. For example, if a student was enrolled to attend 180 instructional days and is absent 18 or more of those days, the student would be considered chronically absent. Students who are chronically absent miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if chronic absenteeism is a problem at a school or across a district.

What:

Students who are marked absent for any reason for 10% of the time enrolled.

When:

Any portion enrolled in the 2021-22 school year.

Who:

Grades 3-8

Suspension Rate



The Suspension Rate measure shows the percentage of students who were suspended for at least one full day during the school year. Students who are suspended from school miss out on important classroom instruction. Capturing this information in the Dashboard allows parents and educators to see if there is a suspension problem at a school or across a district and whether certain student groups are suspended more than others.

Note: A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension.

What:

Students who have at least one suspension.

When:

Any portion enrolled in 2021-22 school year.

Who:

Grades K-12

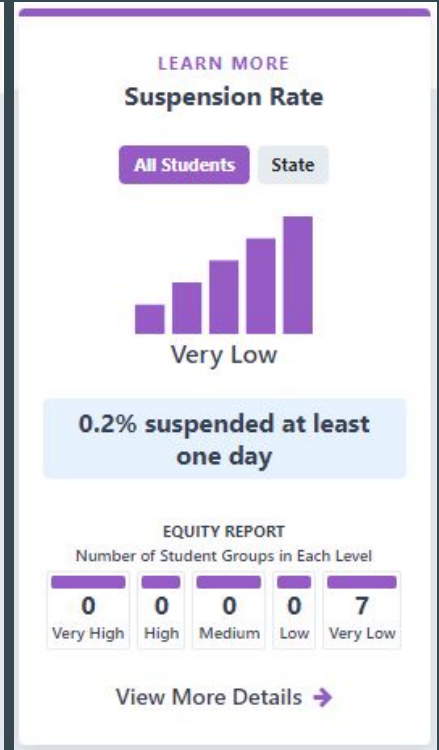
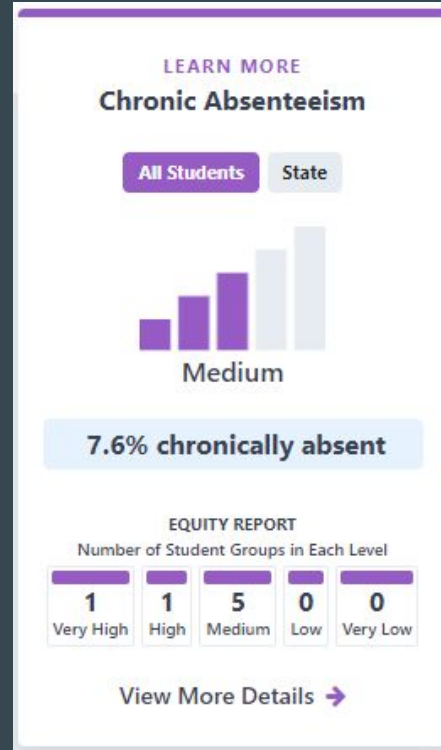
HCSD Chronic Absenteeism and Suspension Rate Indicators

Chronic Absenteeism -

- High - English Learners (12.5% chronically absent)
- Very High - Students with Disabilities (20.2% chronically absent)

Suspension Rate -

- All groups in the 'Very Low' band.



So now what?

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

What are our initial reactions to these results?

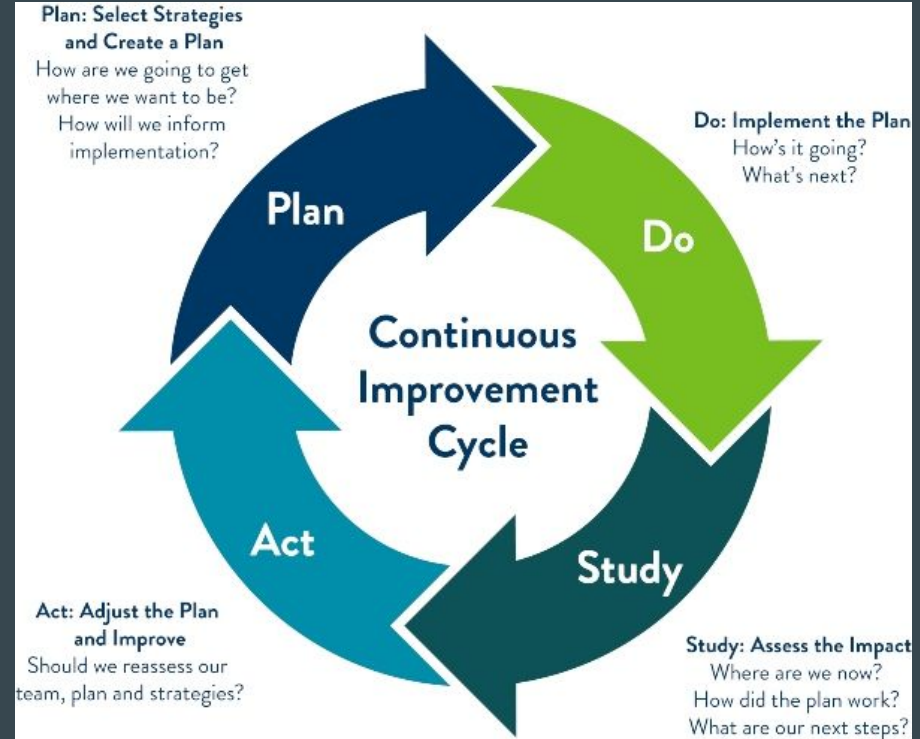
Who is achieving on these measures and who is not?

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?



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



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.

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Notes from CDE Press Release 12/15/22

- Grad rate hit all time highs - 87%, up from 83.6% in 20-21
 - Every student group showed improvement
- Decline in suspension rate compared to 18-19
- Increase in EL proficiency over pre-pandemic
- Increase in chronic absenteeism - 14.3% in 20-21 to 30% in 21-22
 - Mirrors trends in other states, including Florida, Ohio, Michigan
- Color gauges will return next year on the 2023 dashboard

Notes from review of HCSD Dashboard

- Slight decline in ELA - 82.1 points above (2019) to 77.6 points above (2022)
 - Equity gaps with students with disabilities
- Slight decline in Math - 85.4 points above (2019) to 78.5 points above (2022)
 - Equity gaps with students with disabilities
- Decline in English Language proficiency progress - 69.2% making progress (2019) to 42.6% making progress (2022)
- Increase in Chronic Absenteeism - 4.3% (2019) to 7.6% (2022)
 - Equity gaps with students with disabilities
- Suspension rate remained consistently low - 0.4% (2019) to 0.2% (2022)