



Hanford Elementary School District

Parent Advisory Committee:
Training session #1

PAC Training Sessions

- Welcome to PAC training Session #1
 - In this training session, we will present information on
 - The purpose and legal requirements of the PAC
 - PAC membership
 - The structure of the PAC meetings
 - The PAC Bylaws
 - Meeting norms and processes
 - The meeting schedule
 - PAC Training Session #2 (A look ahead)
 - School funding basics
 - The Local Control Funding Formula (LCFF)
 - The Local Control Accountability Plan (LCAP) basics

Purpose and Requirements for the PAC

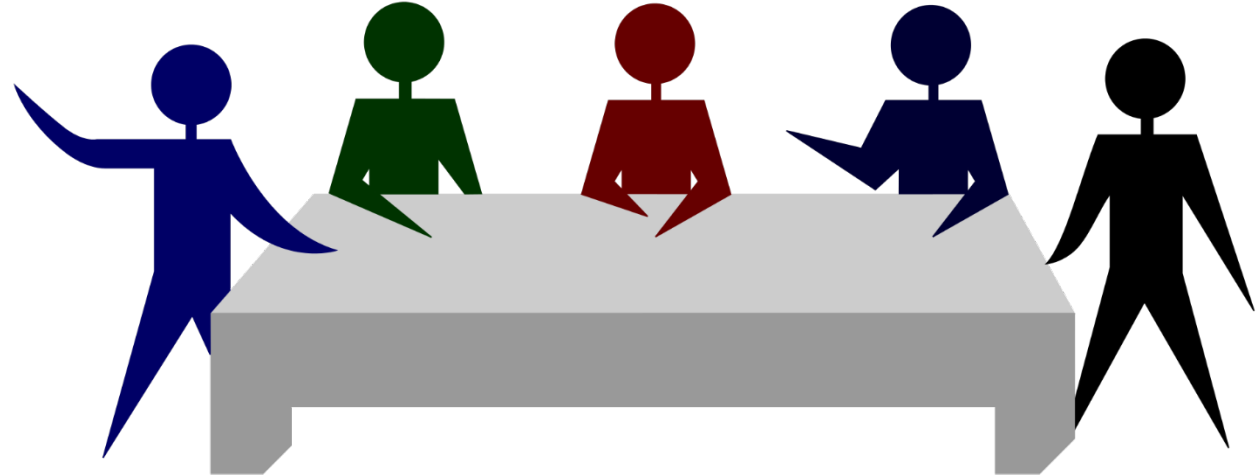
- Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC (state law) identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP.

Parent Advisory Committee (PAC) Membership

- Parents of HESD students make up a majority of the committee.
- The Superintendent; Director of Program Development, Assessment and Accountability; and Director of Curriculum (ELs) shall be standing members of the PAC.
- The School Site Council (SSC) at each school site shall elect one parent, who is a member of the SSC, to serve on the PAC. If no parents who are members of the SSC are willing to serve on the PAC, the school site council may elect a parent of a student who attends the school site as a PAC member.

Purpose of the PAC

The functions of the Parent Advisory Committee shall be to consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.



PAC Bylaws (We will approve at the first regular meeting)

Hanford Elementary School District: Parent Advisory Committee



Bylaws

Article 1: Name of the Committee

This committee shall be known as the Hanford Elementary School Parent Advisory Committee and shall be referred as the PAC in the following text. The Hanford Elementary School District will be referred to as the District.

Article 2: Authority

The Superintendent shall establish a Parent Advisory Committee at to satisfy the requirements of the Local Control Funding formula guidelines for a Local Control Accountability Plan process.

Article 3: Membership

The Superintendent, Director of Program Development, Assessment and Accountability, and Director of Curriculum (ELs) shall be standing members of the PAC. The School Site Council (SSC) at each school site shall elect one parent, who is a member of the SSC, to serve on the PAC. If no parents who are members of the SSC are willing to serve on the PAC, the school site council may elect a parent of a student who attends the school site as a PAC member.

Article 4: Function

The functions of the Parent Advisory Committee shall be to consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

Article 5: Responsibilities and Duties

1. Learn and become knowledgeable about the functions and responsibilities of the PAC
2. Learn and become knowledgeable about the district's LCAP
3. Learn and become knowledgeable about the district's additional programs, services and planning documents that relate to or impact the LCAP.
4. Learn and become knowledgeable in the district's achievement and school climate data, including data from the California School Dashboard
5. Provide input and recommendations into the development, implementation, and monitoring of the LCAP
6. Encourage families to actively participate in their children's education.
7. Provide input concerning family/community needs and data.



PAC Bylaws (Continued)

Article 6: Membership

Formation: Each school's school site council shall have the opportunity to select one parent member to the PAC. PAC parent members need not be members of the school site council. Each school site council shall nominate, and elect by vote, one PAC member who is a parent of a student at that school site.

Composition: The PAC shall be comprised of the Director of Program Development, Assessment, & Accountability; the Director of Curriculum & Instruction for ELs; and a parent member from each school site.

Voting Rights: Each PAC member shall be entitled to one vote. Membership in the PAC is not transferable. Proxy voting and absentee ballots shall not be permitted.



Vacancy: A vacancy in the PAC shall be deemed to exist when:

- A member fails to attend three consecutive meetings of which he/she is a member without notification of special circumstances as approved by a majority of the members
- A member resigns from office by submitting his/her written letter of resignation to the chairperson
- A member is removed for cause by a 2/3 affirmative vote of all members present at a regular or specially called meeting whenever the best interest of the PAC would be served
- A member moves out of the district (A member may remain on the committee if he/she moves among schools within the Hanford Elementary School District)

A vacancy in any office may be filled for the remaining portion of the term by an appointment by the chairperson from the school site in which the vacancy occurred.

Term: PAC members serve for one year. Members may serve additional years if elected by school site councils.

PAC Bylaws

Article 8: Meetings

1. **General Meetings.** Four regular meetings and two training sessions will be held each school year.
 - Time, dates, and places of meetings shall be established by the chairperson with input from the committee.
 - Each meeting shall be conducted in accordance with the Robert's Rules of Order.
 - The two training sessions will educate and inform members about their roles and responsibilities as members of the PAC. No action items will take place in the training sessions.
 - Each meeting and training session shall follow an agenda.
 - Meetings will be conducted in English. Translation will be available if needed.
 - All meetings shall be open to the public and all PAC members shall be notified and encouraged to attend.
 - Notice of the meeting shall be posted at the school site, or other appropriate place accessible to the public, at least 72 hours before the time set for the meeting. The notice shall specify the date, time, and location of the meeting and contain an agenda describing each item of business to be discussed or acted upon.
 - The council or committee may not take any action on any item of business unless that item appeared on the posted agenda or unless the council or committee members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.
 - Any materials provided to the PAC shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act.
2. **Quorum.** The PAC shall conduct official business only when a quorum is present. A quorum will be 50% or more of the current voting membership at the time of each meeting.

Article 9: Non-discrimination

The Governing Board is committed to providing equal opportunity for all individuals in district programs and activities. District programs, activities, and practices shall be free from unlawful discrimination, including discrimination against an individual or group based on race, color, ancestry, nationality, national origin, immigration status, ethnic group identification, ethnicity, age, religion, marital status, pregnancy, parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, or genetic information; a perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.



PAC Meetings

PAC meetings follow an agenda.

PAC members provide input and advice on agenda items.

There is a period for public comments at the beginning of each meeting. Meetings are open to the public, and members of the public may comment during the public comment period.

Additional topics for discussion that fit within the purpose of the PAC can be suggested by committee members and can be added to the next meeting agenda.



PAC Meetings: Norms and Processes

- Meetings are open to the public
- Agendas are posted 72 hours in advance at school sites and district office
- PAC meetings must follow the agenda and remain on-topic
 - Additional topics, that are aligned with the purpose of the PAC may be suggested by committee members and can be added to upcoming agendas
- Elected PAC members comment and provide input on discussion/agenda topics
 - There is a period for public comments on each agenda at the beginning of the meetings
- The meetings follow Roberts Rules of Order
- Child care will be provided
- Refreshments will be served

Evidence Based Decision Making

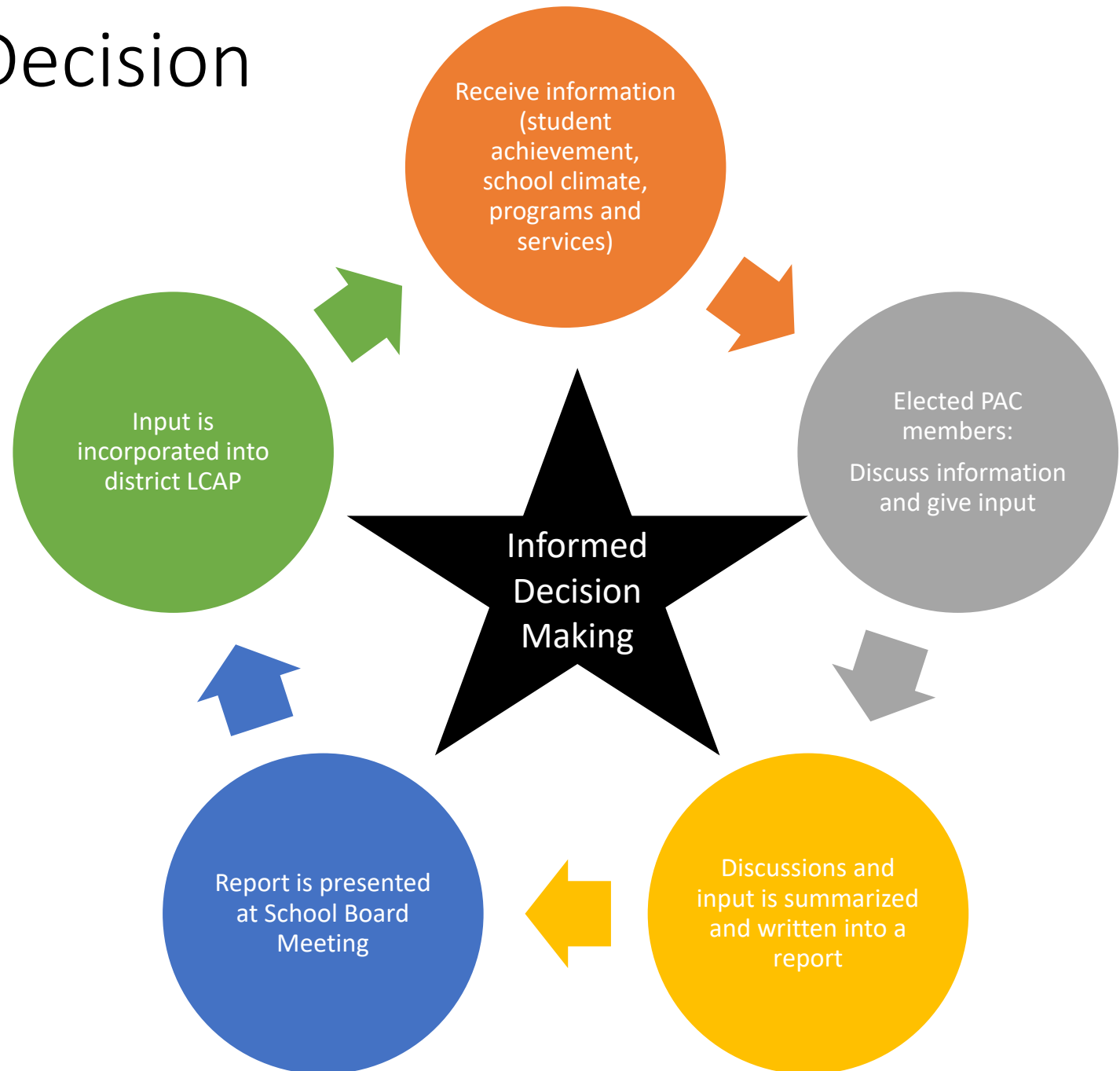
We have a responsibility to base our decisions on evidence

We study the district's programs and services

We use evidence and data to determine programs' effectiveness

Test scores
Suspension Rates
Surveys

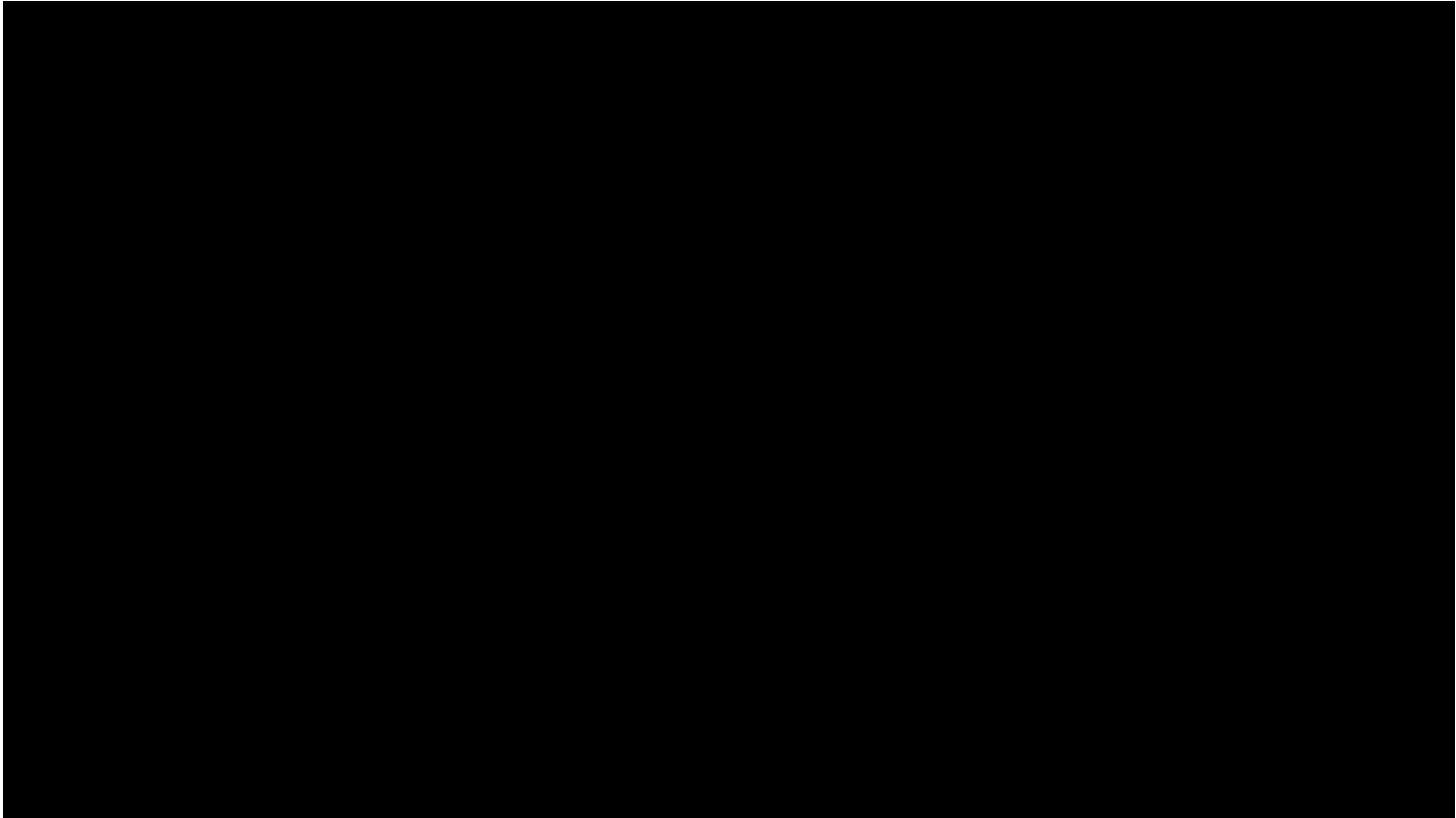
We make decisions based on evidence



Hanford Elementary School District

Parent Advisory Committee:

Training session #2



Evidence Based Decision Making

We have a responsibility to base our decisions on evidence

We study the district's programs and services

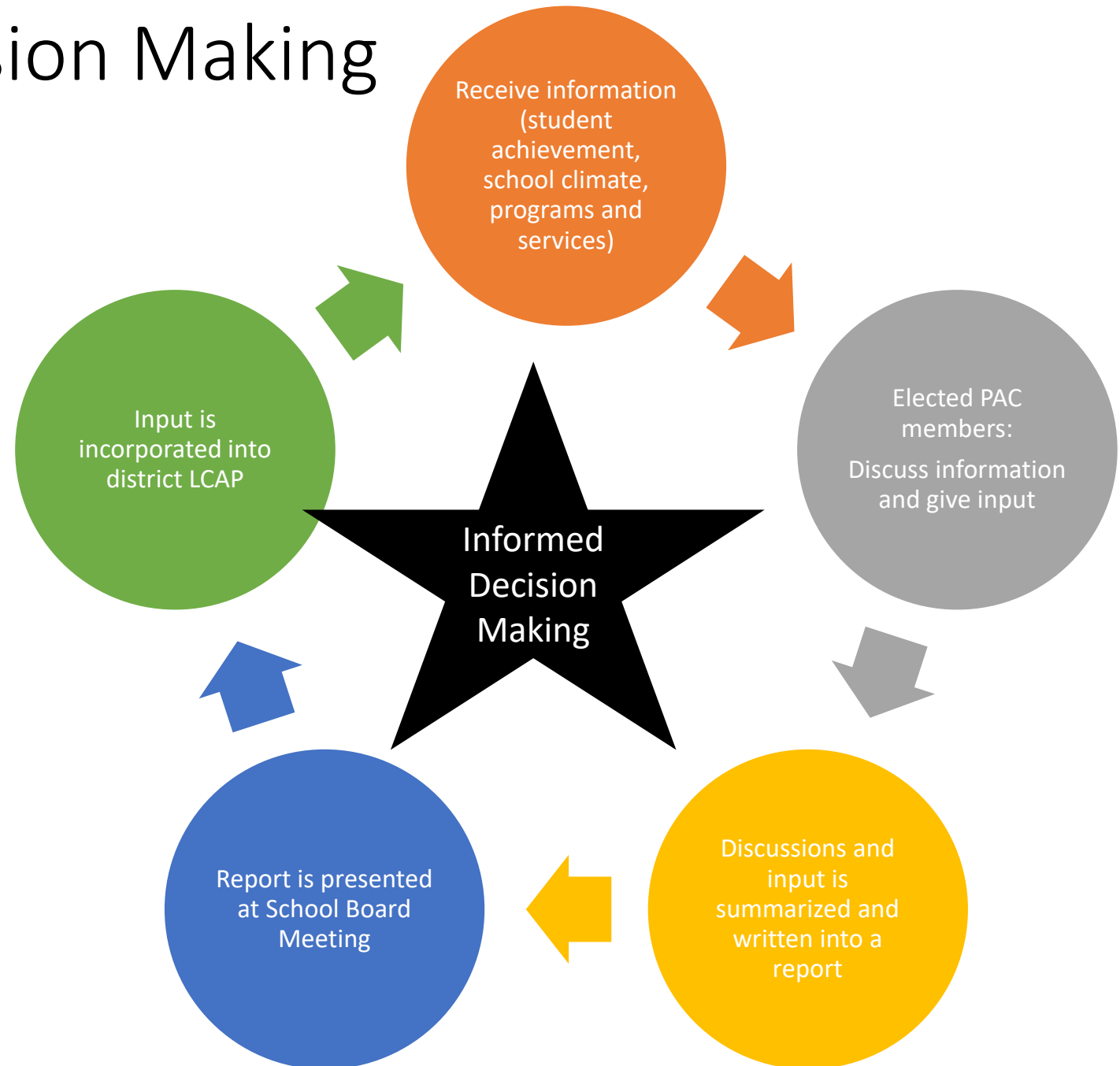
We use evidence and data to determine programs' effectiveness

Test scores
Suspension Rates
Surveys

We make decisions based on evidence

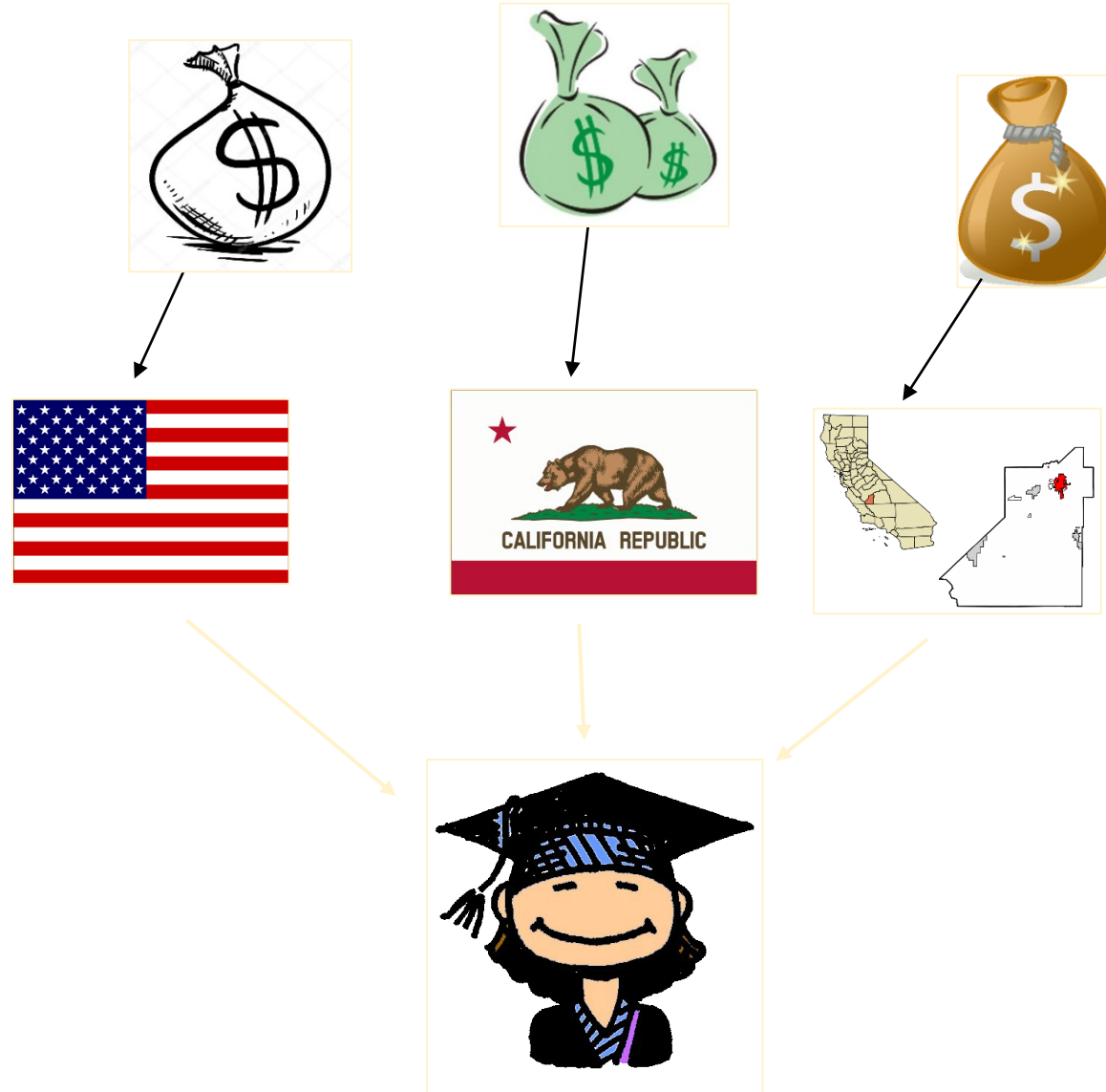
The planning that we will work on is for the Local Control Accountability Plan beginning in the 2021-2022 school year and going through 2023-2024

We will assume that we are planning from a place where school has returned to normal. (in 2021-2022)



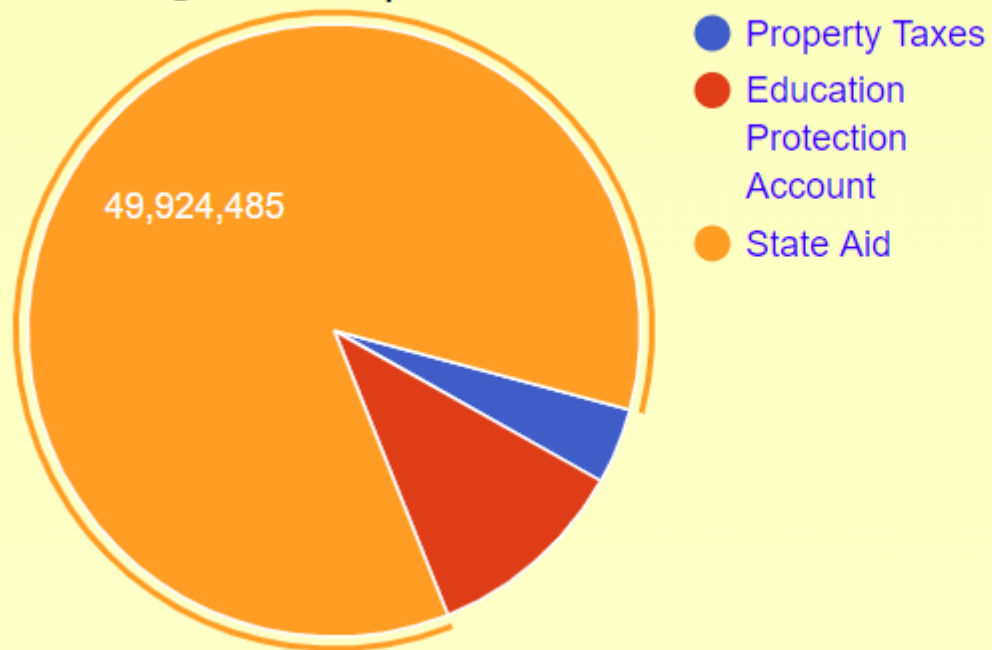
Programs, Services and Funding (Background Information)

- School districts receive funds from different sources
- These funds all work together to support and educate our students



HESD Funding 2019-2020

Funding Sources | 2019-20



2019-20 Funding Sources		
Component	Amount	Percentage
Property Taxes	2,349,704	4.01%
Education Protection Account	6,313,486	10.78%
State Aid	49,924,485	85.21%
Total Funding		100%

The majority (85.21%) of HESD's funding comes from the State of California.



The Local Control Funding Formula

- How are state funds distributed to school districts?
 - Prior to 2013, California had an almost impossibly complex system for allocating funds to school districts. That system was revamped when California lawmakers created the *Local Control Funding Formula* (LCFF), a much simpler and fairer set of rules.
 - The big idea of LCFF is that school districts with "higher need" students get more money to invest in those students. Here is how it works:
 - All districts receive a “base grant” for each student. The base grant is larger for grades 9-12 than for other grade levels.
 - Districts receive 20% additional “Supplemental Funding” per student for students with higher needs — children [Learning English](#), in [poverty](#), and/or in [foster care](#).
 - If more than 55% of children in the district are in poverty, in foster care, or learning English, the district receives an extra 50% of the base grant for each student beyond the 55% threshold. This is called “Concentration Funding”. (For example, a district with 60% high need students receives 150% of base funding for 5% of its students.)

The Local Control Funding Formula

- *The largest source of funding for public schools in California, the LCFF was designed to simplify the funding and accountability processes and empower communities with local control by providing additional resources to local educational agencies (LEAs) with the highest concentration of students who have historically struggled academically.*

The Local Control Funding Formula

Local Control Funding Formula Per-Student Rates

Under 2018-19 Governor's Budget

Grade Span	Base	Supplemental ^a	Concentration ^b
K-3	\$8,141	\$1,628	\$4,070
4-6	7,484	1,497	3,742
7-8	7,707	1,541	3,854
9-12	9,163	1,833	4,581

^a Equals 20 percent of the base rate. Generated for each student who is a foster youth, English learner, or low income (EL/LI).

^b Equals 50 percent of the base rate. When EL/LI students comprise more than 55 percent of total district enrollment, generated for each EL/LI student above that threshold.

- **Base:** Funds received for every student
- **Supplemental:** Additional funds received for every student who is low income, English learner, or foster
- **Concentration:** More additional funds for every student who is low income, English learner, or foster so long as the district's overall low income student percentage is above 55% (HESD is above 80%)

The Local Control Funding Formula


- How do we know how many low-income students we have?

Hanford Elementary School District
Confidential Family Survey 2019-2020
PLEASE COMPLETE THIS FORM AND RETURN BY SEPTEMBER 27, 2019.

Dear Parent or Guardian,
We need your help. The information you provide is **confidential**. It is used for the purpose of determining state funding that support learning at your child's school.

PART I: Student Information

Student ID	Student Name	School	Grade



CORRECT: ☐ INCORRECT: ☒

PART II: Fill in the following information for household size and household income
See additional information on the back of this form for assistance in determining your household size and annual household income.

Total number of people (<i>children and adults</i>) living in your household: (<i>Please mark only one bubble</i>)	Total annual household income: (<i>Please mark only one bubble</i>)
2 <input type="radio"/> A	Between \$0 - \$23,107 <input type="radio"/> A
3 <input type="radio"/> B	Between \$23,108 - \$31,284 <input type="radio"/> B
4 <input type="radio"/> C	Between \$31,285 - \$39,461 <input type="radio"/> C
5 <input type="radio"/> D	Between \$39,462 - \$47,638 <input type="radio"/> D
6 <input type="radio"/> E	Between \$47,639 - \$55,815 <input type="radio"/> E
7 <input type="radio"/> F	Between \$55,816 - \$63,992 <input type="radio"/> F
8 <input type="radio"/> G	Between \$63,993 - \$72,169 <input type="radio"/> G
9 <input type="radio"/> H	Between \$72,170 - \$80,346 <input type="radio"/> H
10 <input type="radio"/> I	Between \$80,347 - \$88,523 <input type="radio"/> I
11 <input type="radio"/> J	Between \$88,524 - \$96,700 <input type="radio"/> J
12+ <input type="radio"/> K	More than \$96,701 <input type="radio"/> K

Part III: Parent or Guardian Information and Signature
I certify (promise) that the information provided on this form is true and that I included all income. I understand that the school may receive state and federal funds based on the information I provide and that the information could be subject to review.

Parent or Guardian Printed Name	Parent or Guardian Signature	Date

DO NOT MAKE COPIES OF THIS FORM

Up to \$1,628 per student
Supplemental

Up to \$4,070 per student
Concentration

In 18-19 there were 4,668 High
Needs Students.

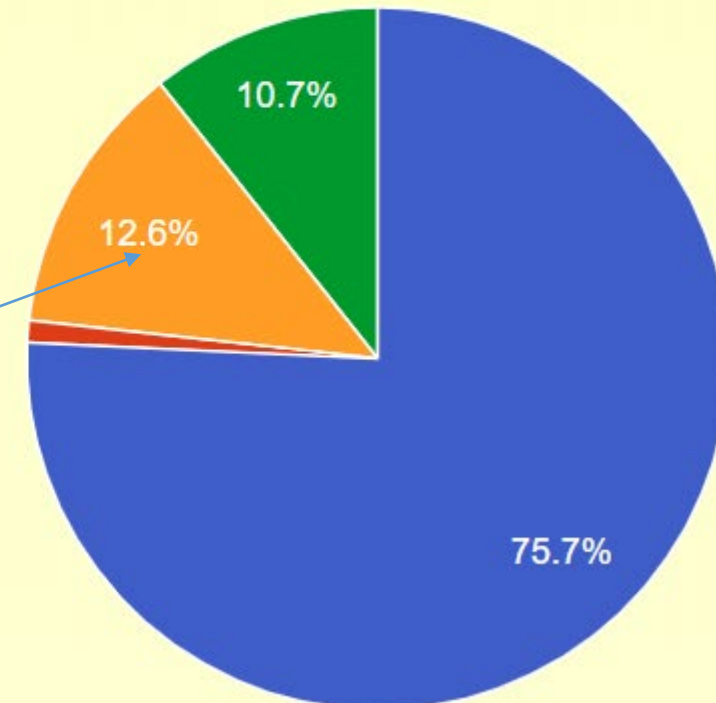
In 18-19 HESD received
\$14,921,047 in supplemental and
concentration funds on behalf of
our high needs students.

The Local Control Funding Formula

LCFF Target Analysis			
Component	Amount	Per ADA	Percentage
Base	44,370,739	8,177	75.73%
Add-ons	589,789	109	1.01%
Supplemental	7,379,745	1,360	12.60%
Concentration	6,247,403	1,151	10.66%
Supp. & Conc. Combined	13,627,147	2,511	23.26%
<hr/>			
Entitlement	58,587,675	10,797	100%
ERT Payment	0	0	

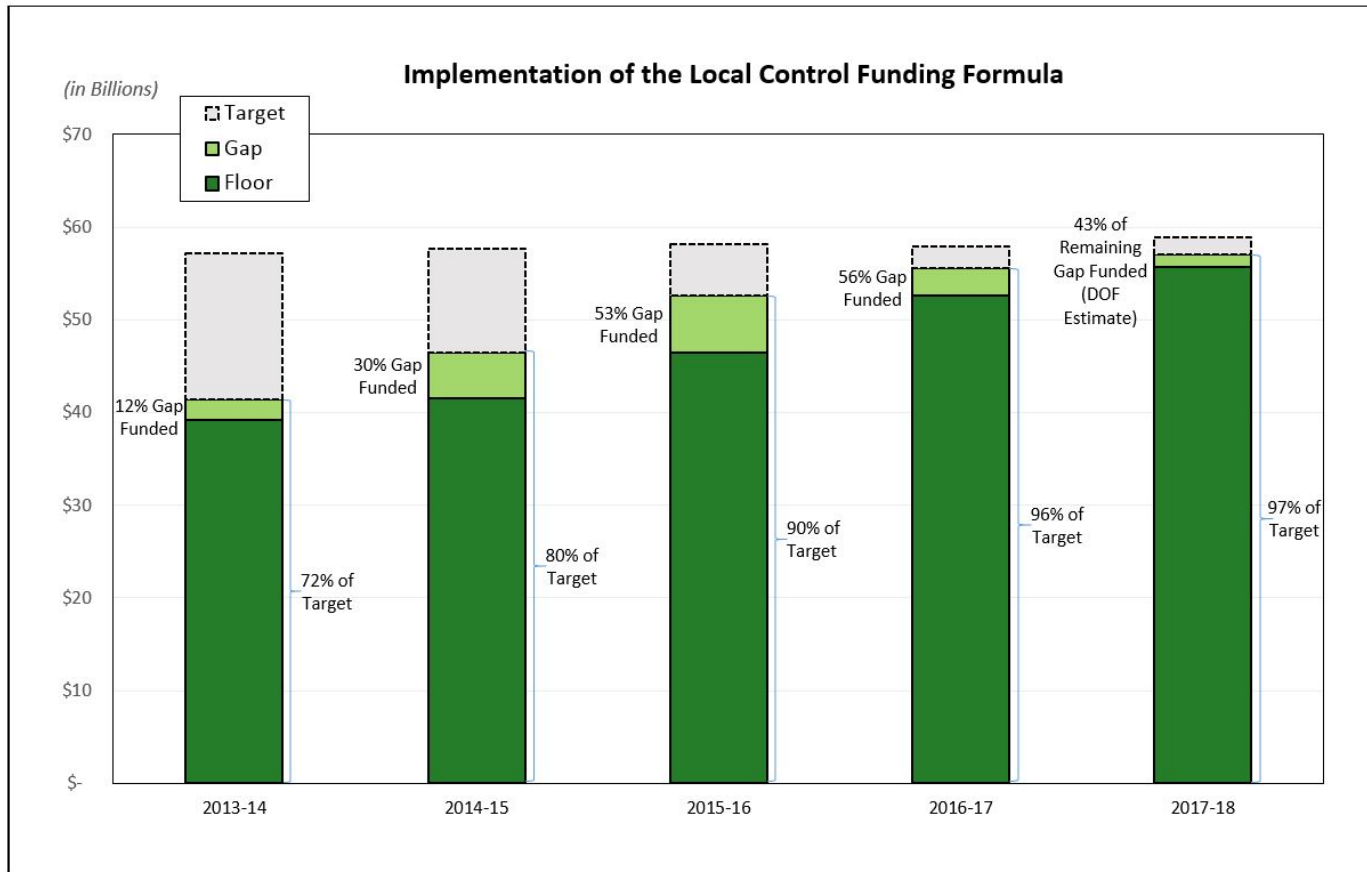
LCFF Target Components

● Base ● Add-ons ● Supplemental
● Concentration



The Local Control Accountability Plan (LCAP) is our plan for the Supplemental and Concentration funding. (Approximately \$13,627,147)

Local Control Funding Formula



- The LCFF significantly increased funds for California school districts, especially for districts with high percentages of Unduplicated Pupils.
- Funding increased between 13-14 and 17-18, and many new services for students were added.
- Funding increases are now complete. No new funding increases are expected
 - (This is important because adding a new program or service will require eliminating a program or service.)
- With the COVID-19 pandemic,

Local Control Accountability Plan

- What programs and services can be part of the Local Control Accountability Plan (LCAP)?
- Can we do anything we want?
- What can help us decide?



California LCFF State Priorities

- The state has established eight priority areas for the LCAP
- Programs and services in the LCAP must address the eight state priorities
- Programs and services in the LCAP must increase or improve services for the high needs students (low-income, EL, foster youth)

EIGHT PRIORITIES CREATE ACCOUNTABILITY

The [Local Control and Accountability Plan](#) puts school information and answers in your hands.

GET TO KNOW THE EIGHT LCAP AREAS

Your school district's LCAP must focus on eight priority areas that help all students succeed. These eight priority areas reflect PTA's belief that many factors – both inside and outside the classroom – positively impact student success:

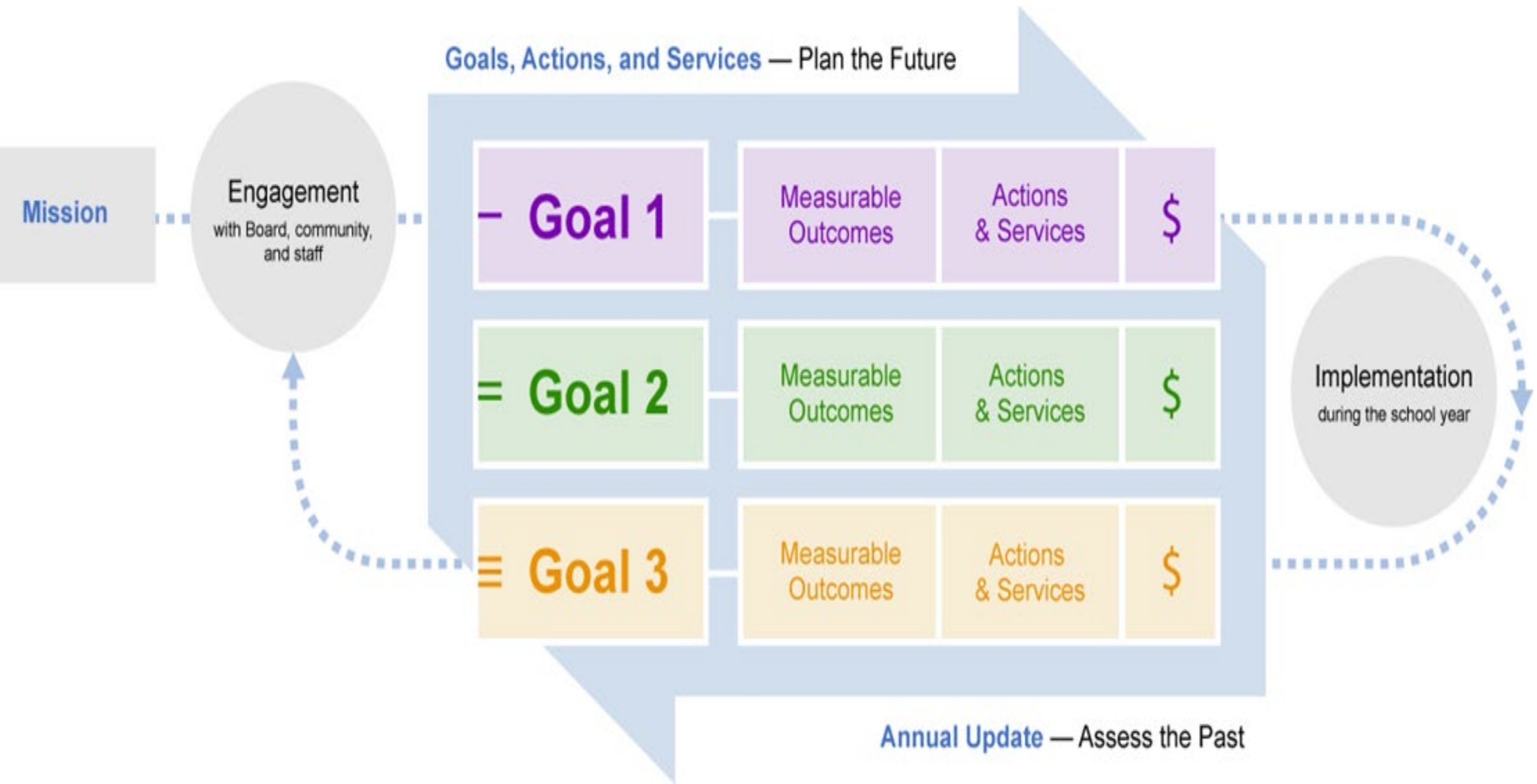
- [Basic Services](#) — Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.
- [Implementation of State Standards](#) — Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.
- [Course Access](#) — Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.
- [Student Achievement](#) — Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.
- [Other Student Outcomes](#) — Measuring other important indicators of student performance in all required areas of study.
- [Student Engagement](#) — Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.
- [Parent Involvement](#) — Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students. (See the PTA [National Standards for Family-School Partnerships Assessment Guide](#) for suggested ways to measure progress.)
- [School Climate](#) — Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.

California State Priorities

- Priority 1: Basic Conditions of Learning
 - Teacher credentialing and missassignments
 - Standards aligned instructional materials
 - Facilities in good repair
- Priority 2: State Standards
 - Implementation of State adopted standards
- Priority 3: Parent Involvement/Engagement
 - Parent input in decision making
 - Parent participation in programs for Unduplicated Pupils
- Priority 4: Pupil Achievement
 - Test Scores in ELA and Math
 - Progress of English learners in learning the English language
- Priority 5: Pupil Engagement
 - Student attendance & chronic absenteeism
- Priority 6: School Climate
 - Suspensions & expulsions
 - Survey results (how students, parents, and teachers feel about the sense of safety and connectedness to their school)
- Priority 7: Course Access
 - A broad course of study that includes all of the subject areas described in *Education Code* section 51210 (English language arts, math, social sciences, science, visual and performing arts, health, physical education)
- Priority 8: Other Pupil Outcomes

Local Control Accountability Plan (LCAP)

Hanford Elementary



District Goals

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.
2. All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.
3. The district will support teachers and staff with professional development, training, and collaboration time.
4. Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.
5. Communication between schools and home will be regular and meaningful.

Recommendations

Broad Program

Support for Students

Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

Priority 2: State Standards

Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners

Priority 7: Course Access

A broad course of study that includes all of the subject areas described in *Education Code* section 51210 (English language arts, math, social sciences, science, visual and performing arts, health, physical education)

Priority 8: Other Pupil Outcomes

Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.

Priority 1: Basic Conditions of Learning

Teacher credentialing and misassignments

Standards-aligned instructional materials

Facilities in good repair

Priority 5: Pupil Engagement

Student attendance & chronic absenteeism

Priority 6: School Climate

Suspensions & expulsions

Survey results (how students, parents, and teachers feel about the sense of safety and connectedness to their school)

Academics

All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

Priority 4: Pupil Achievement

Test Scores in ELA and Math

Progress of English learners in learning the English language

Priority 1: Basic Conditions of Learning

Teacher credentialing and misassignments

Standards aligned instructional materials

Support for Teachers

The district will support teachers and staff with professional development, training, and collaboration time.

Priority 1: Basic Conditions of Learning

Teacher credentialing and misassignment

Standards-aligned instructional materials

Facilities in good repair

Parent Involvement

Communication between schools and home will be regular and meaningful. (No Changes)

Priority 3: Parent Involvement/Engagement

Parent input in decision making

Parent participation in programs for Unduplicated Pupils

PAC Meeting Schedule 2019-2020

Training Session #1

Training Session #2

November 17, 2020

Meeting 1

December 8, 2020

Meeting 2

January 18, 2021

Meeting 3

March 16, 2021

Meeting 4

May 25, 2021