

Hanford Elementary School District

Hanford Elementary School District (HESD)
Parent Advisory Committee
Meeting Minutes

Date of Meeting: March 16, 2021
Starting Time: 9:00 a.m. to 10:30 a.m.
Location: Zoom

Purpose of the Meeting: To consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

- I.
- II. Welcome
 - a. Introductions: Mr. Carlton welcomed the committee members and conducted introductions.
 - b. Public Comments: Mr. Carlton made a call for public comments.
- III. Approval of the Minutes from PAC Meeting #2: Ms. Rodriguez made a motion to approve the minutes. Ms. Cronk seconded. All were in favor.
- IV. Review the 2019-2020 Local Control Accountability Plan and 2020-2021 Learning Continuity and Attendance Plan Annual Updates
 - a. 2019-2020 LCAP Annual Update
 - b. 2020-2021 Learning Continuity and Attendance Plan Update

Mr. Carlton reviewed the LCAP annual update from 19-20 with the committee members. Mr. Carlton explained that this document is a review of both the 19-20 LCAP and the 20-21 Learning Continuity and Attendance Plan. In these documents, we have reviewed the actions we took, particularly during the COVID-19 pandemic, and examined what we have learned from this time and what the implications are for moving forward into 2021-2022 and beyond. The committee discussed the annual updates covering each of the district's five goals:

Broad Educational Program (District Goal 1, State Priorities 2, 7, & 8)

One of the most important lessons of the COVID-19 pandemic, and the repeated forced closures of the district's schools has been on the necessity of providing students with a broad educational program. The impacts on students from the diminished activities that are part of a broad instructional program may be second only to the academic learning loss students have experienced. There will be a great need to re-establish all of the components of the district's broad instructional program. A continuing mandate, reiterated by stakeholder groups in advisory committees, through surveys, and in student focus groups, has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. There is a great sense of urgency in restoring all of these opportunities for our students.

Going forward, the PAC recommends that the district:

- Continue supporting the integration of art, band, and physical education continues to be a priority.
- Continue to comply with CDE/Health Dept recommendations that will allow us to re-instate our district sports.
- Provide parents with continued information via the district and the school site regarding low-cost internet such as Xfinity \$9.95 so that student access connectivity problems are no longer a barrier. Continue to provide students with Hot Spots so that students have connectivity access.

Academic Achievement (District Goal 2, State Priority 4)

While the full extent of students' learning loss from the repeated forced closures of the district's schools due to the COVID-19 pandemic remains unclear, limited student assessment data and anecdotal evidence indicates that it will be substantial. There will be a great need going forward to remediate students' learning loss, while at the same time, to provide instruction that is aligned with students' current grade level standards. There will be a need to provide robust supplemental academic supports for students, especially low-income students, English learners, foster youth, and other high-needs student groups.

Going forward, the PAC recommends that the district:

- Continue to identify students that need additional support and who need Learning Loss Mitigation.

Support for Teachers (District Goal 3, State Priority 1)

The learning loss that students have experienced, the vast expansion of technology and online instructional materials, and the need to provide efficient effective interventions makes it more important than ever that every student, and especially students who are low-income, English learner, and foster youth, have a qualified, well-trained teacher. Teacher training and support in these areas and others will need to be implemented and expanded.

Going forward the PAC recommends that the district:

- Continue to support for teachers and support be extended to all staff, which would include Media Services Aides, bus drivers, etc.

Safe Schools/Student Support & Wellbeing (District Goal 4, State Priority 1, 5, & 6)

The impact on students social/emotional wellbeing as a result of the repeated forced closures of the district's schools due to the COVID-19 pandemic is another factor that is difficult to fully measure at this point in time, but anecdotal evidence indicates it may also be substantial. There are significant numbers of students who will be in first and even second grade next year who will have never attended school in-person. Many low-income, English learner, and foster youth students have missed opportunities for the types of social interaction that fosters friendships and builds social skills. There will be a great need to provide students, especially low-income, English learners and foster youth, with an array of support services designed to reduce the barriers that can stand in the way of learning and lead to absenteeism and discipline incidents. There will be a need to continue and build upon student supports including nurses, counselors, and student specialists, Learning directors, vice principals, child welfare and attendance, social workers and more.

The COVID-19 pandemic has clearly shown the relationship between clean well-maintained facilities and the safety of our students and staff. Moreover, the repeated opening and closing of our schools in 19-20 and 20-21 have shown the importance of the physical state of the school-sites as well as district sites such as the kitchen and transportation. Even when schools were in a state of closure, there was a need for them to be in a constant state of readiness, knowing they could be opened at any time. This need was met! The link between the district facilities and equipment and student safety, engagement, and wellbeing has never been more apparent. There will be a continuing need going forward to provide students, staff, and families with facilities and equipment that are maintained to the highest degree.

Going forward, the PAC recommends that the district:

- Continue to implement and follow CDE/Health Dept. recommendations to ensure student/staff/parent safety in response to COVID.
- Recommend that a psychologist trained in PTSD be hired based on budget, so that there is a response to students who were impacted by COVID factors.
- Continue to use our staff to refer students to community agencies such as Kings Health, but also increase on-campus support.
- Consider training our psychologists so that they are also able to provide in-district support to our students so that they know that our campuses are a safe haven, and they can talk about their concerns.

Parent involvement (Goal 5, SP 3)

Finally, the COVID has illustrated the importance of providing families with effective and timely information and communication. The district has expanded its technology tools for parent communication during the pandemic, and has vastly increased the use of the new and existing tools. The pandemic has illustrated the importance of giving families choices over their students' education. There will be a continuing need for parents to have multiple opportunities to receive information on their child's progress, to participate in educational and social activities, and to have their voices heard in decisions about the district's programs and services for students. There will be an ongoing need for parents to participate in parent/teacher conferences. There will be an ongoing need for families to provide input on the district's programs and services via our surveys and committees.

Going forward, the PAC recommends that the district:

- Parents recommend researching other apps such as Whats App so that parents have additional access since they are more familiar with these apps.

- V. Recommend that the HESD Board of Trustees approve the 2019-2020 Local Control Accountability Plan and 2020-2021 Learning Continuity and Attendance Plan Annual Updates: Ms. Diaz made a motion to recommend approval of the annual updates. Ms. Pimentel seconded.
- VI. Review Current Parent Advisory Committee Recommendations from 2020-2021.

Mr. Carlton reviewed all of the recommendations that the 2021 Parent Advisory Committee had approved up to this point.

Recommendations from Meeting #1:

- Implement additional supports for our African American students in ELA in the area of language skills and language arts. (Based on achievement data from the California School Dashboard)
- Provide individualized instruction/interventions to African American students (due to smaller numbers)
- Provide after school support for our African American students
- Provide support training for teachers in culturally responsive/responsible teaching
- Continue providing language support for our EL students
- Ensure that material barriers do not prevent students from participating in school activities
- Support parents in understanding the concepts in the state standards so that they can help their students
- Provide a structure where parents can see their students working/learning and can learn to better support them

Recommendations from Meeting #2:

- Continue to provide adequate instructional materials to all students.
- Continue to maintain facilities in exemplary condition.
- Continue efforts to hire and retain fully credentialed teachers.
- Distribute any inexperienced teachers equitably.
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Recommendations from meeting #3 (The current meeting, also shown above)

- Continue supporting the integration of art, band, and physical education continues to be a priority.
- Continue to comply with CDE/Health Dept recommendations that will allow us to re-instate our district sports.
- Provide parents with continued information via the district and the school site regarding low-cost internet such as Xfinity \$9.95 so that student access connectivity problems are no longer a barrier. Continue to provide students with Hot Spots so that students have connectivity access.
- Continue to identify students that need additional support and who need Learning Loss Mitigation.
- Continue to support for teachers and support be extended to all staff, which would include Media Services Aides, bus drivers, etc.
- Continue to implement and follow CDE/Health Dept. recommendations to ensure student/staff/parent safety in response to COVID.
- Recommend that a psychologist trained in PTSD be hired based on budget, so that there is a response to students who were impacted by COVID factors.
- Continue to use our staff to refer students to community agencies such as Kings Health, but also increase on-campus support.
- Consider training our psychologists so that they are also able to provide in-district support to our students so that they know that our campuses are a safe haven, and they can talk about their concerns.
- Research other apps such as Whats App so that parents have additional access since they are more familiar with these apps.

Ms. Cronk made a motion to approve these recommendations. Ms. Pimentel seconded. All were in favor.

- VII. Review Parent Advisory Committee's Recommendations from the 2017-2018 to 2019-2020 LCAP to determine their relevance to the 2021-2022 to 2023-2024 LCAP

Mr. Carlton reminded the committee members of the work this committee had done when the 2019 California School Dashboard was published by the California Department of Education. Mr. Carlton explained that the committee had done a very in-depth study of the results from the dashboard, and that the committee had provided recommendations for setting targets for growth in academics (ELA and math) as well as school climate (chronic absenteeism and suspension rates). Mr. Carlton suggested that because the data from the 2019 dashboard is the most current state performance indicators that we have, that these recommended performance targets remain relevant for the 2021-2022 to 2023-2024 LCAP. Moreover, Mr. Carlton suggested that given the school closures and learning loss that many

students have experienced, and the fact that students may have social and emotional challenges that could effect school climate metrics, these targets may be even more of a challenge now than when they were originally recommended.

- a. Recommendations on Relevance of 2017-2018 to 2019-2020 LCAP Recommendations
The parent advisory committee recommends the following performance targets, based on information from the 2019 CA school dashboard, and from the lessons learned from the COVID-19 pandemic (documented in the annual updates) as the performance targets for 2024 in the 2021-2022 to 2023-2024 LCAP:

ENGLISH LANGUAGE ARTS

All Students: By 2024, All Students will score Green, 5 points below standard. (Growth of 6.5 points each year)

Students with Disabilities: By 2024, Students with Disabilities will score Yellow, 70 points below standard. (Growth of 8 points each year)

Homeless: By 2024, Homeless students will score Yellow, 36.3 points below standard. (Growth of 15 points each year)

African American: By 2024, African American students will score Green, 5 points below standard. (Growth of 16 points each year)

English Learners: By 2024, English Learners will score Green, 3.2 points below standard. (Growth of 15 points each year)

Socioeconomically Disadvantaged: By 2024, Socioeconomically Disadvantaged students will score Green, 2.6 points above standard. (Growth of 12 points each year)

Hispanic: By 2024, Hispanic students will score Green, 2.5 points above standard. (Growth of 11 points each year)

Asian: By 2024, Asian students will score Green, 2.4 points above standard. (Growth of 6 points each year)

Foster Youth: By 2024, Foster Youth will score Green, 2.8 point above standard. (Growth of 11 points each year)

Two or More Races: By 2024 Two or More Races will score Green, 9.3 points above standard. (Growth of 3 points each year)

White: By 2024 White students will score Green, 18.3 points above standard. (Growth of 3 points each year)

MATHEMATICS

All Students: By 2024, All Students will score Green, 25 points below standard. (Growth of 5.2 points each year)

Students with Disabilities: By 2024, Students with Disabilities will score Yellow, 94.6 points below standard. (Growth of 8 points each year)

Homeless: By 2024, Homeless students will score Yellow, 49.6 points below standard. (Growth of 15 points each year)

African American: By 2024, African American Students will score Green, 23.7 points below standard. (Growth of 18 points each year)

Socioeconomically Disadvantaged: By 2024, Socioeconomically Disadvantaged will score Green, 22.8 points below standard. (Growth of 9 points each year)

Hispanic: By 2024, All Students will score Green, 22.5 points below standard. (Growth of 8 points each year)

English Learners: By 2024, All Students will score Green, 25 points below standard. (Growth of 12.2 points each year)

Foster Youth: By 2024, All Students will score Green, 17.4 points below standard. (Growth of 10 points each year)

Two or More Races: By 2024 Two or More Races will score Green, 8.7 points below standard. (Growth of 3 points each year)

Asian: By 2024 Asian students will score Green, 1.8 points above standard. (Growth of 3 points each year)

White: By 2024 White students will score Green, 2.9 points above standard. (Growth of 3 points each year)

CHRONIC ABSENTEEISM

All Students: By 2024, the Chronic Absenteeism rate for All Students will be 6.4%--Green. (Decline of 0.5% each year)

Students with Disabilities: By 2024, the Chronic Absenteeism rate for Students with Disabilities will be 10%--Green. (Decline of 1.2% each year)

American Indian: By 2024, the Chronic Absenteeism rate for American Indian students will be 10%--Green. (Decline of 8.9%)

Foster Youth: By 2024, the Chronic Absenteeism rate for Foster Youth will be 5.6%--Green. (Decline of 2% each year)

African American: By 2024, the Chronic Absenteeism rate for African American students will be 4.9%--Green. (Decline of 2% each year)

Filipino: By 2024, the Chronic Absenteeism rate for Filipino students will be 6.8%--Green. (Decline of 0.5% each year)

English Learners: By 2024, the Chronic Absenteeism rate for English Learners will be 4.7%--Green. (Decline of 0.5% each year)

Asian: By 2024, the Chronic Absenteeism rate for Asian students will be 4.4%--Green. (Decline of 0.5% each year)

Homeless: By 2024, the Chronic Absenteeism rate for Homeless students will be 10%--Yellow (Decline of 1.3% each year)

Socioeconomically Disadvantaged: By 2024, the Chronic Absenteeism rate for Socioeconomically Disadvantaged students will be 7.1%--Green. (Decline of 0.5% each year)

White: By 2024, the Chronic Absenteeism rate for White students will be 6.7%--Green. (Decline of 0.5% each year)

Hispanic: By 2024, the Chronic Absenteeism rate for Hispanic students will be 6.1%--Green. (Decline of 0.5% each year)

SUSPENSION RATES

All Students: By 2024, the Suspension Rate for All Students will be 1.8%--Green. (Decline of 0.3% each year)

Foster Youth: By 2024, the Suspension Rate for Foster Youth will be 6%--Yellow. (Decline of 2.1% each year)

African American: By 2024, the Suspension Rate for African American students will be 5.2%--Yellow. (Decline of 1% each year)

Two or More Races: By 2024, the Suspension Rate for Two or More Races will be 3%--Green. (Decline of 1.2% each year)

Students with Disabilities: By 2024, the Suspension Rate for Students with Disabilities will be 3%--Green. (Decline of 0.9% each year)

Homeless: By 2024, the Suspension Rate for Homeless students will be 3%--Green. (Decline of 0.6% each year)

White: By 2024, the Suspension Rate for White students will be 2.3%--Green. (Decline of 0.3% each year)

Socioeconomically Disadvantaged: By 2024, the Suspension Rate for Socioeconomically Disadvantaged students will be 2.0%--Green. (Decline of 0.3% each year)

Hispanic: By 2024, the Suspension Rate for Hispanic students will be 1.3%--Green. (Decline of 0.3% each year)

Asian: By 2024, the Suspension Rate for Asian students will be 1.0%--Green. (Decline of 0.3% each year)

English Learners: By 2024, the Suspension Rate for English learners will be 0.5%. (Decline of 0.3% each year)

American Indian: By 2024, the Suspension Rate for American Indian students will be between 0% and 0.3%.

Filipino: By 2024, the Suspension Rate for Filipino students will be between 0% and 0.3%.

VIII. Additional of Local Assessments in ELA and Math to the LCAP Expected Outcomes: Mr. Carlton explained that the lack of state testing in 2020 and the data that it would have provided make it necessary to use some local assessment data along with the 2019 CA School Dashboard data to determine how students are doing, do uncover areas of need, and to set additional targets for the 2024 dashboard.

a. Recommendations on Local Assessment Data

The PAC recommends the use of HESD benchmark assessment data as part of the Expected Outcomes for the 2021-2022 to 2023-2024 LCAP. Ms. Diaz made a motion to use HESD benchmark assessment data as part of the Expected Outcomes for the 2021-2022 to 2023-2024 LCAP. Ms. Vasquez seconded. All were in favor.

IX. Adjournment