

Northern Humboldt Union High School District
December 1, 2015

Community Stakeholder Meeting
Local Control Accountability Plan: LCAP

WELCOME & INTRODUCTIONS!

Purpose:

Inform NHUHSD vision, goals and LCAP by building common understanding through a shared discussion on:

- Student Achievement
- School Climate
- Common Core State Standards



Student Achievement

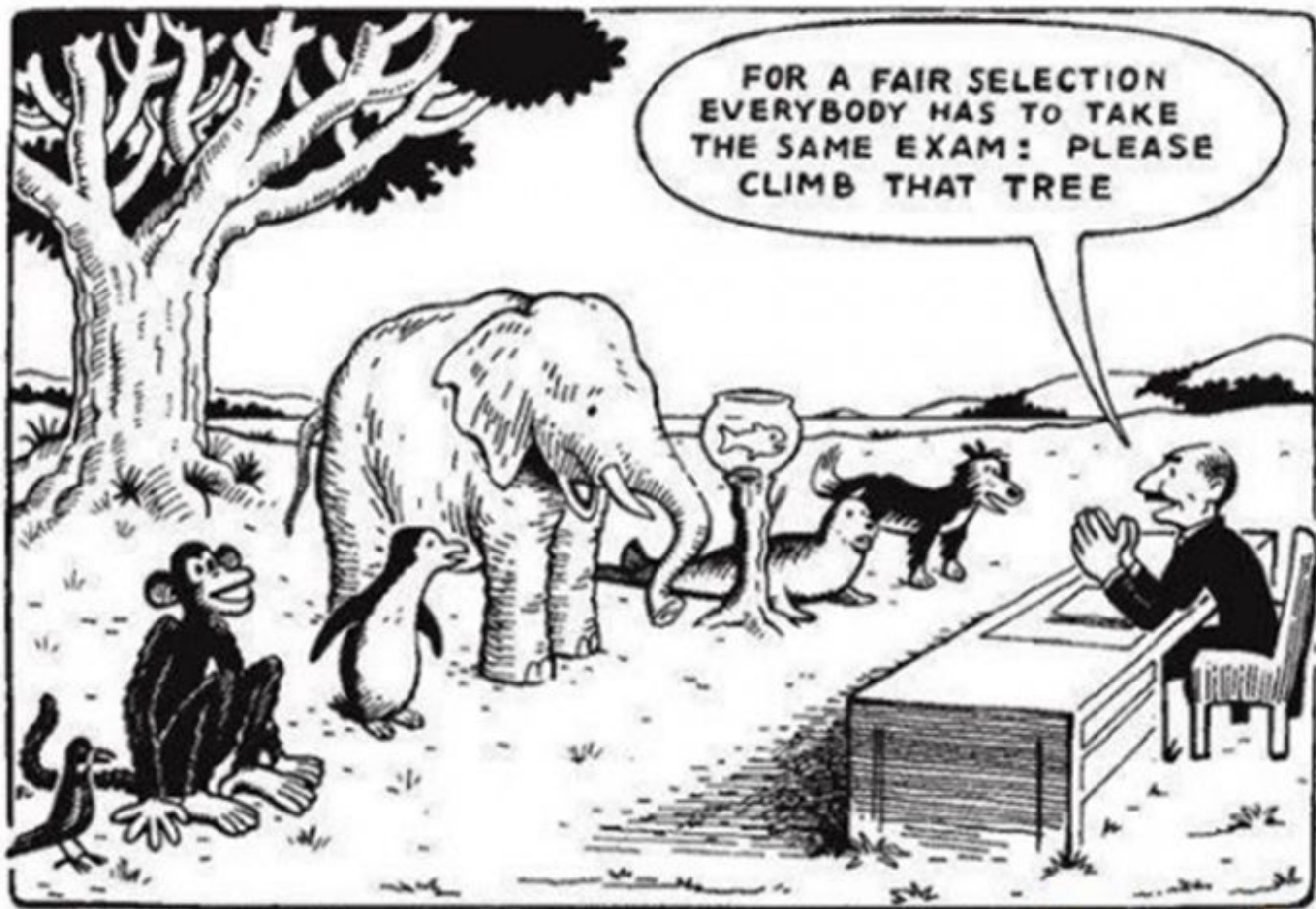
Begins with concept of Equality vs Equity

- Equality or Equity
 - Often used interchangeably. What is the difference? (terms commonly misused fostering misunderstanding of meaning)
 - Goal of Student Achievement: Focus on what ALL students need!

Equality vs Equity

- Equality or Equity

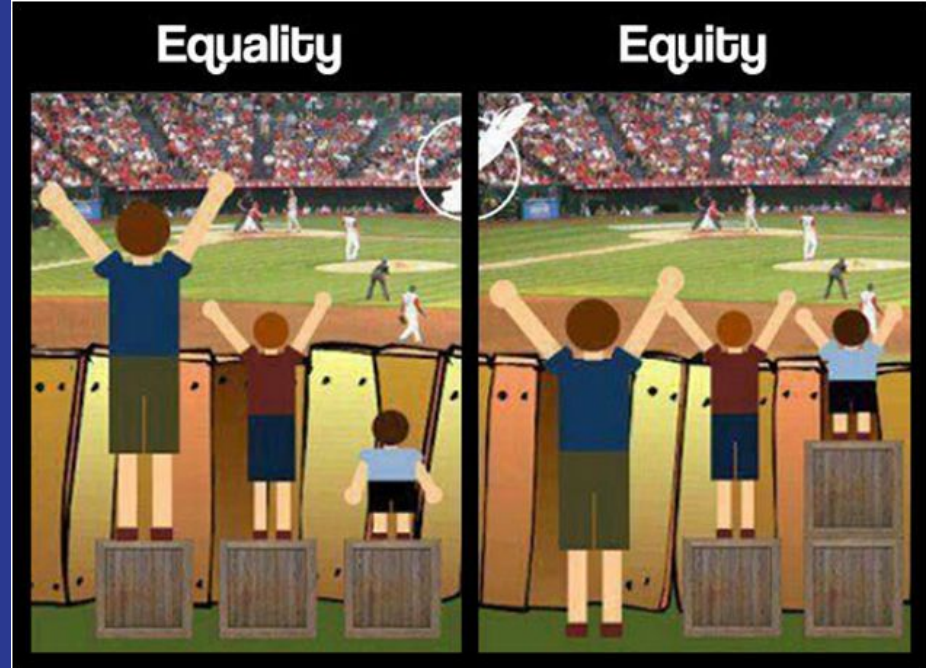
- Historically, public education system geared towards the “model” student.
 - Resources geared towards bringing everyone towards the “model” in the name of equality. Is this what is best for all students?
 - Shift in state funding under LCFF supports “EQUITY” by closing the “achievement/opportunity gap.”



The 3 R's of Equity

- Relationships
 - The community responsive educator is committed to building meaningful relationships with students and families, understanding that students do not care what we know until they know that we care.
- Relevance
 - The community responsive educator is committed to developing curriculum and pedagogy that connects to student's daily lives, their communities, their families, and their ethnic, cultural, and linguistic histories.
- Responsibility
 - The community responsive educator is committed to understanding the needs of the student.

As a community, we must always stay aware of the reality of inequality and inequity for our students who are historically underprivileged and underserved. Let's not be satisfied with just letting them see the game from behind the fence but to be a part of the game for us all to truly win!!!



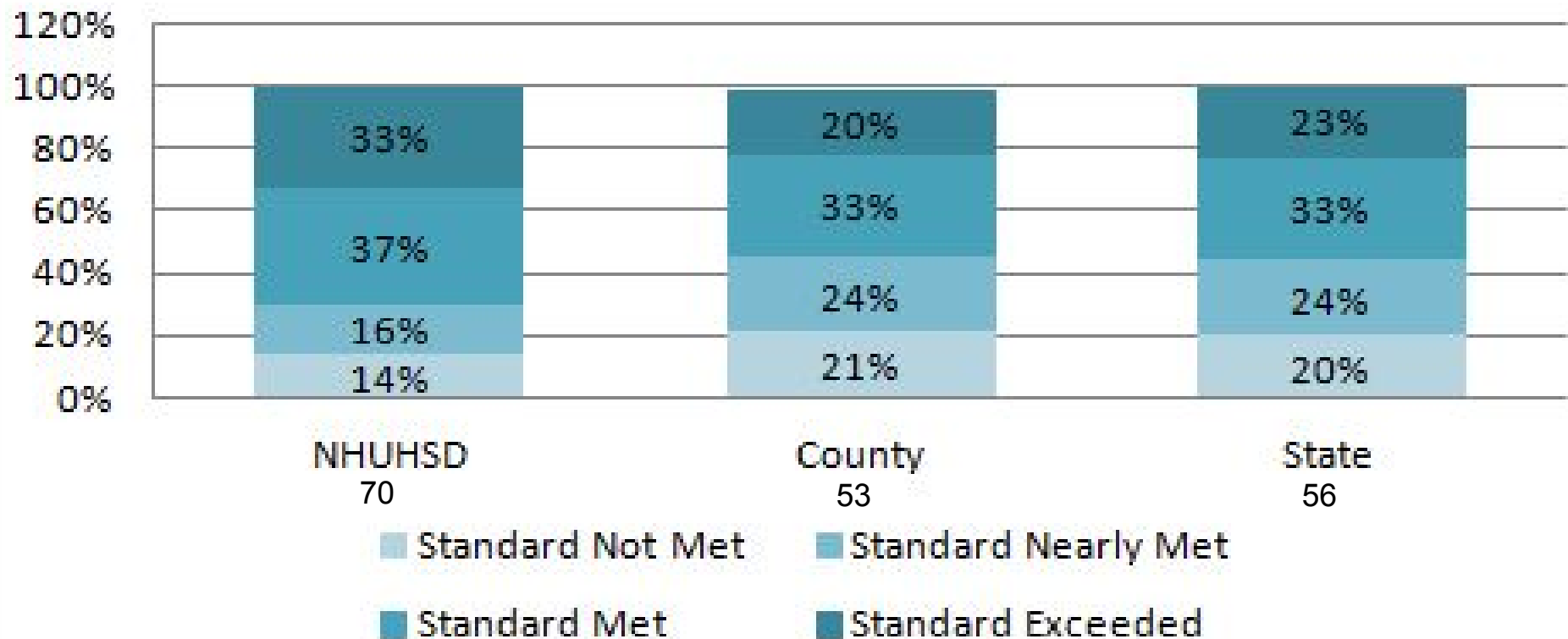


HOW IS NHUHSD DOING?

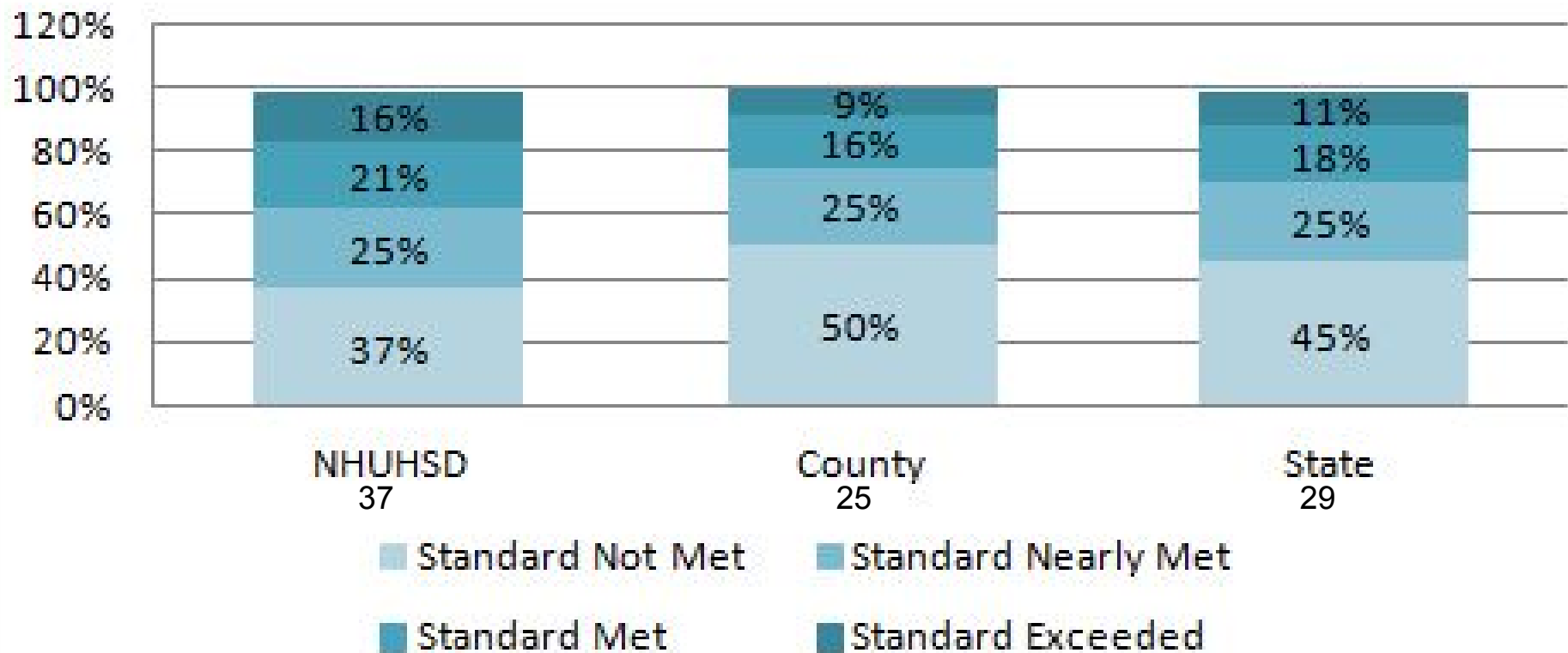
Focus group question #1


- What do you think equity looks like for students at NHUHSD?

Smarter Balanced ELA 2014-15



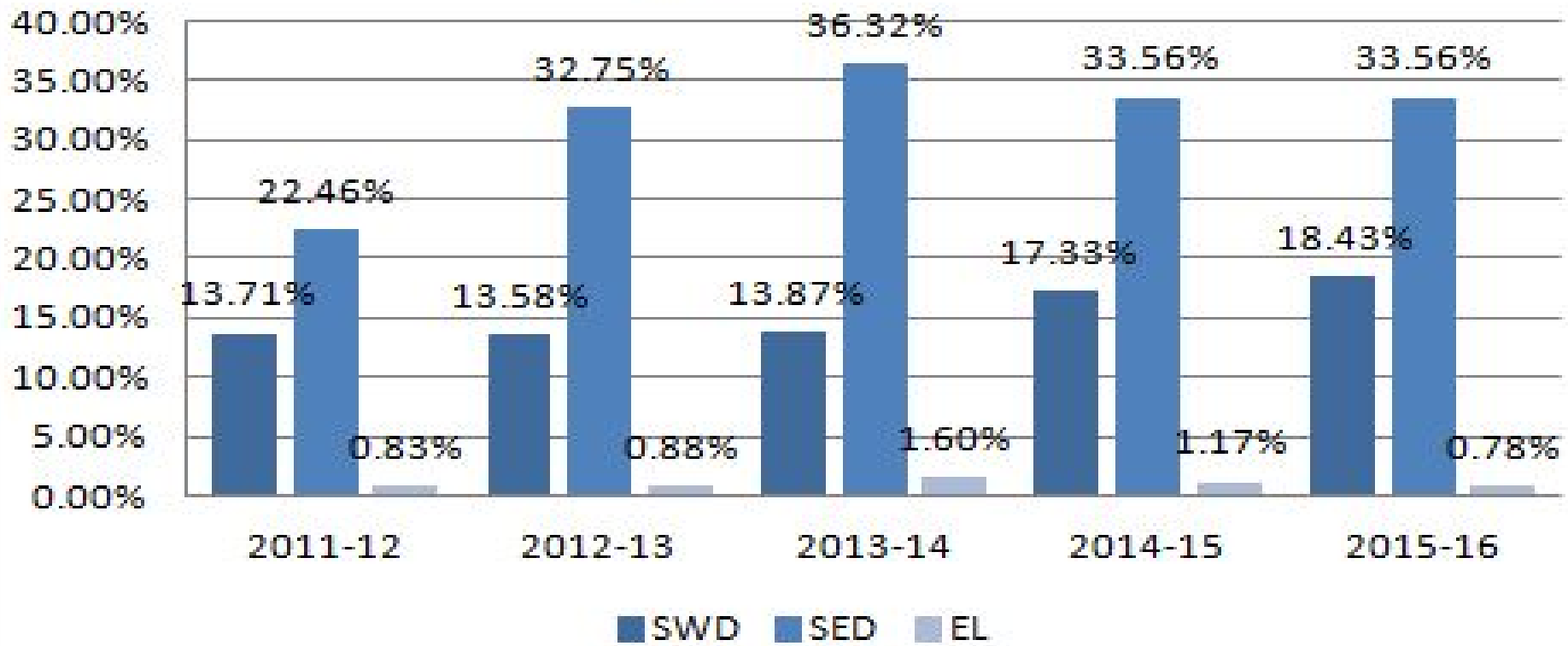
Smarter Balanced Math 2014-15





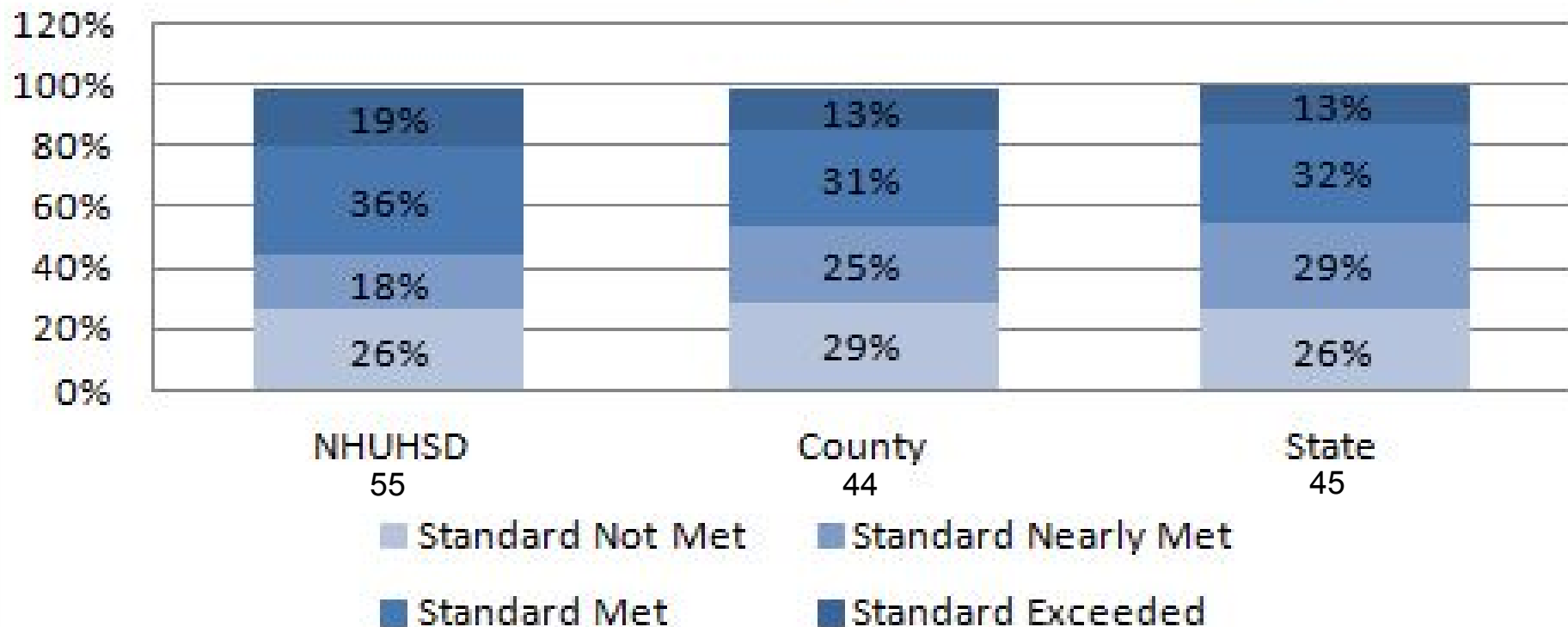
Multiple Measures...Show a
Different
Picture.

Percent of Enrollment for Special Populations



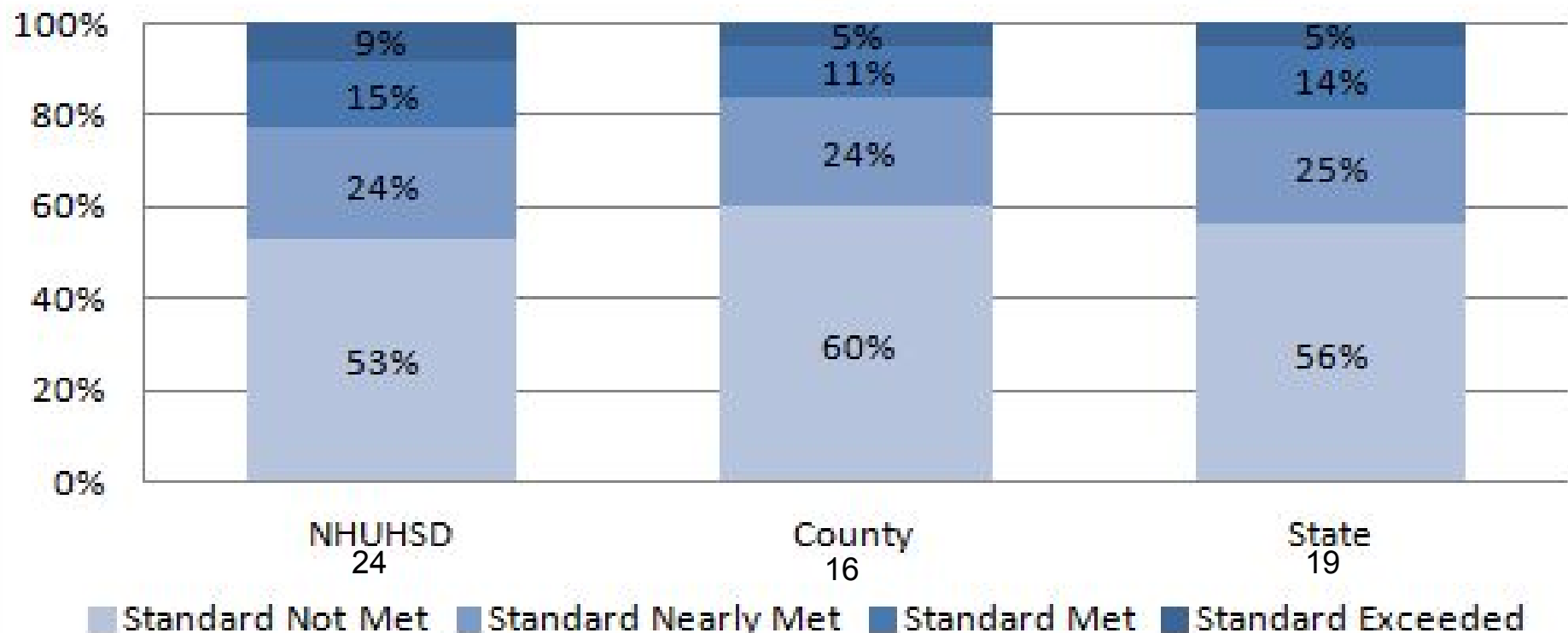
Smarter Balanced ELA 2014-15

Socio-Economically Disadvantaged



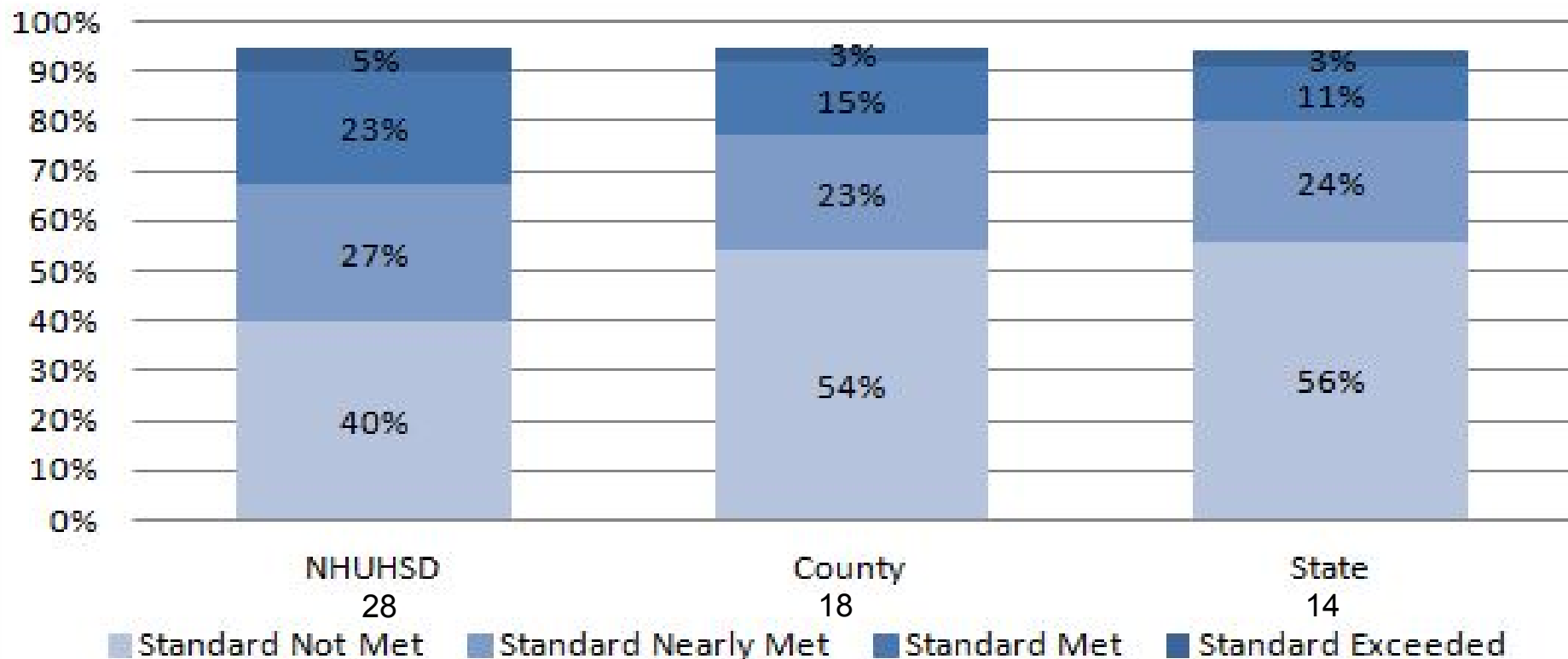
Smarter Balanced Math 2014-15

Socio-Economically Disadvantaged



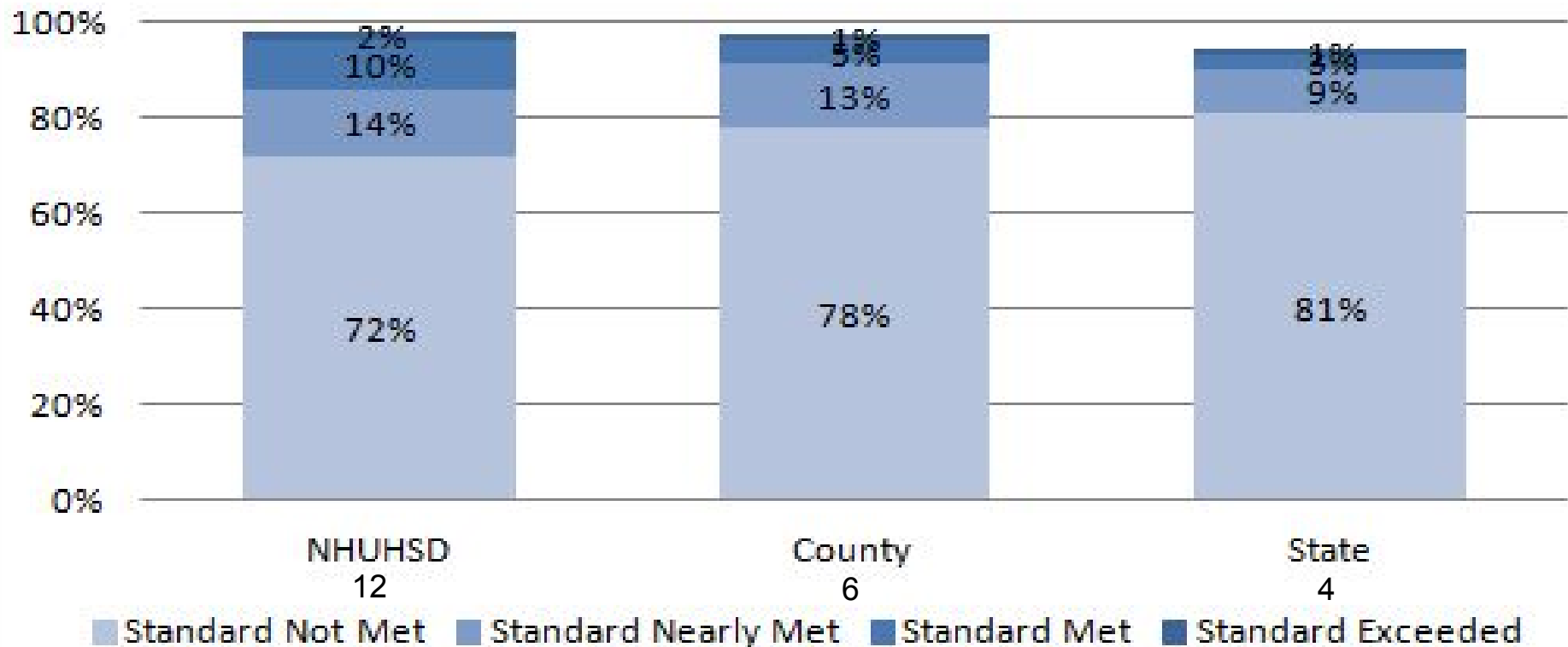
Smarter Balanced ELA 2014-15

Students with Disabilities

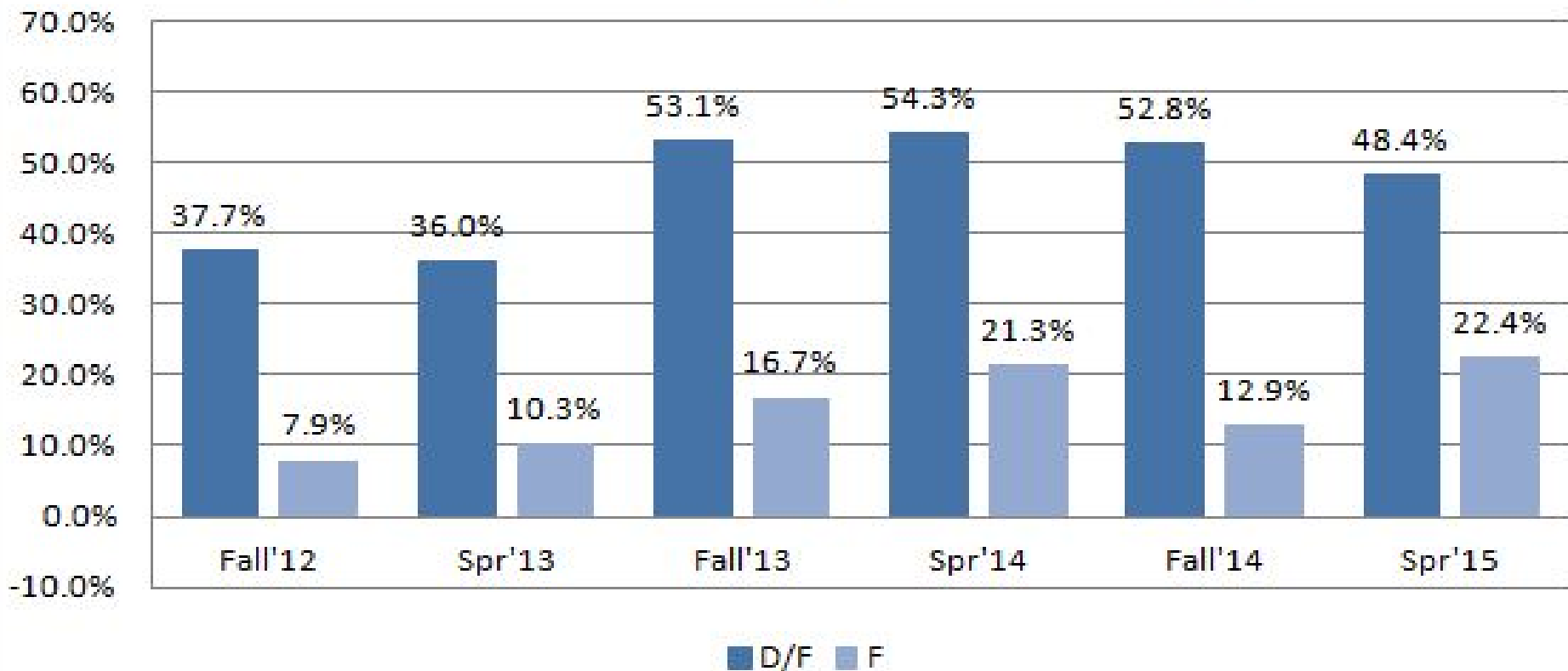


Smarter Balanced Math 2014-15

Students with Disabilities

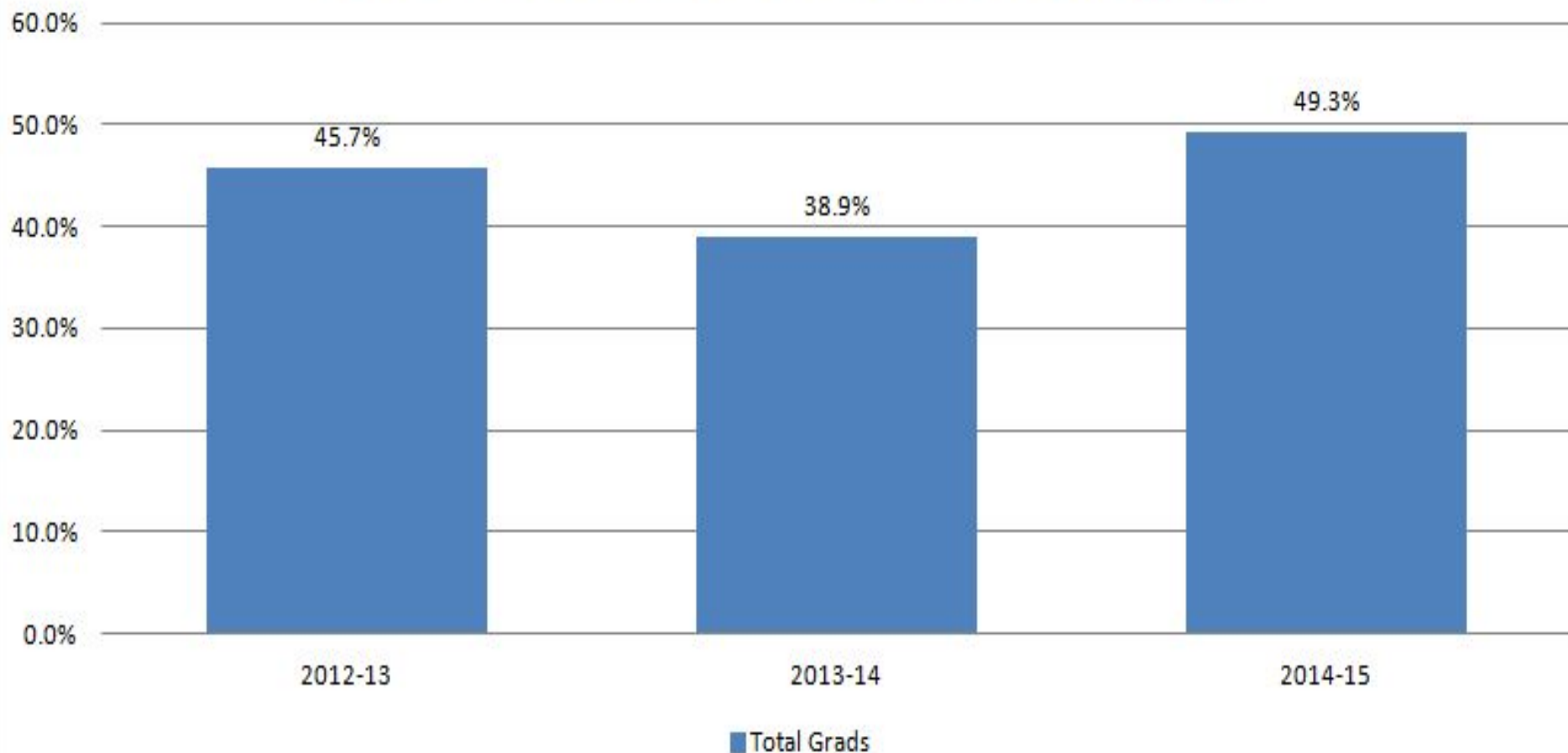


% of D and/or F List: Socio-Economically Disadvantaged

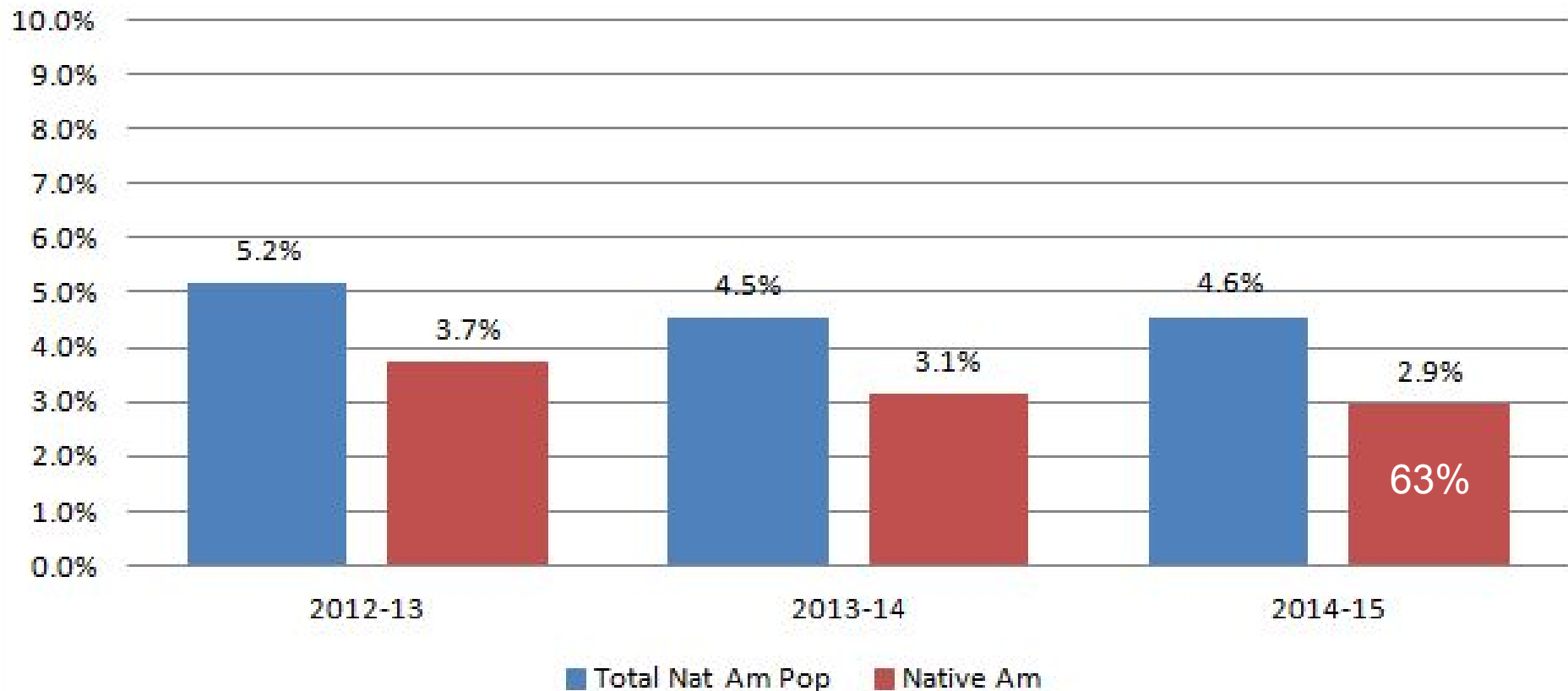


UC/CSU Readiness

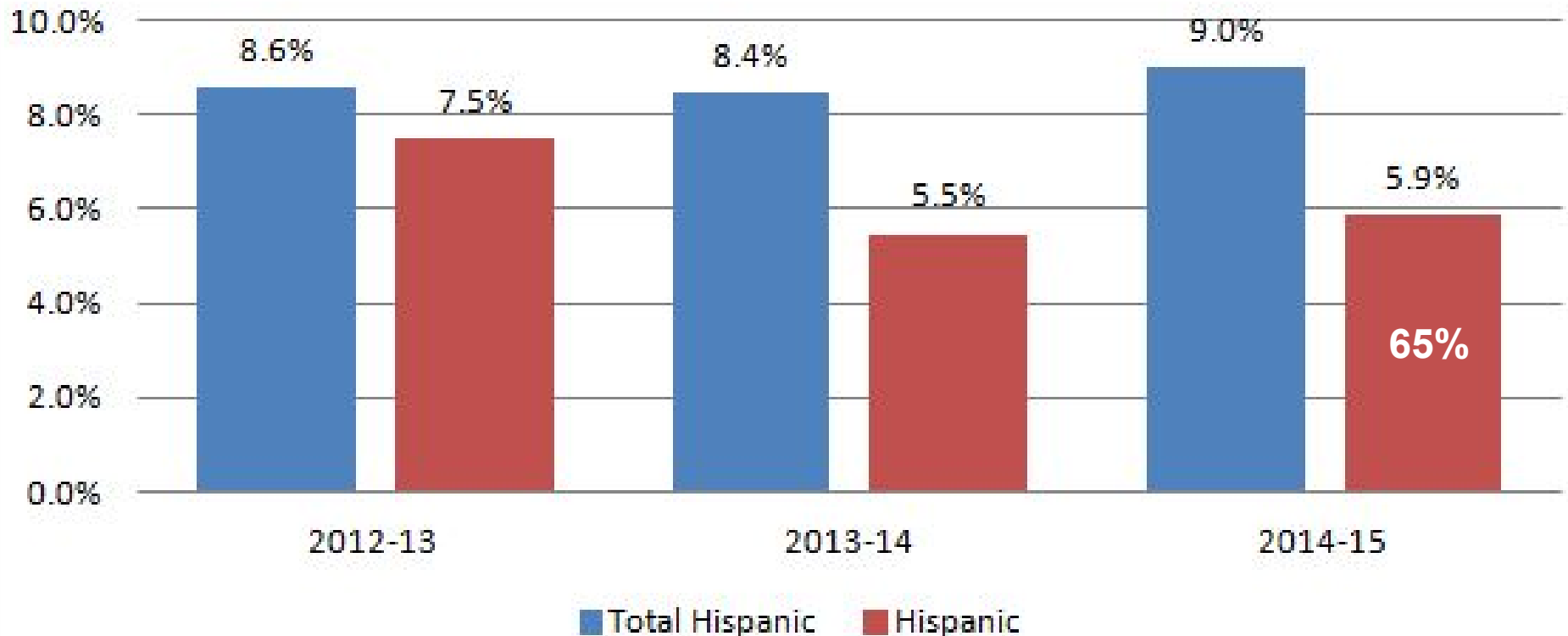
% of Graduates that Met UC/CSU Requirements



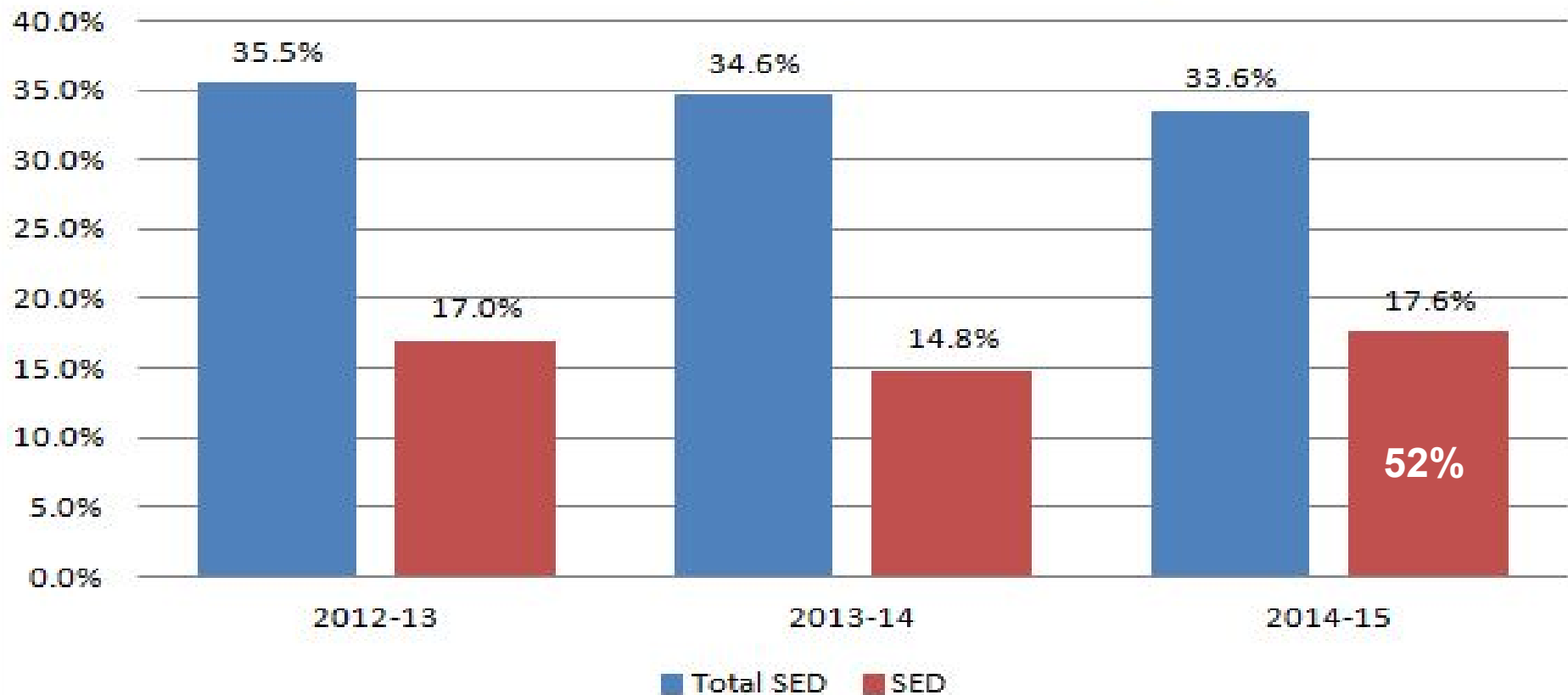
% of Graduates Met UC/CSU Requirements Native American



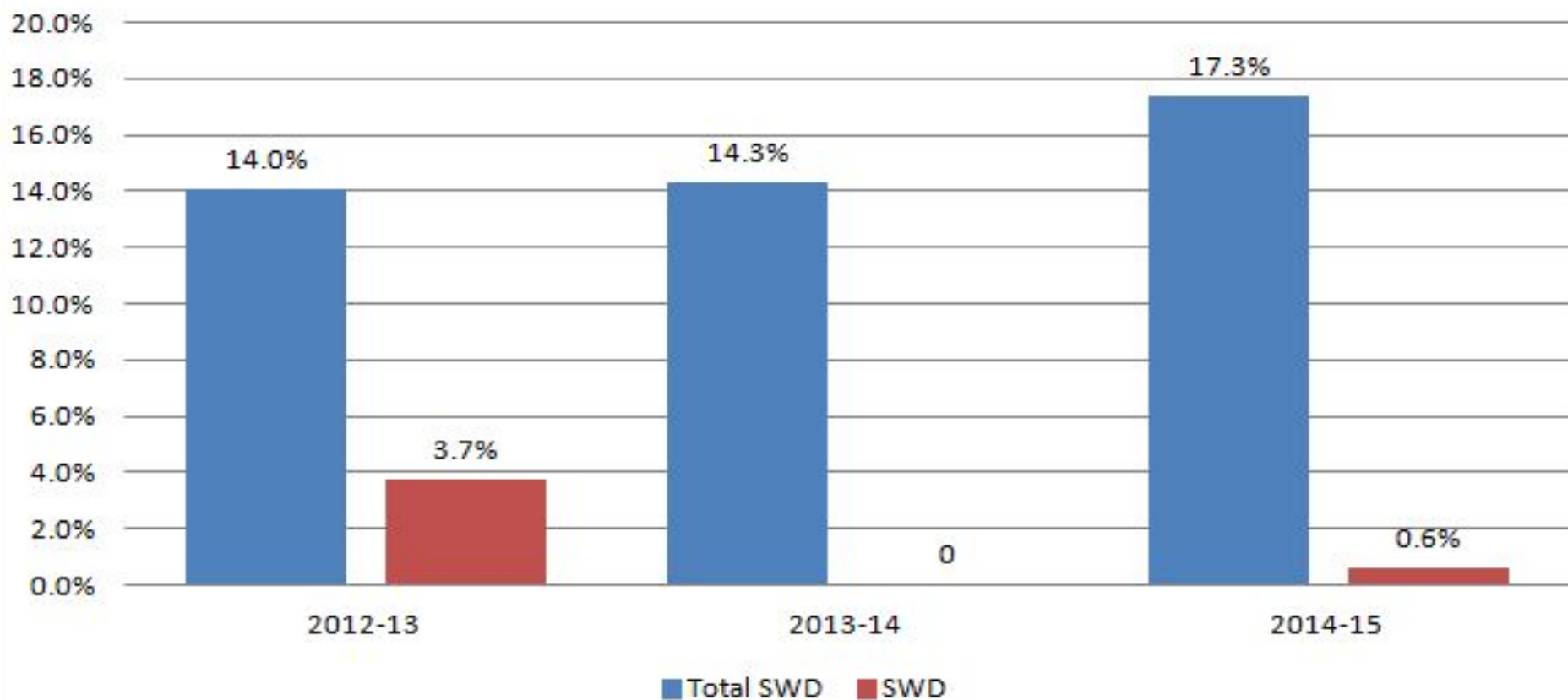
% of Graduates Met UC/CSU Requirements Hispanic



% of Graduates Met UC/CSU Requirements Socio-Economically Disadvantaged



% of Graduates Met UC/CSU Requirements Student with Disabilities



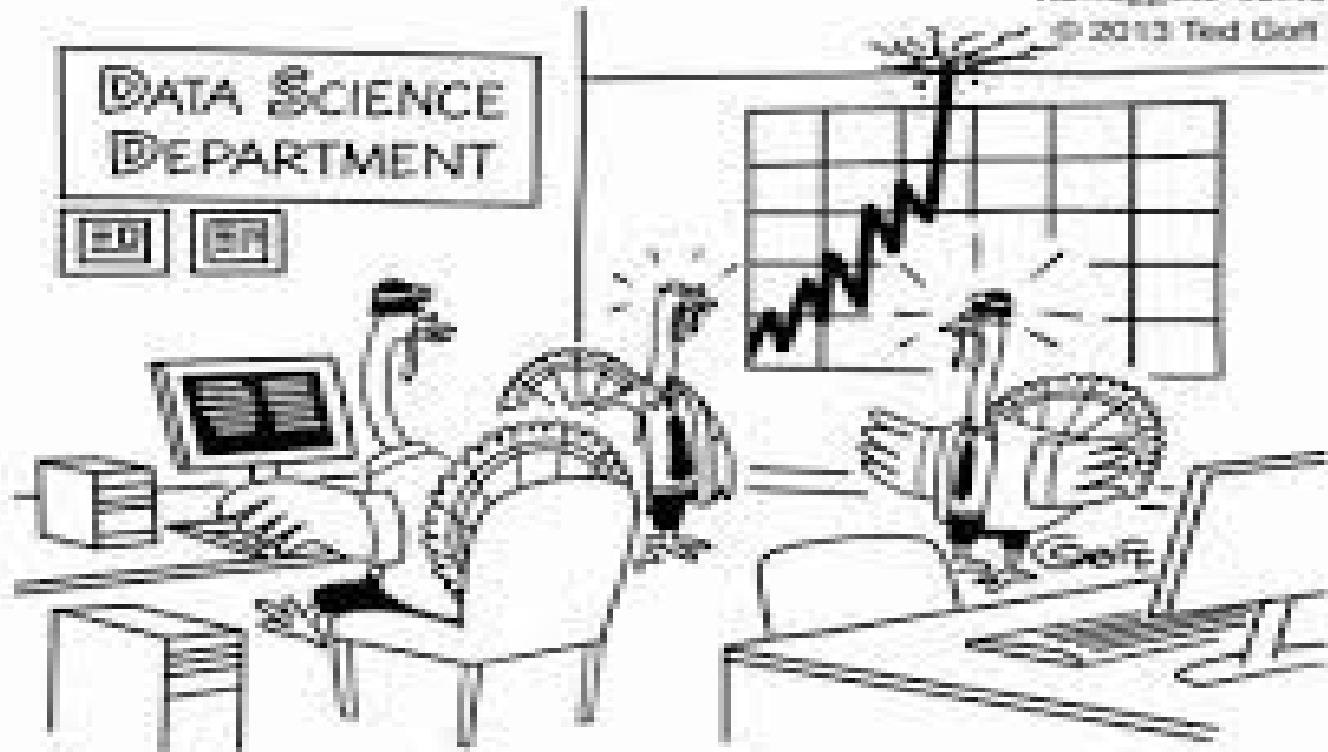


Where Do We Go With The Data?



" I've analyzed, condensed and simplified the data...
it was a good quarter."

WHAT?



"I don't like the look of this. Searches for gravy and turkey stuffing are going through the roof!"



Continue to look at all Data....
Develop strategies to ensure equity
in all of our educational programs.

School Climate

School Climate

Do you believe a positive school climate is important to ensure student success?
Why or why not?

School Climate

“The climate in a school can either make everything possible or impossible.”

“School Climate sets the tone for all learning and teaching done in the school environment and is predictive of student’s ability to learn and develop in healthy ways.”

School Climate

How we are measuring School Climate:

- **Achievement (D/F List)**
- **Attendance**
- **Healthy Kids Survey (2013-14)**

School Climate

Who we are measuring:

- **All Students in the District**
- **SED: Socio-Economic Disadvantaged Students (Free and Reduced Lunch Count)**
- **SWD: Students with Disabilities**
- **Native American Students**
- **Hispanic Students**

School Climate: Achievement (D/F List)

% of D/F List						
	2012-13		2013-14		2014-15	
	% of Total Pop	% of D/F List	% of Total Pop	% of D/F List	% of Total Pop	% of D/F List
All Students		26.5%*		27%*		33.8%*
SED	32.8%	36.8%	36.3%	53.7%	33.6%	50.6%
SWD	13.6%	34.3%	13.9%	22%	17.3%	23%
Native American	10.7%	6.4%	15.6%	6.5%	7.7%	6.3%
Hispanic	11.6%	8.8%	10.2%	5.0%	4.7%	4.2%

School Climate: Attendance

Average Daily Attendance

	2012-13		2013-14		2014-15	
	% of Total Pop	Average Daily Attendance	% of Total Pop	Average Daily Attendance	% of Total Pop	Average Daily Attendance
All Students		91.7%		92.7%		92.4%
SED	32.8%	89.5%	36.3%	90.8%	33.6%	90.2%
SWD	13.6%	90.6%	13.9%	90.6%	17.3%	90%
Native American	10.7%	87.8%	15.6%	89.4%	7.7%	91.5%
Hispanic	11.6%	92.8%	10.2%	91.2%	4.7%	89%

School Climate: Healthy Kids Survey 2013-14

Areas of Concern	NHUHSD			All Humboldt County		
	9th	11th	Alt Ed	9th	11th	Alt Ed
Caring Adult Relationship	37%	48%	19%	36%	45%	38%
High Expectations	51%	57%	30%	48%	54%	45%
Meaningful Participation	14%	20%	6%	13%	17%	11%
Alcohol Use	46%	68%	76%	36%	47%	72%
Marijuana Use	38%	51%	76%	36%	47%	72%
Feeling Sad and Hopeless	33%	32%	36%	31%	32%	38%
Any Harassment at School	37%	27%	37%	34%	26%	31%

School Climate:

Focus Group Question:

1. What school climate challenges does the data reveal?

School Climate:

How are we moving forward?

- Training in Capturing Kids Hearts
- Defining and Implementing Restorative Practices
- Researching Trauma Informed Care
- Student Assistance Team Weekly Meeting
- Career Readiness (TPP/WIOA)
- Professional Development in Student Centered Learning Strategies

Positive School Climate

Characterized by:

- Strong relationships among and between students and staff
- Discipline using formative (not punitive) consequences
- Engagement, recognition and leadership opportunities for students in a wide variety of activities.

School Climate:

“Resilience research clearly documents the power of teachers and schools to tip the scale from risk to resilience for children and youth. Even among children growing up in overwhelmingly negative conditions, researchers have found that 70-80% of them have demonstrated healthy adjustments and achievement when schools are sensitive to them and their burdens and provide supportive activities” *Healthy Kids Survey*

“If you have a Child’s heart you have their head” Flip Flippen
Capturing Kids’ Hearts



Common Core

A set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.

The Common Core initiative only specifies what students should know at each grade level and describes the skills that they must acquire in order to achieve college or career readiness. Individual school districts are responsible for choosing curricula based on the standards.

Examples of Content Standards

ELA

- CCSS.ELA-Literacy.RL9-10.1
 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.W.11-12.3
 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Examples of Content Standards

Mathematics

- CCSS.MATH.CONTENT.8.G.B.6
 - Explain a proof of the Pythagorean Theorem and its converse.
- CCSS.MATH.CONTENT.8.G.B.7
 - Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

Another Way to Look at Common Core

- Instructional Shifts
 - English/Language Arts
 - Mathematics
- Mathematical Practice Standards

Instructional Shifts

The six instructional shifts (three for English/Language Arts (ELA) and three for Mathematics) help educators understand the major changes required by the Common Core in terms of curricular materials and classroom instruction.

ELA Shifts

- Building knowledge through content rich nonfiction and informational texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

Mathematics Shifts

- Focus strongly where the standards focus
- Coherence: think across grades and link to major topics within grades
- Rigor: in major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity

Mathematical Practice Standards

Common Core Mathematics is a way to approach teaching so that students develop a mathematical mindset and see math in the world around them. The eight mathematical practice standards are a guide to good math instruction.

Summary of Math Practice Standards

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure (patterns and shapes).
8. Look for and express regularity in repeated reasoning.

Frequently Asked Questions!!!

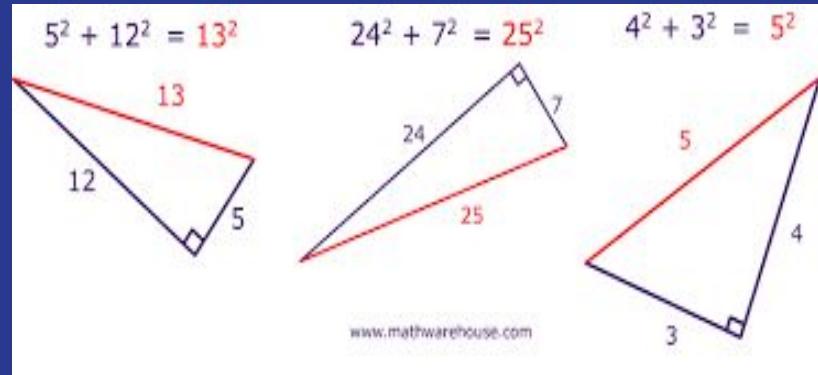
1. Why aren't teachers explaining all the material?
2. What should I do if I can't assist my child with their homework?
3. How is my child being prepared for College/College Exams?
4. Are the Classics still being taught in English classes?
5. Why is my child working doing so many group projects?

Other Questions???

Sample Math Lesson (Traditional Style)

Okay class, today we are going to study the Pythagorean Theorem ...

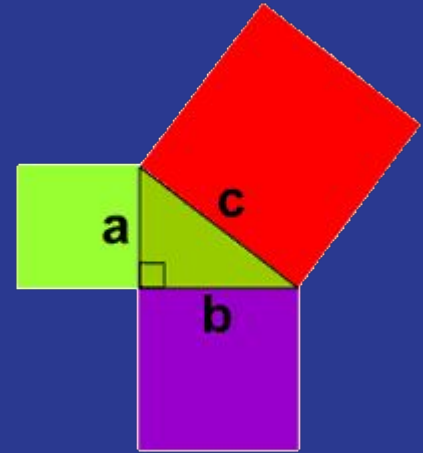
Here are some examples.



So if $a = 2$, and $b = 6$, $c = ?$

Sample Math Lesson (Common Core)

John leaves school to go home. He walks 6 blocks north and then 8 blocks west.
How far is John's house from school?



Activity Instructions

1. Together with your group members, consider the diagram provided on your handout along with the puzzle pieces included in your envelope.
2. Use the diagram and the puzzle pieces to determine a relationship between the three squares that are attached to the legs of the right triangle.
3. Write a mathematical formula that describes the relationship and write a complete explanation (one paragraph) that fully explains your reasoning.
4. Use your formula to determine how far John lives from the school.

Practice Standard Summary

Traditional

1. Reason quantitatively
2. Attend to precision

Common Core

1. Reason abstractly and quantitatively
2. Attend to precision
3. Make sense and persevere
4. Make use of structure
5. Construct viable arguments and critique others
6. Model with mathematics
7. Use appropriate tools strategically

Why is this important?

Mathematics builds upon itself. It is important to make a strong foundation so that students will be able to think critically and apply a concept to a variety of situations

... in real life

... and in higher academics.

What is the District Doing?

1. Training and Professional Development
2. HISI
3. Articulation with Associate Schools
4. Instructional Coaching
5. Curriculum and Instruction
 - a. CPM Integrated Mathematics
 - b. Textbook Adoption
 - c. Library Media Center
 - d. “Technology Essentials” Curriculum being Revised
6. Communication

Think, Pair, Share

With a partner, discuss the benefits and challenges that our students face in relation to the shift to Common Core.

Final Thoughts

Brief share out from Think, Pair, Share

Closure Questions

Student Achievement

- What equity challenge is most urgent to address?

School Climate

- What school climate challenges are most urgent to address?

Common Core

- How confident are you with the District's implementation of Common Core?
What suggestions do you have for the District moving forward?

