

LCAP Federal Addendum: Updated for 2021-2022



Promoting Excellence

LCAP Federal Addendum Updated for 2021-2022

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HANFORD ELEMENTARY SCHOOL DISTRICT

Evaluation of Consolidated Programs 2020-2021 Title I, Title II, Title III



Promoting Excellence

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The District's Needs Assessment/Program Evaluation Process

District Planning

For 2020-2021, the Hanford Elementary School District (HESD) Board of Trustees adopted the LCAP Federal Addendum Update along with the Federal Spending Plan. Together, these documents listed a set of goals and a series of actions that the district would take to increase student achievement. The goals and their related actions focus on five main areas that are aligned with The District's LCAP Goals and California's Eight State Priorities: standards aligned instruction; identification, instruction, and intervention for English learners; student assessment; professional development; and parent involvement.

District Goals (LCAP 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.*

In addition to guiding the district's planning and budgeting, these goals provide a framework to support individual school sites' planning and budgeting. Each school site has developed a set of goals that are aligned with the district's goals.

School Planning

School planning is an ongoing process. Each year, school leadership teams and school site councils (SSC), along with input from English learner advisory committees (ELAC), review schools' progress toward achieving their established goals. This is done through a thoughtful analysis of student achievement data and monitoring of the school's implementation of action strategies in their school plans. Each school continually maintains, reviews, and revises the School Plan for Student Achievement (school plan), which documents this process and includes an evaluation of schools' progress toward achieving their established goals.

The graphic below illustrates the planning process.

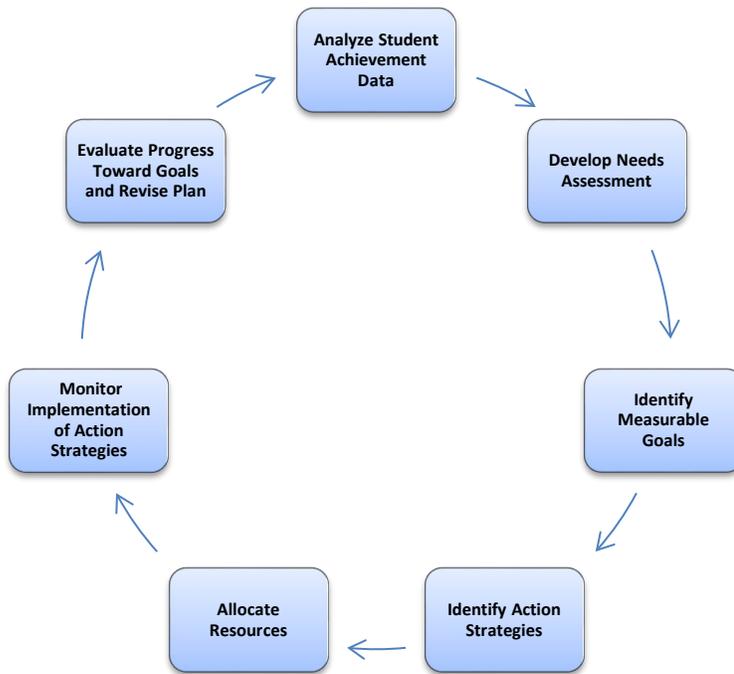


Figure 1: School and District Planning Process

The school plan documents the planning process for each school site:

- Analysis of student achievement data
- Areas in which the school plans were well implemented and led to increases in student achievement
- Areas of need (specific areas of focus that are required to further improve student achievement)

In the Title I Evaluation, action strategies in the LCAP Federal Addendum and in the school plans are analyzed as to their effectiveness, degree of implementation, and effect on student achievement. Next, modifications are made to these action strategies that will be incorporated into the next school year's update of the LCAP Federal Addendum and into each site's school plan. This information is shared with the HESD Board of Trustees, the District English Learner Advisory Committee (DELAC), individual school site councils (SSC) and English learner advisory committees (ELAC).

Overview of Consolidated Application Programs to Be Evaluated

Title I, Part A Basic Grant Low Income

Title II Part A Teacher Quality

Title III Part A LEP

Title IV Part A Student Support and Academic Enrichment (Transferred to Title I)

The COVID-19 Pandemic 2020-2021

In 2020-2021, schools reopened, then were forced to close due to the COVID-19 pandemic, at several points during the 2020-2021 school year.

- 8/13/2020 to 11/6/2020 schools were closed due to COVID-19 and all students were in distance learning.
- 11/9/2020 to 12/10/2020 schools reopened for in-person instruction for families who chose this for option their children.
- 12/10/2020 to 1/29/21 schools were forced to close due to the numbers of staff and students who had COVID-19 (positive test or symptomatic). All students returned to distance learning.
- 2/1/2021 Schools once again reopened for in-person instruction for families who chose this option for their children. During the period after 2/1/21, numerous individual classes across the district's schools had to be closed for up to ten days due to students of staff with COVID (positive test or symptomatic).

The COVID-19 pandemic and resulting school closures disrupted many of the district's programs and operations. Despite these disruptions, the district provided standards aligned instruction to all students, provided free meals to all students, provided interventions and instructional loss mitigation to struggling students, and provided for students social and emotional wellbeing.

Professional Development

Each year, the district, along with teachers, paraprofessionals, principals, and with input from parents, assesses the professional development needs of staff. Instructional staff receive district-led professional development, school site based professional development, and in-class coaching from a team of instructional coaches. Teachers are provided with a "minimum-day" each Wednesday to collaborate around student assessment data and to plan instruction and intervention.

Teachers in HESD receive specialized training that is designed to provide them with techniques and strategies to improve the language development and academic achievement of students who are English learners. Hanford Elementary operates a new teacher/new administrator induction program that is accredited by the California Commission on Teacher Credentialing.

In 2019-2020 HESD held three full day professional development sessions, providing teachers with training in research-based instructional strategies for ELA, math, and ELD. In 2020-2021, due to the COVID-19 pandemic, the in-person professional development days were repurposed to provide teachers with professional development and planning time to quickly implement distance learning. (All of the district's schools were under closure orders at the beginning of the school year.) The three professional development days were moved so that they took place prior to the beginning of schools' opening in distance learning. Teachers attended individualized online professional sessions for implementation of new online instructional materials and planned distance learning instruction for their students. Beyond the three professional development days, all in-person professional development was cancelled for the 2020-2021 school year. Teachers were provided with some professional development via Zoom or other platforms, but the school's and the district's planned professional development program was largely put on hold in 2020-2021. In order to meet the emergency need for additional staff to provide social distancing in classrooms during periods of in-person learning, the team of instructional coaches were

temporarily tasked with teaching in classrooms. (Note that instructional coaches were not funded from Title I during these periods.)

Stakeholder Collaboration/Input in Professional Development

Hanford Elementary collaborates with teachers and other school and district staff in the planning of professional development. This is done through surveys, a series of online discussion boards, and the district's curriculum committee. The district collaborates with parents and community members through the District English Learner Advisory Committee, Parent Advisory Committee and individual school site councils.

Surveys, Discussion Boards, Online Communication

The district conducts regular online surveys of teachers to obtain input on professional development needs. These surveys are conducted using various online tools that allow for timely input from teaching staff. The district operates a series of online discussion boards (accessible inside the district's computer network) that allow teaching staff to provide specific, detailed input on several topics including professional development needs. Each entry on the discussion boards are brought before the district's curriculum committee for further discussion.

District Instructional Cabinet

District leadership along with teachers, parents, and other relevant stakeholders collaborate in planning the professional development activities detailed in the federal addendum. The District Instructional Cabinet, which includes district curriculum leadership, principals, and learning directors, meet regularly to analyze student achievement data with a focus on determining professional development needs. Data analysis is followed up with school-site classroom observations that provide information on areas of strength and areas where professional development may be indicated.

Curriculum Committee

The district's curriculum committee is one of the means by which teachers provide input on professional development needs. The curriculum committee consists of district leadership and a teacher representative from each school. Classroom teachers comprise a majority of members of the committee. One of the key Roles and Functions of the Hanford Elementary School District Curriculum Committee is to, "advise the district regarding district sponsored professional development."

SSC, ELAC, DELAC, PAC

Individual school site councils and English learner advisory committees (ELAC), along with the District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) provide the parent/community collaboration and input into the district's professional development needs. SSCs, ELACs, along with DELAC and PAC review student achievement data, receive information from district leadership, and hear input from teacher members. Using this information, these committees provide advice and input to both the district and individual school sites on professional development needs.

Overview of State, School, and District Assessments

Hanford Elementary School District uses several assessment tools to monitor student achievement and to evaluate the effectiveness of educational programs. District benchmark assessments in language arts mathematics are administered once each trimester to all students K-2. A science benchmark is administered to students in grade 5. Students in kindergarten are administered a series of assessments through the year that measure and track progress in language and mathematics skills. Formative assessments in core content areas including, Topic Tests in Mathematics are administered to students in grades 3-8. Common Assignments in Reading (CARs), are administered to students in grades 1-6 and ELA Mini Assessments in grades 7-8. Common Core aligned Interim Assessment Blocks (IAB) and interim

performance tasks are administered in grades 3-8. These assessments are administered at regular intervals throughout the school year and documented on the district's Assessment Calendar and pacing calendars.

Teachers develop classroom and grade level formative assessments and use assessment tools provided by publishers of State Board of Education (SBE) approved texts. Teachers use running record inventories of reading fluency, comprehension, oral language, and phonemic awareness. Additionally, teachers use their judgment, checking for understanding, to determine which students need additional teaching of concepts or skills.

Each school year, in April and May, all students' grades 3 through 8 take standardized tests in language arts and mathematics as part of the California Assessment of Student Performance and Progress (CAASPP).

Students who are English Learners take the State English Language Assessment (ELPAC) annually. English Learners who are new to California schools are assessed with the within 30 days of enrollment.

Data from all of these assessments are used to monitor the achievement and progress of individual students and groups of students as well as to evaluate the effectiveness of the district's educational programs and to evaluate individual schools' progress toward meeting stated goals.

Data from State and District assessments are available to parents, teachers, and administrators from one of the district's data systems including, Edupoint Synergy® and School City®. All parents are mailed a report on their students' achievement on the CAASPP. CAASPP score reports are also available to parents through the district's ParentVue portal.

Assessments and the COVID-19 Pandemic

In 2019-2020, the COVID-19 pandemic forced all schools in the district to close. Schools closed on 3/16/2020. No district assessments were given to students after 3/16/2020 for the remainder of the 2019-2020 school year. Under a waiver from the US Department of Education, the state CAASPP and ELPAC was suspended for the 2019-2020 school year. No assessment data from the 2019-2020 school year is available.

In 2020-2021, some district assessments resumed. Students took district end-of-year assessments in May-2021. Data from these assessments is currently being analyzed and the impact of the COVID-19 related school closures on student achievement is currently being studied. Student achievement targets in ELA and math will be developed based on the results of the local assessments given in May 2021. Results of these assessments along with student achievement targets based on these results will be published in the district's LCAP.

Technical Assistance, Data Meetings, and School Site Observations

Note: the discussion below documents an important part of the district's needs assessment process. Although this process was disrupted during the 20-21 school year due to the COVID-19 pandemic, the process continued in limited form. As schools reopen and operations normalize, this process will resume building back to full implementation.

A continuous, year-long process, in which school site leadership teams were provided with technical assistance from district office leadership in data analysis, needs assessment, and program evaluation is conducted each year. This process consisted of data analysis meetings with the Instructional Cabinet followed up by school-site classroom observations with district and school site teams. Data from the CAASPP along with ELPAC, district benchmark, and formative assessment data was reviewed and

analyzed for specific areas of strength and areas of need. Following this analysis, a series of classroom visits designed to provide school site leadership with feedback on the alignment of instruction with the Common Core Standards and evidence of integrated ELD took place. This process, combining the analysis of data along with classroom observations, assisted schools in conducting thoughtful, in-depth analysis to identify areas of strength and areas of need in the instructional their programs. Additionally, this process provided district-level leadership with information to analyze the overall instructional program for areas of strength and areas of need.

Comprehensive Needs Assessment

The California School Dashboard

Beginning with the 2016-2017 school year the California Department of Education began implementing a new accountability system for schools. This new accountability system displays district and school student achievement information along with information on how well schools meet metrics aligned with the State's eight priorities on a website called the California School Dashboard (<https://caschooldashboard.org/#/Home>). The California School Dashboard includes information in the following areas:

- Academic Indicator (reported separately for English language arts and mathematics assessments)
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate

Note: The Due to the COVID-19 pandemic, the California Department of Education did not publish a California School Dashboard in 2020-2021. The data discussed below is the most current data available from the California School dashboard.

Report of Findings CAASPP 2018-2019 (2019 California School Dashboard)

[See: Appendix California School Dashboard](#)

Areas of Progress/ Areas of Need

Results from the 18-19 CAASPP, information from the California School Dashboard Academic Indicators, along with local formative and summative assessment data show that students' test scores maintained in English language arts and in mathematics.

Students' test scores in English language arts maintained (Orange on the CA Dashboard ELA Indicator). Students With Disabilities and Homeless students were in the Red category on the ELA indicator. English learners (Orange), students with disabilities, and homeless students continue to be an area of need.

Students' test scores in mathematics also maintained. Students With Disabilities were in the Red category on the mathematics indicator. Students With Disabilities, Homeless students, and African American are an area of need (Orange/Declined on the CA Dashboard Mathematics Indicator).

Additionally, based on classroom observations and surveys of teaching staff, there is a need for additional professional development designed to provide teaching staff with instructional strategies to support the learning of all pupils, including English learners, pupils with disabilities, and underperforming pupils; instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration, and communication skills in all academic content areas; and the integration of subject content knowledge and technology.

English Learners

There is a persistent achievement gap between ELs and the overall student body. There is a continuing need to provide English learners with language support across all academic subjects. This support, called integrated English language development instruction, ensures that all EL students, regardless of their language level, are able to access the core academic content. There is a continuing need to provide English learners with specific instruction in learning the English language. With this instruction, called designated English language development instruction, all English learners are provided with

lessons at their own language development level each day. There is a need for timely identification of ELs, progress monitoring of all ELs, and for early identification and interventions for students at risk of becoming long term English learners (LTEL).

Suspension Rate

Although the actions and associated expenditures that support the reduction in suspension rates are primarily funded through LCFF and detailed in the district's Local Control Accountability Plan (LCAP), a brief discussion of the district's efforts is included below.

The district scored in the Green category on the 2019 California School Dashboard Suspension Rate Indicator. The suspension rate decreased again in the 18-19 school year.

The district's efforts to reduce suspension rates are focused in two main strands that align with the LCAP goals creating a climate where students want to come to school, are eager, and able to learn. With this model, students participate in a rich, engaging, interesting educational program that is designed to develop a love for learning and a desire for achievement. At the same time, students are thoroughly supported with programs and services designed to reduce barriers to learning and school attendance.

- In 12-13 the district suspended 398 students. The suspension rate was 6.3% ([CDE Dataquest](#)).
- In 19-20 the district suspended 183 students. The suspension rate was 2.9% ([CDE Dataquest](#)).

As shown above, between the 12-13 and 19-20 school years, the district has reduced suspension rates by more than fifty-percent. (Note that due to the school COVID-19 school closures, suspension rate data is not available for the 20-21 school year.)

Chronic Absenteeism

- In 18-19, the district's chronic absenteeism rate was 7.9%. This compares to Kings County with 9.7% and California overall with 12.0% ([CDE Dataquest](#)).

Although the district has made significant progress in reducing its suspensions, reducing the numbers of students suspended by more than fifty percent since 12-13, and doing so without lowering standards for behavior and citizenship, suspension rates continue to be an area of need, especially for vulnerable subgroups. Foster youth, students with disabilities, and homeless students continue to have significant numbers of suspensions.

COVID-19 Pandemic and Absenteeism/Attendance

Due to the school closures, with students attending school through distance learning for at least part of the 20-21 school year, the district documented daily participation for each student, for each school day, on which distance learning is provided as required by EC Section 43504(d); and, tiered reengagement strategies for students that are absent from distance learning for more than 3 schooldays or 60 percent of the instructional days in a school week as required by EC Section 43504(f)(2). See [Appendix: Attendance and Engagement Procedures for the 2020-2021 School Year](#)

Parent Involvement

The district provided monitoring and technical assistance to school sites to build the capacity of schools to develop and implement effective parent outreach, involvement, and training activities. School sites,

at a minimum, used 1% of their Title I allocation for parent involvement activities. A variety of parent education activities for parents of EL students were developed and delivered at the district level using Title III funds. Parents, through the District English Learner Advisory Committee (DELAC), School Site Councils (SSC) and English Learner Advisory Committees (ELAC) were involved in the decision-making process regarding parent involvement activities at both the district and school site levels. The district implemented several electronic tools to facilitate easy communication between homes and schools. These include Remind 101, Backboard Connect, a district website and a Facebook feed. The results of the district's Title I Parent Survey indicate that parents are overwhelmingly satisfied with the instruction and support that their students receive.

Promoting Equitable Access to Teachers

The [Every Student Succeeds Act \(ESSA\) Section 1112\(b\)\(2\)](#)  requires each LEA receiving ESSA funds to submit a plan to the state educational agency that describes how it will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; also referred to as equity gaps.

HESD conducts a series of four staff planning meetings yearly. At these meetings, the district's needs for staffing and hiring for the upcoming school year are discussed. Part of this planning process includes an analysis of teacher experience, the ratios of inexperienced, ineffective, and out-of-field teachers to low-income and minority students, and comparability. The district uses a suite of reports from CALPADS along with internal data that include enrollment projections and facilities availability to review staffing for the current school year. During this process, using all of the information discussed above, along with the California Department of Education's Step Two-Gap Analysis tool, the district identifies potential disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Once the school year is underway, the Assistant Superintendent of Human Resources along with the district's credential analyst, conduct ongoing monitoring of the district's staffing.

If potential disparities are found during the annual staff planning process, (i.e. for the upcoming school year) schools with potential disparities have priority in receiving the most experienced newly hired teachers. If it is necessary to staff schools with teachers are classified as "ineffective," the placement of these teachers will be prioritized to cause the least disparity between low income and minority students and all students. Once the school year is underway, the Assistant Superintendent of Human Resources along with the district's credential analyst, conduct ongoing monitoring of the district's staffing. Teachers who are classified as "ineffective" receive ongoing support that includes training, in-class coaching, and assistance preparing for exams required to meet the state's credentialing requirements. The district used the chart templates provided by the California Department of Education's Step Two-Gap Analysis web page to conduct the analysis below. In order to have the most current, (therefore relevant) data, statistics from the 2019-2020 school year were used.

Teacher Equity Findings for 2020-2021

Information from the California School Dashboard's Local Indicators, the School Accountability Report Cards, along with the district's low-income, and minority enrollment and teacher equity data are shared and discussed with the district's stakeholder groups during the development of the LCAP/LCAP Federal Addendum each year.

See [Appendix: LCAP Federal Addendum Data Collection Tools \(PEAT\)](#) for the data tables on teacher equity.

Ineffective/Misassigned Teachers and Minority Students

86% of the students attending school in HESD are minority students. The percentage of minority students at individual school sites ranges from 74% to 100%. The percentage of ineffective/out-of-field teachers ranges from 0% to 4%. It is important to note that no individual school had more than one ineffective/out-of-field teachers on their school staff in 2020-2021.

The school with the highest percentage of ineffective/out-of-field teachers is King Elementary at 4%. This represents one teacher out of a staff of 26. King has 93% minority students, 7 percentage points higher than the district average.

88% of the students attending junior high school in HESD are minority students. The percentage of minority students at individual school sites ranges from 83% to 92%. Neither of the two junior high schools have Ineffective/ Misassigned Teachers.

Inexperienced Teachers & Minority Students

86% of the students attending school in HESD are minority students. The percentage of minority students at individual school sites ranges from 74% to 100%. Lincoln school has the highest percentage of inexperienced teachers and is at the high end of minority enrollment percentage.

88% of the students attending junior high school in HESD are minority students. The percentage of minority students at individual school sites ranges from 83% to 92%. There are no inexperienced teachers at the two junior high schools.

Ineffective/Misassigned Teachers and Low-Income Students

80% of the students attending school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 46% to 94%. The percentage of ineffective teachers ranges from 0% to 5%. It is important to note that no individual school had more than two ineffective teachers on their school staff in 2020-2021.

The school with the highest percentage of ineffective teachers is King Elementary at 4%. This represents one teacher out of a staff of 26. King has 79% low-income students, 1 percentage points less than the district average.

82% of the students attending junior high school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 77% to 87%. Neither of the two junior high schools have Ineffective/ Misassigned Teachers.

Inexperienced Teachers & Low-Income Students

80% of the students attending school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 46% to 94%. The percentage of inexperienced teachers ranges from 0% to 13%. No school has more than two inexperienced teachers on its staff. Lincoln school has the highest percentage of inexperienced teachers and is at the high end of low-income enrollment percentage.

82% of the students attending junior high school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 77% to 87%. There are no inexperienced teachers at the two junior high schools.

Out-of-Field Teachers and Minority Students

86% of the students attending school in HESD are minority students. The percentage of minority students at individual school sites ranges from 74% to 100%. The percentage of out-of-field teachers ranges from 0% to 4 (exclusive of Jefferson Academy, which has unique programmatic circumstances that are discussed below). It is important to note that, with the exception of Jefferson, no individual school had more than one out-of-field teachers on their school staff in 2020-2021.

The school with the highest percentage of out-of-field teachers is Washington at 5% (excluding Jefferson-see below). This represents one teacher out of a staff of 21. Washington has 82% minority students, 4 percentage points less than the district average.

Jefferson Academy is a magnet school, and families “opt-in” to attending Jefferson. Jefferson serves students in grades K-8. It is important to note that Jefferson is a very high performing school that scored at 40.1 points above standard in ELA and 35.7 points above standard in math on the 2019 California School Dashboard. (Compare to California overall at 2.5 points below standard in ELA and 33.5 points below standard in math.) Jefferson is a California Distinguished School. Three of the out-of-field teachers at Jefferson are fully credentialed teachers, who are fluent in English and Spanish, and who are prepared to take the test for BCLAD, however, due to the COVID-19 pandemic, the test was not made available and these teachers were unable to meet the BCLAD credentialing requirement for 2020-2021. These teachers will complete the BCLAD requirements once the testing program resumes.

88% of the students attending junior high school in HESD are minority students. The percentage of minority students at individual school sites ranges from 83% to 92%. Neither of the two junior high schools have out-of-field teachers.

Out-of-Field Teachers and Low-Income Students

80% of the students attending school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 46% to 94%. The percentage of out-of-field teachers ranges from 0% to 5% (exclusive of Jefferson Academy, which has unique programmatic circumstances that are discussed below). It is important to note that, with the exception of Jefferson, no individual school had more than one out-of-field teacher on their school staff in 2020-2021.

The school with the highest percentage of out-of-field teachers is Washington Elementary at 5% (excluding Jefferson-see below). This represents one teacher out of a staff of 21. Washington has 81% low-income students, one percentage point higher than the district average.

Jefferson Academy is a magnet school, and families “opt-in” to attending Jefferson. Jefferson serves students in grades K-8. It is important to note that Jefferson is a very high performing school that scored at 40.1 points above standard in ELA and 35.7 points above standard in math on the 2019 California School Dashboard. (Compare to California overall at 2.5 points below standard in ELA and 33.5 points below standard in math.) Jefferson is a California Distinguished School. The out-of-field teachers at Jefferson are fully credentialed teachers, who are fluent in English and Spanish, and who are prepared to

take the test for BCLAD, however, due to the COVID-19 pandemic, the test was not made available and these teachers were unable to meet the BCLAD credentialing requirement for 2020-2021. These teachers will complete the BCLAD requirements once the testing program resumes.

82% of the students attending junior high school in HESD are low-income students. The percentage of low-income students at individual school sites ranges from 77% to 87%. Neither of the two junior high schools have out-of-field teachers.

Conclusions: Conditions and Policies that May have Contributed to Educator Equity Data

There are several factors that contribute to the staffing and distribution of ineffective, out-of-field, and/or inexperienced teachers in the district.

- An ongoing shortage of qualified teacher candidates in California
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

Analysis of the Effectiveness and Implementation of HESD LCAP Addendum and Spending Plan for 2020-2021

The section that follows provides a detailed analysis of the HESD LCAP Federal Addendum and Federal Spending Plan. In this section, each component of the plan is analyzed for effectiveness, based on student achievement data, and for implementation, based on empirical evidence. Areas of progress as well as areas of need are identified. Changes for next year's plan are documented.

Goal 1: Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.

HESD's first goal primarily addresses State Priority 7A, that students receive a broad course of study. A continuing mandate from all of the district's stakeholder groups is that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. The district's stakeholders support a well-rounded education for all students that includes

opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The actions and services under Goal #1 are primarily supported with LCFF funds and described in the district's LCAP. Federal funds are not used to support Goal #1.

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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<p>Goal 2</p> <p>All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.</p>	<p>2.1 Monitor schools and provide technical assistance in the continued implementation of standards based instruction.</p> <p>2.2 Monitor schools and provide technical assistance in the continued identification of students who may be</p>	<p>2.1 The district monitored schools and provided technical assistance in the continued implementation of standards based instruction using SBE adopted ELA and mathematics materials. All schools fully implemented standards based ELA and mathematics instruction. (All students including ELs, SWDs, and advanced learners in all grade levels were provided the SBE-adopted core instructional program materials in ELA and mathematics. Materials are in use daily in all classrooms.)</p> <p>This is evidenced by school site technical assistance Instructional Cabinet schedules and agendas including school site visits Williams visit documentation for adequate materials; site-level administration focused-walk records; teacher collaboration and lesson planning records for classroom implementation; and records of pacing calendar and benchmark assessments.</p> <p>2.2 The district leadership team conducted meetings with school sites to analyze student achievement data from both state and internal assessments. Using this analysis, the district leadership team supported school site leaders with technical assistance in identifying</p>	<p>2.1 The district's focus on Common Core Standards aligned instruction using SBE approved materials has led to significant gains in student achievement; however, there is a need to continue fine-tuning implementation of the Common Core. There is a need to continue developing instructional strategies and techniques that support the Common Core ensuring that all students including ELs, migrant students and SWDs receive strong core instruction in ELA and math.</p> <p>2.2 There continue to be significant numbers of students who are at risk of academic failure. There is a need to continue assisting and monitoring schools in identifying these students and developing and</p>	<p>2.1 District level administration will continue to provide schools with technical assistance and monitoring of the implementation of their instructional program ensuring the continued implementation of CCS aligned mathematics and ELA instruction using the state adopted text. Supplemental materials will be implemented by school sites as needed using categorical funds.</p> <p>2.2 Continue to monitor schools and provide technical assistance for students who may be at risk of academic failure.</p> <p>Continue to provide additional services to students who have experienced learning loss in 2021-</p>
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	<p>at risk for academic failure.</p>	<p>individual students who may be at risk for academic failure.</p> <p>The district's instructional cabinet provided school site leadership teams with professional development on using formative assessments to guide instruction and intervention.</p> <p>Individual school sites, through their individual site plans, delivered intervention and support to identified students. The delivery of intervention was monitored by the site leadership teams.</p> <p>Students received additional instructional services designed to mitigate learning loss caused by the COVID-19 school closures. Approximately 523 students received Learning Loss Mitigation services funded with the CARES Act. Students were identified for these additional services based on district assessments in ELA and math. Students in grades 1-8 received these services. Learning loss mitigation sessions targeted specific academic areas of identified need based on assessment data. At the time of this writing, there is insufficient data to determine the amount of progress that students made</p>	<p>implementing appropriate interventions.</p>	<p>2022 using remaining CARES funds and additional funding sources that are working their way through the federal and state legislatures at the time of this writing.</p>

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	<p>2.3 Revise the district's pacing calendars in ELA and mathematics including full implementation of the Common Core Standards</p> <p>Areas of instructional pacing that require additional focus, greater amounts of time, and/or additional resources are identified and incorporated into the current year's pacing calendars.</p> <p>Pacing calendars are aligned with input from teacher groups.</p>	<p>in mitigating the loss of learning they experienced due to the school closures.</p> <p>2.3 Under the direction of the Assistant Superintendent of Curriculum and Instruction, curriculum specialists in ELA and math, working with groups of teachers from each school site, made detailed, specific revisions to pacing calendars in both subject areas. These revisions, based on teacher feedback and results of student achievement data, provided greater focus/ additional time to identified areas of need. This is evidenced by revisions to the calendars and meeting schedules from the work groups.</p>	<p>2.3 Revision and of pacing in the core academic areas is a continuous process. There is a continuing need to fine-tune pacing calendars.</p>	<p>2.3 District pacing calendars will continue to be fine-tuned based on assessment data and teacher input.</p>
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	<p>2.6 Monitor and provide support to schools in the implementation of supplemental technological resources.</p>	<p>2.6 All schools utilized technology to provide students with additional access to the State approved instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology. All schools used technology to provide English learners with additional access to the State approved instructional materials, academic content. (e.g. using technology to provide enhanced visual and auditory support for academic vocabulary, content area concepts etc.)</p> <p>Significant additions to the districts' suite of supplemental online instructional materials were made in 2020-2021 to support distance learning during the COVID related school closures. The curriculum and instruction department, the district's instructional coaches, principals, and learning directors supported school staff in implementing and using these resources during distance learning.</p> <p>The proficiency of teachers in using technology to deliver instruction has increased dramatically as a result of the forced distance learning.</p>	<p>2.6 There is a significant need to provide teachers with professional development and in-class coaching in the integration of technology resources with classroom instruction and the work students do.</p> <p>There will be a need to continue to support teachers in the use of technology tools when schools return to in-person learning (and if some students remain in distance learning). Because much of the additional supplemental online instructional materials were purchased with CARES Act funding, which has an expiration date, an evaluation of the online materials will be needed in 2021-2022 to determine which should receive ongoing funding and which can be discontinued.</p>	<p>2.6 An instructional coach with a focus on the integration of technology into the core subjects will continue in 20-21.</p> <p>The district's curriculum committee (majority teacher membership) will conduct an evaluation of supplemental online instructional materials.</p>
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	<p>2.7 Integrated ELD (Core Program) Integrated ELD Core Program ELD/EL Support The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science. EL Students are supported across the</p>	<p>2.7 Integrated ELD/EL Support (Core Program) A director of curriculum whose focus is on the achievement of EL students, the instruction they receive, and professional development for teachers in the area of ELD is in place (Funded with LCFF). The Director provides leadership, technical assistance, and monitoring of the ELD programs. EL students were provided with ELD instruction and EL support using the State adopted materials. This is the district's core program. ELD instruction and EL support in academic content areas are provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving both ELD and language instruction that supports access to the state-adopted language arts program standards in English.</p>	<p>2.7 There is a need to continue to provide students with a core EL program along with state adopted materials. The district scored in the Green category on the CA School Dashboard's EL Indicator, but EL students scored in the Orange categories in both ELA and math. This indicates a continuing need to improve integrated ELD in the district.</p>	<p>2.7 Core program ELD/EL support will be monitored by the Director of Curriculum (EL).</p>

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	<p>school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <ul style="list-style-type: none"> • Includes intentional supports and scaffolds that happen by design • Is planned in advance as part of the lesson to eliminate barriers to learning • Often includes a preview or pre-teach to build background knowledge for the topic • May include small group • Provides connections to what students already know • Often includes hands on activity and discussion (with 			
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	<p>language supports as needed)</p> <ul style="list-style-type: none"> • May include the use of charts and graphic organizers <p>2.8 Designated ELD (Core Program)</p> <p>Students will receive ELD instruction at their English language development level during the ELD instructional block.</p> <p>Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.</p>	<p>2.8 Supplemental, Research-based Systematic ELD Instruction (Designated ELD)</p> <p>A director of curriculum whose focus is on the achievement of EL students, the instruction they receive, and professional development for teachers in the area of ELD is in place (Funded with LCFF). The Director provides leadership, technical assistance, and monitoring of the ELD programs.</p> <p>A minimum of 30 minutes of designated ELD instruction is in place in all classrooms providing EL students with consistent, effective, research-based English language development instruction.</p>	<p>2.8 There is a need to continue monitor and support school sites in the implementation of designated ELD. There is a need to support sites in maintaining and managing instructional materials for designated ELD. There is a need to provide school sites with technical assistance in developing differentiated scheduling/deployment models for moving/grouping student during the designated ELD time block.</p>	<p>2.8 The district will continue to support school sites in the implementation of the designated ELD program.</p>
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	<p>Identify Students' ELD Level: Students' ELD level will be appropriately and timely identified. All school sites will locally score the ELPAC annually.</p> <p>EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, and district formative assessments to plan deployments to ensure that EIs are instructed at their ELD level.</p> <p>EL Deployment LEA: District level leadership team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD</p>			
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	<p>instruction at their ELD level.</p> <p>Monitor ELD Deployment The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p> <p>2.9 Supplemental ELD Instruction</p> <p>Deliver supplemental, after-hours ELD instruction that is aligned to students' proficiency levels, the ELD standards, and the research-based recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education. After-School ELD:</p>	<p>2.9 EL students in grades 2-6 who did not make annual progress on the ELPAC received supplemental after-school ELD instruction through the school year. These students received after school ELD instruction specifically addressing the ELPAC domains.</p>	<p>2.9 There is a need to continue expanding the availability supplemental after-school ELD instruction to EL students at all schools and all grade levels.</p> <p>There is a need to expand after school ELD instruction to the junior high schools.</p>	<p>2.9 After-school ELD instruction will be made available to students at all schools. Additional Title III resources will be allocated to after school supplemental ELD.</p>
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	<p>EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.</p> <p>Recruit Teachers: Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)</p> <p>Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p> <p>2.10 Trimester Monitoring of ELs</p>	<p>2.10 Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations.</p> <p>Upload EL Documentation:</p>	<p>2.10 There is a continuing to carefully and consistently monitor the progress of EL students, to identify students making inadequate progress, and to implement interventions to</p>	<p>2.10 Continue to carefully and consistently monitor the progress of EL students, to identify students making inadequate progress, and to implement interventions to students who are not making progress.</p>
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		<p>Once each trimester teachers will upload documentation of each EL student's progress to a master database.</p> <p>School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.</p> <p>Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years.</p> <p>Data Analysis Data, from local and state assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be</p>	<p>students who are not making progress.</p>	
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	<p>2.11 Monitor schools' and provide technical assistance in the use of the district's formative and summative assessment system. All teachers at all school sites implement all assessments specified in the HESD Assessment Calendar.</p> <p>2.12 HESD will support, coordinate, and integrate services provided under this part with early</p>	<p>monitored at both the school site and LEA level.</p> <p>2.11 All teachers at all school sites implemented all assessments specified in the HESD Assessment Calendar.</p> <p>The district provided technical assistance to schools in using the student achievement data systems and analyzing student achievement data. Administrators and teachers use the School City system to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.</p> <p>2.12 Systematic procedures for receiving records regarding children, transferred with parental consent from a Head Start program. Preschool and Head Start programs are notified in March each year. Parents of students in preschool or Head Start programs are notified in March. Parents of these students are provided with early kindergarten</p>	<p>2.11 There is a continuing need to provide technical assistance to schools in using the student achievement data systems and analyzing student achievement data.</p> <p>2.12 There is a continuing need to support, coordinate, and integrate services provided under</p>	<p>2.11 Continue to monitor schools' and provide technical assistance in the use of the district's formative and summative assessment system.</p> <p>2.12 HESD will support, coordinate, and integrate services provided under this part with early childhood education programs</p>
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	<p>childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.</p> <p>2.13 HESD will implement strategies to facilitate effective transitions for students from middle grades to high school.</p>	<p>registration and opportunities for consultation with school personnel.</p> <p>2.13 HESD will facilitate transitions of students to Hanford High School through planning meetings, transfers of student records including assessment data.</p>	<p>this part with early childhood education programs.</p> <p>2.13 There is a continuing need to work with the high school to ensure effective transitions and to ensure HESD students</p>	<p>2.13 HESD staff will continue to work with the high school to ensure effective transitions from 8th grade to high school.</p>
<p>Goal 3</p> <p>The District will hire, support, and retain qualified teachers, support staff, and administrators.</p>	<p>3.1 Professional Development Team and Instructional Coaching</p>	<p>3.1 A professional development team consisting of a curriculum specialist in English language arts, a curriculum specialist in math/science, and five instructional coaches provided high quality, research-based professional development to teachers and administrators.</p> <p>Decisions regarding the types of professional development delivered was based on analysis of data including</p>	<p>The implementation of CCCS and new state assessments is creating an increasing demand for professional development to support teaching staff. District surveys of teachers and site administrators, classroom observations, and preliminary test scores from the CAASPP all indicate a need for further professional development related</p>	<p>3.1 The PD team will continue to provide professional development going forward.</p> <p>The district's professional development programs will be restarted in 2021-2022 with the full team of instructional coaches providing PD to teaching staff. The district will provide professional development focused on mitigating students'</p>

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<p>(Aligned with LCAP Goal 3; State Priority 1)</p>		<p>student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data.</p> <p>The PD team worked closely with school site leadership to make data-driven decisions regarding the foci of professional development including, but not limited to specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (e.g. mathematics or RSP), or school administration.</p>	<p>to implementation of the Common Core Standards.</p> <p>There is a significant need to provide teachers with professional development and in-class coaching in the integration of technology resources with classroom instruction and the work students do.</p> <p>There is a need provide teaching staff with PD to build upon the analysis of student achievement data by studying the work of individual students, especially their written work, and diagnosing specific areas of strength and areas of need. There is a need to develop instructional planning based on this analysis.</p> <p>Due to the COVID-19 pandemic, instructional coaches were temporarily tasked with teaching in classrooms to meet the need for additional teaching staff to meet social distancing requirements. Coaches were not funded through Title I Part A during the periods when they were teaching in classrooms.</p>	<p>learning loss, while at the same time, providing grade-level standards aligned instruction.</p>
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			<p>There will be an urgent need to restart the district's and school's professional development programs in 2021-2022. There will be a need to provide professional development around mitigating students' learning loss, while at the same time, providing grade-level standards aligned instruction.</p>	
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	<p>3.2 New Teacher Induction Program</p> <p>3.3 Weekly Teacher Collaboration</p> <p>3.4 Professional Development for Instructional Coaches</p>	<p>3.2 The district operated a CTC accredited new teacher induction program with a director and two full-time, full-release induction coaches. New teachers receive induction support for two years and clear their credentials through the induction program.</p> <p>Beginning with the 2019-2020 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.</p> <p>3.3 Teachers were provided with weekly collaboration time. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.</p> <p>3.4 Instructional coaches were provided with ongoing professional development in content areas and pedagogy.</p>	<p>3.2 There is a need to continue providing new teachers with induction support. There is a continuing need to supplement the induction program with two full-release induction coaches.</p> <p>There is a continuing need to provide prospective school leaders with an administrator induction program. The district will work toward CTC approval of an administrator induction program.</p> <p>3.3 While there is a continuing need to provide teacher collaboration, the process is well established in the district and no categorical funds are required to sustain the activity.</p> <p>3.4 There is a continuing need to provide instructional coaches with ongoing training and support in the content areas, pedagogy, and leadership.</p>	<p>3.2 The district will continue to support new teachers with an induction program. The district will continue to implement the newly accredited administrator induction program (CASC).</p> <p>3.3 Continue to provide weekly teacher collaboration.</p> <p>3.4 Coaches will continue to seek out and participate in professional development.</p>

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	<p>3.5 District Monitoring of School-Site Professional Development</p> <p>3.6 Professional Development in the District's Core Designated ELD Program</p> <p>(This is the district core EL professional development.</p>	<p>3.5 The district monitored professional development expenditures and activities at schools. School sites will continue to utilize their instructional leadership teams, made up of the principal and learning director, to maintain focus on the school plan and to provide systematic professional development that is aligned with the district and school site goals and is targeted at building teacher's capacity to provide standards aligned instruction and intervention.</p> <p>3.6 All teachers received training in the district's designated ELD program. Newly hired teachers received a full training in the district's designated ELD program that begins before the first day of school and includes follow-up training during the school year.</p> <p>Teachers continuing employment with the district (who received the full training program in a prior school year) receive ongoing training and support from their school site learning director and/or principal as well as from the district's team of instructional coaches.</p>	<p>3.5 There is a continuing need to provide school sites with monitoring and leadership to maintain focus on the school plan and to provide systematic professional development.</p> <p>3.6 There is a continuing need to train new teachers in the district's ELD program and to provide ongoing follow-up training to all staff.</p>	<p>3.5 School sites will continue to supplement district provided professional development. The Assistant Superintendent of Curriculum and Instruction, Director of Program Development, and Curriculum Director and Specialist will provide school sites with monitoring and assistance with their professional development planning.</p> <p>3.6 The district will continue to provide training in the district's ELD program.</p>
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	3.7 Professional Development Specific to English Learners	<p>3.7 High-Quality, Research-Based Professional Development Specific to ELD Instruction. The district's team of curriculum directors, curriculum specialists, and instructional coaches provided teachers with research-based professional development designed to increase the English language development and the academic achievement of EL students.</p> <p>Based on the needs assessment additional staff developers (e.g. Tulare County Office of Education) provided high-quality, research-based professional development.</p>	3.7 There is a continuing need for professional development in supporting English learners. There is a continuing need to support teachers in both integrated and designated ELD.	3.7 The district will continue to provide professional development specifically designed to support English learners.
<p>School Climate Goal 4</p> <p>Students will attend a safe, well maintained school and will have access to standards aligned materials.</p>		(Note: The district's Local Control Accountability Plan documents approximately \$4.9 million in services and programs for students that are designed to lower suspension rates and support a positive, healthy school climate. The district's school climate initiatives are fully documented in the LCAP. LCFF funds, rather than federal funds, are primarily used to support the district's school climate initiatives.)		

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<p>Goal 5</p> <p>Communication between schools and home will be regular and meaningful.</p>	<p>5.1 Monitor School Site Parent Involvement Activities</p> <p>5.2 Technological Systems for Parent Communication</p> <p>5.3 School Site Councils and English Learner Advisory Committees</p>	<p>5.1 The district monitored school site parent outreach and involvement activities. School sites conducted parent outreach and parent involvement activities utilizing at least 1% of their Title I Part A allocations.</p> <p>5.2 The district maintained the technological systems for parent communication Parents ensuring that parents, students, and community members have the ability to use technological tools and resources that provide access to information, promote safety, and facilitate communication with schools and the district.</p> <p>This is evidenced by district and school web pages, Blackboard Connect, Signal Kit, and the Synergy ParentVue system.</p> <p>5.3 The district monitored and provided technical assistance to school sites in implementation of school site councils</p>	<p>5.1 There is a need to continue to provide outreach and parent involvement activities.</p> <p>5.2 There is a need to continue to maintain the technological systems for parent communication.</p> <p>5.3 There is a need to continue to monitor and provide technical assistance to school sites in implementation of school site councils (SSC) and English</p>	<p>5.1 Continue to monitor and provide technical assistance with parent outreach and involvement activities at school sites.</p> <p>5.2 Continue to maintain the technological systems for parent communication.</p> <p>5.3 Continue monitoring and technical support of SSC and ELAC.</p>
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		<p>parents with specific strategies to help students become proficient in English, and to improve attendance.</p> <p>Training Modules:</p> <p>Develop and implement series of modules, each covering a specific language learning or academic topic, to train parents to work with students in various academic areas. Parents will work through these modules at both parent academies and at home.</p> <p>EL Parent Resource Center:</p> <p>Develop and implement an EL parent resource center to provide EL parents with access to technology, books, materials, supplies, and support in working with their students.</p> <p>Books for Parent/Student Check-Out:</p> <p>Provide school libraries with books, including Spanish language books, for parents to check-out and implement reading activities with their children. (Parents receive training as discussed above.)</p>	<p>in English and to achieve academically.</p>	
	5.6 English Learner/Immigrant	5.5 Parents of EL students received information about the types of ELD instruction, services, and interventions	5.6	

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	<p>Parent and Community Participation</p>	<p>their students are receiving along with information about how they can provide support at home that is aligned with the services and interventions that their students receive</p> <p>Utilize the districts electronic resources including web sites/social media to provide parents of ELs with information, strategies, activities that are aligned with ELD instruction at school to support students' at home.</p> <p>DELAC:</p> <p>The district implemented a DELAC that met five times in the 17-18 school year. DELAC meetings were conducted in accordance with applicable regulations and governing board policies.</p>		
	<p>5.7 Required Notifications</p>	<p>5.7 Parent Notifications:</p> <p>The district continued to provide all required notifications to parents meeting the required timelines.</p> <p>The District reviewed the required notifications along with templates provided by the CDE and made revisions as needed, especially revisions that clarify language making documents easier for parents to understand. All</p>		

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		<p>notices were provided in English and Spanish.</p>		
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2020-2021 Title II Part A Private School Evaluation and Needs Assessment

St. Rose McCarthy private school, located within the boundaries of HESD, participated in Title II programs in 2020-2021. Professional development was provided to teaching staff at McCarthy based on identified needs and regular consultation between the leadership at both of the private school and the Hanford Elementary School District Director of Program Development, Assessment and Accountability.

St. Rose McCarthy

Professional Development Report for 2020-2021

Teachers from St. Rose McCarthy participated in the Title II professional development in 2020-2021. Assessment of teachers' professional development needs is conducted through conversations between the principal and individual teachers, through collaborations between teachers, and through classroom observations and focused walks conducted by the principal, and in consultation with the Hanford Elementary Director of Program Development, Assessment and Accountability.

A need was identified for professional development in classroom activities that support the Common Core Standards. While implementation of the Common Core Standards is not required for private schools, teachers and administrators at McCarthy nevertheless identified a need to understand and implement some of the analytical thinking, writing, and problem solving that students do with the Common Core. Teachers also identified a need to learn classroom strategies that support the types of work students do around the Common Core Standards.

Areas of Strength

In 2020-2021, professional development focused on literacy, and particularly, the analytical thinking, writing, and problem solving that students do as part of the Common Core. Teachers at McCarthy reported that based on instruction they received, they were able to implement strategies, techniques, and activities in their classrooms that improved students' ability to explain their thinking by speaking and writing.

Areas of Need

For 2020-2021, teachers and administration at St. Rose McCarthy have identified a need for continued professional development in strategies that relate to the types of analytical thinking, reading, and writing that are part of the Common Core. Additionally, a need has been identified for professional development that is focused on math, science, and the integration of technology into classroom instruction and students work.

Changes/Professional Development Implementation for 2020-2021

Teachers from St. Rose McCarthy will continue to be provided with professional development in the implementation of classroom strategies that support the Common Core Standards, in math, science and technology. With guidance from HESD, administration at McCarthy will seek out professional development offered by the Kings and Tulare county offices of education.

Conclusion & Overall Findings

Students in HESD have shown steady continuous gains in achievement. Test scores in ELA and mathematics continue to rise, albeit gradually.

Areas of Progress

- Student achievement results, including CAASPP results, show students making progress in ELA and math.
- Between the 2012-2013 and 2020-2021 school years, the district has reduced its suspension rate by nearly fifty percent. This has been achieved by providing supports to students, and without lowering standards for behavior and citizenship.
- HESD has fully implemented the Common Core Standards in all schools, at all grades, and in all classrooms across the district.
- Integrated ELD is in place across the district in all grade levels and across all subject areas.
- A minimum of 30 minutes each day of designated ELD is in place at all school sites and is supported with materials, professional development, and in-class coaching.
- District and school site administration, along with classroom teachers study student achievement data, and use information from this data to plan instruction and intervention.
- Parents continue to have meaningful interaction with their schools and are satisfied with their students' education.

Areas of Need

While HESD has achieved significant increases in student achievement as a result of implementing the goals and actions documented in the LCAP Federal Addendum, Title III Action Plan, and individual school plans, there continue to be areas where goals require revision, strategies require refinement, or actions require a more precise level of implementation.

- Anecdotal evidence suggests that students have experienced significant learning loss due to COVID-19 related school closures. (There is still insufficient quantitative data to determine the complete extent of this learning loss.) There is a need to provide additional services to students that include after-hours instruction targeted toward specific academic gaps. There is a need to implement a robust summer school program.
- There will be a need to continue to support teachers in the use of technology tools and supplemental online instructional materials when schools return to in-person learning (and if some students remain in distance learning).
- There is a need to maintain a rigorous focus on standards aligned instruction ensuring that all students including ELs, migrant students, and SWDs receive strong core instruction in ELA and mathematics.
- There is a persistent achievement gap between ELs and English only students. There is a need for consistent, effective, research-based English language development instruction that is specifically targeted to students' English proficiency levels in all classrooms with all EL students.
- There is a need to build upon the analysis of student achievement data by studying the work of individual students, especially their written work, and diagnosing specific areas of strength and areas of need. There is a need to develop instructional planning based on this analysis. There is a need to provide individual students with feedback from this analysis and to give them opportunities to revise their work and their learning.
- There is a need to develop students' ability to explain and discuss their thinking and problem solving processes both in the spoken word and in writing. There is a need to develop students'

ability to synthesize information from text, cite evidence supporting their thinking, and to explain how the evidence supports their thinking.

- There is a continuing need for professional development targeted at building teacher's capacity to provide standards aligned instruction and interventions that are aligned with the Common Core standards.
- Homeless students performed as follows on the 2019 California School Dashboard:
 - Academic Indicator ELA: Red
 - Academic Indicator Math: Orange
 - Chronic Absenteeism: Yellow
 - Suspension Rate: Yellow

Homeless students are one of the district's most vulnerable groups of students. There is a need to provide academic and non-academic support to homeless students.

Additional Areas of Need Considering the COVID-19 Pandemic

The challenges of the COVID-19 pandemic through the course of the 19-20 and 20-21 school years, along with a careful analysis of the available data on the district's broad educational program, student achievement, support for teachers and school staff, school climate, and outreach and involvement to parents and families has informed the development of the 21-22 through 23-24 LCAP. Lessons learned from the past two school years have shown the need to continue to develop the district's programs and services for students especially students who are low-income, English learner, or foster youth in the following areas which directly align with the district's goals and the state's priorities:

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.

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.

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.

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.

Well Maintained Campuses (Goal 4)

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.

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.

Appendix: Training Specific to English Learners



HANFORD ELEMENTARY SCHOOL DISTRICT EL Achieve - Systematic ELD Training Calendar 2020-2021

Rev. 8/03/20

Session & Participants	Date	Time Minimum Day	Location ➤ Training via Zoom During Distance Learning
Session 1	August 3, 2020	1:30-3:30 p.m.	Zoom
Session 2	September 2, 2020	1:30-3:30 p.m.	Zoom
Session 3	September 16, 2020	1:30-3:30 p.m.	Zoom
Session 4	September 30, 2020	1:30-3:30 p.m.	Zoom
Session 5	October 14, 2020	1:30-3:30 p.m.	Zoom
Session 6	December 2, 2020	1:30-3:30 p.m.	Zoom

Teacher Participants		
Teacher	School	Grade Level
Roxana Rodriguez	Jefferson Academy	5th
Kristy Kairis	Martin Luther King Elementary	4 th
Cecily Perez	Martin Luther King Elementary	4th
Samantha Javaux	Lincoln Elementary	5th
Lisa Eastman	Lincoln Elementary	6th
Scott Baldwin	Monroe Elementary	4 th
Angel Hawkins	Richmond Elementary	SCD TK-3rd
Damian Raymond	Richmond Elementary	6 th
Elizabeth Mederos	Simas Elementary	5 th
Erin King	Washington Elementary	5 th
Victor Sanchez	Washington Elementary	4 th
Teachers Who Need to do Follow-Up Training from 2019-2020 ➤ Only need to participate in Session 3 and 4		
Julia Lofy	King Elementary	RSP
Mariah Romero	Simas Elementary	5th

Appendix: HESD Collaboration Calendar 19-20

Teacher Collaboration Assigned Topics for 2020-2021

HANFORD ELEMENTARY SCHOOL DISTRICT COLLABORATION CALENDAR 2020-2021

Date	Participants	Function	Focus	Location	Time	EL
8/6	TK - 8 Teachers & Leadership Teams	*HESD Welcome Back Opening and PD Day: Teachers' 1st Day Back on Contract*	Required Instructional PD Module and Required HR Covid-19 Training	Sites	8:00 - 3:30 p.m.	EL Imbedded
8/7	TK-8 Teachers & Leadership Teams	Training School Site Meetings Led by Site Administration Teams	School Site Focus	School Sites	8:00 - 3:00 p.m.	~
8/10	TK - 8 Teachers & Leadership Teams	Preparation Day	Preparing for First Day of School	School Sites	8:00 - 3:30 p.m.	~
8/11	TK-8 Teachers & Leadership Teams	Preparation Day	Preparing for First Day of School	School Sites	8:00 - 3:30 p.m.	~
8/12	TK - 8 Teachers & Leadership Teams	Preparation Day	Preparing for First Day of School	School Sites	8:00 - 3:00 p.m.	~
8/13	TK - 8 Teachers & Leadership Teams	First Day of School				
8/19	TK - 8 Teachers & Leadership Teams	Collaboration	-Site Focus ELPAC Training	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
8/26	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	~
9/2	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Module 2 for NTs	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
9/9	TK - 8 Teachers & Leadership Teams	Collaboration Voluntary Webinar: Flocabulary for Beginners	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
9/16	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Module 3 for NTs	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
9/23	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
9/30	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Module 4 for NTs	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
10/7	TK-8 Teachers & Leadership Teams	Collaboration Voluntary Webinar: Flocabulary (Experienced)	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
10/14	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Module 5 for NTs	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
10/21	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
10/28	TK-8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	~

Date	Participants	Function	Focus	Location	Time	EL
11/4	TK - 8 Teachers & Leadership Teams	Report Cards	Report Cards	School Sites	1:00 – 3:30 p.m.	EL Rubrics Updated
11/9	TK - 8 Teachers & Leadership Teams	Trimester 1 Report Cards Due to Principals				
11/18	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:00-3:30 p.m.	~
11/23-11/24	Site Staff	Parent Conferences				
12/2	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Module 6 for NTs	Site Focus	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
12/9	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 – 3:30 p.m.	EL Data Disaggregated
12/16	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	~
1/13	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
1/20	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
1/27	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
2/3	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
2/10	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
2/17	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	~
2/24	TK-8 Teachers & Leadership Teams	Report Cards	Report Cards	School Sites	1:30 - 3:30 p.m.	EL Rubrics Updated
3/3	TK-8 Teachers & Leadership Teams	Collaboration Grade 1 Reflex: Delving Deeper	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
3/5	TK-8 Teachers & Leadership Teams	Trimester 2 Report Cards Due to Principals				
3/10	3-8 Teachers & Learning Directors	Collaboration	ELPAC SA Training	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated

Date	Participants	Function	Focus	Location	Time	EL
11/4	TK - 8 Teachers & Leadership Teams	Report Cards	Report Cards	School Sites	1:00 – 3:30 p.m.	EL Rubrics Updated
11/9	TK - 8 Teachers & Leadership Teams	Trimester 1 Report Cards Due to Principals				
11/18	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:00-3:30 p.m.	~
11/23-11/24	Site Staff	Parent Conferences				
12/2	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Module 6 for NTs	Site Focus	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
12/9	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 – 3:30 p.m.	EL Data Disaggregated
12/16	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	~
1/13	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
1/20	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
1/27	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
2/3	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
2/10	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
2/17	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	~
2/24	TK-8 Teachers & Leadership Teams	Report Cards	Report Cards	School Sites	1:30 - 3:30 p.m.	EL Rubrics Updated
3/3	TK-8 Teachers & Leadership Teams	Collaboration Grade 1 Reflex: Delving Deeper	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated
3/5	TK-8 Teachers & Leadership Teams	Trimester 2 Report Cards Due to Principals				
3/10	3-8 Teachers & Learning Directors	Collaboration	ELPAC SA Training	School Sites	1:30 - 3:30 p.m.	EL Data Disaggregated

Appendix: Curriculum Committee Role and Function

HANFORD ELEMENTARY SCHOOL DISTRICT

Role and Function of the Curriculum Committee

The Curriculum Committee was formed to provide a method by which district administrators and HETA representatives could work together to improve instruction in the district. Following are some of the key elements of the Committee:

1.0 Major Purposes

- 1.1 Advise the district in defining educational objectives
- 1.2 Advise the district in the design of curriculum
- 1.3 Advise the district in selecting state adopted instructional materials
- 1.4 Advise the district in planning district assessments
- 1.5 Advise the district regarding district sponsored professional development

2.0 Members

- 2.1 Teacher Members
 - 2.1.1 One teacher representative from each school in the district (11 sites)
 - 2.1.2 One Special Education Teacher at large
 - 2.1.3 Co-chair representing HETA (The district's teacher bargaining unit)
- 2.2 Management members
 - 2.2.1 Permanent co-chair representing management –
Assistant Superintendent of Curriculum, Instruction and Professional Development
 - 2.2.2 ELA Curriculum Specialist
 - 2.2.3 Director of Categorical Programs
 - 2.2.4 Director of Curriculum & Instruction – ELD/Parent Outreach
 - 2.2.5 Director of Curriculum & Instruction - Mathematics
 - 2.2.6 Principal (2 year term)
 - 2.2.7 K – 6 Learning Director (2 year term)
 - 2.2.8 JHS Learning Director (2 year term)

3.0 Term of Office

- 3.1 Teacher Members
 - 3.1.1 School site representatives shall each serve two (2) academic years (vacancies shall be filled to complete only the unexpired portion of the term).

Site representatives shall begin their two year terms in the Fall as follows:

1. Even Years: Hamilton, Lincoln, Wilson, King, Richmond, and Kennedy
2. Odd Years: Roosevelt, Monroe, Simas, Jefferson, and Washington
- 3.1.2 Co-chair representing HETA (hereafter called HETA co-chair): serves a two (2) year term and is elected by the general membership.

3.2 Management Members

- 3.2.1 Co-chair representing the district (hereafter called Management co-chair), as well as all other managers are appointed by the Superintendent.

4.0 Authority

4.1 When acting within local, state, or federal policy and regulations, the Curriculum Committee shall have the power to make decisions and direct implementation of those decisions. (It is the intent of the Curriculum Committee, then, to function as a truly "representative" body that has the freedom to act with a minimum of "going back" to get more input from the groups they represent -- this brings home the need for each member to know what his/her constituencies want.)

- 4.2 When acting before local board policy, the Curriculum Committee shall act in an advisory capacity to the Board of Trustees.

5.0 Specific Duties

- 5.1 Determine curricular priorities within the limits of existing board policy.
- 5.2 Propose curricular policy development recommendations to the Board.
- 5.3 May establish AD HOC COMMITTEES to accomplish specified tasks:
 - 5.3.1 Management co-chair appoints managers; HETA co-chair appoints chairs.
 - 5.3.2 Set minimum guidelines for the ad hoc committees to provide reasonable direction to the committee(s). (We intend on minimizing prescriptiveness - while maximizing the opportunity for them to be creative.) Ad hoc committees will often have the authority to make decisions without the approval of any other group when they are working within district policy. Any such committee, however, may submit a request to have proposals reviewed by the Curriculum Committee when they feel it important to check (ten school days advance notice to Management co-chair), or may be required to only recommend, not decide.
 - 5.3.3.1 Ad hocs organized to select instructional materials (state adoptions) shall be constituted by a size necessary to do business.

5.3.3.2 All other ad hocs shall be limited to ten (10) teacher members, except as provided below..

5.4 Establish STANDING COMMITTEES as needed.

5.5 Establish Task Groups to accomplish tasks too narrow in scope to require the formation of an ad hoc committee. The C.C. co-chairs shall be empowered to establish such a group if they mutually agree.

5.6 The selection process for teacher representation on District established committees are as follows.

5.6.1 The Association shall appoint all teacher members to committees with teacher representation. HETA will make a good faith effort to have a mix of appointees – grade levels, special education, experienced and new teachers, literacy coaches, and nurses. HETA site representative shall consult with principal before appointing members.

6.0 Meetings, etc.

6.1 Reorganization meeting shall be held in September. Regular meetings shall normally be held on a Monday of each month beginning in October.

6.2 Special meetings can be called by mutual agreement between the co-chairs. Such meetings shall be held at times determined by them.

6.3 An agenda, co-determined by HETA co-chair and Management co-chair, shall be prepared in advance of a regular meeting, and one day in advance of special meetings. Management co-chair's office shall type and distribute agendas to members.

6.4 An Outlook Invite will serve as the only reminder of the meeting.

6.5 Minutes shall be kept and distributed to members of the C.C. Co-chairs shall be responsible for the content; Management co-chair's office will type and distribute.

7.0 Communications

7.1 Agenda shall be presented to the HETA co-chair by the Management co-chair's office prior to each regularly scheduled Curriculum Committee meeting.

7.2 Minutes of meetings shall be posted on the Curriculum and Instruction intranet portal / Curriculum Committee folder.

7.3 Report to Sites developed by the Curriculum Committee will be reported at school site faculty meetings and will be posted on the Curriculum and Instruction intranet portal / Curriculum Committee folder.

8.0 Conference Committees

8.1 Resolving Disputes

8.1.1 The Curriculum Committee Co-Chairs shall ask the Superintendent and the President of HETA to schedule a Conference Committee meeting to attempt to resolve the dispute.

8.1.2 The Conference Committee discusses the positions of the parties and the Superintendent decides.

Appendix: 2020-2021 LCAP Federal Addendum Data Collection Tools (PEAT)

Ineffective / Misassigned Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers CPR PB #2	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers
Hamilton	421	378	90%	18	0	0%
Jefferson	510	434	85%	18	0	0%
King	630	586	93%	26	1	4%
Lincoln	358	339	95%	16	0	0%
Monroe	684	534	78%	27	0	0%
Richmond	409	376	92%	18	0	0%
Roosevelt	486	452	93%	20	0	0%
Simas	512	380	74%	21	0	0%
Washington	477	389	82%	21	0	0%
CDS	2	2	100%	3	0	0%
LEA Total	4,489	3,870	86%	238	1	0.4%

Ineffective / Misassigned Teachers and Minority Students: Middle Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers
Kennedy	591	546	92%	25	0	0%
Wilson	610	508	83%	25	0	0%
LEA Total	1,201	1,054	88%	50	0	0%

Inexperienced Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment (CALPADS 1.17 Uncertified)	Minority Enrollment Internal Data	% Minority Students Internal Data	Total Teachers CPR PB #2	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	421	378	90%	18	0	0%
Jefferson	510	434	85%	18	1	6%
King	630	586	93%	26	2	8%
Lincoln	358	339	95%	16	2	13%
Monroe	684	534	78%	27	1	4%
Richmond	409	376	92%	18	1	6%
Roosevelt	486	452	93%	20	1	5%
Simas	512	380	74%	21	1	5%
Washington	477	389	82%	21	1	5%
CDS	2	2	100%	3	0	0.0%
LEA Total	4,489	3,870	86%	238	10	4%

Inexperienced Teachers and Minority Students: Middle Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Kennedy	591	546	92%	25	0	0%
Wilson	610	508	83%	25	0	0%
LEA Total	1,201	1,054	88%	50	0	0%

Ineffective / Misassigned Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment (CALPADS 1.17 Uncertified)	Low-Income Enrollment (CALPADS 1.17 Uncertified)	% Low-Income Students (CALPADS 1.17 Uncertified)	Total Teachers CPR PB #2	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers
Hamilton	421	351	83%	18	0	0%
Jefferson	510	235	46%	18	0	0%
King	630	497	79%	26	1	4%
Lincoln	358	334	93%	16	0	0%
Monroe	684	531	78%	27	0	0%
Richmond	409	368	90%	18	0	0%
Roosevelt	486	455	94%	20	0	0%
Simas	512	303	59%	21	0	0%
Washington	477	387	81%	21	0	0%
CDS	2	2	100%	3	0	0%
LEA Total	4,489	3,463	80%	238	1	0.4%

Ineffective / Misassigned Teachers and Low-Income Students: Middle Schools

1. School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers
John F Kennedy	591	513	87%	25	0	0%
Woodrow Wilson	610	467	77%	25	0	0%
LEA Total	1,201	980	82%	50	0	0%

Inexperienced Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment (CALPADS 1.17 Uncertified)	Low-Income Enrollment (CALPADS 1.17 Uncertified)	% Low-Income Students (CALPADS 1.17 Uncertified)	Total Teachers CPR PB #2	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	421	351	83%	18	0	0%
Jefferson	510	235	46%	18	1	6%
King	630	497	79%	26	2	8%
Lincoln	358	334	93%	16	2	13%
Monroe	684	531	78%	27	1	4%
Richmond	409	368	90%	18	1	6%
Roosevelt	486	455	94%	20	1	5%
Simas	512	303	59%	21	1	5%
Washington	477	387	81%	21	1	5%
CDS	2	2	100%	3	0	0.0%
LEA Total	4,489	3,463	80%	238	10	4%

Inexperienced Teachers and Low-Income Students: Middle Schools

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
John F Kennedy	591	513	87%	25	0	0%
Woodrow Wilson	610	467	77%	25	0	0%
LEA Total	1,201	980	82%	50	0	0%

Out-of-Field Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	421	378	90%	18	0	0%
Jefferson	510	434	85%	18	3	17%
King	630	586	93%	26	0	0%
Lincoln	358	339	95%	16	0	0%
Monroe	684	534	78%	27	0	0%
Richmond	409	376	92%	18	0	0%
Roosevelt	486	452	93%	20	0	0%
Simas	512	380	74%	21	0	0%
Washington	477	389	82%	21	1	5%
CDS	2	2	100%	3	0	0%
LEA Total	4,489	3,870	86%	238	4	1.7%

Out-of-Field Teachers and Minority Students: Middle Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	591	546	92%	25	0	0%
Wilson	610	508	83%	25	0	0%
LEA Total	1,201	1,054	88%	50	0	0%

Out-of-Field Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment (CALPADS 1.17 Uncertified)	Low-Income Enrollment (CALPADS 1.17 Uncertified)	% Low-Income Students (CALPADS 1.17 Uncertified)	Total Teachers CPR PB #2	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	421	351	83%	18	0	0%
Jefferson	510	235	46%	18	3	17%
King	630	497	79%	26	0	0%
Lincoln	358	334	93%	16	0	0%
Monroe	684	531	78%	27	0	0%
Richmond	409	368	90%	18	0	0%
Roosevelt	486	455	94%	20	0	0%
Simas	512	303	59%	21	0	0%
Washington	477	387	81%	21	1	5%
CDS	2	2	100%	3	0	0%
LEA Total	4,489	3,463	80%	238	4	1.7%

Out-of-Field Teachers and Low-Income Students: Middle Schools

School Site	Total Enrollment (CALPADS 1.17 Uncertified)	Low-Income Enrollment (CALPADS 1.17 Uncertified)	% Low-Income Students (CALPADS 1.17 Uncertified)	Total Teachers CPR PB #2	Number of Out-of-Field Teachers	% Out-of-Field Teachers
John F Kennedy	591	513	87%	25	0	0%
Woodrow Wilson	610	467	77%	25	0	0%
LEA Total	1,201	980	82%	50	0	0%

Appendix: Teacher Survey Notice/Results (Professional Development)

Teacher surveys were given on MS. Teams. Teachers were notified of the surveys via email. Survey responses were submitted either by individual teachers, or as collaboration of school site grade-level teams.

Survey Notice Example:

From: Gallegos, Carol
Sent: Wednesday, January 27, 2021 11:40 AM
To: 2nd Grade Teachers <2teach@hanfordesd.org>
Cc: Rubalcava, Jill <rubalcava@hanfordesd.org>; Johnson, Stacie <sjohnson@hanfordesd.org>
Subject: 2nd Grade Feedback Form

Hi Everyone,

As you heard yesterday, we are looking ahead to 2021-2022 and would like to have your input regarding pacing, programs, and PD opportunities. We intend to make major revisions to the 2021-2022 pacing calendars to address both the grade level standards and the anticipated needs of students, so we want everyone's input. We would like a team response, but we know sometimes a member of a team also has input separate or different from that of the team. For that reason, you may also give an individual response. We will also be happy to hear from you personally (via phone or email) as we want to try to take all input into account.

You will find the link below. You may choose to respond to the email as a team or as an individual today or next Wednesday during collaboration. The survey is due no later than Friday, 2/5, at the end of the work day.

https://forms.office.com/Pages/ResponsePage.aspx?id=lr6f5_9kbU25Z9o8xS0KxpxvEX1_XIxPJYqbFKRxGclUNFRZSzhDSk9NMUxSSVNLUUI3MjhXNEtOOS4u

Carol and Stacie

Carol Gallegos, Ph.D.
Curriculum and Professional Development Specialist, ELA & H/SS
Hanford Elementary School District
cgallegos@hanfordesd.org
559-585-3691 (3691)

"Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning." —*Albert Einstein*

Survey Results:

Kinder

10. Professional Development: For the 2021-2022 school-year, please share any recommendations you have for professional development for teachers. Please be as specific as possible.

10 Responses

id	name	responses
1	anonymous	No opinion
2	anonymous	Apps
3	anonymous	Distance Learning: How to be better at it. Tips and tricks for Zoom? In-Person: How to support SEL for students.
4	anonymous	Self care. How to motivate parents to be a team player in their child's education.
5	anonymous	None know at this time.
6	anonymous	More in depth training in how to utilize the data from Lexia Core 5 and Khan Academy Kids to help plan instruction.
7	anonymous	FLI Teachers need addition training and need to observe other successful programs
8	anonymous	Explicit phonemic awareness skills, instructional coach lead PD rather than videos like the ones this previous year. Take and Make sessions are also very helpful because we can start using those items right away to guide our teaching.
9	anonymous	N/A
10	anonymous	This was not a typical year. However, we would appreciate PD on the myriad of apps/programs that were given to us to use with students without much PD. Padlet lessons were minimally helpful as it was a crash course in multiple apps.

First

12. Professional Development: For the 2021-2022 school-year, please share any recommendations you have for professional development for teachers. Please be as specific as possible.

8 Responses

ID ↑	Name	Responses
1	anonymous	Lucy Calkins Reading and Writing Workshop
2	anonymous	None.
3	anonymous	Social and emotional strategies that we can add in our daily instruction. How to best group and engage students at various levels. Small group strategies for students who are not yet on grade level. Number sense strategies for all students but specifically for our first graders who come in without basic number sense with numbers 1-10.
4	anonymous	Training on key standards that need to be covered that students missed or failed to master during distance learning.
5	anonymous	Snacks & Drinks included
6	anonymous	How to teach writing genres and what are the key standards that all first graders need to have in order to move on to 2nd grade?
7	anonymous	Professional Development days should be offered according to the teachers experience and/or comfort level.
8	anonymous	small group strategy lessons for various levels with a class.

Second

10. Professional Development: For the 2021-2022 school-year, please share any recommendations you have for professional development for teachers. Please be as specific as possible.



8 Responses

ID ↑	Name 	Responses
1	anonymous	Behavior management for on-line learning.
2	anonymous	We'd like differentiated PD based on years of teaching. We feel site collaboration with our team at the beginning of the year would be more beneficial than PD. We've been so disconnected from our colleagues in these months of DL.
3	anonymous	More PD on alternative ways to teach math out of Envision.
4	anonymous	Maybe a social emotional PD?
5	anonymous	Using Teams (teaching 2nd graders how to use Teams and complete/turn in assignments on there) and good teacher resources we may not know about on Teams. SeeSaw (creating assignments/assessments) A more in-depth PD on RAZ Kids
6	anonymous	If there is any new curriculum, it would be essential that all teachers are trained even if it's through a Padlet.
7	anonymous	If we receive any new curriculum we need to have PD, even if it is a Padlet.
8	anonymous	How to keep rigor high while supporting students with large gaps due to school closures

Third
8

10. Professional Development: For the 2021-2022 school-year, please share any recommendations you have for professional development for teachers. Please be as specific as possible.

9 Responses

ID ↑	Name	Responses
1	anonymous	None.
2	anonymous	Small Group Reading Instruction....due to the projection that kids will be entering behind, this will be essential. Also understanding how to provide intervention to students at each level of reading.
3	anonymous	Writing-strategies for fictional narratives. Science-managing classroom experiments.
4	anonymous	Not at this time.....
5	anonymous	Writing
6	anonymous	Tips and resources on how to catch students up after the days of "The Rona." (Other than LLM tutoring)
7	anonymous	If the programs that were purchased this year are still being used for next year, (Lexia, Khan, RAZ) it would be nice to have more one on one training on them.
8	anonymous	More writing professional development, intervention strategies, reading groups and Spanish/English grammar.
9	anonymous	Microsoft Notebook; how to set up and use for different subject matter in class.

Fifth

10. Professional Development: For the 2021-2022 school-year, please share any recommendations you have for professional development for teachers. Please be as specific as possible.

6 Responses

ID ↑	Name	Responses
1	anonymous	How to maintain a healthy attitude under stressful and challenging times.
2	anonymous	Many of the curriculums and technology programs we use (ie: Benchmark, Clever) have an online teacher training program that is self-paced. If these were made more well-known and we even received some kind of incentive for doing them it would be a great use of these resources. It would be nice if staff meetings were dedicated, for the most part, to meaningful professional development (for all teachers, even PE/art teachers).
3	anonymous	Seamless ways to incorporate grammar and vocabulary into ELA lessons, planning strategies for writing a narrative, Science PD for Module 4
4	anonymous	Any in person PD would be appreciated
5	anonymous	PD for technology platforms we can use with our students, building relationships with students, and classroom management (for in person or distance learning, whatever next year will look like).
6	anonymous	Coaches create quick bite size videos/screencasts that we can choose from...(modeling conceptual math lessons, show us how to hold a guided reading group) teach us how to teach the lessons. Then link the videos in the pacing calendar!



10. Professional Development: For the 2021-2022 school-year, please share any recommendations you have for professional development for teachers. Please be as specific as possible.

6 Responses

ID ↑	Name	Responses
1	anonymous	We would like more PD in writing, specifically with a focus on finding/creating a bank of sources that our students could access for writing units. Also, how to write prompts that will help our students prepare for state testing.
2	anonymous	For the upcoming year if we are still in the Hybrid style for teaching, we would like to see PD on how to balance our schedules with asynchronous and synchronous time as well as how to efficiently and effectively use the data from the apps that the district is pushing us to use (i.e. Lexia/Reflex)
3	anonymous	We would like more training on the programs we are currently using and how to implement them in the classroom.
4	anonymous	Collaboration between schools within grade levels. We have so many talented teachers and staff at our schools. Having teachers come together to create a unit for any of the standards especially ELA would be helpful so that we have an example of what an excellent unit looks like. This way we can take this back to our own school sites and work together from there. Or we could have each school create a unit based upon the pacing calendar and we would have a library of resources to choose from. This would help all teachers, especially newer teachers.
5	anonymous	The format of virtual presentations was good. Returning to PD throughout the year, if possible, would be preferred. Presenters need to be vetted or reviewed to maximize teacher understanding and time invested in the material. An easily accessible "hub" for all

Seventh

6. Professional Development: For the 2021-2022 school-year, please share any recommendations you have for professional development for teachers. Please be as specific as possible.

3 Responses

ID ↑	Name	Responses
1	anonymous	Lexia - we would like PD on how to utilize Lexia to it's fullest extent. We feel that there are many aspects of Lexia that we aren't aware of or haven't explored. It's difficult to answer student questions about the app because there isn't a "student view" available.
2	anonymous	Additional PD on the specific features in Teams such as notebook, assignments, settings, grades/feedback, etc. would be beneficial.
3	anonymous	I would like some professional development with strategies to revise writing.

1	anonymous	I would love to be able to talk with a coach about the new pacing guide. I may be unsure of what concepts students were able to really retain the year prior with DL. Along with this, sitting down to plan what standards from last year, the current year, and the next year can be taught together to create the best flow possible.
2	anonymous	Classroom management for online classes; any updates on Zoom, Teams and/or Smartboard
3	anonymous	Class Kick, Desmos, Kaplinsky problems, Interactive whiteboard, DL Strategies

Eighth

6. Professional Development: For the 2021-2022 school-year, please share any recommendations you have for professional development for teachers. Please be as specific as possible.

2 Responses

ID ↑	Name 	Responses
1	anonymous	Lessons, practice time, and practical application of the programs used in class. Examples: Teams and OneNote. We really need time to play with the apps to see what options are available and time to share ideas on how the apps are used in our own classes..
2	anonymous	Basically, continued training on new and existing programs like Clever, Lexia, Classkick & our textbooks & subscriptions.

1	anonymous	It would be great to have a Robert Kaplinsky PD/workshop provided to teachers.
2	anonymous	PD with Open UP curriculum (just like how we got CPM training); Extensive PD with Seesaw; other PD with interactive apps for distance learning.
3	anonymous	If we're doing DL next year - what would a typical day in class look like? Do we have something in Teams that is similar to GoGuardian? Can we get training for that?

Appendix: Teacher Survey Notice (Assessments)

Note: Teacher regularly provide input on the district’s assessment system. The document below is an example of how input is collected.

The Curriculum committee advises and provides input on assessments (see: [Appendix: Curriculum Committee Role and Function](#)).

Appendix: Assessment Schedule

Note: The COVID related school closures caused significant disruption to the district's assessment system/schedule. Assessments shown in strikethrough were scheduled, but not given due to school closures.

HANFORD ELEMENTARY SCHOOL DISTRICT 2020-2021 Assessment Schedule DISTRICT ASSESSMENTS

ASSESSMENT NO LATER THAN THE WEEK OF:	ASSESSMENT	STUDENTS ASSESSED	SCORES DUE	SCORE METHOD
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[Link to: 2020-2021 Assessments by Grade Level View](#)

October 5	Khan Academy Unit Test: Place Value Khan Academy Unit Test: Addition, Subtraction, Estimation	4	October 16	School City-Key-In
October 5	Khan Academy Unit Test: Decimal Place Value Khan Academy Unit Test: Add Decimals Khan Academy Unit Test: Subtract Decimals	5	October 16	School City-Key-In
October 5 - October 27	PowerPoint, Individually Assessed Items: Letters, sounds, phonological awareness, sight words	TK, K	November 6	School City-Key-In
October 5	PowerPoint, Individually Assessed Items: Sight Words	1	October 16	School City-Key-In
October 5	Forms: CAR 1	3	October 9	School City-Self-Scoring
October 12	Forms: Tri 1 Checkpoint (ELA)	2	October 16	School City-Self-Scoring
October 12	Khan Academy Unit Test: Addition, Subtraction, Estimation	3	October 23	School City-Key-In
October 12	Forms: CAR 1	5, 6	October 16	School City-Self-Scoring
October 12	Khan Academy Unit Test: Ratios, Rates, and Percentages	6	October 16	School City-Key-In
October 12	Khan Academy Unit Test: Fractions, Decimals, and Percentages Khan Academy Unit Test: Negative Numbers Addition and Subtraction Khan Academy Unit Test: Negative Numbers Multiplication and Division	7	October 23	School City-Key-In
October 12	Forms: ELA Mini 1	7, 8	October 16	School City-Self-Scoring
October 19	PowerPoint Individually Assessed Items: Tri 1 Checkpoint (Math) Khan Academy Early Math Place Value (Tens and Hundreds), Quiz 1 Khan Academy Unit Test: Add and Subtract within 20	TK, K, 1	October 20	School City-Key-In
October 19	Forms: CAR 1	4	October 23	School City-Self-Scoring
October 19	Khan Academy Unit Test: Solving Equations with One Unknown	8	October 20	School City-Key-In
November 9	Forms: CAR 2	5	November 13	School City-Self-Scoring
November 16	Forms: CAR 2	3, 4, 6	November 20	School City-Self-Scoring
November 16	Khan Academy Unit Test: Multiply Decimals	5	December 4	School City-Key-In
November 16	Khan Academy Unit Test: Multiply by 1-digit numbers Khan Academy Unit Test: Multiply by 2-digit numbers	4	December 4	School City-Key-In
November 16	Forms: ELA Mini 2	7, 8	November 20	School City-Self-Scoring
November 30 - December 14	Alphabetic Principle Preassessment (administered by Gallegos) ONLY by request: students likely meeting standard	TK, K	December 10	School City-Key-In
December 14	Khan Academy Unit Test: Arithmetic Operations	6	December 18	School City-Key-In
December 14	Khan Academy Unit Test: Ratios and Proportional Relationships	7	December 10	School City-Key-In
December 7	Khan Academy Unit Test: Linear Equations and Functions	8	December 18	School City-Key-In
January 19 - February 12	PowerPoint, Individually Assessed Items: Letters, sounds, phonological awareness, sight words	TK, K	February 10	School City-Key-In
January 25	Khan Academy Unit Test: Multi-Digit Multiplication and Division Khan Academy Unit Test: Divide Decimals	5	February 5	School City-Key-In
February 1	PowerPoint, Individually Assessed Items: Tri 2 Checkpoint, Sight words	1	February 13	School City-Scan
February 1	Forms: Tri 2 Checkpoint	2	February 5	School City-Self-scoring

ASSESSMENT NO LATER THAN THE WEEK OF:	ASSESSMENT	STUDENTS ASSESSED	SCORES DUE	SCORE METHOD
February 1	Khan Academy Unit Test: 1-digit multiplication Khan Academy Unit Test: Intro to Division Khan Academy Unit Test: More with Multiplication and Division	3	February 11	School City: Key-In
February 1	Khan Academy Unit Test: Division	4	February 11	School City: Key-In
February 1 - February 19	Alphabetic Principle Posttest 1 (administered by support staff)	TK, K	February 19	School City: Key-In
February 1 - May 31	K-8 ELPAC Summative Assessment: Specific dates/time TBD	K-8	-	-
February 9	PowerPoint, Individually Assessed Items: Tri 2 Checkpoint (Math)	TK, K, 1	February 19	School City: Key-In
February 9	Khan Academy Unit Test: Add and Subtract within 100 Khan Academy Unit Test: Place Value	2	February 19	School City: Key-In
February 9	Forms: CAR 3	3, 4, 5, 6	February 11	School City: Self-Scoring
February 9	Forms: ELA Mini 3	7, 8	February 11	School City: Self-Scoring
February 9	Khan Academy Unit Test: Systems of Equations	8	February 19	School City: Key-In
February 16	Khan Academy Unit Test: Negative Numbers	6	February 26	School City: Key-In
March 8 - week of March 15	CAR 1	1	March 26	School City: Key-In
March 15	CAR 1	2	March 19	School City: Self-Scoring
March 22	Khan Academy Unit Test: Equivalent Fractions and Comparing Fractions Khan Academy Unit Test: Add and Subtract Fractions Khan Academy Unit Test: Multiply Fractions	4	April 9	School City: Key-In
March 22	Khan Academy Unit Test: Expressions, Equations, and Inequalities	7	April 9	School City: Key-In
April 12	Khan Academy Unit Test: Understand Fractions Khan Academy Unit Test: Equivalent Fractions and Comparing Fractions	3	April 23	School City: Key-In
April 26 - May 21	Letters, sounds, phonological awareness, sight words	TK, K	May 26	School City: Key-In
April 26 - May 14	Sight words	1	May 26	School City: Key-In
April 26	Khan Academy Unit Test: Geometric Transformations	8	May 7	School City: Key-In
May 3	ELA Tri 3 Checkpoint	1	May 14	School City: Key-In
May 3	ELA Tri 3 Checkpoint	2	May 7	School City: Self-Scoring
May 3	CAR 4	3, 4, 5, 6	May 7	School City: Self-Scoring
May 3	Khan Academy Unit Test: Add and Subtract Fractions Khan Academy Unit Test: Multiply Fractions Khan Academy Unit Test: Divide Fractions	5	May 14	School City: Key-In
May 3	Khan Academy Unit Test: Variables and Expressions Khan Academy Unit Test: Equations and Inequalities	6	May 14	School City: Key-In
May 3	ELA Mini 4	7, 8	May 7	School City: Self-Scoring
May 4-May 14	Alphabetic Principle Posttest 2 (administered by support staff)	TK, K	May 21	School City: Key-In
May 17	Khan Academy Unit Test: Add and Subtract within 1,000 Khan Academy Unit Test: Measurement	2	May 28	School City: Key-In
May 17	PowerPoint, Individually Assessed Items: Tri 2 Checkpoint (Math)	TK, K, 1	May 28	School City: Key-In
May 21	EOY IRL Due	TK, K, 1, 2, 3, 4, 5, 6	May 21	School City: Key-In

Appendix Title III Parent Involvement/Training



KINDER CUENTA – KINDER COUNTS

Why We MUST Leverage a Child's Primary Language?

The Benefits of Being Bilingual (Planned Language Approach)

<https://bilingualpreschool.org/wp-content/uploads/2019/02/Benefits-of-Being-Bilingual.pdf>

Cognitive



Individuals who are bilingual switch between two different language systems. Their brains are very active and flexible (Zelasko and Antunez, 2000). Research also shows that bilingual people have an easier time

- understanding math concepts and solving word problems more easily (Zelasko and Antunez, 2000);
- developing strong thinking skills (Kessler and Quinn, 1980);
- using logic (Bialystok and Majumder, as cited in Castro, Ayankoya, & Kasprzak, 2011);
- focusing, remembering, and making decisions (Bialystok, 2001);
- thinking about language (Castro et al., 2011); and
- learning other languages (Jessner, 2008).

Learning



School readiness and success for children who are dual language learners (DLLs) is tied directly to mastery of their home language (Zelasko and Antunez, 2000).

Children who learn to read in their home language have a strong foundation to build upon when they learn a second language. They can easily transfer their knowledge about reading to their second language (Páez and Rinaldi, 2006).

Social-Emotional



Becoming bilingual supports children to maintain strong ties with their

- entire family,
- culture, and
- community.

All of these are key parts of children's developing identity (Zelasko and Antunez, 2000). Bilingual children are also able to make new friends and create strong relationships in their second language—an important personal skill in our increasingly diverse society.

Finally, recent research has also found that children raised in bilingual households show better self-control (Kovács and Mehler, 2009), which is a key indicator of school success.

Global



One-half to two-thirds of adults around the world speak at least two languages (Zelasko and Antunez, 2000). In our global society, they have many advantages. Bilingual adults have more job opportunities around the world than monolingual adults (Zelasko and Antunez, 2000). Research shows that they also earn an average of \$7,000 more per year than their monolingual peers (Fradd, 2000).

Bilingual individuals have the opportunity to

- participate in the global community in more ways,
- get information from more places, and
- learn more about people from other cultures.



KINDER CUENTA - GOALS

Presented by a Kinder teacher. **MIRRORS** learning across the school year!

Parents will gain an insight into the rigorous learning children are expected to master in Kindergarten.

Parents as Primary Teachers

- Helping parents to define their role as their child's primary teacher "Primeros Maestros".

Leveraging the Primary Language

- Providing parents with a conceptual understanding of the positive effects of primary language literacy and overall academic achievement.

Meaningful & Frequent Communication

- Empowering parents to use communication tools that support home-to-school connections.

INSTRUCTIONAL FOCUS



Kinder Counts Calendar 2020-2021 5:00-6:30 p.m.

- November 5 & 12
- December 5 & 10
- January 14 & 28
- February 11 & 25
- March 11 & 25
- April 15 & 22
- May 6 & 19

Reading & Writing (Fiction & Nonfiction)

- Concepts About Print
- Phonemic Awareness
- Oral Language & Retelling
- Letters & Sounds
- Lexia Reading
- Using Graphic Organizers/Pictures to Support Writing
- Letter Formation

Math

- Intentional use of manipulatives to support number sense
 - Importance of one-to-one correspondence
- Composing & Decomposing Numbers
- Using real-life activities to support counting, adding & subtracting

Hanford Elementary
School District
Title III Services

714 N. White St.
Hanford, CA
93230
(559) 585-3657



Kinder Counts Parent Academy

Dear Kinder Families:

Title III services are provided to families of students identified as English Learners. We invite you to participate in our Kinder Counts Virtual Parent Academies. Monthly literacy activities will be presented to use with your child. These activities are aligned to Common Core Standards. Parents will gain insight into the rigorous learning children are expected to master in Kindergarten. Free books, supplies & materials will be provided monthly.

Enrollment is limited to twenty-five English Learner Kindergarten parents. Please call Cruz Chavez, Parent Liaison Specialist at (559) 585-3657 to register by **October 29, 2020**. When leaving a message please provide your name, phone number, and the name of your Kinder student.

Kinder Counts Calendar

Thursday's 5:00-6:30 pm

MONTH	DATE
November	5 & 12
December	3 & 10
January	14 & 28
February	11 & 25
March	11 & 25
April	15 & 22
May	6 & 19(Wed)

Important Information

- **Children growing up in homes with at least 20 books get 3 more years of schooling than children from bookless homes, independent of their parents' education, occupation, and class.** Evans, M. D., Kelley, J., Sikora, J., & Treiman, D. J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility*, 28(2), 171-197.
- **The most successful way to improve the reading achievement of low-income children is to increase their access to print.** Newman, Sanford, et al. "Americans Child Care Crisis: A Crime Prevention Tragedy"; *Fight Crime; Invest in Kids*, 2000.
- **Findings show higher-than-average scores among students who reported more types of reading material at home.** Donahue, P. L., A. D. Finnegan, and N. L. Lutkus. [The Nation's Report Card: Fourth-Grade Reading 2001 \(PDF file\)](#), U.S. Department of Education, NCES, Washington, DC 2001.
- **Creating a steady stream of new, age-appropriate books has been shown to nearly triple interest in reading within months.** Harris, Louis. *An Assessment of the Impact of First Book's Northeast Program*. January 2003.
- **By the age of 2, children who are read to regularly display greater language comprehension, larger vocabularies, and higher cognitive skills than their peers.** Baike, H., Pan, B.A., Luze, G.J., Jamis-LeManda, C.S. Brooks-Gunn, J., Constantine, J., Tarullo, L.B., Baike, H.A., Rodriguez, E. (2006). "Mother-child book reading in low-income families: Correlates and outcomes during the first three years of life." *Child Development*, 77(4).
- **Children who were read to at least three times a week by a family member were almost twice as likely to score in the top 25% in reading compared to children who were read to less than 3 times a week.** Denton, Kristen and Gerry West, *Children's Reading and Mathematics Achievement in Kindergarten and First Grade (PDF file)*, U.S. Department of Education, NCES, Washington, DC, 2002.



**Hanford
Elementary
School District
Title III Services**



**If you have any
questions, please
call
(559) 585-3657**

**PARENT EDUCATOR PARTNERSHIP
= STUDENT SUCCESS**



Dear Jr. High Families:

To address the unique challenges English Learners face and the language barriers that impact home/school communication, we are launching our Parent Educator Partnership (PEP) virtual parent training modules. The modules will outline strategies parents can use to support their student's academic success. Parents will learn how to use ParentVue to track their student's daily homework and grades throughout the school year. PEP modules are designed to help parents organize their home environment and routines, so they support academic success and promote the joy of a lifetime of learning.

Participants will join the live PEP modules using Teams on their child's laptop. An invitation for the parent will be sent via their child's Teams account.

Enrollment is limited to twenty English Learner Jr. High families. To register for PEP, please call Cruz Chavez, Parent Liaison Specialist, at (559) 585-3657. When leaving a message, provide your name, phone number, and the name of your Jr. High student.

**ALL PARENT MODULES WILL BE FROM: 6:00—7:00 PM.
DATES LISTED BELOW**

Parent Module #1 October 29, 2020	Parent Module #2 November 19, 2020	Parent Module #3 December 17, 2020
<ul style="list-style-type: none"> o Establish a home learning environment/work area to support learning. o Minimize distractions. o Review the daily class schedule. o Review student's expectation. o Monitor student's self-care. o Monitor student's readiness. o Maintain consistent schedules. 	<ul style="list-style-type: none"> o Develop a daily schedule using a monthly calendar. o Monitor to ensure student is following their daily schedule. o Use ParentVue to monitor work completion. o Set-up an accountability/reward system. 	<ul style="list-style-type: none"> o Maintain communication with teacher. o Respond to Remind messages. o Use Remind's translation for daily direct communication with teachers/school staff. o Establish agreements for student's participation.

PARENT MODULE TOPICS TO BE DETERMINED FOR THE FOLLOWING DATES

Module #4—January 21, 2021	Module #5—February 18, 2021	Module #6—March 18, 2021
Module #7—April 23, 2021	Module #8—May 20, 2021	PEP=STUDENT SUCCESS

Appendix: Title III Supplemental Student Tutoring

Title III Tutoring for students is comprised of after-school tutoring for identified EL students, a professional development component for participating teachers, a pre and post assessment.

Appendix: Attendance and Engagement Procedures for 2020-2021

[Senate Bill \(SB\) 98 \(Chapter 24, Statutes of 2020\)](#) was passed and signed by the Governor at the end of June 2020. [SB 820 \(Chapter 110, Statutes of 2020\)](#) was passed and signed by the Governor in September 2020. SB 98 and SB 820 make substantive changes to Principal Apportionment funding calculations, as well as instructional time and attendance accounting requirements for FY 2020–21 commencing with *Education Code (EC) Section 43500*, et. seq for distance learning.

The following are the Hanford Elementary School District’s written procedures that will document daily participation for each student, for each school day, on which distance learning is provided as required by EC Section 43504(d); and, tiered reengagement strategies for students that are absent from distance learning for more than 3 schooldays or 60 percent of the instructional days in a school week as required by EC Section 43504(f)(2).

Attendance/Participation/Engagement

Each teacher at the elementary schools and each homeroom teacher at the junior high schools will take attendance for each day in the student information system Synergy.

In addition to taking attendance in Synergy, teachers will complete the weekly engagement records for each student on district form SCH-303 Weekly Engagement Log. School sites may make changes to this form (for example to facilitate online completion) so long as all of the original content is included updated document. This form will be used to document daily participation for each student, for each school day, on which distance learning is provided as required by *EC Section 43504(d)*.

This log will:

- Document synchronous or asynchronous instruction for each whole or partial day of distance learning that verifies participation and tracks assignments as required by *EC Section 43504(e)*. To the extent synchronous or asynchronous instruction is assigned to a student in distance learning, that instruction should be included in the assignments listed.
- Document absences as required by *EC Section 43504(d)(1)* and (f) for the purposes of chronic absenteeism tracking.

Teachers will include on the SCH-303 Weekly Engagement Log:

- evidence of participation in online activities
- completion of regular assignments
- completion of assessments
- contacts between employees of the LEA and the student or parents/guardians
- other methods of verification determined by LEAs
- Signature (Attendance/absence reports must be certified by an employee of the LEA with firsthand knowledge of the student’s participation. Examples of employees that may have firsthand knowledge of

student participation in assigned instruction, schoolwork, and/or assessments include but may not be limited to: teachers, paraprofessionals, and attendance clerks.)

School sites will deliver the engagement logs for the previous week to the Office of Child Welfare, Attendance, and School Climate by the following Wednesday each week.

Re-engagement Strategies as required by EC Section 43504(f)(2)

Each week, teachers will communicate with their school site learning director, via email, reporting any student who has missed more than 3 school days during the week. The school learning director, vice principal, student specialist, or school counselor will meet with the student's family/parent/guardian via phone call or home visit. During this meeting the school personnel shall:

- Identify barriers to student engagement that may exist
- Identify student actions to resolve barriers
- Identify parent/family actions to resolve barriers
- Identify school actions to resolve barriers
- Develop a plan to mitigate learning loss that has occurred and, if necessary to provide daily notification to parents or guardians of additional absences
- If necessary, plan for outreach from the school to determine pupil needs including connection with the school social worker or community based health and social services as necessary
- Discuss transitioning the pupil to full-time in-person instruction (if schools are not in a state of closure)

These meeting shall be documented on district form [SCH-008 Re-engagement Meeting](#). School sites will deliver the [SCH-008 Re-engagement Meeting](#) documents for the previous week to the Office of Child Welfare, Attendance, and School Climate by the following Wednesday each week.

Section 2

LCAP Federal Addendum: California Department of Education
Template: Updated for 2021-2022



Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Hanford Elementary School District

CDS Code:

16639176108815

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

DISTRICT & SCHOOL PLANNING:

Each year, district and school site leaders along with the PAC, DELAC, SSCs, develop and/or revise a series of goals that lead the way toward continuous improvement in each of the State's priority areas. These five goals are the foundation of the district's LCAP. These five goals are also the basis for all of the district's federally funded initiatives and priorities. State and federal funding sources work together, with federal funds from Titles I, II, III, and IV, supplementing the state funds, to achieve the district's 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.

RATIONALE/EVIDENCE

Under Goal 1, and funded with the LCFF, students are provided with materials, technology, activities, and courses of study that support and enrich their core instruction. Services that students receive through the LCAP include fully staffed libraries that are open every day; technology; instruction in art, music, and PE; academic study trips; an after-school program; and after-school athletic activities. Federal funds support/supplement by providing standards-aligned digital content for students, along with supplies, and materials.

Under Goal 2, students are provided with the academic instruction and support that will enable them to achieve at high levels. Services that students receive under Goal 2, funded with the LCFF, include the elimination of combination classes, a summer academic and enrichment program, and supports for ELs and foster youth. Through the LCFF, the district provides a curriculum director who ensures that core academic instruction is raising achievement and that struggling students, ELs, and foster youth receive additional support. The curriculum director develops integrated and designated ELD and ensures its implementation. Federal funds are used support student learning and achievement. Title III funds provide support that is specific to EL students. This includes after-school ELD, professional development specifically designed to increase the achievement of ELs, and a comprehensive program of education and support for the families of EL students. Federal funds also support the educational program at individual school sites through the School plans. Federal funds provide after-school instruction including enrichment and intervention, educational tutors, books, supplies, and materials.

Goal 3 supports students by ensuring that every student has a qualified, well-trained teacher. Funded with the LCFF, teachers are provided training and support that includes three full-days of PD. These PD days are the core training that all teachers receive and cover content, pedagogy, and addressing of students' social/emotional needs. Federal funds are used to supplement, extend, and individualize the core training that all teachers receive. Federally funded instructional coaches in ELA, mathematics, and technology provide ongoing support for the teaching staff. Teachers with preliminary credentials who are new to the profession participate in an induction program receiving additional training including one-on-one coaching and support for two years. The LCAP provides for the core of the induction program. Federal funds supplement induction by providing full-time, full-release induction coaches to work with new teachers.

Under Goal 4, and funded with the LCFF, every school has a licensed vocational nurse on staff. LVNs are supervised by a team of registered nurses. Licensed school counselors serve both elementary and junior high students. Student specialists at the elementary schools and vice principals at the junior high schools provide behavioral supports. Child welfare and support along with the Community School provide an additional layer of supports for students with behavioral challenges. The initiatives under Goal 4 are primarily supported with the LCFF. Small amounts of federal funds are used by individual school sites, documented in their School Plans for Student Achievement, to provide additional supports, rewards, and or activities designed to keep students connected and engaged with their school and to support their social and emotional wellbeing.

Under Goal 5 families are provided with a variety of information, training, and support. Families provide insight and input into the district's programs and services through the PAC, DELAC, and SSCs. Federal funds support parent communication by providing software and other tools that enhance communication.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The discussion below, organized around each of the district's five overarching goals, demonstrates the alignment of state and federal resources supporting each of the goals.

Goal 1: A continuing mandate from all of the district's stakeholder groups is that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. The district's stakeholders support a well-rounded education for all students that includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The LCAP provides the foundation of the district's broad educational program. Federal funds supplement.

LCAP:

Media Service Aides
Library Information System
Classroom Technology (SMART Boards)
Technicians to Support Technology
Art, Music, Physical Education Teachers
Study Trips
After School Program

TITLE I and TITLE I SWP

Supplies, materials, and enrichment activities for school sites, including virtual study trips, video conferences, science olympiad etc.

Goal 2:

The information below illustrates how resources from the LCAP and from federal programs work in together to support students, including students who are English learners, as they work toward making progress on the state adopted content and ELD standards. The federal funds (Title I and III) add supplemental layers of academic supports for students as they move toward proficiency.

LCAP:

Elimination of Combination Classes
Summer Session
Support for Foster Youth
Designated and Integrated ELD
Director of Curriculum (Focus on EL Students)
Learning Directors (Academic Support for Unduplicated Students)
Director, Assessment & Accountability (Support and Technical Assistance for School Sites)

TITLE I and TITLE I SWP:

Standards-aligned Digital Content
After School Interventions for Struggling Students
Support for Homeless Students
Supplies and Materials for School Sites
Books and eBooks
Educational Tutors (Paraprofessionals)

Title III:

Supplemental (After-hours) English Language Development Instruction
Books, Supplies, Materials
Support for Parents/families of EL students

Goal 3:

Having teachers that are appropriately credentialed is the minimum. In order to best serve students, including students who are English learners, teachers require ongoing training, and support. The leadership and stakeholders of HESD have made a significant commitment to ongoing teacher training.

LCAP

Three Professional Development Days for Teachers
Learning Directors (Professional Development/coaching at School Sites)
Induction Program (Support for Teachers New to the Profession) (Supplies, Materials, Secretarial)

Title I:
Instructional Coaches (ELA, Math, Technology)
Full-time Induction Coaches

Title II:
Teacher Overtime for Professional Development
Staff Developers from County Offices of Education
Substitutes for Teacher Release (Classroom Observations etc.)

Title III:
After-school ELD Instruction for EL Students
Professional Development Specifically for Supporting ELs, including:
Teacher Overtime for EL PD
Staff Developers from County Offices of Ed

Goal 4:
The actions and services under Goal 4 provide students with the supports and interventions that reduce the barriers to learning that many students from low income families, who are ELs, and/or foster youth experience.

LCAP:
LVNs & RNs (Student Health Support)
Social Worker (Social/emotional/behavioral Support)
Counselors (Social/emotional/behavioral Support)
Student Specialists/Vice Principals (Social/emotional/behavioral Support)
Learning Directors (Social/emotional/behavioral Support)
School Resource Officers (Social/emotional/behavioral Support)
Director of School Climate (Support and Technical Assistance to Schools)
Standards Aligned Materials (Textbooks)

Title I (and SWP)
Professional Development for Counselors and Student Specialists
Supplies, Materials, Student Rewards/activities at School Sites
Positive Behavioral Intervention and Supports (PBIS)

Goal 5:
The list below illustrates how the LCAP, along with federal programs supports the involvement of families in their children's education.

LCAP:
Parent Conferences
Report Cards
Electronic Communication
Band Performances/Concerts
Sporting Events
Parent Advisory Committee
Parent Liaison
Parent Education Center

Title I (and SWP)
Enhanced Technology for Parent Communication
School Site Parent Involvement Activities (e.g. Literacy Night, Math Night etc.)
Supplies Materials
School Site Council

Title III:
Parent Support and Education Specifically for Parents of EL Students
Parent Academies
Technology, Software (for Parent Use)
Spanish Library Books (for Parent Checkout)
District English Learner Advisory Committee

All state and federal resources are aligned, and work together to support the district's five goals, leading toward the development of students who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district will use eligibility for the National School Lunch Program (NSLP) as the poverty criteria.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. The LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers:

HESD conducts a series of four staff planning meetings yearly. At these meetings, the district's needs for staffing and hiring for the upcoming school year are discussed. Part of this planning process includes an analysis of teacher experience, the ratios of inexperienced, ineffective, and out-of-field teachers to low-income and minority students, and comparability. The district uses a suite of reports from CALPADS along with internal data that include enrollment projections and facilities availability to review staffing for the current school year and to make estimates for the next school year. During this process, using all of the information discussed above, along with the California Department of Education's Step Two-Gap Analysis tool, the district identifies potential disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Once the school year is underway, the Assistant Superintendent of Human Resources along with the district's credential analyst, conduct ongoing monitoring of the district's staffing.

2. How the LEA will address any disparities found during the identification process:

If potential disparities are found during the annual staff planning process, (i.e. for the upcoming school year) schools with potential disparities have priority in receiving the most experienced newly hired teachers. If it is necessary to staff schools with teachers are classified as "ineffective," the placement of these teachers will be prioritized to cause the least disparity between low income and minority students and all students. Once the school year is underway, the Assistant Superintendent of Human Resources along with the district's credential analyst, conduct ongoing monitoring of the district's staffing.

Teachers who are classified as "ineffective" receive ongoing support that includes training, in-class coaching, and assistance preparing for exams required to meet the state's credentialing requirements.

The district used the chart templates provided by the California Department of Education's Step Two-Gap Analysis web page to conduct the analysis below.

INEFFECTIVE/OUT-OF-FIELD/LOW INCOME & MINORITY

+ Are minority students taught at higher rates than other students by ineffective or out-of-field teachers?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 294 teachers in HESD with classroom rosters (238 elementary and 56 junior high). There are projected to be 22 ineffective teachers representing 7.5% of the district's teaching force. Six schools have percentages of ineffective/out-of-field teachers that are higher than the 7.5% overall. These are Jefferson, King, Lincoln, Richmond, Roosevelt, and Washington. Lincoln, Richmond, and Roosevelt have percentages of minority students above the district's overall rate of 86% indicating some disparity. There are projected to be 4 out-of-field teachers representing 1.39% of the district's teaching force. The percentage of out-of-field teachers per school site ranges from 0% to 16%. These teachers are placed at schools with minority enrollment below the overall district rate indicating no significant disparity.

+ Are low-income students taught at higher rates than other students by ineffective or out-of-field teachers?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 294 teachers in HESD with classroom rosters (238 elementary and 56 junior high). There are projected to be 22 ineffective teachers representing 7.5% of the district's teaching force. Six schools have percentages of ineffective/out-of-field teachers that are higher than the 7.5% overall. These are Jefferson, King, Lincoln, Richmond, Roosevelt, and Washington. School sites King, Lincoln, Richmond, Roosevelt, and Washington have percentages of low-income students above the district's overall rate of 77% indicating some disparity. There are projected to be 4 out-of-field teachers representing 1.39% of the district's teaching force. The percentage of out-of-field teachers per school site ranges from 0% to 16%. These teachers are placed at schools with low-income enrollment below the overall district rate indicating no significant disparity.

INEXPERIENCED TEACHERS & LOW-INCOME/MINORITY STUDENTS

+ Are minority students taught at higher rates than other students by inexperienced teachers?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 294 teachers in HESD with classroom rosters (238 elementary and 56 junior high). There are projected to be 33 inexperienced teachers representing 11.5% of the district's teaching force. Nine schools have percentages of inexperienced teachers that are above the district's overall percentage of 11%. Four of the nine schools have percentages of minority students above the district's overall percentage of 86%. These are King, Lincoln, Richmond, Roosevelt, and Washington. This indicates some disparity.

+ Are low-income students taught at higher rates than other students by inexperienced teachers?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 294 teachers in HESD with classroom rosters (238 elementary and 56 junior high). There are projected to be 33 inexperienced teachers representing 11% of the district's teaching force. Lincoln school has 13% inexperienced teachers and is a school with one of the highest percentages of low-income students. This indicates some disparity.

STAKEHOLDER ENGAGEMENT

Information from the California Department of Education's Equity Data Collection and Analysis Tools, the California School Dashboard's Local Indicators, and the School Accountability Report Cards, are shared and discussed with the district's stakeholder groups during the development of the LCAP each year.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

CSI PLAN

The District has one school in CSI.

School Site Council (SSC)

The school maintains a school site council for schools in CSI. The SSC is comprised of parents, teachers, and school staff. Parents make up 50% of the SSC with parents of EL students representing at least the same percentage on the committee as the percentage of EL students enrolled at the school. The school holds four school site council meetings each year in October, December, February, and May. During these meetings, student achievement is reviewed, the school's/students' needs are assessed, and based on this analysis the school plan, which includes the CSI plan, is developed. The school plan (with the CSD plan) is approved by the school site council each year in May (for the upcoming school year), and again the following February as an update. The Hanford Elementary School District Board of Trustees approves the school plan (including the CSI plan) after the school site council has given their approval.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district maintains a DELAC & a PAC. The DELAC advises the board on conducting a district-wide needs assessment on a school by school basis, advises the board on the district's plan for educational programs & services for ELs, takes into consideration the school plan; advises the board on the annual needs assessment. The PAC engages parents in the LCAP review & planning process, to elicit their input into the district's LCAP, provide them the opportunity to voice priorities for their students. The PAC reviews data showing the district's performance in relation to the Dashboard & local metrics & the LCAP throughout the school year. The district conducts an annual survey of all parents. The parent family engagement policy is reviewed at each school site's annual Title I Meeting & parents are provided opportunity for input. The policy is reviewed again by each SSC at the 1st meeting. SSC members provide input & make recommendations on the policy. Revisions are made if requested. At the 2nd SSC meeting, each SSC votes to recommend that the district's board approve the policy. The DELAC reviews, provides input, makes a recommendation for approval to the board. A hard copy of the parent and family engagement policy is distributed to all parents & posted on the district web page. HESD schedules 2 days for parent/teacher conferences, parents receive information on understanding standards, State and local assessments, how to monitor their child's progress, how to work with their child's teacher to improve achievement, how to work with their child at home to improve achievement. Parent conference attendance is 98%. Parents can request & receive a conference with their child's teacher at any time. Each student receives a detailed Report to Parents 3 times each school year. Individual school sites conduct a variety of activities each year, focused on the various content areas, that are designed to assist & educate parents on how to work with their children to improve achievement. Individual school sites conduct a variety of activities each year, focused on the various content areas, including literacy training & using technology (including education about the harms of copyright piracy), that are designed to assist & educate parents on how to work with their children to improve achievement. The district provides monitoring and technical support. HESD distributes a document titled: Report Card Parent Resource, provides detailed information, that describes the challenging state standards and explains what students should know & be able to do to master these standards. Teachers, admin, and support staff receive PD sessions & mentoring that provide specific training in the technical aspects of parent communication. Examples: how to prepare for parent conferences, what information to discuss at parent conferences, how to complete the HESD Report to Parents. PD also covers working with parents as equal partners & building ties between parents & the school. The district provides & coordinates with other state & federal programs (to include Title III, LCFF, ASES) a variety of parent involvement activities to support children and families. The district provides Parent Academies (funded with Title III) designed specifically to educate the parents of EL students in supporting their children in school. The district operates a Parent Outreach Center on the campus of Martin Luther King Elem. Sch. All documents & information related to school & parent programs, meetings, other activities are sent to the parents of participating children English & Spanish. Parents have multiple opportunities to provide input into activities & support for students and families. Parent representatives provide input into activities and supports through SSC, DELAC & PAC. Obtaining feedback on parent involvement/education activities is addressed on the agenda of each SSC at the first meeting. The district sets aside, as required, 1% of Title I Part A funds for parent involvement activities. The District Director of Program Development monitors school sites in the implementation of parent involvement activities, provides technical assistance. Documents & information related to school and parent programs, meetings, other activities are sent in English & Spanish. The district provides opportunities for informed participation by providing reasonable accommodations which include sign-language interpreters at all public meetings, having public facilities ADA compliant, providing additional mobility/accessibility support & assistance to family members with special needs. The district, in partnership with the Migrant Education Program Region VIII, maintains a Migrant Parent Advisory Council, provides parent/teacher training series & conferences, additional conferences upon request at any time, before and after families return from extended absences.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The district operates 11 SCHOOLWIDE PROGRAM schools. Based on results of comprehensive needs assessments, these schools provide opportunities for all students, including providing professional development for teachers and school staff to improve instruction and the use of data from academic assessments and by supplementing the core curriculum with supplies, materials, and digital content. The schoolwide program provides for the identification of students who are at risk of not meeting the challenging state academic standards by providing assessments and structured, dedicated time for teachers and school leaders to analyze these assessments. The schoolwide program uses strategies that strengthen the academic program and increase learning time by providing after-school instruction for students at risk of not meeting the challenging state academic standards. The schoolwide program provides for parent involvement, input, and engagement through school site councils and educational activities for parents.

The district operates one TARGETED ASSISTANCE PROGRAM at the Hanford Community Day School(CDS). The Targeted assistance program provides an instructional program that:

- * can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school. (Specialized instructional materials and teacher training)
- * includes progress monitoring system that allows comparison of CDS students' achievement to students across the district. (District and state assessments--time for analysis)
- *incorporates a broad educational program that includes ELA, math, science and history/SS along with instruction in art, music, and physical education. (Instruction from the district's art, music, and PE teachers)
- * provides professional development for teachers that includes collaboration and instructional coaching. (Specialized PD and services from district instructional coaches)
- * strengthens the relationships between CDS students and adults in the school. (counselors, psychologists, special activities and programs)
- * builds the relationships between the families of CDS students and the school. (principals, teachers, counselors, psychologists, special activities and programs)
- * builds CDS students' relationships with one another. (counselors, psychologists, special activities and programs)
- * provides students with the skills that will enable them to foster and support these relationships. (counselors, psychologists, special activities and programs)
- * provides ongoing support to students as they transition back to their home school. (Specialized instructional materials and teacher training ongoing monitoring and support)
- * provides families with education and support. (principals, teachers, counselors, psychologists, special activities and programs)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district operates one TARGETED ASSISTANCE school. This school is a Community Day School (CDS). CDS serves expelled students, students referred by a School Attendance Review Board or probation, and/or high-risk youth referred through a district-level process (which includes teachers, school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel) who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting. Students attending CDS are, by definition, those who are most at risk of not meeting the challenging state academic standards. Therefore, all students attending CDS are identified as eligible for Title I services.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enrollment and Attendance:

The Director of School Climate, Child Welfare, and Attendance (funded with the LCFF) is the district's homeless coordinator/liason. The director oversees the identification, registration, placement, and transportation of homeless students. The director provides monitoring and technical assistance to school sites to ensure that homeless students are attending school each day, have transportation to school, and (using Title I funds) receive any other material supports that may be needed. The director monitors attendance of homeless students at the district level.

Success:

Learning Directors (funded with the LCFF) are the school site homeless coordinators at each site. Learning directors coordinate services that homeless students may require to ensure their success in school. Learning Directors coordinate services provided through the LCAP including nursing, counseling, attendance support, and social work. Learning Directors also coordinate services provided with Title I including supplies and materials and after school tutoring. The district has a school social worker (funded with LCFF). The social worker provides direct services to homeless students that are specifically designed to identify and reduce/eliminate the barriers to attendance and achievement that effect homeless students.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students in elementary school are provided with a variety of activities and supports as they prepare to transition to the junior high school. These include visits to the junior high school sites, parent notices and information, parent/student tours.

The district works with the local high school district in transitioning students to high school including placing students in the appropriate classes. The district works with the high school district to facilitate the transfer of records, and test scores. Each junior high school has a credentialed school counselor who assists students in planning their education path forward.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not operate a gifted and talented program.

The district has school libraries at each school that are staffed and open each day (detailed in the LCAP). The district maintains a library information system that provides research resources and eBooks for students. Library collections include books, periodicals, and eBooks (detailed in the LCAP). School library collections, including books and eBooks are supplemented using Title I funds. District and school site leadership meet regularly with media service aides to assess the needs of school libraries. Library media service aides provide students with information on the district's digital resources and the development of digital literacy skills.

The district will use/allocate Title I funds to meet the purposes of this part [1112(b)(13)(A-B)] as follows.

A professional development team consisting of a curriculum specialist in English language arts and a curriculum specialist in math along with five instructional coaches provide high quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development digital literacy skills to improve academic achievement.

The professional development team provides district-wide, school-wide, and grade level professional development sessions for teachers and administrators as well as in-class coaching for teachers and small groups of teachers. The professional development works with schools, grade-levels, and individual teachers in the development of assessments and interpretation of assessment results. The professional development team works with grade levels and individual teachers in developing and delivering instruction based on analysis of assessment results.

Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data.

The district operates a CTC accredited new teacher induction program with two full-time, full-release induction coaches and a CASC program for new administrators. New teachers receive induction support for two years and clear their credentials through the induction program. New administrators receive a Clear Administrative Services Credential.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not receive Title I Part D.

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

PG3: The district's systems promote professional growth and ensure improvement by providing teachers, principals, and other school leaders with professional learning that is directly linked to the needs of students and to the professional learning goals of educators. Professional learning is designed around student needs that are identified from analysis of student achievement data, from school leadership classroom observations, and from direct teacher input. The professional learning is focused on both content and pedagogy. The district's PD team of curriculum specialists and instructional coaches are experts in their content areas, specializing in ELA, ELD, math, science, or technology. The team are also master teachers with extensive knowledge of pedagogy. The PD team provides intensive, ongoing training by working with schools or grade levels in six-week training and coaching cycles that are focused on identified student learning gaps or teaching staff professional learning goals. During these cycles, coaches work with teachers after school collaborating with them on data analysis and supporting them in their content knowledge and lesson planning. During the school day, coaches work with teachers or groups of teachers, embedding training within the classroom work. This system ensures that professional growth goals are being met because student outcomes, which are measured, provide the basis for professional development foci. This system provides collaboration and delivers shared accountability because teachers and coaches work together, analyzing student work and achievement and developing and refining classroom instruction as part of the process. Principals and Learning Directors are provided opportunity for professional growth at the monthly Instructional Cabinet. During cabinet, site principals and LDs conduct analysis of student achievement data including CA School Dashboard, the CAASPP, the CAASPP IABs, benchmarks, district common assignments and performance tasks, curriculum embedded formative assessments and student work samples. Data is disaggregated by race, gender, EL status, special needs, foster/homeless, and economic status. The PD team guides and supports principals in their analysis of this data, building their capacity to plan and implement actions based on this analysis. Time is also set aside each month to engage in study of instructional practices and problems that apply directly to the areas of need at their campuses. These inquiries usually incorporate a study of current professional texts. Some examples of topics include formative classroom walk-throughs, the formative assessment process, and guided reading.

MEASURING GROWTH AND IMPROVEMENT: Because professional learning goals are based upon identified student needs or learning gaps, students' growth is measured before/after coaching cycles. Formative and summative assessment tools are used (listed above). Because professional development is also based on teachers professional learning goals, teachers provide input and feedback through surveys and direct feedback to the PD team. The district's new teacher and CASC induction programs employ extensive analysis from surveys of participants, school, and district leadership as part of the accreditation process.

PG4: The district operates an accredited new teacher induction program. From the beginning of their careers, and for their first two-years of their practice, teachers are provided with professional learning and embedded classroom support from full-time induction coaches. The district's professional development team provides continuing support for teachers throughout their careers (as discussed above). As teachers develop in their profession and become school leaders, they are supported with the district's accredited Clear Administrative Service Credential Induction Program. This program provides developing leaders with intensive, ongoing, job embedded professional growth and support.

PG5: The district conducts regular reviews that use data including student achievement and school climate data; feedback from participants including surveys and direct contact; observations from principals, school site leaders, and the district's professional development team; as well as input from stakeholder groups. Data from these reviews are used to identify areas of strength and areas of need in all components of the professional learning system including content, pedagogy, equity, design and structure, and shared accountability. Based on analysis of these data, real-time adjustments are made to the focus, content, structure, of professional learning to address identified areas of need. The district's team of instructional coaches are exceptionally well-suited to make such adjustments, as they work directly with teachers, conducting and analyzing formative assessment data and listening to the concerns/needs/learning goals of teachers as part of the job-embedded coaching cycles discussed above.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title II Part A funds are used to provide professional development to teachers, administrators, and other school staff as centralized services. Professional development services are directed to school sites, individual, or groups of staff members based on a comprehensive needs analysis that includes analysis of student achievement data (including the achievement of student subgroups and students counted under Section 1124(c)), surveys from teachers, input from school site administrators, and/or the implementation of district led initiatives.

The PD team works closely with district and school site leadership, including our CSI school, to make data-driven decisions regarding the foci of professional development including, but not limited to specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (e.g. mathematics or RSP), school administration, or other school staff (e.g. paraprofessionals, school counselors, media service aides etc.).

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

DOC1: Note that the district uses Title II funding only for professional learning activities.

The district conducts regular reviews of its Title II program using data discussed in DOC3 below. Data from these reviews are used to identify areas of strength and areas of need in all components of the professional learning system. Based on this information, the foci of professional learning including content, pedagogy, equity, design, structure, and shared accountability are developed, and if the data indicate, refined or updated.

DOC2: The district receives direct input from stakeholder groups, all of which provide input on the district's professional learning needs, including a curriculum committee made up of a majority of teachers, a Parent Advisory Committee, a DELAC, SSCs and ELACs, an induction advisory committee, and a student focus group. Input from these groups is collected, reviewed, reported to the board of trustees, and incorporated into the district's goals, actions, and services, which are continually reviewed, refined, and updated and improved.

DOC3: The district collects, monitors, and analyzes multiple sources of data to continuously improve its programs, including Title II programs. Data from the CA School Dashboard, disaggregated data from the CAASPP, CAASPP Interim Assessment Blocks, District common assessments, performance tasks, skills based tests for young students who are not yet reading/writing are analyzed, as are school climate data from the CA School Dashboard, internal, real-time data on absenteeism, suspension, discipline incidents, and attendance. Data is monitored at a minimum, monthly. Teachers are surveyed regularly regarding their professional learning needs and goals. Teachers evaluate all district professional learning activities. Parents and students are surveyed on topics that are pertinent to the district's Title II programs annually.

DOC4:TEACHERS: Frequent surveys of professional development needs, evaluations of all professional development activities, curriculum committee (teachers are majority) meets monthly for direct input on PD needs. Induction participants provide input into the induction programs through surveys. Teachers are provided with weekly minimum day for PLCs. During collaboration, teachers analyze achievement data, plan instruction, and identify professional learning needs. Students participate in an annual survey that produces data pertinent to Title II programs.

PRINCIPALS/LEADERS: Provide direct input at monthly Instructional Cabinet meetings conducting analysis of data and providing input on professional learning needs. Input is used to refine and/or update the current programs for continuous improvement.

SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL: Special ed. teachers and aides, led by their director, meet 4 times/year. Input on professional learning needs is provided at these meetings.

PARENTS: The district receives direct input, from the unique vantage point of parents, on the district's professional development needs and activities. The district's parent committees provide input on the district state and federal programs including Title II. Input from these groups is collected, reviewed, reported to the board of trustees, and incorporated into the district's goals, actions, and services, which include Title II programs.

ORGANIZATIONS WITH EXPERTISE: The Induction Advisory committee, comprised of district leadership, teachers, induction coaches, and partners from institutions of higher learning, analyze data from surveys and provide input on the district's induction programs.

DOC5: Instructional Cabinet and curriculum committee meet monthly. DELAC and meet PAC, 4 times per year plus two training sessions. School site councils/ELAC meet 4 times per year. Induction Advisory Committee meets 3 times per year. Teachers collaborate weekly. Student focus group meets annually.

DOC6:The districts LCAP, Title I and Title I Schoolwide programs, Title II and Title III programs all work together to address professional learning needs, supporting and delivering professional learning in the district. The LCAP provides professional training in the district's core programs, including training on district's instructional materials in ELA, math, science, social science/history as well as the district's designated ELD programs. Title I (as centralized services) and II provide for professional learning opportunities based on districtwide professional learning needs that have been identified through analysis of data and input from stakeholder groups. Title I Schoolwide Program provides opportunities for schools to address professional learning needs that are specific to the individual site, based on analysis of data and input from SSCs and ELACs. Title III provides opportunities to address professional learning needs that are specific to the language development and achievement of English learners and that supplement the programs/services discussed above.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides professional development to teachers, school site leadership, and other school personnel that is specific to the academic achievement and to the English language development of students who are English learners. The district's team of curriculum directors, curriculum specialists, and instructional coaches provide teachers with research-based professional development designed to increase the English language development and the academic achievement of EL students.

All teachers and school site administrators are trained in the district's evidence-based designated ELD program. This training is of sufficient duration and intensity to have a positive and lasting impact on the teachers' performance in the classroom. All teachers and administrators receive an initial, in-depth multi-day, training in the district's designated ELD program. Teachers and administrators receive ongoing/follow-up training each year. This training builds upon their existing knowledge and skill. All teachers and administrators who are new to the district receive initial training in the designated ELD program before school begins each year, and ongoing/follow-up training thereafter. The district's ELA curriculum director, curriculum specialist, and ELA instructional coach are certified staff developers in the district's designated ELD program.

All teachers and administrators receive professional development that is specific to integrated ELD. The district's research-based integrated ELD training, called English Learners Instructional Tools for Empowerment (ELITE), is closely aligned with California's 2012 ELD standards. This training, which demonstrates a significant investment, is of sufficient duration and intensity to have a positive and lasting impact on the teachers' performance in the classroom and is delivered across the entire school year.

The district's series of supplemental ELITE modules are designed to improve the instruction and assessment of English learners. The supplemental training provides teachers and administrators with an in-depth understanding of the ELD standards and the proficiency levels, which provide the basis for formative assessment of English learners. The training provides an understanding of the relationship between the ELD standards and the ELA standards, and in so doing, builds upon the ability of teachers and principals to understand and implement the districts curricula at each grade level with ongoing and effective supports for English learners across all subject areas. The training provides examples of specific instructional strategies that can be used in the classroom to support EL students in each content area. Moreover, this training provides teachers with level of understanding of language structures and their relationship to the grade level content that will allow them to develop their own effective strategies to provide scaffolds, set content goals and language objectives, and to eliminate barriers to achievement for EL students. In addition to the district's designated and integrated ELD professional development, and based on the needs assessment and input from teachers and principals, additional staff developers from the Kings or Tulare County Offices of Education may be utilized to provide high-quality, research-based professional development on topics where they have a particular level expertise to address a specific need that has been identified.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A HESD does not participate in the Title III Immigrant program.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The foundation of the district's support for English learners are its core integrated and designated ELD programs. ELD instruction and EL support in academic content areas are provided to all EL students. A Director of Curriculum, whose focus is English Learners, working at the district level and funded with LCFF, provides leadership and monitoring of the district's core and supplemental programs for EL students. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III. Learning directors, funded with LCFF, implement and monitor core and supplemental ELD programs at each school site. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites and implement PD that is targeted to individual school sites' needs.

Designated

EL students are provided with consistent, effective, designated ELD that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is targeted to students' English proficiency levels. Each school implements a 30-minute block of time each day for ELD. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' levels are appropriately and promptly identified. District level leadership team provides school sites with PD & technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team monitors the implementation of deployment for supplemental ELD instruction.

Integrated

EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap. All content area instruction includes the intentional use of scaffolds to remove barriers to learning for English learners.

Integrated ELD:

- Includes intentional supports and scaffolds that happen by design
- Is planned in advance as part of the lesson to eliminate barriers to learning
- Often includes a preview or pre-teach to build background knowledge for the topic
- May include small group
- Provides connections to what students already know
- Often includes hands on activity and discussion (with language supports as needed)
- May include the use of charts and graphic organizers

Title III Activities: After-Hours ELD English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction by credentialed teachers. The Director of Curriculum monitors attendance and progress and provides technical assistance to school sites in implementation.

Title III Activities: Parent Support, Training, and Resources The district has developed and implemented a series of parent academies improve parents' knowledge of the content students are learning, to provide them with strategies to help students in the content areas, to provide strategies to help students become proficient in English, and to improve attendance. The district operates an EL parent resource center to provide EL parents with access to technology, books, materials, supplies, and support in working with their students.

English Learner Parent and Community Participation Parents of EL students receive information about the types of ELD instruction, services, and interventions their students are receiving along with information about how they can provide support at home that is aligned with the services and interventions that their students receive. The district provides written notifications for parents of EL students that explain the services/instruction students receive, and that contain strategies/activities for parents to support students. The district provides electronic resources including web sites/electronic communication to provide parents of ELs with information, strategies, activities that are aligned with ELD instruction at school to support students at home. The DELAC meets regularly in accordance with applicable regulations and governing board policies. The district continues to provide all required notifications to parents meeting the required timelines in English and Spanish. The District reviews the required notifications along with templates provided by the CDE and makes revisions as needed, especially revisions that clarify language making documents easier for parents to understand.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A Director of Curriculum (whose focus is English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the implementation and effectiveness of district's core integrated and designated ELD programs as well as the district's supplemental programs for EL students. The Director of Program Development, Assessment, and Accountability also provides monitoring of the implementation and effectiveness of programs for EL students. The two directors provide technical assistance to school sites in the implementation of instructional programs, analysis of achievement data, and assessment of needs for professional development. The two directors, along with the Assistant Superintendent of Curriculum and Instruction monitor the instructional programs for EL along with their achievement and make programmatic changes based on this analysis.

Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations. Once each trimester teachers will upload documentation of each EL student's progress to a secure master database. School site leadership will access the master database to monitor the progress of EL students. The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years. Data, including local scoring of ELPAC, information from the master EI database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL. Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs. The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

4106(c)(1)

The district's Parent Advisory Committee, DELAC, SSCs, ELACs, curriculum committee (majority of teachers), Special Ed Collaboration (specialized instructional support personnel), Instructional Cabinet (principals and other school leaders), induction advisory committee (which includes university partners with relevant and demonstrated expertise), and student focus group all provide input into the district's needs assessment and plans, which address (A) access to, and opportunities for, a well-rounded education for all students; (B) school conditions for student learning in order to create a healthy and safe school environment; and (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. Input from these groups is collected, analyzed, reported to the board of trustees, and incorporated into the district's goals, actions, and services, which are continually reviewed, refined, updated and improved.

4106(d)

A continuing mandate from all stakeholder groups, coupled with analysis of the data points discussed above, is that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education along with opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Because we have a large number of students from low income families, and students from low income families sometimes lack the resources to experience the types of enrichment activities that have been shown to increase academic achievement, there is a need to provide students with an educational program that includes these activities and areas of study. Because students from low income families don't always have access to the technology that is essential in developing skills needed for success in college and in today's workplaces, there is a need to provide students with technology to be used in their classrooms each day along with instruction in its use. Although the district's suspension rate continues to fall, the number of students who are suspended each year remains high. There is a need to reduce the number of students who are suspended. Although the district met its targets for attendance and chronic absenteeism, there continue to be subgroups of students who are chronically absent. There is a continuing need to reduce or eliminate the barriers that keep students from attending school every day.

4107 The district implements a Curriculum Specialist in the area of math and science and an instructional coach in the area of technology. These specialized personnel work in classrooms, along-side of teachers, with students, developing and implementing lessons, strategies, and activities that support access to a well-rounded education, specifically providing hands-on learning and exposure to science, technology, engineering, and mathematics. The district conducts STEM activities that involve the community and include community based organizations such as the US Forest Service, National Weather Service Hanford, National Park Service etc. that are designed to enhance the students' understanding of the STEM subjects.

4108

The district's schools implement a system of schoolwide positive behavioral interventions and supports to improve academic outcomes and school conditions for student learning. This system includes a strong professional development/training component. The district, and each school site, have designated a resource coordinator who ensures that students who need services from the team of student specialists, nurses, counselors, psychologists, and/or social worker receive them. The district implements a social worker who works with students, their families, and community organizations. An essential part of the social worker's mandate is to establish partnerships between the community, schools, and families that provide for students' material, social/emotional, and academic needs.

4109

Students are provided with a suite of digital resources, aligned with the academic content standards in ELA, math, science, and history/social science. These supplemental resources, along with classroom instruction and professional development (see 4107 above) provide students with the means to improve their academic achievement, academic growth, and digital literacy.

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District Goal #1

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

(Note: Goal #1 is addressed and funded through the Local Control Accountability Plan. Federal funds are not used to support Goal 1.)

District Goal #2

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

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.1 Monitor schools and provide technical assistance in the continued implementation of the district's Title I program.	All students in all grade levels will have instruction that is aligned with the Common Core Standards. This instruction is supported/supplemented with the Title I program All schools will continue to fully implement CCS aligned ELA and mathematics instruction that uses the state adopted text and follows the district pacing calendars. All schools' schedules allocate the appropriate daily instructional time in the SBE adopted core materials.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Director; Principals; Learning Directors	Site and district administrator focused walks, analysis of local student achievement data	Director, Program Development, Assessment Accountability	1000-1999 Certificated Personnel Salaries	Title I	284,541
				Clerical Admin. Support	Classified Personnel Salaries	Title I	103,345
				Office Equipment	4000-4999 Books/Supplies	Title I	
				Office Supplies	4000-4999 Books/Supplies	Title I	5,000
				Copier Maintenance	500-5999 Services/Other Operating Expenditures	Title I	1,000

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.2 Monitor schools and provide technical assistance in the continued identification of students who may be at risk for academic failure.	<p>The district leadership team will conduct meetings with school sites to analyze student achievement data from both state and internal assessments. Using this analysis, the district leadership team will provide school site leaders with technical assistance in identifying individual students who may be at risk for academic failure.</p> <p>The district's instructional cabinet will continue to provide school site leadership teams with professional development on using formative assessments to guide instruction and intervention. Individual school sites, through their individual site plans, will deliver intervention and support to identified students. The delivery of intervention will be monitored by the district leadership team.</p>	<p>District Leadership Team: Assistant Superintendent, Curriculum & Instruction; Director of Curriculum EL; the Director of Assessment & Accountability</p> <p>School Site Principals & Learning Directors</p>	California School Dashboard Academic Indicator (ELA, math)	Director, Program Development, Assessment Accountability See 2.1			
				Director of Curriculum EL See 2.7			
				Site Learning Directors See 2.7			
				School City Student Assessment Data Management System See 2.11			

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.3 Revise the district's pacing calendars in ELA and mathematics	<p>The district's pacing calendars in ELA and math will be revised and aligned to both the Common Core Standards and the districts core instructional materials.</p> <p>Areas of instructional pacing that require additional focus, greater amounts of time, and/or additional resources are identified and incorporated into the current year's pacing calendars.</p> <p>Pacing calendars are aligned with input from teacher groups.</p>	Assistant Superintendent of Curriculum and Instruction; Curriculum Director/Specialists	Instruction at all grade levels follows the pacing calendar as evidenced by student achievement on pacing calendar aligned local assessments.	<p>Director of Curriculum EL See 2.7</p> <p>Site Learning Directors See 2.7</p>			
2.4 Provide support for homeless students.	<p>Enrollment and Attendance: The Director of School Climate, Child Welfare, and Attendance (funded with the LCFF) is the district's homeless coordinator/liaison. The director oversees the identification, registration, placement, and transportation of homeless students. The director provides monitoring and technical assistance to school sites to ensure that homeless students may attend their school of origin, are attending school each day, have transportation to school, and (using Title I funds) receive any other material supports that may be needed. The director monitors attendance of homeless students at the district level.</p>	<p>Director of Program Development, Assessment & Accountability; Director of School Climate, Student Welfare, and Attendance Social Worker</p> <p>(Note: Director of School Climate, Child Welfare & Attendance is the District Homeless Liaison. Learning Directors are school site liaisons.)</p>	Enrollment and financial records Attendance/Chronic Absenteeism for Homeless Students	Supplies, Materials, Transportation for Homeless Students	4000-4999 Books and Supplies	Title I	20,000
				Director of School Climate, Student Welfare, and Attendance (District Homeless Liaison)	1000-1999 Certificated Personnel Salaries	LCFF	192,344
				Site Learning Directors See 2.7 (School Homeless Liaisons)		LCFF	
				School Social Worker	1000-1999 Certificated Personnel Salaries	LCFF	143,907

	<p>Success: Learning Directors (funded with the LCFF) are the school site homeless coordinators at each site. Learning directors coordinate services that homeless students may require to ensure their success in school. Learning Directors coordinate services provided through the LCAP including nursing, counseling, attendance support, and social work. Learning Directors also coordinate services provided with Title I including supplies and materials and after school tutoring.</p> <p>A school social worker (funded with LCFF) provides direct support to homeless students along with referrals and assistance connecting with outside agencies.</p>			<p>Expenditures from LCAP included here to show how components of core program support homeless students. Title I supplements.</p>		
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.5 Monitor and support schools in the implementation of the ESSA	Provide monitoring and technical assistance to schools with the implementation of the ESSA	Director of Program Development, Assessment & Accountability	Records from technical assistance meetings with school site leaders	Prog. Monitoring Materials	4000-4999 Books and Supplies	Title I	
				Training for Program Monitoring (CDE etc.)	5000-5999 Services/Other Operating Expenditures	Title I	2,103
				Mileage for Training	5700-5799 Transfers of Direct Costs	Title I	1,000
2.6 Monitor and provide support to schools in the implementation of supplemental technological resources.	Supplement the school's board approved instructional materials in ELA, math, science, and history/social science with a suite of digital/online tools and subscriptions that are aligned with the State standards, are accessible at school and home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress. Supplemental digital content through centralized services includes: IVS Computer Technology (SMART Notebook) Lexia Learning Kahn Academy Flocabulary Discover Education Learning A-Z Seesaw Learning Adobe Creative Cloud for Students (SHI) Zoom BrainPop School City (Illuminate)	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Director; Principals; Learning Directors; Chief Technology Officer	Site and district administrator focused walks, analysis of local student achievement data, financial records	Standards Aligned Digital Content (e.g. Discovery Education, Flocabulary, SmartNotebook)	5800 Professional Consulting Services	Title I	334,381

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
<p>2.7 Integrated ELD Core Program ELD/EL Support</p> <p>The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state- adopted content standards in ELA, mathematics, science, and history social science.</p> <p>EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap.</p> <p>Integrated ELD: Includes intentional supports and scaffolds</p>	<p>Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated ELD.</p>	<p>Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Director; Principals; Learning Directors</p>	<p>District Instructional Cabinet focus walks, school site focus walks, CA School Dashboard EL Indicator</p>	<p>Director of Curriculum (EL)</p>	1000-1999 Certificated Personnel Salaries	LCFF	192,212
	<p>ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics.</p>			<p>10 Learning Directors</p>	1000-1999 Certificated Personnel Salaries	LCFF	1,771,338
	<p>A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III.</p> <p>A learning director at each school site, funded with</p>			<p>Expenditures from LCAP included here to show components of core programs for EL students.</p>			

<p>that happen by design</p> <p>Is planned as part of the lesson to eliminate barriers to learning</p> <p>Often includes a preview or pre-teach to build background knowledge for the topic</p> <p>May include small group</p> <p>Provides connections to what students already know</p> <p>Often includes hands on activity and discussion (with language supports as needed)</p> <p>May include the use of charts and graphic organizers</p>	<p>LCFF, provides leadership and monitoring of ELD instruction at the school site level.</p> <p>Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions.</p> <p>Learning directors monitor the implementation of interventions at their sites.</p> <p>Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.</p>						
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
<p>2.8 Designated ELD Core Program</p> <p>EL students are provided with consistent, effective, research- based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Students will receive ELD instruction at their English language development level during the ELD instructional block. Each school will implement a 30-minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' ELD level will be appropriately and promptly identified. District level leadership team will provide school sites with professional development/technical</p>	<p>Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program.</p> <p>Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction. The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.</p> <p>Identify Students' ELD Level: Students' ELD level will be appropriately and promptly identified. All school sites will locally score the CELDT annually.</p> <p>EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the CELDT, and district formative assessments to plan deployments to ensure that ELDs are instructed at their ELD level.</p> <p>EL Deployment LEA: District level leadership</p>	<p>Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Director; Principals; Learning Directors</p>	<p>District Instructional Cabinet focus walks, school site focus walks, CA School Dashboard EL Indicator</p>	<p>Director of Curriculum (EL)</p> <p>10 Learning Directors See 2.7 Above</p>			

<p>assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p>	<p>team will provide school sites with professional development/technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.</p> <p>Monitor ELD Deployment: The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p>						
<p>2.9 Supplemental ELD</p> <p>English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction. These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the</p>	<p>After-School ELD: Deliver supplemental, after- hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.</p> <p>EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.</p> <p>Recruit Teachers:</p>	<p>Curriculum Director; Principals; Learning Directors</p>	<p>Rosters Teacher time Cards CA School Dashboard EL Indicator</p>	<p>Teacher Overcontract for Supplemental After-Hours ELD</p> <p>Printing for Supplemental ELD (District Print Shop)</p> <p>Scholastic Books to Students for After-School Instruction</p> <p>Supplies Materials for After-School Instruction</p> <p>Digital Content for Students</p> <p>Teacher Resource Center (supplies, copies, etc.) to Support Supplemental</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5700-5799 Transfers of Direct Costs</p> <p>4000-4999 Books and Supplies</p> <p>4000-4999 Books and Supplies</p> <p>5800 Professional Consulting Services and Operating Expenditures</p> <p>5700-5799 Transfers of Direct Costs</p>	<p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p> <p>Title III</p>	<p>82,331</p> <p>1,000</p> <p>5,000</p> <p>90,197</p> <p>4,041</p> <p>1,000</p>

<p>school sites in implementing supplemental ELD.</p>	<p>Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)</p> <p>Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p>			<p>ELD</p>			
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.10 Trimester Monitoring of ELs (Core Program)	<p>Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on CELDT scores, results of district benchmark and formative assessments, student work samples, and teacher observations.</p> <p>Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database.</p> <p>School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.</p> <p>Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years.</p> <p>Data Analysis Data, including local scoring of CELDT, information from the master EL database, and district benchmark and formative assessments will</p>	Curriculum Director, Principals, Learning Directors	Once each trimester teachers will upload documentation of each EL student's progress to a master database.	<p>Director of Curriculum (EL)</p> <p>10 Learning Directors See 2.7 Above</p>			

	<p>be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p>						
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.11 Monitor and support schools in the use of the district's formative and summative assessment system.	<p>All teachers at all school sites implement all assessments specified in the HESD Assessment Calendar.</p> <p>The district will provide technical assistance to schools in using the student achievement data systems and analyzing student achievement data. Administrators and teachers will use the School City system to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.</p>	Assistant Superintendent of Curriculum and Instruction; Curriculum Director, Curriculum Specialist	Site and district administrator focused walks, analysis of student achievement data, teacher collaboration and lesson planning documents	School City Student Data Assessment Management System	See 2.6		
2.12 HESD will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs	<p>Implement a systematic procedure for receiving records regarding children, transferred with parental consent from a Head Start program. Preschool and Head Start programs are notified in March each year.</p> <p>Communicate with Head Start school staff and their counterparts. Parents of students in preschool or Head Start programs are notified in March. Parents of these students are provided with early kindergarten registration and opportunities for</p>	<p>Director of Program Development, Assessment & Accountability</p> <p>Director of School Climate, Child Welfare and Attendance</p> <p>Principals</p>	Preschool Notification Letters	Postage and Printing	See 5.7		

	consultation with school personnel.						
Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.13 HESD will implement strategies to facilitate effective transitions for students from middle grades to high school.	HESD will facilitate transitions of students to Hanford High School through planning meetings, transfers of student records including assessment data.	Director of Program Development, Assessment & Accountability Director of School Climate, Child Welfare and Attendance Jr. High Principals	Meeting Records, Notices	Postage and Printing	See 5.1		
2.14 Indirect Costs	Indirect Costs			Indirect Costs	7000-7439 Indirect	Title I	121,763

District Goal #3

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

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
3.1 Professional Development Team and Instructional Coaching	<p>A professional development team consisting of a curriculum specialist in English language arts, a curriculum specialist in math, and five instructional coaches provide high quality, research/evidence-based professional development to teachers and administrators.</p> <p>Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data.</p> <p>Based on needs assessment, additional professional development will be provided by outside staff developers (e.g. Tulare County Office of Ed.). The PD team works closely with school site leadership to make data-driven decisions regarding the foci of</p>	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors		Curriculum Specialist (2)	1000-1999 Certificated Personnel Salaries	Title I	329,135
				Instructional Coaches (5)	1000-1999 Certificated Personnel Salaries	Title I	691,595
				Mileage for Coaches	5700-5799 Transfers of Direct Costs	Title I	20,000
				Note: The services above are Title I Centralized Services and included in individual school plans.			
				Instructional Supplies for PD	4000-4999 Books and Supplies	Title II Part A	24,236
				Staff Developers (e.g. Kings/Tulare County Office of Ed.) to support PD for teaching staff.	5800 Professional Consulting Services	Title II Part A	100,000

<p>professional development including, but not limited to specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (e.g. mathematics or RSP), or school administration.</p>				Mileage for PD (Teachers traveling to TCOE etc.)	5700-5799 Transfers of Direct Costs	Title II Part A	1,000
				Teacher Stipends/Overcontract for PD	1000-1999 Certificated Personnel Salaries	Title II Part A	25,000
				ASCD Activate	5000-5999 Other Services and Operating Expenditures	Title II Part A	13,500
				Books for PD	4000-4999 Books and Supplies	Title II Part A	9,075

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
3.2 New Teacher Induction Program	<p>The district will operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program.</p> <p>Beginning with the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.</p>	<p>Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors</p>	Clear Credentials	Director Curriculum: Induction/PD	1000-1999 Certificated Personnel Salaries	Title II Part A	180,219
				Induction Coaches (2)	1000-1999 Certificated Personnel Salaries	Title I	266,125
				Induction Fees	5800 Professional Consulting Services	Title II Part A	6,000
				Kings Co. Office of Ed for Intern Support	5800 Professional Consulting Services	Title II Part A	10,000
				Support for Teacher/Interns Test Prep (RICA, CSET etc.)	5800 Professional Consulting Services	Title II Part A	15,000
				Sinclair Research for Surveys and Program Analysis	5800 Professional Consulting Services	Title II Part A	10,900
3.3 Weekly Teacher Collaboration	<p>Provide weekly collaboration time for teachers.</p> <p>Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.</p>	<p>Director of Curriculum (EL), Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist</p>	Collaboration/lesson planning docs.				

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
3.4 Professional Development for Instructional Coaches	The professional development team will continually expand their knowledge of the Common Core Standards along with instructional strategies, techniques, and best practices related to the implementation of the standards	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Sign-ins for PD for Coaches	Staff Developers (e.g. Kings/Tulare County Office of Ed.) to support ongoing PD for Inst. Coaches	5800 Professional Consulting Services	Title II Part A	84,328
3.5 District Monitoring of School-Site Professional Development	The district will monitor professional development expenditures and activities at schools. School sites will utilize their instructional leadership teams, made up of the principal and learning director, to maintain focus on the school plan and to provide systematic professional development targeted at building teacher's capacity to provide standards aligned instruction and intervention that uses SBE approved materials.	Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist	This is evidenced by schools' monthly submission of PD records to the Assistant Superintendent of Curriculum and Instruction.			Core Pgm.	
3.6 Training and Support for Designated ELD	All teachers receive training in the district's designated ELD program. Newly hired teachers receive a full training in the district's designated ELD program that begins before the first day of school and includes follow-up training during the school year. Teachers continuing employment with the district (who received the full training program in a prior school year) receive ongoing training and support from their school site learning director and/or principal as well as	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Sign-ins for PD			Core Pgm.	

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
3.7 Supplemental Professional Development Specific to English Learners	High-Quality, Research/evidence-Based Professional Development Specific to ELD Instruction The district's team of curriculum directors, curriculum specialists, and instructional coaches will provide teachers with research-based professional development designed to increase the English language development and the academic achievement of EL students. Based on the needs assessment additional staff developers (e.g. Tulare County Office of Education) will provide high-quality, research- based professional development.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	PD Records/Sign-ins	Substitutes for Release Time PD	1000-1999 Certificated Personnel Salaries	Title III	2,000
				Staff Developers (e.g. Kings/Tulare County Office of Ed.)	5800 Professional Consulting Services	Title III	10,000
				Teacher Stipend/ Overcontract PD	1000-1999 Certificated Personnel Salaries	Title III	10,000
				Books for EL PD	4000-4999 Books and Supplies	Title III	500
				Travel /Conference PD	5000-5999: Services And Other Operating Expenditures	Title III	10,000
				Mileage PD	5700-5799 Transfers of Direct Costs	Title III	1,000
3.8 Provide equitable participation of nonprofit private school teachers and other educational personnel for St. Rose McCarthy private school, located within the boundaries of HESD	Provide professional development to teaching staff at McCarthy based on identified needs and regular consultation between the leadership at both of the private school and the Hanford Elementary School District Director of Program Development, Assessment and Accountability.	Director of Program Development, Assessment & Accountability	PD Records/Sign-ins Purchase Orders	Staff Developers Conference Registration	5800 Professional Consulting Services	Title II Part A	8,860
3.9 Indirect Costs	Indirect Costs			Indirect Costs	7000-7439 Other Outgo	Title II Part A	

District Goal #4

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

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
<p>Note: The district's Local Control Accountability Plan documents approximately \$6.5 million in services and programs for students that are designed to increase attendance, lower suspension rates, and support a positive, healthy school climate. The district's school climate initiatives are documented in the LCAP and funded with the LCFF.</p>							

District Goal #5

Communication between schools and home will be regular and meaningful.

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
5.1 Monitor School Site Parent Involvement Activities	Monitor parent school site outreach and parent involvement activities. School sites will conduct ongoing parent outreach and parent involvement activities and will utilize at least 1% of their Title I Part A allocation for this purpose.	Director of Program Development, Assessment & Accountability	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes	Printing	5700-5799 Transfers of Direct Costs	Title I	3,000
				Postage	5700-5799 Transfers of Direct Costs	Title I	3,000
5.2 Technological Systems for Parent Communication	The district will maintain the technological systems for parent communication. Parents, students, and community members will use technological tools and resources that provide access to information, promote safety, and facilitate communication with schools and the district.	Director of Program Development, Assessment & Accountability	Usage of communication systems.	Digital Subscription for Enhanced Parent/School/Teacher Communication	5000-5999: Services And Other Operating Expenditures	Title I	59,400
5.3 School Site Councils and English Learner Advisory Committees	Monitor and provide technical assistance to school sites in implementation of school site councils (SSC) and English language advisory committees (ELAC)	Director of Program Development, Assessment & Accountability	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes	School Plan Software	5800 Professional Consulting Services	Title I	3,500

<p>5.4 District Level Advisory Committees</p>	<p>The district maintains a DELAC & a PAC. The DELAC advises the board on conducting a district-wide needs assessment on a school by school basis, advises the board on the district's plan for educational programs & services for ELs , takes into consideration the school plan; advises the board on the annual needs assessment. The PAC engages parents in the LCAP review & planning process, to elicit their input into the district's LCAP, provide them the opportunity to voice priorities for their students.</p>	<p>Director of Program Development, Assessment & Accountability</p> <p>Director of Curriculum: EL</p>	<p>Parent participation/ Involvement at district and school activities, meeting sign- in sheets, minutes</p>				
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
5.5 English Learner Parent Training/Education	<p>Parent Support, Training, and Resources Parent Academies: Develop and implement a series of parent academies</p> <p>improve parents' knowledge of the content students are learning, to provide parents with specific strategies to help students in the content areas, to provide parents with specific strategies to help students become proficient in English, and to improve attendance.</p> <p>Training Modules: Develop and implement series of modules, each covering a specific language learning or academic topic, to train parents to work with students in various academic areas. Parents will work through these modules at both parent academies and at home.</p> <p>EL Parent Resource Center: Develop and implement an EL parent resource center to provide EL parents with access to technology, books, materials, supplies, and support in working with their students.</p> <p>Books for Parent/Student Check-Out: Provide school libraries with books, including Spanish language books, for parents to check-out and implement reading activities with their children. (Parents receive training as discussed above.)</p>	Director of Curriculum: EL	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes	Teacher Resource Center	5700-5799: Transfers Of Direct Costs	Title III	1,000
				District Print Shop	5700-5799: Transfers Of Direct Costs	Title III	1,000
				Software to Support EL Parent Academies	5800 Professional Consulting Services	Title III	5,000
				Teacher Overcontract to Present at EL Parent Academies	1000-1999 Certificated Personnel Salaries	Title III	2,000
				Child Care for EL Parent Academies	2000-2999 Classified Personnel Salaries	Title III	8,000
				Classified Overtime	2000-2999 Classified Personnel Salaries	Title III	5,000
				Books for Parent Education Center	4000-4999 Books and Supplies	Title III	9,000
				Supplies for EL Parent Academies	4000-4999 Books and Supplies	Title III	7,000
				Spanish Books for School Libraries (Parent Checkout)	4000-4999 Books and Supplies	Title III	5,000
				Consultant for Parent Academies	5800 Professional Consulting Services	Title III	25,000

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
5.6 English Learner/Immigrant Parent and Community Participation	<p>Parents of EL students will receive information about the types of ELD instruction, services, and interventions their students are receiving along with information about how they can provide support at home that is aligned with the services and interventions that their students receive.</p> <p>Develop Notifications for EL Parents: Develop written notifications for parents of EL students that are targeted to individual ELD levels, that explain the services/instruction students receive, and that contain strategies/activities for parents to support students.</p> <p>Utilize Electronic Resources: Utilize the districts electronic resources including web sites/social media to provide parents of ELs with information, strategies, activities that are aligned with ELD instruction at school to support students' at home.</p> <p>DELAC: The district will establish a DELAC annually and conduct a series of meetings in accordance with applicable regulations and governing board policies.</p>	<p>Director of Program Development, Assessment & Accountability</p> <p>Director of Curriculum: EL</p>	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes	Postage	5700-5999 Transfers of Direct Costs	Title III	2,000
5.7 Required Notifications	<p>Parent Notifications: The district will continue to provide all required notifications to parents meeting the required timelines in English and Spanish.</p> <p>The District will review the required notifications along with templates provided by the CDE and make revisions as needed, especially revisions that clarify language</p>	<p>Director of Program Development, Assessment & Accountability</p> <p>Director of Curriculum: EL</p>	Copies of Notices Mailing Records	Postage and Printing	See 5.1		

	making documents easier for parents to understand						
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APPENDIX: CALIFORNIA EQUITY TOOLS (PROJECTED ENROLLMENT AND STAFFING FOR 2021-2022)



California Equity Tools

Ineffective / Misassigned Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective Teachers	% Ineffective/Misassigned Teachers
Hamilton	421	378	90%	19	0	0.00%
Jefferson	510	434	85%	20	1	5.00%
King	630	586	93%	26	2	7.69%
Lincoln	358	339	95%	17	2	11.76%
Monroe	684	534	78%	29	2	6.90%
Richmond	409	376	92%	19	2	10.53%
Roosevelt	486	452	93%	21	2	9.52%
Simas	512	380	74%	24	1	4.17%
Washington	477	389	82%	22	2	9.09%
CDS	2	2	100%	3	0	0.00%
LEA Total	4,489	3,870	86%	200	14	5.88%

Describe the educator equity data trends in your district for elementary schools and minority students. What is the distribution of ineffective/misassigned teachers working with minority students?

The districts analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are projected to be 14 ineffective teachers representing 5.88% of the district's teaching force. Six schools have percentages of ineffective/out-of-field teachers that are higher than the 5.88% overall. These are King, Lincoln, Monroe, Richmond, Roosevelt, and Washington. Lincoln, Richmond, and Roosevelt have percentages of minority students above the district's overall rate of 86% indicating some disparity.

What conditions and policies may have contributed to your educator equity data

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet certain specialized credential requirements for California (such as CLAD).

Ineffective / Misassigned Teachers and Minority Students: Middle Schools

School Site	Total Enrollment CALPADS 1.17 20-21	Minority Enrollment CALPADS 1.17 20-21	% Minority Students	Total Teachers	Number of Ineffective Teachers	% Ineffective/ Misassigned Teachers
Kennedy	591	546	92%	28	1	3.57%
Wilson	610	508	83%	28	0	0.00%

LEA Total	1,201	1,054	88%	56	1	1.79%
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Describe the educator equity data trends in your district for middle schools and minority students. What is the distribution of ineffective/misassigned teachers working with minority students?

The districts analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are projected to be 14 ineffective teachers representing 5.88% of the district's teaching force. There is one ineffective teacher at Kennedy Junior High bringing their percentage to 3.57%. This is below the district overall percent of ineffective teachers. The fact that there is only one ineffective teacher on the staff indicates that there is not a significant disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet certain specialized credential requirements for California (such as CLAD).

Ineffective / Misassigned Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment (CALPADS 1.17 Uncertified)	Low-Income Enrollment (CALPADS 1.17 20-21)	% Low Income Students	Total Teachers	Number of Ineffective Teachers	% Ineffective/Misassigned Teachers
Hamilton	421	353	84%	19	0	0.00%
Jefferson	510	236	46%	20	1	5.00%
King	630	498	79%	26	2	7.69%
Lincoln	358	335	94%	17	2	11.76%
Monroe	684	531	78%	29	2	6.90%
Richmond	409	368	90%	19	2	10.53%
Roosevelt	486	455	94%	21	2	9.52%
Simas	512	304	59%	24	1	4.17%
Washington	477	387	81%	22	2	9.09%
CDS	60	60	100%	3	0	0.00%
LEA Total	4,489	3,463	77%	200	14	5.88%

Describe the educator equity data trends in your district for elementary schools and low-income students. What is the distribution of ineffective/misassigned teachers working with low-income students?

The districts analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are projected to be 14 ineffective teachers representing 5.88% of the district's teaching force. Six schools have percentages of ineffective/out-of-field teachers that are higher than the 5.88% overall. These are King, Lincoln, Monroe, Richmond, Roosevelt, and Washington. School sites King, Lincoln, Richmond, Roosevelt, and Washington have percentages of low-income students above the district's overall rate of 77% indicating some disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet certain specialized credential requirements for California (such as CLAD).

Ineffective / Misassigned Teachers and Low-Income Students: Middle Schools

School Site	Total Enrollment CALPADS 1.17 20-21	Low-Income Enrollment CALPADS 1.17 20-21	% Low-Income Students	Total Teachers	Number of Ineffective Teachers	% Ineffective/ Misassigned Teachers
John F Kennedy	591	513	87%	28	1	3.57%
Woodrow Wilson	610	467	77%	28	0	0.00%
LEA Total	1,201	980	82%	56	1	2.00%

Describe the educator equity data trends in your district for middle schools and low-income students. What is the distribution of ineffective/misassigned teachers working with low-income students?

The districts analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are projected to be 14 ineffective teachers representing 5.88% of the district's teaching force. There is one ineffective teacher at Kennedy Junior High bringing their percentage to

3.57%. This is below the district overall percent of ineffective teachers. The fact that there is only one ineffective teacher on the staff indicates that there is not a significant disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet certain specialized credential requirements for California (such as CLAD).

Out-of-Field Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment	Minority Enrollment CALPADS 1.17 20-21	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	421	378	90%	19	0	0.00%
Jefferson	510	434	85%	20	3	15.00%
King	630	586	93%	26	0	0.00%
Lincoln	358	339	95%	17	0	0.00%
Monroe	684	534	78%	29	0	0.00%
Richmond	409	376	92%	19	0	0.00%
Roosevelt	486	452	93%	21	0	0.00%
Simas	512	380	74%	24	0	0.00%
Washington	477	389	82%	22	0	0.00%
CDS	2	2	100%	3	0	0.00%
LEA Total	4,489	3,870	86%	200	3	1.26%

Describe the educator equity data trends in your district for elementary schools and minority students. What is the distribution of out-of-field teachers working with low-income students?

The districts analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.) Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). The percentage of out-of-field teachers per school site ranges from 0% to 15%. These teachers are placed at schools with minority enrollment below the overall district rate indicating no significant disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates

- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet certain specialized credential requirements for California (such as CLAD).

Out-of-Field Teachers and Minority Students: Middle Schools

School Site	Total Enrollment	Minority Enrollment CALPADS 1.17 20-21	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	591	546	92%	28	0	0.00%
Wilson	610	508	83%	28	0	0.00%
LEA Total	1,201	1,054	88%	56	0	0.00%

Describe the educator equity data trends in your district for middle schools and minority students. What is the distribution of out-of-field teachers working with low-income students?

The districts analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are not projected to be any out-of-field teachers at the junior high schools.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates

- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet certain specialized credential requirements for California (such as CLAD).

Out-of-Field Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment CALPADS 1.17 20-21	Low-Income Enrollment CALPADS 1.17 20-21	% Low Income Students	Total Teachers 4/19 Planning	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	421	353	84%	19	0	0.00%
Jefferson	510	236	46%	20	3	15.00%
King	630	498	79%	26	0	0.00%
Lincoln	358	335	94%	17	0	0.00%
Monroe	684	531	78%	29	0	0.00%
Richmond	409	368	90%	19	0	0.00%
Roosevelt	486	455	94%	21	0	0.00%
Simas	512	304	59%	24	0	0.00%
Washington	477	387	81%	22	0	0.00%
CDS	60	60	100%	3	0	0.00%
LEA Total	4,489	3,463	77%	200	3	1.26%

Describe the educator equity data trends in your district for elementary schools and low-income students. What is the distribution of out-of-field teachers working with low-income students?

The districts analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.) Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). The percentage of out-of-field teachers per school site ranges from 0% to 15%. These teachers are placed at schools with low-income enrollment below the overall district rate indicating no significant disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates
- The teachers’ collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet certain specialized credential requirements for California (such as CLAD).

Out-of-Field Teachers and Low-Income Students: Middle Schools

School Site	Total Enrollment CALPADS 1.17 20-21	Low-Income Enrollment CALPADS 1.17 20-21	% Low Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
John F Kennedy	591	513	87%	28	0	0.00%
Woodrow Wilson	610	467	77%	28	0	0.00%
LEA Total	1,201	980	82%	56	0	0.00%

Describe the educator equity data trends in your district for middle schools and low-income students. What is the distribution of out-of-field teachers working with low-income students?

The districts analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)
Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are not projected to be any out-of-field teachers at the junior high schools.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred. This may also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet certain specialized credential requirements for California (such as CLAD).

Inexperienced Teachers and Minority Students: Elementary Schools

School Site	Total Enrollment CALPADS 1.17 20-21	Minority Enrollment Internal Data	% Minority Students Internal Data	Total Teachers 4/19 Planning	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	421	378	90%	19	0	0.00%
Jefferson	510	434	85%	20	4	20.00%
King	630	586	93%	26	6	23.08%
Lincoln	358	339	95%	17	1	5.88%
Monroe	684	534	78%	29	4	13.79%
Richmond	409	376	92%	19	3	15.79%
Roosevelt	486	452	93%	21	3	14.29%
Simas	512	380	74%	24	3	12.50%
Washington	477	389	82%	22	3	13.64%
CDS	2	2	100%	3	0	0.00%
LEA Total	4,489	3,870	86%	200	27	13.50%

Describe the educator equity data trends in your district for elementary schools and minority students. What is the distribution of inexperienced teachers working with minority students?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.) Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are projected to be 27 inexperienced teachers representing 13.5% of the district's teaching force. Seven schools have percentages of inexperienced teachers that are above the district's overall percentage of 13.5%. Three of the seven schools have percentages of minority students above the district's overall percentage of 86%. These are King, Richmond, and Roosevelt. This indicates some disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates

- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred.

Inexperienced Teachers and Minority Students: Middle Schools

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Kennedy	591	546	92%	28	2	7.14%
Wilson	610	508	83%	28	0	0.00%
LEA Total	1,201	1,054	88%	56	2	3.57%

Describe the educator equity data trends in your district for middle schools and minority students. What is the distribution of inexperienced teachers working with minority students?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are two inexperienced teachers at Kennedy Junior High representing 7.14% of the school's teaching force. This is above the junior high overall percentage but below the district's overall percentage. This may indicate some disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates

- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred.

Inexperienced Teachers and Low-Income Students: Elementary Schools

School Site	Total Enrollment CALPADS 1.17 20-21	Low-Income Enrollment (CALPADS 1.17 20-21)	% Low Income Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	421	353	83%	19	0	0.00%
Jefferson	510	236	46%	20	4	6.00%
King	630	498	79%	26	6	8.00%
Lincoln	358	335	93%	17	1	13.00%
Monroe	684	531	78%	29	4	4.00%
Richmond	409	368	90%	19	3	6.00%
Roosevelt	486	455	94%	21	3	5.00%
Simas	512	304	59%	24	3	5.00%
Washington	477	387	81%	22	3	5.00%
CDS	2	2	100%	3	0	0.00%
LEA Total	4,489	3,463	80%	200	27	13.50%

Describe the educator equity data trends in your district for elementary schools and low-income students. What is the distribution of inexperienced teachers working with low-income students?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.) Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are projected to be 27 inexperienced teachers representing 13.5% of the district's teaching force. Nine schools have percentages of inexperienced teachers that are above the district's overall percentage of 13.5%. Although Lincoln school's percentage of inexperienced teachers is below the district's overall percentage of inexperienced teachers, Lincoln is the school with the highest percentage of low-income students. This may indicate some disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred.

Inexperienced Teachers and Low-Income Students: Middle Schools

School Site	Total Enrollment	Low-Income Enrollment (CALPADS 1.17 20-21)	% Low-Income Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
John F Kennedy	591	513	87%	28	2	7.14%
Woodrow Wilson	610	467	77%	28	0	0.00%
LEA Total	1,201	980	82%	56	2	3.57%

Describe the educator equity data trends in your district for middle schools and low-income students. What is the distribution of inexperienced teachers working with low-income students?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.) Based on pre-staffing projections for 2021-2022, there will be 256 teachers in HESD with classroom rosters (200 elementary and 56 junior high). There are two inexperienced teachers at Kennedy Junior High representing 7.14% of the school's teaching force. This is above the junior high overall percentage but below the district's overall percentage. This may indicate some disparity.

What conditions and policies may have contributed to your educator equity data?

- Due to the COVID-19 pandemic, there is a need to staff classrooms with a lower student to teacher ratio in 2021-2022. This is to maintain any social distancing requirements that may remain, and to mitigate learning loss.
- There is an increased demand for teachers in the area and a shortage of qualified teacher candidates
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel. This may contribute to late resignations as active military are transferred.