

2019 Local Indicators for LCAP

Date Presented to Local Governing Board: October 23, 2019

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities LCFF Priority 1 (LEA Requirement) Self-Reflection Tool

Standard: LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Indicator	Data Reported
Number & Percent of misassignments of teachers of English Learner Students	#2 / 5 %
Number & Percent of total teacher misassignments	#2 / 5 %
Number of vacant teacher positions	#0 / 0 %
Number & Percent of students without access to their own copies of standards-aligned instructional materials for use at school and at home	#0 / 0 %
Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)	# 0
<i>Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.</i>	
Criteria: Assessment of the LEAs performance on meeting the standard: MET	

Implementation of State Academic Standards LCFF Priority 2

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics. Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

	2017-18	2018-19	2019-20			
Content	Overall	Overall	PD	Materials	Structures	Overall
ELA	3	4	3/4-4	4	2-4	4
ELD	3	3	4-3	3-4	4-3	4
Math	3	4	4	4	4	4
NGS	2	2	2/3-1	1	3-1	1
HSS	2	3	2/3-4	1-4	2-3/4	4
CTE	NA	3				4
Heath	2	3				4
PE	3	4				4
VPA	2	2				4
Language	NA	3				4

LEA's progress	Weighted Ave.
Staff-wide PD needs	2.5 3.1
Individual PD needs	2.4 2.8
Provide support for unmastered standards	2.2 2.8

School Climate

LCFF Priority 3 -Parent Engagement

Standard: LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public.

Hamilton Unified School District administered a local survey to parents/guardians in at least one grade within each grade span that the local educational agency serves (e.g., K–5, 6–8, 9–12), and was asked to summarize the following:

Input for Parent Involvement LCAP 2019-20 Update was gathered using California School Parent Survey administered beginning mid February to March 1, 2019. This spring the survey was available on-line, additionally a paper copy was also sent home. There were 122 respondents.

The key findings from the survey related to promoting parental participation in programs:

- In order to promote parental participation in HUSD activities, HES has implemented additional parent initiatives. This includes Academic Parent Teacher Teams (APTT), monthly parent lunches featuring rotating topics. 82% of parents feel welcome at their child's school, 93% of parents believe that school staff is helpful to parents.

Whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan:

- In order to seek input from parents/guardians for decisions related to our LCAP action steps, HUSD continues to develop initiatives such as GEAR UP for increasing student participation in a college and career readiness path. Only 37% of parents districtwide believe HUSD is providing information on how to help their children plan for college or vocational school. Additional counseling support with the additional GEAR UP personnel should help improve our CCR outcomes.

Why the local educational agency chose the selected survey:

- HUSD chose the California School Parent Survey, as means to gather parent input on a variety of topics. This allowed unfiltered feedback from our community. We also used a paper survey option as well increasing our participation substantially.

School Climate

LCFF Priority 6-Student Survey

Standard: LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g. K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the California School Dashboard. *Provide a Narrative Summary.*

The local educational agency was asked to provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K-5, 6-8, 9-12).

Hamilton Unified School District used two surveys to obtain information from students:

- California Healthy Kids Survey 2017-18 (grades 7, 9, 11 graders);
- California Healthy Kids Survey 2018-19 (grades 4, 6).

School Connectedness:

- Even though 4th grade and 6th grade students rated themselves similarly on academic motivation, 4th grade students felt very connected to school, 83% rated their connectedness high, compared to only 33% of 6th graders. This increases at higher grade levels however, with 66% of 9th graders and 69% of 11th graders feeling connected to school, this despite decreasing academic motivation. Only 15% of 11th graders rated their academic motivation high.

School Rules and Consequences:

- At HES consistent application of rules and consequences, as perceived is still an area for improvement. 78% of 4th graders view the discipline system as fair, while only 63% believe it is. Rules at the elementary school are clear, based on student feedback, 96% of 4th graders know the rules, most or all of the time. 76% of 6th graders know the rules most or all of the time. This has been an MTSS initiative.

Safety:

- 84% of 4th graders and 73% of 6th graders feel safe, however just over 50% of 4th graders have been called a negative name or had rumors spread. In contrast 43% and 33% respectively of 6th graders have had rumors spread or been called names. Students report an anti-bullying climate, supported by teacher and student actions to stop bullying. 68% of 9th graders feel safe or very safe at school, compared to 62% of 11th graders.

Mental Health:

- One area of interest and possible action is under mental health. Across the surveys, from 20 to 32% of students have experienced chronic sadness/hopelessness. In the 2017-18 survey approximately 30% of students had caring adult relationships, compared to 86% of 4th graders and 63% of 6th graders.