

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Hanford Elementary School District
CDS Code:	16639176108815
LEA Contact Information:	Name: Doug Carlton Position: Director, Program Development, Assessment, Accountability Email: dcarlton@hanfordesd.org Phone: 558-585-3671
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$66,570,770
LCFF Supplemental & Concentration Grants	\$15,964,508
All Other State Funds	\$8,365,698
All Local Funds	\$2,563,473
All federal funds	\$4,758,476
Total Projected Revenue	\$82,258,417

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$85,344,637
Total Budgeted Expenditures in the LCAP	\$16,082,293
Total Budgeted Expenditures for High Needs Students in the LCAP	\$16,082,293
Expenditures not in the LCAP	\$69,262,344

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$16,650,170
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$14,689,504

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$117,785
2020-21 Difference in Budgeted and Actual Expenditures	\$-1,960,666

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Classroom teachers, school and district administration, district operations (fiscal services, human resources), and maintenance.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	Due to COVID-19 school closures, some actions/services were not implemented, and thus created differences between budgeted and actual expenditures in some areas. These include after-school sports, study trips, band concerts, the after school (READY) program, and some

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

professional development activities. These activities will resume in 2021-2022 with the easing of COVID-19 restrictions.

LCFF Budget Overview for Parents

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CDS Code: 16639176108815

School Year: 2021-22

LEA contact information:

Doug Carlton

Director, Program Development, Assessment, Accountability

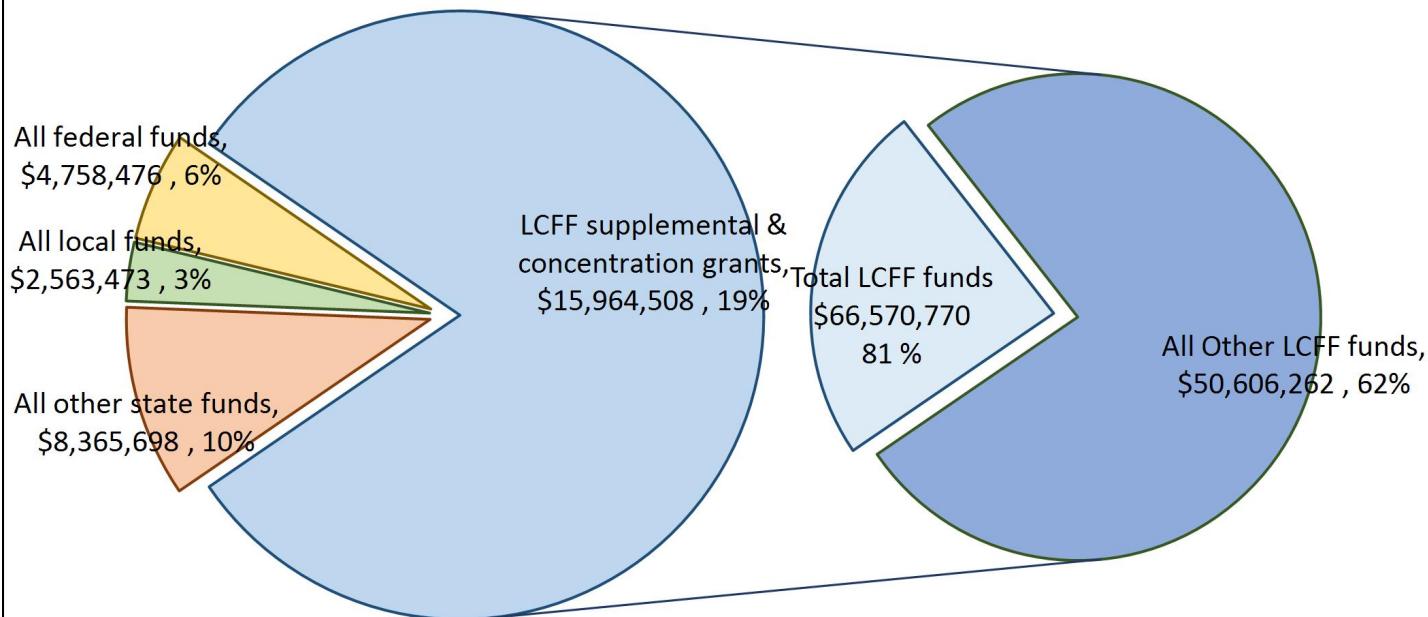
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



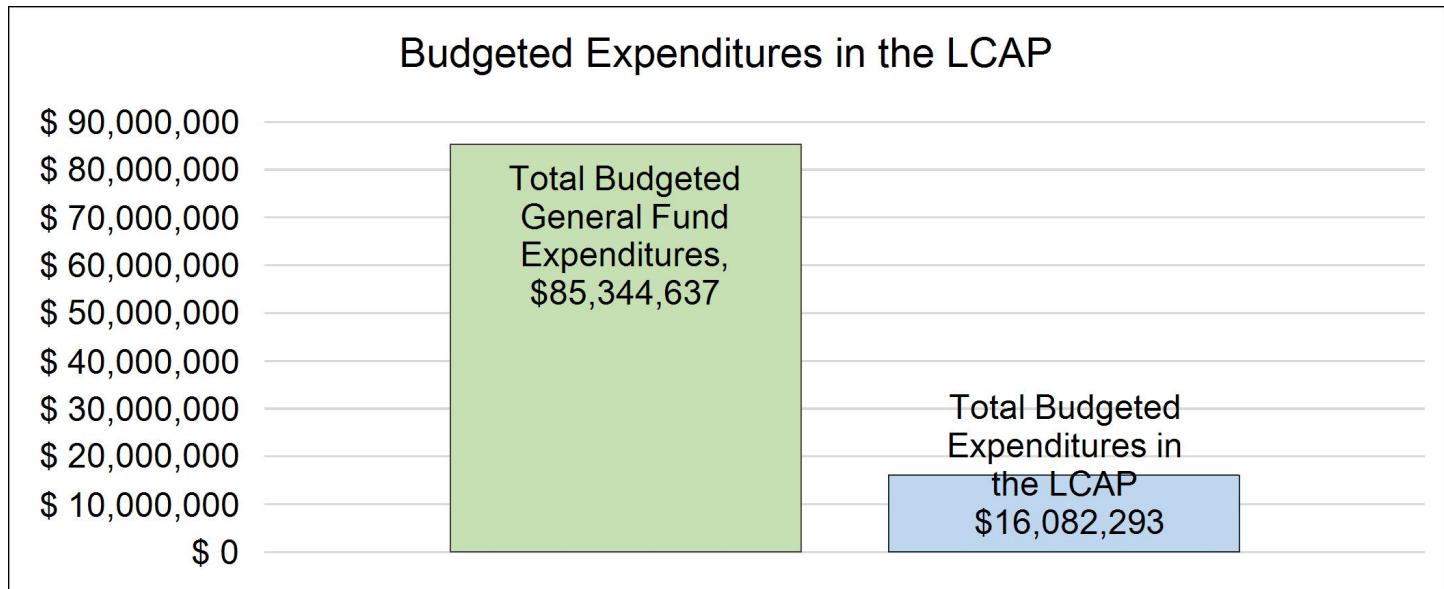
This chart shows the total general purpose revenue Hanford Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Hanford Elementary School District is \$82,258,417, of which \$66,570,770 is Local Control Funding Formula (LCFF), \$8,365,698 is other state funds, \$2,563,473 is local funds, and

\$4,758,476 is federal funds. Of the \$66,570,770 in LCFF Funds, \$15,964,508 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hanford Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Hanford Elementary School District plans to spend \$85,344,637 for the 2021-22 school year. Of that amount, \$16,082,293 is tied to actions/services in the LCAP and \$69,262,344 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Classroom teachers, school and district administration, district operations (fiscal services, human resources), and maintenance.

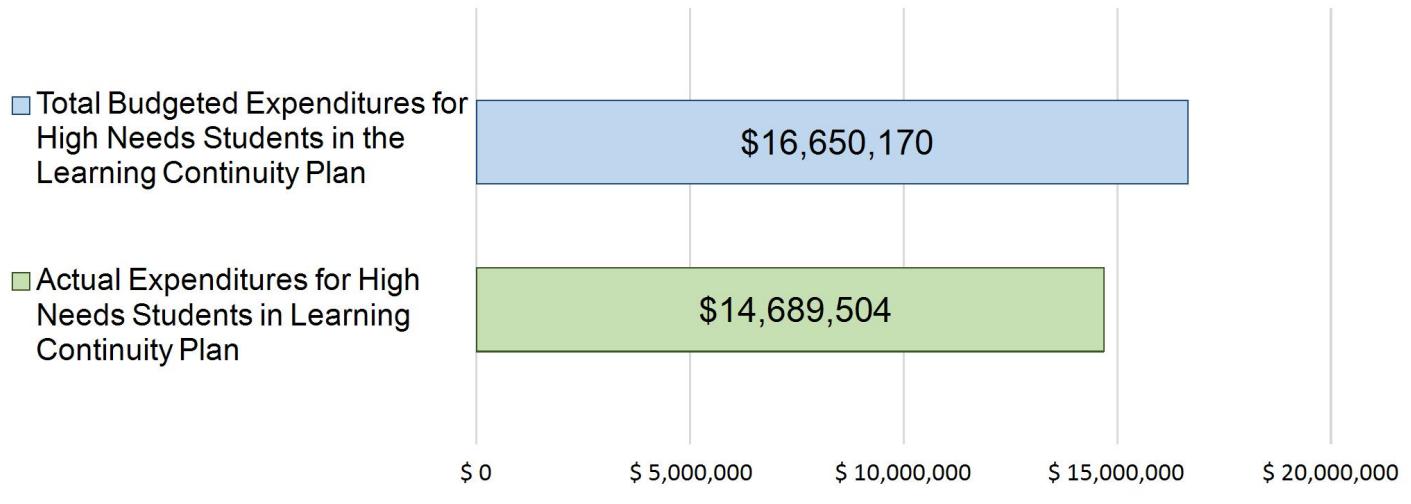
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Hanford Elementary School District is projecting it will receive \$15,964,508 based on the enrollment of foster youth, English learner, and low-income students. Hanford Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hanford Elementary School District plans to spend \$16,082,293 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Hanford Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Hanford Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Hanford Elementary School District's Learning Continuity Plan budgeted \$16,650,170 for planned actions to increase or improve services for high needs students. Hanford Elementary School District actually spent \$14,689,504 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID-19 school closures, some actions/services were not implemented, and thus created differences between budgeted and actual expenditures in some areas. These include after-school sports, study trips, band concerts, the after school (READY) program, and some professional development activities. These activities will resume in 2021-2022 with the easing of COVID-19 restrictions.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Doug Carlton Director, Program Development, Assessment, Accountability	dcarlton@hanfordesd.org 558-585-3671

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Priority 2: Implementation of State Standards addresses:</p> <p>A. The implementation of state board adopted academic content and performance standards for all students, which are:</p> <ul style="list-style-type: none">a. English Language Arts – Common Core State Standards for English Language Artsb. Mathematics – Common Core State Standards for Mathematicsc. English Language Developmentd. Career Technical Educatione. Health Education Content Standardsf. History-Social Scienceg. Model School Library Standardsh. Physical Education Model Content Standardsi. Next Generation Science Standardsj. Visual and Performing Artsk. World Language; and	<p>1.1 Instruction in all areas listed under State Priority 2A are aligned with state board adopted academic content and performance standards for all students as evidenced by school-site based reviews that include classroom observations.</p> <p>Classroom observations were scheduled for 9/26/19, 10/31/19, 2/27/20, 3/26/20, 4/30/20 as part of the district's Instructional Cabinet, however, due to the school closure on 3/16/20, these observations were conducted on 9/26/20 and 10/31/20. During these visits, instruction in all areas listed under State Priority 2A were found to be aligned with state board adopted academic content and performance standards.</p> <p>Alternative Indicator: All teachers in the district use and follow a series of instructional pacing calendars that are closely aligned with state board adopted academic content and performance standards for all students. These pacing calendars are developed and fine-tuned each year with input from teachers from all grade levels and from each school site. Following these pacing calendars ensures that all instruction is aligned with state board adopted academic content and performance standards for all students.</p>

Expected	Actual
<p>19-20 1.1 Instruction in all areas listed under State Priority 2A are aligned with state board adopted academic content and performance standards for all students as evidenced by school-site based reviews that include classroom observations. The District will receive a score of "Met" on the California School Dashboard local indicator for "Implementation of State Academic Standards." (SP2)</p> <p>Baseline All instruction in core subject areas was aligned to the Common Core Standards based on site reviews and classroom observations that took place during the 2016-2017 school year. Therefore the baseline will be that all instruction in core subject areas is aligned to the Common Core Standards.</p> <p>HESD "Met" the local indicator for 16-17 implementation of State Academic Standards.</p>	<p>Local Indicators on the California School Dashboard for 2019-2020 were not published by the California Department of Education due to the COVID-19 pandemic. Therefore, the expected outcome pertaining to the dashboard local indicators cannot be measured.</p>
<p>Metric/Indicator Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable; B. Programs and services developed and provided to unduplicated pupils C. Programs and services developed and provided to individuals with exceptional needs.</p> <p>19-20 1.2 Students (including unduplicated students and students with exceptional needs) receive instruction in art, music, and physical</p>	<p>1.2 Students (including unduplicated students and students with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7A, 7B, 7C)</p> <p>Up until the COVID-19 school closure on 3/16/20, students in the elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and after-school sports. Elementary school students received art instruction. Approximately 360 elementary students in grades 5 and 6 elected to participate in</p>

Expected	Actual
<p>education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive. (SP 7A, 7B, 7C)</p> <p>Baseline</p> <p>Students (including unduplicated students and students with exceptional needs) received instruction in art, music, and physical education, and participated in these subjects in the 2016-2017 school year.</p> <p>Therefore, the numbers of students, shown as participating in these programs below, shall serve as the baseline.</p> <p>Approximately 150 students received art instruction and 284 students received music instruction at the two junior high schools in 16-17.</p> <p>Approximately 4003 students in the elementary schools received art instruction in 16-17.</p> <p>All students received the required number of minutes of physical education in 16-17. Therefore, 200 minutes of physical education instruction every ten days for elementary school students and 400 minutes of physical education instruction every ten days for junior high students shall serve as the baseline.</p>	<p>band. Students self-select elective classes at the junior high schools and may choose from a variety of classes on topics that include electives that extend the core subjects in English language arts and mathematics, science, and history (e.g. journalism) along with electives in visual and performing arts, and physical education. All junior high school students participated in these elective classes.</p> <p>After the school closure, until the end of the 2019-2020 school year, students participated in art, music, and physical education to the extent practicable during distance learning. Art, music, and physical education teachers provided lessons and activities in live and recorded form. Due to the pandemic and the development and implementation of the district's distance learning program, specific information as to which classes/students participated in these activities is not available.</p>
<p>Metric/Indicator</p> <p>Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.</p>	<p>1.2a</p> <p>Prior to the school closure on 3/16/20:</p> <p>All EL Students received 30 minutes of designated ELD each school-day.</p> <p>All low-Income students received instruction in ELA and math as measured by the HESD report to parents.</p> <p>All foster youth received instruction in ELA and math as measured by the HESD report to parents.</p>

Expected	Actual
<p>19-20</p> <p>1.2a All EL Students will receive 30 minutes of designated ELD each school-day.</p> <p>All low-Income students will receive instruction in ELA and math as measured by the HESD report to parents.</p> <p>All foster youth will receive instruction in ELA and math as measured by the HESD report to parents. (SP 7B)</p> <p>Baseline All EL Students received 30 minutes of designated ELD each school-day in 16-17 as measured by district and school-site observations. This shall be the baseline.</p> <p>All low-Income students received instruction in 16-17 in ELA and math as measured by the HESD report to parents. This shall be the baseline.</p> <p>All foster youth received instruction in 16-17 in ELA and math as measured by the HESD report to parents. This shall be the baseline.</p>	<p>After the school closure designated ELD was delivered to the extent practicable. Due to the pandemic and the development and implementation of the district's distance learning program, specific information as to the number of minutes of designated ELD students' received is not available.</p> <p>(SP 7B)</p>
<p>Metric/Indicator Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: C. Programs and services developed and provided to individuals with exceptional needs.</p> <p>19-20</p>	<p>1.2b Students with exceptional needs received instruction in ELA and math as measured by the HESD report to parents.</p> <p>(SP 7C) All students with disabilities received a HESD Report to Parents indicating that their students received instruction in ELA and math and that explained their progress toward meeting the CCCS in those areas.</p>

Expected	Actual
<p>1.2b Students with exceptional needs will receive instruction in ELA and math as measured by the HESD report to parents. (SP 7C)</p> <p>Baseline 1.2b Students with exceptional needs received instruction in 16-17 in ELA and math as measured by the HESD report to parents. This shall be the baseline.</p>	
<p>Metric/Indicator Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described</p> <p>19-20 1.2 c. Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)</p> <p>Baseline Students were enriched by art, music, and physical education, feel more engaged in school, and were motivated to achieve as a result of participating in these activities. Therefore, the HESD Survey results from 2016-2017 below shall serve as the baseline:</p> <p>I think it is important to have art/music classes at my school. (95%, 97%) My art/music class enriches (improves) my experience at school. (89%, 88%) Being in art/music motivates me to come to school every day. (78%, 70%) Learning about art/music adds value to my life. (85%, 83%) Learning about art/music will help me in the future. (89%, 85%)</p>	<p>1.2c Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results. (SP 8)</p> <p>Data from the 2020 HESD student LCAP survey indicates that students strongly agreed or agreed with the statements: I think it is important to have art/music classes at my school. 91%, 82% My art/music class enriches (improves) my experience at school. 74%, 91% Being in art/music motivates me to come to school every day. 66%, 77% Learning about art/music adds value to my life. 68%, 86% Learning about art/music will help me in the future. 67%, 80%</p>
<p>Metric/Indicator Priority 2: Implementation of State Standards addresses:</p>	<p>1.3 All ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the</p>

Expected	Actual
<p>A. The implementation of state board adopted academic content and performance standards for all students, which are:</p> <p>c. English Language Development</p> <p>B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.</p>	<p>Common Core Standards as evidenced by school-site based reviews that include classroom observations. (SP 2)</p>
<p>19-20</p> <p>1.3 All ELD instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations. (SP 2)</p> <p>HESD will score "Met" on the local indicator for implementation of State Academic Standards.</p>	<p>Classroom observations were scheduled for 9/26/19, 10/31/19, 2/27/20, 3/26/20, 4/30/20 as part of the district's Instructional Cabinet, however, due to the school closure on 3/16/20, these observations were conducted on 9/26/20 and 10/31/20. During these visits, evidence of ELD instruction and ELD/Common Core alignment to the standards was collected and reviewed using the HESD Instructional Cabinet Site Focus Area Tool.</p>
<p>Baseline</p> <p>School site-based reviews in 2016-2017 that included classroom observations indicated that ELD instruction and materials were aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards. Therefore, the baseline shall be that:</p> <p>All instruction and materials are aligned with the State Board of Education Adopted 2012 ELD Standards and the Common Core Standards as evidenced by school-site based reviews that include classroom observations.</p> <p>HESD "Met" the local indicator for implementation of State Academic Standards for 16-17. Therefore, this will be the baseline.</p>	<p>Alternative Indicator: All teachers in the district use and follow a series of instructional pacing calendars that are closely aligned with state board adopted academic content and performance standards for all students. ELA pacing calendars also contain pacing for the ELD standards. These pacing calendars are developed and fine-tuned each year with input from teachers from all grade levels and from each school site. Following these pacing calendars ensures that all instruction is aligned with state board adopted academic content and performance standards for all students.</p> <p>Local Indicators on the California School Dashboard for 2019-2020 were not published by the California Department of Education due to the COVID-19 pandemic. Therefore, the expected outcome pertaining to the dashboard local indicators cannot be measured.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A1.1 Common Core Standards aligned instruction is supported with staff, technology, supplies, materials, and study trips.</p>	<p>Supplies, Materials, Site-directed Technology 4000-4999: Books And Supplies LCFF/SC \$186,598</p> <p>10 Media Service Aides 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$414,788</p> <p>Library Information System (Destiny) 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$30,000</p> <p>Student Technology 4000-4999: Books And Supplies LCFF/SC \$887,919</p> <p>7 Technicians for Student Technology 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$714,947</p> <p>Study Trips 4000-4999: Books And Supplies LCFF/SC \$167,722</p>	<p>Supplies, Materials, Site-directed Technology 4000-4999: Books And Supplies LCFF/SC \$94,760</p> <p>10 Media Service Aides 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$424,455</p> <p>Library Information System (Destiny) 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$22,076</p> <p>Student Technology 4000-4999: Books And Supplies LCFF/SC \$166,553</p> <p>8 Technicians for Student Technology 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$743,754</p> <p>Study Trips 4000-4999: Books And Supplies LCFF/SC \$144,599</p>
<p>A1.2 Art, music, and PE instruction is supported with staff, supplies, and materials.</p>	<p>Physical Education Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$18,525</p> <p>5.0 FTE Music Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$545,137</p> <p>Music Program Supplies & Equipment 4000-4999: Books And Supplies LCFF/SC \$107,083</p>	<p>Physical Education Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$0</p> <p>5.0 FTE Music Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$539,425</p> <p>Music Program Supplies & Equipment 4000-4999: Books And Supplies LCFF/SC \$61,172</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>5 FTE Elementary PE Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$518,540</p> <p>After School Athletic Enrichment and Youth Development Admin and Staff (.5 FTE and Cert. Coaching Stipends) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$224,338</p> <p>Athletic Enrichment and Youth Development Supplies 4000-4999: Books And Supplies LCFF/SC \$133,998</p> <p>3.0 FTE Art Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$298,618</p> <p>Art Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$2,454</p> <p>READY Program Support Staff 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$815,279</p> <p>READY Program Supplies 4000-4999: Books And Supplies LCFF/SC \$52,400</p>	<p>5 FTE Elementary PE Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$535,517</p> <p>After School Athletic Enrichment and Youth Development Admin and Staff (.5 FTE and Cert. Coaching Stipends) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$221,017</p> <p>Athletic Enrichment and Youth Development Supplies 4000-4999: Books And Supplies LCFF/SC \$70,498</p> <p>3.0 FTE Art Teachers 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$309,680</p> <p>Art Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$1,517</p> <p>READY Program Support Staff 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$619,335</p> <p>READY Program Supplies 4000-4999: Books And Supplies LCFF/SC \$70,498</p>
A1.3 Director of Curriculum (EL) provides leadership in the alignment of ELD, the state adopted standards, and the district's instructional programs.	50% Director of Curriculum 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$91,601	50% Director of Curriculum 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$95,926

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions under Goal 1 were implemented to the extent possible and supported students, including low-income, English learner, or foster youth, families, teachers and staff. However, due to the school closures as a result of the COVID-19 pandemic, art, music, and sports programs were limited. The district was unable to hire the number of qualified READY staff that it had planned, therefore expenditures for these positions were less than what was budgeted. The district procured more computers for students than were originally budgeted in the LCAP, but used funds from the CARES act rather than the LCFF to purchase them.

Under A1.1, Supplies, Materials, Site-directed Technology were not fully expended. Due to the COVID-19 pandemic, schools across the district were forced to close in March of 2020. School sites experienced a reduced need for some types of supplies and materials due to the closure. Additionally, some supplies and materials, along with computers for students (technology) were provided to school sites with funds from the CARES Act, which reduced the use of LCFF funds by school sites. When schools were open, the funds to school sites under Goal #1 are used to provide supplies and materials that support the goals and actions in the LCAP. (Note that the use of these funds is detailed in each sites' School Plan For Student Achievement.) Actions under these goals were fully implemented while schools were open; they were not fully implemented during the school closures.

The unspent LCFF funds, including funds budgeted for LCAP actions and services that were not implemented in 2019-2020, were used support students, including low-income, English learner, or foster youth, families, teachers and staff by providing supplies, materials, equipment, printing, and personnel to support students in distance learning; to provide meals for students who are low-income, English learner, or foster youth; and for sanitizing/disinfecting/cleaning activities and maintaining facilities (protecting the health of students, parents, teachers and school staff).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Materials, Technology, and Libraries

Successes:

Technology resources were rapidly, efficiently, and effectively increased for students as the school closures began and it became clear that students would be in distance learning for an extended period. School site personnel, with the school sites' learning directors and media service aides taking the lead, checked out and distributed, via drive-through, a laptop computer to each student in grades 3-8. Media service aides took the lead in troubleshooting connection of computer technology to students' home internet. Media service aides handled minor difficulties, with more complex issues being escalated to the IT department. The IT department,

working with the Kings County Office of Education, quickly procured, purchased, and configured hundreds of wi-fi hotspots for families without internet access. Media service aides checked out and distributed these hot spots. Additional laptops were purchased to support distance learning.

The district rapidly expanded online instructional resources for students using LCAP and CARES Act funding. Teaching staff, students, and their families received training and support in using these resources. The Destiny Library Information System (See A1.1 above) provided students with home access to the district/school library system including the ability to check out electronic books directly to their laptops. The district increased its already substantial inventory of electronic books.

Schools held regular, socially distanced, drive-through events to check out/in library books, distribute instructional materials, and other communications.

Challenges:

The volume of troubleshooting and computers needing repair increased drastically with the school closures and transition to distance learning. The need for computers, hot-spots, and accessories, such as headphones and charging cables, was a challenge as supply chains were disrupted due to the pandemic. Some families faced challenges with internet access even with the distribution of hot spots and expert troubleshooting.

Art, Music, PE

Successes:

Art, music and physical education teachers assisted with COVID related duties, including working as substitutes, while at the same time, providing students with art music and physical education activities through distance learning. It is important to note, that the level of technology and online instructional materials and resources being used in the distance learning program required teachers with specialized training. Therefore, rather than using substitutes from the county pool, the district's team of physical education teachers provided trained teachers ready to substitute in classrooms. This was especially important as the number of COVID quarantines was rising.

Challenges:

Although art, music, and physical education teachers provided lessons and activities for distance learning, these were not as robust as the district's regular programs. Students did not receive the 200/400 minutes of physical education (this requirement was waived for 19-20). All in-person study trips, band concerts, and sporting events, were cancelled.

Goal 2

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

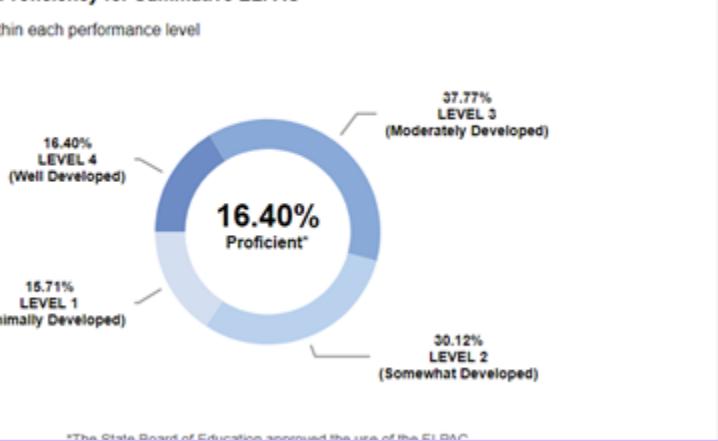
Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide assessments</p>	<p>2.1a Students made progress in mastering the required Common Core Standards in ELA. Progress was measured by performance on the state assessments (CAASPP). (SP4)</p> <p>From the 2019 California School Dashboard: English Language Arts</p> <p>Overall: 23.8 Below Level 3 (Orange) EL: 51.7 Below Level 3 (Orange) SED: 32.8 Below Level 3 (Orange) SWD: 93.3 Below Level 3 (Red) Homeless: 80.5 Below Level 3 (Red) Asian: 15.1 Below Level 3 (Orange) Af Am: 51.7 Below Level 3 (Orange) Hisp: 29.8 Below Level 3 (Orange) 2/More: 3.7 Above Level 3 (Yellow) White: 10.6 Above Level 3 (Green) Foster Youth 29.8 Below Level 3 (Yellow)</p> <p>California School Dashboard Change between the Baseline year and the 2019 California School Dashboard: Overall: 0.5 point increase from the baseline EL: 7.0 decline from baseline</p>

Expected	Actual
<p>19-20 2.1a Students make progress in mastering the required Common Core Standards in ELA. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>The Expected Outcomes below are adjusted based on the 2017-2018 Actual Outcomes. The target is set at a five point increase for all students groups except SWD, whose target is a 3 point increase. Student groups in the Green category have a target of remaining in the Green category.</p> <p>English Language Arts Targets (Status) Overall: 18.0 Below Level 3(Y) EL: 41.0 Below Level 3 (Y) SED: 27. Below Level 3 (Y) SWD: 98.8 Below Level 3 (O) Asian: 5.8 Below Level 3 (Y) Af Am: 37.4 Below Level 3 (Y) Hisp: 24.8 Below Level 3 (Y) 2/More: Remain at Green (G) White: Remain at Green (G) Homeless: 47 Below Level 3 (Y) Foster Youth: 45.1 Below Level 3 (Y)</p>	<p>SED: 0.1 point increase from baseline SWD: Not Available Homeless: Not Available Asian: 0.9 point decline from baseline Af Am: 6.8 point decline from baseline Hisp: 1.2 point increase from baseline 2/More: 0.7 point decline from baseline White: 7.3 point increase from baseline Foster Youth: Not Available</p> <p>In March 2020, the U.S. Department of Education (ED) approved California's request to waive statewide accountability and reporting requirements for 2019–2020. No students took state tests during the 2019-2020 school year. In June 2020, California SB 98 prohibited the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard. Therefore no state indicators for student performance in ELA or mathematics were published for 2019-2020.</p>

Expected	Actual
<p>Baseline 2.1a Students made progress in mastering the required Common Core Standards in ELA in 2016-2017 measured by performance on the state assessments (CAASPP). Therefore, the baseline shall be:</p> <p>English Language Arts Overall: 24.3 Below Level 3 - 5.6 point growth EL: 44.7 Below Level 3 - 6.7 point growth SED: 32.9 Below Level 3 - 5.3 point growth Asian: 14.2 Below Level 3 - 4.8 point decline Af Am: 44.9 Below Level 3 - 0.5 point growth Filipino: 54.6 Above Level 3 - 0.9 point growth Hisp: 31.0 Below Level 3 - 5.6 point growth 2/More: 3 Above Level 3 - 5.6 point growth White: 3.3 Above Level 3 - 11.4 point growth</p>	
<p>Metric/Indicator Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide Assessments</p>	<p>2.1b Students made progress in mastering the required Common Core Standards in math. Progress was measured by performance on the state assessments (CAASPP). (SP4)</p>
<p>19-20 2.1b Students make progress in mastering the required Common Core Standards in math. Progress will be measured by performance on the state assessments (CAASPP). (SP4)</p> <p>The Expected Outcomes below are adjusted based on the 2017-2018 Actual Outcomes. The target is set at a five point increase for all students groups except SWD, whose target is a 3 point increase. Student groups in the Green category have a target of remaining in the Green category.</p> <p>Mathematics Targets (Status)</p>	<p>From the 2019 California School Dashboard: Mathematics</p> <p>Overall: 40.7 Below Level 3 (Orange) EL: 61.7 Below Level 3 (Yellow) SED: 49.8 Below Level 3 (Yellow) SWD: 118.6 Below Level 3 (Red) Homeless: 94.6 Below Level 3 (Orange) Asian: 7.2 Below Level 3 (Green) Af Am: 77.7 Below Level 3 (Orange) Hisp: 46.5 Below Level 3 (Orange) 2/More: 17.7 Below Level 3 (Yellow) White: 6.1 Below Level 3 (Green)</p>

Expected	Actual
<p>Overall: 36.9 Below Level 3 (Y) EL: 59.4 Below Level 3 (Y) SED: 45.9 Below Level 3 (Y) SWD: 118.3 Below Level 3 (O) Asian: Remain at Green (G) Af Am: 57.7 Below Level 3 (Y) Hisp: 43.4 Below Level 3 (Y) 2/More: Remain at Green (G) White: Remain at Green (G)</p> <p>Baseline 2.1b Students made progress in mastering the required Common Core Standards in mathematics in 2016-2017 as measured by performance on the state assessments (CAASPP). Therefore, the baseline shall be:</p> <p>Mathematics Overall: 55.8 Below Level 3 - 3.4 point growth EL: 72.4 Below Level 3 - 5.3 point growth SED: 63.8 72.4 Below Level 3 - 3.2 point growth SWD: 138.4 72.4 Below Level 3 - 0.4 point growth Asian: 36.3 72.4 Below Level 3 - 16.6 point decline Af Am: 86.7 72.4 Below Level 3 - 2.4 point decline Filipino: 14.1 Above Level 3 - 4.3 point growth Hisp: 61.2 72.4 Below Level 3 - 4.2 point growth 2/More: 22.1 72.4 Below Level 3 - 6.9 point growth White: 30.7 72.4 Below Level 3 - 3.0 point growth</p>	<p>Foster Youth: 47.4 Below Level 3 (Yellow)</p> <p>California School Dashboard Change between the Baseline year and the 2019 California School Dashboard: Overall: 15.1 point increase from baseline EL: 10.7 point increase from baseline SED: 14 point increase from baseline SWD: 19.8 point increase from baseline Homeless: Not Available Asian: 43.5 point increase from baseline Af Am: 9.0 point increase from baseline Hisp: 14.7 point increase from baseline 2/More: 4.4 point increase from baseline White: 24.6 point increase from baseline Foster Youth: Not Available</p>
	<p>In March 2020, the U.S. Department of Education (ED) approved California's request to waive statewide accountability and reporting requirements for 2019–2020. No students took state tests during the 2019–2020 school year. In June 2020, California SB 98 prohibited the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard. Therefore no state indicators for student performance in ELA or mathematics were published for 2019–2020.</p>
<p>Metric/Indicator Priority 4: Pupil Achievement as measured by all of the following, as applicable:</p> <p>D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;</p>	<p>2.2 California School Dashboard EL Progress Indicator 41.9% making progress towards English language proficiency. (2019 Dashboard)</p> <p>Note: CELDT Annual Progress was/is a component of the California School Dashboard EL indicator and was not reported</p>

Expected	Actual
<p>19-20 2.2 Green on the EL Progress Indicator (No students will take the CELDT in 19-20.)</p> <p>Baseline 2.2 California School Dashboard EL Progress Indicator 66.9% - 4 point growth (Y) CELDT 2016-2017 54.6% made Annual Growth (Estimated Locally)</p>	<p>separately on the CA School Dashboard. No students will take the CELDT in 18-19 or 19-20.</p> <p>The district reclassified 167 students in 2018-2019 (11.1%). The district reclassified 141 students in 2019-2020 (9.5%)</p> <p>ELPAC 2018-2019</p> <p>English Language Proficiency for Summative ELPAC Percent of students within each performance level</p>  <p>*The State Board of Education approved the use of the CELDT</p>
<p>Metric/Indicator Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The English learner reclassification rate 19-20 The English learner reclassification rate 12.4%</p> <p>Baseline Baseline 2016-2017 12.5%</p>	<p>The district reclassified 167 students in 2018-2019 (11.1%). The district reclassified 141 students in 2019-2020 (9.5%)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A2.1 Staffing levels will be increased to eliminate combination classes in grades 2-6.	<p>5th Grade Teacher Lincoln to Eliminate Combination Classes 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$83,673</p> <p>4th Grade Teacher Washington to Eliminate Combination Class 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$103,680</p> <p>5th Grade Teacher Hamilton to Eliminate Combination Class 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$93,763</p>	<p>2nd, 5th Grade Teacher Lincoln to Eliminate Combination Class/Reduce Class Size 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$168,562</p> <p>3rd, 4th, 6th Grade Teacher Washington to Eliminate Combination Class/Reduce Class Size 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$250,117</p> <p>5th Grade Teacher Hamilton to Eliminate Combination Class/Reduce Class Size 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$100,764</p> <p>2nd Grade Teacher King to Eliminate Combination Class/Reduce Class Size 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$90,774</p> <p>1st Grade Teacher Richmond to Eliminate Combination Class/Reduce Class Size 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$98,418</p>
A2.2 Students are supported with after-hours, intersession, or summer educational programs.	After-Hours/Intersession Instruction 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$146,053	After-Hours/Intersession Instruction 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$36,629

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A2.3 Foster youth are supported with supplies, materials, tutoring, and/or other materials or activities.	Support for Foster Youth 4000-4999: Books And Supplies LCFF/SC \$5,000	Support for Foster Youth 4000-4999: Books And Supplies LCFF/SC \$755
A2.4 All students who are English learners will receive Language Support in all academic areas (integrated ELD) and specific English language development instruction that is targeted to their specific language learning level (designated ELD).	50% Director of Curriculum (EL) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$91,601 50% Admin Secretary II for Monitoring EL Student Progress 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$48,852 1 EL Instructional Aide 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$27,925	50% Director of Curriculum (EL) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$95,926 50% Admin Secretary II for Monitoring EL Student Progress 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$49,487 1 EL Instructional Aide 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$20,132
A2.5 Classroom teachers are provided with leadership, training, and support in implementing effective integrated and designated English language development instruction.	33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$563,666	33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$606,976
A2.6 District and school-site administrators are provided with leadership, training, technical assistance, and support in the monitoring of student achievement data along with school discipline and attendance data for unduplicated students.	50% Director Program Development, Assessment, Accountability 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$91,602	50% Director Program Development, Assessment, Accountability 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$95,087
Action 2.7 (A2.7) and associated expenditures were eliminated in 2018-2019. (Note: these activities continue, but are not detailed in the LCAP.)	\$0	\$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions described above were implemented despite the school closures and supported students, including low-income, English learner, or foster youth students, families, teachers and staff. Teachers remained on-duty supporting students, including low-income, English learner, and foster youth. Distance learning was provided to students (including low-income, English learner, and foster youth) to the extent possible. English language development instruction (ELD) was provided to students who were English learners to the extent possible. While the actions under this goal were implemented, necessary changes and adaptions were made due to the school closures from the COVID-19 pandemic. Students including low-income, English learner, and foster youth received instruction via distance learning including asynchronous instruction. After hours instruction/tutoring was limited due to the pandemic. District and school leaders, including learning directors, continued to provide leadership, training, technical assistance, and support in the monitoring of student achievement data along with school discipline and attendance/participation data to the extent possible.

The unspent LCFF funds, including funds budgeted for LCAP actions and services that were not implemented in 2019-2020, were used support students, including low-income, English learner, or foster youth, families, teachers and staff by providing supplies, materials, equipment, printing, and personnel to support students in distance learning; to provide meals for students who are low-income, English learner, or foster youth; and for sanitizing/disinfecting/cleaning activities and maintaining facilities (protecting the health of students, parents, teachers and school staff).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes

No students were in combination classes prior to the school closures. Students remained with their regular teachers after the transition to distance learning on 3/16/20.

The district's social worker remained on-duty and provided services to foster youth throughout the school closures.

District and school-site administrators were provided with leadership, training, technical assistance, and support in the monitoring of students, but this support shifted from achievement, discipline, and attendance to participation.

Teachers provided supports for English learners during distance learning (Integrated ELD).

Challenges

After-hours, intersession, and summer educational programs between the 18-19 and 19-20 school years were implemented (in fiscal year 19-20 and thus part of this annual update). The district was unable to provide after-hours instruction after the school closures on 3/16/20.

Providing dedicated, designated ELD was a challenge due to school closures and challenges with technology.

Goal 3

The district will hire, support, and retain qualified teachers, support staff, and administrators.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p> <p>19-20 3.1 The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)</p> <p>Baseline 3.1 In 2016-2017, all teachers in the district met the credentialing requirements under California law to teach in their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments. (SP1)</p> <p>The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." This shall be the baseline.</p>	<p>3.1 The district had credentialed, qualified teachers who were correctly assigned in core academic classes.</p> <p>Local Indicators on the California School Dashboard for 2019-2020 were not published by the California Department of Education due to the COVID-19 pandemic. Therefore, the expected outcome pertaining to the dashboard local indicators cannot be measured.</p> <p>The district had no teacher mis-assignments in 2019-2020.</p>
<p>Metric/Indicator</p>	<p>See: 4.1 The district has State Board of Education approved, Common Core, standards-aligned instructional materials in all</p>

Expected	Actual
<p>See Goal #4 Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p> <p>19-20 See 4.1 The district has State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)</p> <p>Baseline See 4.1: The district had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was passed on September 14, 2016.</p> <p>Therefore, the baseline shall be that the district has State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms.</p>	classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution passed on September 9, 2020. (SP1)
<p>Metric/Indicator See Goal #4 Priority 1: Basic Services addresses the degree to which: C .School facilities are maintained in good repair</p> <p>19-20 See 4.6</p>	<p>See: 4.6 Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)</p> <p>The district received a score of "Exemplary" on the California Facilities Inspection Tool in 2020.</p>

Expected	Actual
<p>Facilities are maintained and in good repair. All schools receive a score of “Good” or “Exemplary” on the California Facilities Inspection Tool (FIT). (SP1)</p> <p>Baseline See 4.6 Facilities are maintained and in good repair.</p> <p>All schools received a score of “Exemplary” on the 15-16 California Facilities Inspection Tool (FIT). Therefore, this shall be the baseline.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>A3.1 Teacher qualifications are maintained and supported with leadership, professional development, clerical support, supplies and materials.</p>	<p>33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$563,666</p> <p>50% Admin Secretary (PD Els) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$48,851</p> <p>Admin Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$17,606</p> <p>3 Teacher PD Days 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$380,540</p> <p>Admin Secretary II (Induction) 2000-3999: Classified Personnel</p>	<p>33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$606,976</p> <p>50% Admin Secretary (PD Els) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$49,847,</p> <p>Admin Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$8,420</p> <p>3 Teacher PD Days 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$361,796</p> <p>Admin Secretary II (Induction) 2000-3999: Classified Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries & Benefits LCFF/SC \$97,872 Induction Program Supplies 4000-4999: Books And Supplies LCFF/SC \$26,656	Salaries & Benefits LCFF/SC \$101,364 Induction Program Supplies 4000-4999: Books And Supplies LCFF/SC \$8,859

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions described above were implemented despite the school closures. Some areas used less supplies and materials than were originally budgeted.

The unspent LCFF funds, including funds budgeted for LCAP actions and services that were not implemented in 2019-2020, were used support students, including low-income, English learner, or foster youth, families, teachers and staff by providing supplies, materials, equipment, printing, and personnel to support students in distance learning; to provide meals for students who are low-income, English learner, or foster youth; and for sanitizing/disinfecting/cleaning activities and maintaining facilities (protecting the health of students, parents, teachers and school staff).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

Teachers participated in a variety of online/remote/self-paced professional development supporting the existing newly implemented technology tools for distance learning (e.g. MS Teams, Zoom, Discovery Education, One-Note, etc.)

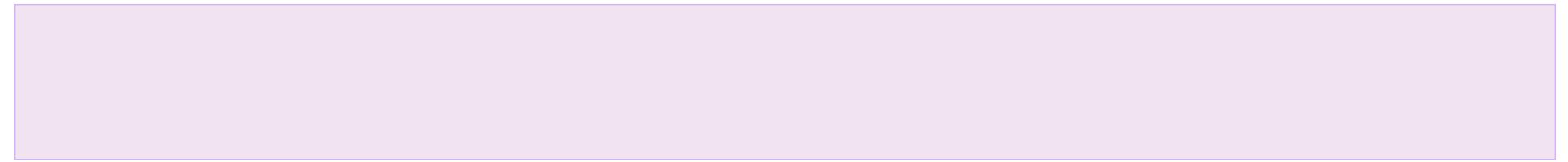
Teaching staff quickly adapted their instructional strategies around distance learning and began providing engaging remote instruction using the district's technology platforms.

The district's three full-day teacher professional development sessions took place prior to the onset of the COVID-19 pandemic and the school closures (8/8/2019, 10/21/2019, 1/31/2020).

The district's new teacher/administrator induction program continued to serve induction candidates throughout the entire 2019-2020 year.

Challenges:

Some online professional development was provided to teachers, however, all remaining in-person teacher training and professional development sessions were cancelled with the school closures on 3/16/2020.



Goal 4

Students will attend a safe, well maintained school and will have access to standards aligned materials.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p>	4.1 All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution on 9/9/2020. (SP1)
<p>19-20</p> <p>4.1 All students have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution. (SP1)</p> <p>Baseline</p> <p>4.1 All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was passed on September 14, 2016.</p> <p>Therefore, the baseline shall be that all students have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms.</p>	

Expected	Actual
<p>Metric/Indicator Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates</p> <p>19-20 4.2 The district's suspension rate will be 2.9% or below.</p> <p>Suspension Rate Expected Outcomes are adjusted based on 2018 actual outcomes. Targets are for the suspension rates for all students and all subgroups to decline by at least 0.3%.</p> <p>Suspension Rate Targets (Status): Suspension Rate (Status): Overall: 2.8% (G) EL: Remain in Green (G) SED: 3.1% (G) SWD: 5.6% (Y) Hisp: Remain in Green (G) NA 8.0% (O) Asian: 3.5% (Y) AfAm: 6.0 % (Y) Filipino: 2.0% (G) 2/More: 4.7% (Y) White: 3.7% (Y) Foster Youth: 7% (Y) Homeless: 5.0% (Y)</p> <p>Baseline 4.2 The district's suspension rate (from 14-15) was 5.3% as measured by the California School Dashboard*.</p>	<p>4.2 The district's suspension rate was 2.7% (on the 2019 CA School Dashboard.)</p> <p>From the 2019 California School Dashboard: Suspension Rates</p> <p>Overall: 2.7% (Green) EL: 1.4% (Green) SED: 2.9% (Green) SWD: 5.7% (Orange) Hisp: 2.2% (Green) NA: 0% Asian: 1.9% (Green) AfAm: 8.2% (Red) Filipino: 0% (Blue) 2/More: 6.7% (Red) White: 3.2% (Yellow) Foster: 12.2% (Red) Homeless: 4.9% (Yellow)</p> <p>California School Dashboard Change between the Baseline year and the 2019 California School Dashboard:</p> <p>Overall: Decline of 1.9% from baseline EL: Decline of 2.6% from baseline SED: Decline of 3.1% from baseline SWD: Decline of 5.9% from baseline Hisp: Decline of 2.6% from baseline NA: Decline of 16.7% from baseline Asian: Increase of 0.4% from baseline AfAm: Decline of 2.1% from baseline Filipino: Decline of 1.9% from baseline 2/More: Increase of 1.5% from baseline White: Decline of 2.8% from baseline Foster: Not available Homeless: Not available</p>

Expected	Actual
<p>The district's locally estimated overall suspension rate (from 15-16) was 4.6%.</p> <p>Therefore, the baseline for the district's overall suspension rate shall be 4.6%. The baseline for each of the student subgroups shall be:</p> <p>Suspension Rate (14-15 from the CA School Dashboard)</p> <ul style="list-style-type: none"> EL: 4.0 (O) SED: 6.0 (O) SWD: 11.6 (O) Hisp: 4.8 (O) NatAm: 16.7 (R) Asian: 1.5 (B) AfAm: 10.3 (O) Filipino: 1.9 (G) 2/More: 5.2 (O) White: 6.0 (O) <p>*Suspension data from the California School Dashboard is from the 2013-2014 and 2014-2015 school years. http://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidespring17.pdf (p. 27)</p>	<p>From the California Department of Education Dataquest web page. https://dq.cde.ca.gov/dataquest/</p> <p>Note that the methodology to calculate suspension rates on Dataquest is different than the methodology used for the California School Dashboard. Color coded scores are not assigned in Dataquest. The Dataquest information is included here because the CDE did not publish a 2020 California School Dashboard due to the COVID-19 pandemic.</p> <p>Overall: 2.9% African American: 7.9% Asian: 1.9% Filipino: 0.0% Hispanic: 2.6% White: 2.8% 2/More: 3.4%</p> <p>In June 2020, California SB 98 prohibited the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard. Therefore no state indicators for student performance in ELA or mathematics were published for 2019-2020.</p>
<p>Metric/Indicator</p> <p>Priority 6: School Climate as measured by all of the following, as applicable:</p> <p>B. Pupil expulsion rates</p>	<p>4.2a The district's 19-20 expulsion rate was 0.08%.</p>

Expected	Actual
<p>19-20 4.2a The district's expulsion rate will be below 0.7%. (SP 6)</p> <p>Baseline 4.2a The district's 15-16 expulsion rate was 0.5% (estimated locally), therefore, this shall be the baseline.</p>	
<p>Metric/Indicator</p> <p>Priority 5: Pupil Engagement as measured by all of the following, as applicable:</p> <p>A. School attendance rate</p> <p>19-20 4.3 The district's school attendance rate will be at least 97.5%.</p> <p>Baseline 4.3 The district's 15-16 school attendance rate was 96.6% (estimated locally). Therefore, this shall be the baseline.</p>	<p>4.3 The district's school attendance rate was 96.1%.</p>
<p>Metric/Indicator</p> <p>Priority 5: Pupil Engagement as measured by all of the following, as applicable:</p> <p>B. Chronic absenteeism rates</p> <p>19-20 4.3a Chronic Absenteeism Rate (Status): Overall: 7.2% (G) EL: 4.0% (G) SED: 8.0% (G) SWD: 8.0% (G)</p>	<p>4.3a The District's chronic absenteeism rate was 7.9%.</p> <p>From the 2019 California School Dashboard: Chronic Absenteeism Rates</p> <p>4.3a Chronic Absenteeism Rate Overall: 7.9% (Yellow) EL: 6.2% (Orange) SED: 8.6% (Yellow) SWD: 13.7% (Red) Hisp: 7.6% (Yellow) Asian: 5.9% (Orange)</p>

Expected	Actual
<p>Hisp: 6.9% (G) Asian: Remain in Blue or Green (G) AfAm: 8.3% (G) Filipino: 4.2% (G) 2/More: 9.3% (Y) White: 8.1% (Y) Foster Youth: 7.9% (G) Homeless: 25.2% (Y)</p>	<p>AfAm: 10.3% (Orange) Filipino: 8.3% (Orange) 2/More: 8.3% (Green) White: 8.2% (Yellow) Foster Youth: 11.6% (Orange) Homeless: 22.8% (Yellow)</p> <p>California School Dashboard Change between the Baseline year and the 2019 California School Dashboard:</p>
<p>Baseline 4.3a The District's 15-16 chronic absenteeism rate was 8.61% (estimated locally). Therefore, this shall be the baseline.</p>	<p>Overall: Increase of 0.7% from baseline EL: Increase of 2.2% from baseline SED: Increase of 0.6% from baseline SWD: Increase of 5.7% from baseline Hisp: Increase of 0.7% from baseline Asian: Not available AfAm: Increase of 2% from baseline Filipino: Increase of 4.1% from baseline 2/More: Decrease of 1.0% from baseline White: Increase of 0.1% from baseline Foster Youth: Increase of 3.7% from baseline Homeless: Decrease of 2.7 from baseline</p> <p>In June 2020, California SB 98 prohibited the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard. Therefore no state indicators for student performance in ELA or mathematics were published for 2019-2020.</p>
<p>Metric/Indicator Priority 5: Pupil Engagement as measured by all of the following, as applicable: C. Middle school dropout rates</p>	<p>4.4 The district's middle school dropout rate was 0% in 2019-2020.</p>

Expected	Actual
<p>19-20 4.4 The district's middle school dropout rate will be below 1%. (SP5)</p> <p>Baseline 4.4 The district's 15-16 middle school dropout rate is zero. Therefore, this shall be the baseline.</p>	
<p>Metric/Indicator Priority 6: School Climate as measured by all of the following, as applicable: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p> <p>19-20 4.5 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District will receive a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)</p> <p>Based on the 19-20 Local Climate Student Survey: 75% will agree or strongly agree with the statement: "I feel safe at school."</p> <p>Based on the 19-20 HESD Parent Survey: 75% of parents will respond that they either strongly agree or agree with the statement, "My child is safe at school."</p> <p>Based on the 19-20 HESD Teacher Survey: 75% of teachers will respond that they either strongly agree or agree with the statement, "I feel safe at school."</p>	<p>4.5 Students feel safe and "connected" to their school as evidenced by district reviews that may include surveys. The District received a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys." (SP 6)</p> <p>Based on the 19-20 HESD Student Survey:</p> <p>Based on the 19-20 HESD Parent Survey: 93% of parents responded that they either strongly agree or agree with the statement, "My child is safe at school."</p>

Expected	Actual
<p>75% of teachers will respond that they either strongly agree or agree with the statement, "I feel connected to the students at my school."</p> <p>75% of teachers will respond that they either strongly agree or agree with the statement, "I feel connected to the staff at my school."</p>	
<p>Baseline</p> <p>4.5 Results of surveys from 2019-2020 indicate that students, parents and staff feel safe at school. Therefore, the baselines shall be:</p>	
<p>The District received a score of "Met" on the California School Dashboard Local Indicator for "School Climate--Local Climate Surveys."</p> <p>16-17 HESD Parent Survey: 96% of parents responded that they either strongly agree or agree with the statement, "my child is safe at school."</p>	
<p>Metric/Indicator</p> <p>Priority 1: Basic Services addresses the degree to which:</p> <p>C. School facilities are maintained in good repair</p> <p>19-20</p> <p>4.6 Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)</p> <p>Baseline</p>	<p>4.6 See 3.1</p> <p>Facilities are maintained and in good repair. All schools receive a score of "Good" or "Exemplary" on the California Facilities Inspection Tool (FIT). (SP1)</p> <p>The district received a score of "Exemplary" on the California Facilities Inspection Tool in 2020.</p>

Expected	Actual
<p>4.6 Facilities are maintained and in good repair.</p> <p>All schools received a score of "Exemplary" on the 15-16 California Facilities Inspection Tool (FIT). Therefore, this shall be the baseline.</p>	
<p>Metric/Indicator</p> <p>See Goal #3</p> <p>Priority 1: Basic Services addresses the degree to which:</p> <p>A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching</p> <p>19-20</p> <p>See 3.1</p> <p>The district has credentialed, qualified teachers who are correctly assigned in core academic classes. The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." (SP1)</p>	<p>See 3.1</p> <p>The district had credentialed, qualified teachers who were correctly assigned in core academic classes.</p> <p>Local Indicators on the California School Dashboard for 2019-2020 were not published by the California Department of Education due to the COVID-19 pandemic. Therefore, the expected outcome pertaining to the dashboard local indicators cannot be measured.</p> <p>The district had no teacher mis-assignments in 2019-2020.</p>
<p>Baseline</p> <p>See: 3.1</p> <p>In 2016-2017, all teachers in the district met the credentialing requirements under California law to teach in their current assignments. There were three teachers with provisional credentials who were working toward a full credential. There were no teacher mis-assignments. (SP1)</p> <p>The district will receive a score of "Met" on the California School Dashboard Local Indicator for "Appropriately Assigned Teachers." This shall be the baseline.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A4.1 The implementation and maintenance of instructional materials are supported with leadership, staff, and materials.	1 Teacher Resource Specialist 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$76,787 Teacher Resource Center Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$0 Standards Aligned Instructional Materials 4000-4999: Books And Supplies LCFF/SC \$1,000,000	1 Teacher Resource Specialist 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$80,868 Teacher Resource Center Supplies/Materials 4000-4999: Books And Supplies LCFF/SC \$773 Standards Aligned Instructional Materials 4000-4999: Books And Supplies LCFF/SC \$615,063
A4.2 Learning directors provide direct academic and social support to students and coordinate the services from additional staff who provide academic, social, and health support. Learning Directors serve as the foster youth coordinator at their school sites.	33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$563,665	33% of 10 Learning Directors 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$606,976
A4.3 School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems.	5 School Nurses (RNs) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$696,516 10 Health Care Assistants (LVNs) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$606,679 3 Counselors Elementary Schools 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$398,134 2 Counselors Jr. High 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$265,422 Health/Nursing Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$27,100	5 School Nurses (RNs) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$687,996 10 Health Care Assistants (LVNs) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$609,473 3 Counselors Elementary Schools 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$406,137 2 Counselors Jr. High 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$270,758 Health/Nursing Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$10,426

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	School Social Worker 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$133,085	School Social Worker 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$143,970
A4.4 Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.	8 Student Specialists 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$720,195	8 Student Specialists 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$724,504
	2 School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$196,040	2 School Resource Officers 5800: Professional/Consulting Services And Operating Expenditures LCFF/SC \$184,000
	2 Vice Principals Jr. High 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$304,428	2 Vice Principals Jr. High 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$323,091
	Child Welfare and Support Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$31,589	Child Welfare and Support Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$22,892
	Director of School Climate, Child Welfare, Attendance (District FY, Homeless Coordinator) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$184,184	Director of School Climate, Child Welfare, Attendance (District FY, Homeless Coordinator) 1000-3999: Certificated Personnel Salaries & Benefits LCFF/SC \$190,170
	Admin Secretary School Climate 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$86,366	Admin Secretary School Climate 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$89,338
	Yard Supervision 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$751,201	Yard Supervision 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$788,940
	Community Day School Administrator & 3 Teachers 1000-3999: Certificated Personnel	Community Day School Administrator & 3 Teachers 1000-3999: Certificated Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries & Benefits LCFF/SC \$486,500 Community Day School Classified (3 Instructional Aides & 1 Clerical) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$182,306 Community Day School Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$21,284	Salaries & Benefits LCFF/SC \$497,637 Community Day School Classified (3 Instructional Aides & 1 Clerical) 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$180,477 Community Day School Supplies Materials 4000-4999: Books And Supplies LCFF/SC \$8,875
Action 4.5 (A4.5) was eliminated in 2018-2019. The expenditures under A4.5 are incorporated into A4.4.	\$0	\$0
A4.6 Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	Transportation 7000-7439: Other Outgo LCFF/SC \$500,000	Transportation 7000-7439: Other Outgo LCFF/SC \$500,000

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The actions described above were implemented despite the school closures and supported students, including low-income, English learner, or foster youth students, families, teachers and staff. The team of nurses, counselors, social workers, learning directors, student specialists, and vice principals remained on duty and served students (including low-income, English learner, or foster youth) during school closures to the extent possible.

Sufficient instructional materials were procured using less than the budgeted amount. The actions described above were implemented despite the school closures.

The unspent LCFF funds, including funds budgeted for LCAP actions and services that were not implemented in 2019-2020, were used support students, including low-income, English learner, or foster youth, families, teachers and staff by providing supplies, materials, equipment, printing, and personnel to support students in distance learning; to provide meals for students who are low-income, English learner, or foster youth; and for sanitizing/disinfecting/cleaning activities and maintaining facilities (protecting the health of students, parents, teachers and school staff).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes

Prior to the school closure on 3/16/2020, the district was on track to meet its target for suspension rate. The district has reduced suspensions by more than fifty percent without lowering its standards for behavior and citizenship. (The district's suspension rate in 14-15 was 5.3%. The Dataquest suspension rate for 19-20 was 2.9%).

A team of nurses, counselors, learning directors, student specialists and more (see above) continued to support students remotely after the school closures.

The districts' parent and student surveys (conducted prior to the onset of the pandemic and school closures) provided overwhelmingly positive responses for items relating to school climate, safety, and school connectedness.

Challenges

Students, parents, and families had a high level of concern for both returning to school and remaining in distance learning. Students and families were concerned about student safety in light of the COVID-19 pandemic should schools be allowed to reopen; they were also concerned about the efficacy of distance learning and students missing the peer interaction and social stimulation provided by in-person school. Parents were concerned about students learning remotely. Students missed their friends and teachers.

Comments on the district's website contact form, phone calls from parents, comments from DELAC and PAC parent members provided anecdotal evidence of these concerns. The district conducted several surveys in 19-20 in planning for the reopening of in-person school. These surveys asked parents whether they would choose to send their children back to school or keep them in distance learning when schools were permitted to reopen. The results of these surveys showed approximately 70% choosing in-person school and 30% choosing to remain in distance learning. Additionally, the high numbers of parents requesting to change their choice after having submitted these surveys is another indication of the level of concern families had about both having their children return to school and remain at home.

On December 10, 2020 The HESD English Learning Advisory Committee made the following recommendation to the HESD board of Trustees: The DELAC understands and supports the return to distance learning for all students in light of the COVID-19 pandemic, and at the same time, acknowledges that in-person learning is the most effective instructional model. The DELAC recommends a return to in-person learning once it is safe to do so.

Goal 5

Communication between schools and home will be regular and meaningful.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>Priority 3: Parental Involvement addresses:</p> <p>B. How the school district will promote parental participation in programs for unduplicated pupils</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents receiving standards aligned report cards, and parent responses to questions regarding communication on district surveys as shown below:</p> <p>Parent/teacher conferences were attended at a rate of 99.1%. Parents strongly agree or agree on the HESD Parent Survey that "[T]he Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.(60% Strongly Agree/36% Agree).</p> <p>100% Parents received a report card for their student. Parents responded that "[T]he Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the on the HESD Parent Survey. (52% Strongly Agree/43% Agree).</p> <p>Parents strongly agree or agree with the statement "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.)" on the on the HESD Parent Survey (58% Strongly Agree/37% Agree).</p>
<p>19-20</p> <p>5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) will receive meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences, the numbers of parents receiving standards aligned report cards, and parent responses to questions regarding communication on district surveys. The District will receive a score of "Met" on the California School Dashboard local indicator for "Parent Engagement." (SP3)</p>	

Expected	Actual
<p>Baseline</p> <p>5.1 Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement. Therefore, the baseline shall be:</p> <p>The District received a score of "Met" on the California School Dashboard local indicator for "Parent Engagement."</p> <p>98% of parents (including parents of unduplicated pupils and pupils with exceptional needs) strongly agree or agree that "The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards" HESD Parent Survey.</p> <p>97% of parents (including parents of unduplicated pupils and pupils with exceptional needs) responded that "The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math" on the HESD Parent survey.</p> <p>95% of parents (including parents of unduplicated pupils and pupils with exceptional needs) strongly agree or agree with the statement "I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports, etc.)" on the HESD parent survey.</p>	<p>Local Indicators on the California School Dashboard for 2019-2020 were not published by the California Department of Education due to the COVID-19 pandemic. Therefore, the expected outcome pertaining to the dashboard local indicators cannot be measured. (SP3)</p>
<p>Metric/Indicator</p> <p>Priority 3: Parental Involvement addresses:</p> <p>B. How the school district will promote parental participation in programs for unduplicated pupils</p> <p>C. How the school district will promote parental participation in programs for individuals with exceptional needs.</p>	<p>5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)</p>

Expected	Actual
<p>19-20</p> <p>5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participate in a variety of educational and social activities as evidenced by reviews of parent attendance at district and site activities. (SP 3 Participation)</p> <p>Baseline</p> <p>5.2 Parents (including parents of unduplicated pupils and pupils with exceptional needs) participated in a variety of educational and social activities.</p> <p>Approximately 150 parents (including parents of unduplicated pupils and pupils with exceptional needs) were served at the parent outreach center. Therefore, this shall be the baseline.</p>	<p>Approximately 200 parents were served at the parent outreach center prior to the school closure. Parents received a variety of training and support services. Additionally, prior to the school closures, school sites held academic and social parent involvement activities including literacy and math nights. Parents agree or strongly agree with the statement: "[T]here are adequate opportunities for me to become involved in my child's school." on the district's Parent Survey (48% Strongly Agree/45% Agree).</p> <p>After the school closure on 3/16/20, the parent outreach center continued to provide a variety of educational and social activities remotely via Zoom.</p>
<p>Metric/Indicator</p> <p>Priority 3: Parental Involvement addresses:</p> <p>A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</p> <p>19-20</p> <p>5.3 Parents (including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district</p>	<p>5.3 Parents (including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>95% of parents strongly agree or agree with the statement "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee,</p>

Expected	Actual
<p>reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. (SP3 Input)</p> <p>Baseline 5.3 Parents provided input into programs and services, both district-wide and at the school site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys. Therefore, the baseline shall be:</p> <p>All schools maintained a school site council and the council met regularly.</p> <p>The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>95% of parents (including parents of unduplicated pupils and pupils with exceptional needs)strongly agree or agree with the statement "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations" on the HESD parent survey.</p> <p>98% of parents (including parents of unduplicated pupils and pupils with exceptional needs)strongly agree or agree with the statement "There are adequate opportunities for me to become informed about the school's programs."</p>	<p>parent workshops, back to school night, and parent education presentations" on the HESD parent survey. Parents strongly agree or agree with the statement "[T]here are adequate opportunities for me to become informed about the school's programs (48% Strongly Agree/45% Agree).</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A5.1 The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	Action 5.1 is implemented without the expenditure of funds. Not Applicable Other \$0	Action 5.1 is implemented without the expenditure of funds. Not Applicable Other \$0
A5.2 School sites and the district will provide parents with a variety of informational, training/educational, and social activities.	Parent Liaison 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$83,826 Supplies/Materials for Parent Education Center 4000-4999: Books And Supplies LCFF/SC \$15,750	Parent Liaison 2000-3999: Classified Personnel Salaries & Benefits LCFF/SC \$73,135 Supplies/Materials for Parent Education Center 4000-4999: Books And Supplies LCFF/SC \$6,598
A5.3 The district and school sites will maintain the required committees for parent input.	Action 5.3 is implemented without the expenditure of funds. Not Applicable Other \$0	Action 5.3 is implemented without the expenditure of funds. Not Applicable Other \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Expenditures for the above actions, on the whole, were not substantively different than what was budgeted. The actions described above were implemented despite the school closures.

The Unspent LCFF funds, including funds budgeted for LCAP actions and services that were not implemented in 2019-2020 were used to support the district's efforts to mitigate effects of the COVID-19 pandemic. These include distribution of meals to families, sanitizing/disinfecting/cleaning activities, printing and distributing work packets for periods of asynchronous work, and maintaining facilities.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes:

The HESD parent survey, conducted prior to the school closures, indicated that parents overwhelmingly satisfied with communication between the school and home and with opportunities to participate in school activities and decision-making.

* 95% of parents strongly agree or agree with the statement "I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations"

* 93% of parents indicate that there are adequate opportunities for me to become involved in my child's school.

* 95% of parents strongly agree or agree with the statement "I receive information about my child's progress in the classroom."

Parent/teacher conferences were attended at a rate of 99.1%.

The district, school administration, and individual teachers made extensive use of the district's online communication tools including Remind, Zoom, and Teams to communicate with families. The district made extensive use of its website to provide information about the COVID-19 pandemic, school closures and reopenings. The district used its website to collect survey information regarding parents' choice to have their students' return to school in the event of a reopening, or to remain in distance learning. The district initiated a Facebook feed as another layer of communication.

Challenges:

School sites were not able to conduct all four of their scheduled school site council meetings. The district was not able to conduct all four of the Parent Advisory Committee and District English Learner Advisory Committee meetings due to the school closures.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IP 1 Supplies/Materials School Sites/Students School sites are provided with supplies and materials that support in-person and distance learning.	\$171,945	\$171,079	Yes
IP 2 School Libraries School libraries are open during school hours and are supported with staff, books, periodicals, and technology. Library materials are available for checkout to students in distance and in-person learning. Electronic books and periodicals are available to all students (distance and in-person) at any time. Media Service Aides Destiny library information system	\$476,578	\$470,005	Yes
IP 3 READY Program Students in grades K-6 have the opportunity to participate in an after-school enrichment program at no charge to families. READY Program Staff READY Program Supplies/Materials	\$435,069	\$770,207	Yes
IP 4 Art, Music, Physical Education Art, music, and PE instruction is supported with staff, supplies, and materials. 3.0 Art Teachers Art Supplies	\$1,553,719	\$1,460,436	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
5.0 Music Teachers Music Supplies/Equipment/Instruments 5.0 PE Teachers PE Supplies			
IP 5 Additional Teaching Staff to Support Smaller Class Sizes for Social Distancing	\$1,000,000	\$1,061,507	Yes
IP 6 Clean Safe Learning Environment Cleaning Supplies, Personnel, PPE	\$1,000,000	\$55,669	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Total Amount Initially Budgeted for In-Person Learning: \$4,637,311

Total Estimated Actuals for In-Person Learning: \$3,988,903

All of the actions above were implemented to the extent practicable with the COVID-19 restrictions, school closures and reopenings. Some of the individual actions were implemented with less than the originally budgeted amounts, some actions required funding above the originally budgeted amounts.

IP 1: School sites were provided with discretionary funding to support in-person instruction. Individual school sites' use of these funds is detailed in their School Plans for Student Achievement. (No substantive difference between budgeted and estimated actual)

IP 2: School libraries were available during periods of in-person learning with social distancing. (No substantive difference between budgeted and estimated actual)

IP 3: Staff in the after school program provided academic and enrichment opportunities and activities for students during school closures and during the distance learning portion of the day when schools were open. (The district was unable to hire the originally budgeted number of READY tutors. Services were provided using the existing staff.)

IP 4: Art, music, and physical education teachers provided students with these programs to the extent practicable during the school closures. Limited Art, music and physical education was provided to students during periods of in-person learning to the extent practicable given the COVID social distance restrictions. (Not all supplies, materials, equipment, instruments etc. budgeted were purchased or needed due to the limitations that were part of the COVID pandemic.)

IP 5: Additional teaching staff were utilized to reduce class sizes to meet social distancing requirements. (No substantive difference between budgeted and estimated actual)

IP 6: Schools and classrooms were cleaned/disinfected per regulations using less than the budgeted amount.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

In 2020-2021, students attended school through distance learning and/or attended school in-person. 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 option for 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 or staff with COVID (positive test or symptomatic).

During each of the periods when schools were open for in-person instruction, parents were given the option to have their students return to school or to remain in distance learning. Approximately 70% of parents chose to have their students return to school.

Approximately 30% of parents kept their children in distance learning.

During the periods when schools were open, students attended school on a modified schedule as follows:

Grades TK – K:

AM in-person at school: 8:00 a.m. – 12:00 p.m.

PM distance learning: 1:00 - 2:07 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:07 p.m.

Grades 1st – 3rd:

AM in-person at school: 8:00 a.m. – 12:10 p.m.

PM distance learning: 1:10 - 2:27 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:27 p.m.

Grades 4th – 6th :

AM in-person at school: 8:00 a.m. – 12:20 p.m.

PM distance learning: 1:20 - 2:47 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:47 p.m.

Grades 7th & 8th:

AM in-person at school: 8:00 - 12:15 p.m.

PM distance learning: 1:15 - 2:56 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:56 p.m.

Class sizes were kept low to maintain social distancing requirements during the period in which schools were open. The district utilized its team of instructional coaches, physical education teachers, and community day school teachers in classrooms to lower class sizes.

Successes:

School libraries were available during periods of in-person learning. Students have access to the library system through their computer device. Books were available for checkout/return in a drive-through format. Students had access to the district's extensive collection of ebooks at home on their computer devices. Media service aides taking the lead, checked out and distributed, via drive-through, a laptop computer to each student in grades 3-8. Media service aides took the lead in troubleshooting connection of computer technology to students' home internet. Media service aides handled minor difficulties, with more complex issues being escalated to the IT department. The READY program continued to provide enrichment activities for students during/after the p.m. distance learning period. Art music and physical education teachers provided activities for students during/after the p.m distance learning period.

Teaching staff, including the teachers' bargaining unit (HETA) worked with district leadership to develop and implement a plan for students to return to school that prioritized safety for all.

Small class sizes to maintain social distancing requirements were implemented.

Schools and classrooms were cleaned/disinfected per regulations.

Challenges

Repeated opening and closing of school required that the district repeatedly make staffing and student/classroom placement adjustments. This placed a strain on students, staff, and families. During periods when school was open, many individual classes had to be closed due to staff or students contracting the COVID-19 virus. Art, music and physical education was provided to students during periods of in-person learning, to the extent practicable, given the COVID social distance restrictions.

Students, parents, and families had a high level of concern for both returning to school and remaining in distance learning. Students and families were concerned about student safety in light of the COVID-19 pandemic when schools were allowed to reopen; they were also concerned about the efficacy of distance learning and students missing the peer interaction and social stimulation provided by in-person school when schools were closed.

Comments on the district's website contact form, phone calls from parents, comments from DELAC and PAC parent members provided anecdotal evidence of these concerns. The district conducted several surveys in 20-21 in planning for the reopening of in-person school. These surveys asked parents whether they would choose to send their children back to school or keep them in distance learning when schools were permitted to reopen. The results of these surveys showed approximately 70% choosing in-person school and 30% choosing to remain in distance learning. Additionally, the high numbers of parents requesting to change their

choice after having submitted these surveys is another indication of the level of concern families had about both having their children return to school and remain at home.

On December 10, 2020 The HESD English Learning Advisory Committee made the following recommendation to the HESD board of Trustees: The DELAC understands and supports the return to distance learning for all students in light of the COVID-19 pandemic, and at the same time, acknowledges that in-person learning is the most effective instructional model. The DELAC recommends a return to in-person learning once it is safe to do so.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>DL 1 Technology Access to Devices</p> <p>Students in grades 2-8 have access to laptop computers for distance learning. Students in grades TK-1 have Apple iPads. Students in all grades have access to a suite of standards aligned digital content.</p> <p>Laptop for each student grades 3-8</p> <p>Ipad for each student grades TK-2</p> <p>7 computer technicians</p> <p>Teacher Resource Specialist</p>	\$3,077,060	\$2,665,767	Yes
<p>DL 1.1 Upgrade Internet Infrastructure</p> <p>Increase internet bandwidth to accommodate students online at home.</p>	\$500,000	\$552,289	No
<p>DL 2 Digital/Online Instructional Materials</p> <p>The District will provide students (in-person and distance learning) with access to digital/online instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology.</p> <p>Digital subscriptions and content including, but not limited to:</p> <p>Discovery Education</p> <p>Flocabulary</p> <p>Lexia Learning</p> <p>Smart Notebook (IVS)</p> <p>Kahn Academy</p> <p>Newsela</p> <p>Learning A-Z</p> <p>Seesaw Learning</p> <p>Screencast</p> <p>Adobe Creative Cloud</p> <p>Zoom</p>	\$490,272	\$342,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Microsoft Teams			
DL 3 Supporting Designated and Integrated ELD (This action is limited to English learners) Designated and Integrated ELD for English learners in distance learning and in-person school are supported with staff, supplies, and materials. Director of Curriculum Director Prog. Dev., Assessment, Accountability (50%) 33% Learning Directors 50% Admin Secretary (PD Els) 1 EL Instructional Aide(Jr. High) Supplies Materials for Supplemental ELD Instruction	\$975,421	\$888,347	Yes
DL 4 Teacher Professional Development Teachers are supported with leadership, training, and professional development. 33% Learning Directors 50% Admin. Secretary (Supports PD) 3 Teacher PD Days DL 5 Instructional Coaches	\$2,347,095	\$1,175,437	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Total Initially Budgeted for Distance Learning: \$7,389,848

Total Estimated Actuals for Distance Learning: \$5,383,494

All of the actions above were implemented to the extent practicable with the COVID-19 restrictions, school closures and reopenings. Some of the individual actions were implemented with less than the originally budgeted amounts, some actions required funding above the originally budgeted amounts.

DL 1: All students were provided with a computer or ipad and students without internet at home were provided with a wifi hot spot using less than the budgeted amount.

DL 1.1: Computer infrastructure upgrades to provide increased wireless connectivity for students was implemented (using more than the budgeted amount).

DL 2: Students were provided with a suite of online instructional materials and learning tools for use in distance learning. (All students had access to a full suite of online materials - the cost was less than the originally budgeted amount.)

DL 3: Integrated ELD was provided during the school day by teachers during distance learning. Designated ELD was provided to the extent practicable during distance learning. (All personnel providing ELD remained on duty and supported students. The cost of some personnel may have been more or less than originally budgeted. Supplies and materials were provided but cost less than originally budgeted.)

DL 4: The district utilized its team of instructional coaches and its website to develop and post extensive training resources for students and families in the use of these online instructional resources. The district's instructional coaches provided remote/recoded training for teachers in the use of these resources. (The team of instructional coaches were also tasked with teaching in classrooms to help meet the social distancing requirements for a portion of the school year. During the period of time instructional coaches were in teaching in classrooms, they were not funded from this plan, accounting for the difference between budgeted and estimated actual expenditures.)

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

In 2020-2021, students attended school through distance learning and/or attended school in-person. 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 option for 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 or staff with COVID (positive test or symptomatic).

During each of the periods when schools were open for in-person instruction, parents were given the option to have their students return to school or to remain in distance learning. Approximately 70% of parents chose to have their students return to school. Approximately 30% of parents kept their children in distance learning.

During the periods when schools were open, students attended school on a modified schedule as follows:

Grades TK – K:

AM in-person at school: 8:00 a.m. – 12:00 p.m.

PM distance learning: 1:00 - 2:07 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:07 p.m.

Grades 1st – 3rd:

AM in-person at school: 8:00 a.m. – 12:10 p.m.

PM distance learning: 1:10 - 2:27 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:27 p.m.

Grades 4th – 6th :

AM in-person at school: 8:00 a.m. – 12:20 p.m.

PM distance learning: 1:20 - 2:47 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:47 p.m.

Grades 7th & 8th:

AM in-person at school: 8:00 - 12:15 p.m.

PM distance learning: 1:15 - 2:56 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:56 p.m.

Successes:

*Access to Devices and Connectivity:

Technology resources were rapidly, efficiently, and effectively increased for students as the school closures continued and students remained in distance learning for extended periods. School site personnel, with the school sites' learning directors and media service aides taking the lead, checked out and distributed, via drive-through, a laptop computer to each student in grades 3-8. Media service aides took the lead in troubleshooting connection of computer technology to students' home internet. Media service aides handled minor difficulties, with more complex issues being escalated to the IT department. The IT department, working with the Kings County Office of Education, quickly procured, purchased, and configured hundreds of wi-fi hotspots for families without internet access. Media service aides checked out and distributed these hot spots. Additional laptops were purchased, configured, and distributed to support distance learning for students in grade 2. Ipads were distributed to students in grades in TK-1. With this, all students in the district were provided a computer device for distance learning.

*Continuity of Instruction:

In order to provide continuity of instruction, to the degree possible under the school closures, the district rapidly expanded standards aligned, online instructional resources for students.

The Destiny Library Information System provided students with home access to the district/school library system including the ability to check out electronic books directly to their laptops. The district increased its already substantial inventory of electronic books. The district provided paper and pencil work for students to complete and return to their teacher. Schools held regular, socially distanced, drive-through events to check out/in library books, distribute instructional materials, and other communications.

***Distance Learning Professional Development:**

Teaching staff, students, and their families received training and support in using these resources. The district utilized its team of instructional coaches and its website to develop and post extensive training resources for students and families in the use of these online instructional resources. The district's instructional coaches provided remote/recording training for teachers in the use of these resources.

***Pupil Participation and Progress:**

The following are the Hanford Elementary School District's written procedures that 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).

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

In addition to taking attendance in the district's student information system, Synergy, teachers 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 is 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/does:

- 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, school work, and/or assessments include but may not be limited to: teachers, paraprofessionals, and attendance clerks.)

School sites 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 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 meets with the student's family/parent/guardian via phone call or home visit. During this meeting the school personnel:

- 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 meetings are 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.

***Staff Roles and Responsibilities:**

During periods of school closures, and for students whose families chose distance learning for their students during periods when schools were open, teachers provided synchronous instruction that exceeded the minimum number of instructional minutes each instructional day. During periods when schools were open for in-person instruction, students attended school for the minimum number of instructional minutes each day. Additionally, teachers provided synchronous distance learning for additional minutes each afternoon that exceeded the minimum instructional minutes. School and district staff worked to maintain physical state of the school-sites as well as district sites such as the kitchen and transportation.

***Students With Unique Needs Including English Learners, Pupils with Exceptional Needs Service Across the Full Continuum of Placements, Foster Youth, and Homeless:**

The team of nurses, counselors, social workers, learning directors, student specialists, and vice principals served students (listed above) during periods of distance learning. These staff conducted extensive outreach including electronic communication, phone calls,

and home visits to ensure students participated in distance learning activities. School site leadership developed and implemented re-engagement plans for any student who did not participate in distance learning 3 or more days in any given week. These plans included parent/family contact, identification of barriers to participation (including social and emotional barriers), and a description of efforts that would be made to mitigate these barriers. As part of this outreach effort, students and families in need of mental health and/or social emotional support were identified and served.

Challenges:

Repeated opening and closing of school required that the district repeatedly make staffing and student/classroom placement adjustments. This placed a strain on students, staff, and families. During periods when school was open, many individual classes had to be closed due to staff or students contracting the COVID-19 virus.

Because most students attended school both in person and through distance learning throughout the school year, it is not possible to measure the effectiveness of the distance learning program separately from the in-person program. Students in grades 3-8 took the CAASPP state testing in April and local district assessments throughout the month of May. Results of these assessments will not be available by the time this Annual Update is submitted/approved.

Engaging students to participate in designated ELD after substantial hours already spent in online instruction was a challenge.

The volume of troubleshooting and computers needing repair increased drastically with the school openings/closures and transition to and from distance learning. The need for computers, hot-spots, and accessories, such as headphones and charging cables, was a challenge as supply chains were disrupted due to the pandemic. Some families faced challenges with internet access even with the distribution of hot spots and expert troubleshooting.

Students, parents, and families had a high level of concern for both returning to school and remaining in distance learning. Students and families were concerned about student safety in light of the COVID-19 pandemic when schools were allowed to reopen; they were also concerned about the efficacy of distance learning and students missing the peer interaction and social stimulation provided by in-person school when schools were closed.

Comments on the district's website contact form, phone calls from parents, comments from DELAC and PAC parent members provided anecdotal evidence of these concerns. The district conducted several surveys in 20-21 in planning for the reopening of in-person school. These surveys asked parents whether they would choose to send their children back to school or keep them in distance learning when schools were permitted to reopen. The results of these surveys showed approximately 70% choosing in-person school and 30% choosing to remain in distance learning. Additionally, the high numbers of parents requesting to change their choice after having submitted these surveys is another indication of the level of concern families had about both having their children return to school and remain at home.

On December 10, 2020 The HESD English Learning Advisory Committee made the following recommendation to the HESD board of Trustees: The DELAC understands and supports the return to distance learning for all students in light of the COVID-19 pandemic,

and at the same time, acknowledges that in-person learning is the most effective instructional model. The DELAC recommends a return to in-person learning once it is safe to do so.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LL 1 Provide after-hours interventions for students who have experienced learning loss. Teacher overcontract to provide interventions for students School City (Illuminate) Student Data Assessment Management System After Hours/Intersession Instruction Instructional materials to support after-hours instruction	\$457,998	\$194,868	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

LL 1: All of the actions above were implemented to the extent practicable with the COVID-19 restrictions, school closures and reopenings. (As described in the "Challenges" section below: Students' participation in Learning Loss Mitigation activities was also a challenge. Students' capacity to attend school online for all or part of the day, then work at the computer for additional hours after school was not as great as anticipated. Teacher's capacity to offer additional after-hours online instruction was also not as great as was anticipated. These two challenges were contributing factors to the difference between the budgeted and estimated actual expenditures.)

Approximately 523 students received Learning Loss Mitigation services. Students in grades K-8 received these services.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

In 2020-2021, students attended school through distance learning and/or attended school in-person. 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 or staff with COVID (positive test or symptomatic).

During each of the periods when schools were open for in-person instruction, parents were given the option to have their students return to school or to remain in distance learning. Approximately 70% of parents chose to have their students return to school. Approximately 30% of parents kept their children in distance learning.

During the periods when schools were open, students attended school on a modified schedule as follows:

Grades TK – K:

AM in-person at school: 8:00 a.m. – 12:00 p.m.

PM distance learning: 1:00 - 2:07 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:07 p.m.

Grades 1st – 3rd:

AM in-person at school: 8:00 a.m. – 12:10 p.m.

PM distance learning: 1:10 - 2:27 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:27 p.m.

Grades 4th – 6th :

AM in-person at school: 8:00 a.m. – 12:20 p.m.

PM distance learning: 1:20 - 2:47 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:47 p.m.

Grades 7th & 8th:

AM in-person at school: 8:00 - 12:15 p.m.

PM distance learning: 1:15 - 2:56 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:56 p.m.

Successes:

Students, including English learners, low-income, foster youth, pupils with exceptional needs, and pupils who are experiencing homelessness, received additional instructional services designed to mitigate learning loss caused by the COVID-19 school closures. Approximately 523 students received Learning Loss Mitigation services. Students were identified for these additional services based on available district assessments in ELA and math. Students in grades K-8 received these services. Learning loss mitigation sessions targeted specific academic areas of identified need based on available assessment data and teacher/principal recommendations.

Challenges:

Repeated opening and closing of school required that the district repeatedly make staffing and student/classroom placement adjustments. This placed a strain on students, staff, and families. During periods when school was open, many individual classes had to be closed due to staff or students contracting the COVID-19 virus.

Students' participation in Learning Loss Mitigation activities was also a challenge. Students' capacity to attend school online for all or part of the day, then work at the computer for additional hours after school was not as great as anticipated. Teacher's capacity to offer additional after-hours online instruction was also not as great as was anticipated. These two challenges were contributing factors to the difference between the budgeted and estimated actual expenditures.

Disruptions in both state and local assessment systems and timelines limit the practicability of measuring the effectiveness of these efforts.

On December 10, 2020 The HESD English Learning Advisory Committee made the following recommendation to the HESD board of Trustees: The DELAC understands and supports the return to distance learning for all students in light of the COVID-19 pandemic, and at the same time, acknowledges that in-person learning is the most effective instructional model. The DELAC recommends a return to in-person learning once it is safe to do so. This recommendation applies to after-hours instruction including interventions and tutoring as well as regular school.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

In 2020-2021, students attended school through distance learning and/or attended school in-person. 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 option for 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 or staff with COVID (positive test or symptomatic).

Successes:

The district's team of nurses, counselors, social workers, learning directors, student specialists, and vice principals served students during periods of in-person and distance learning. These staff conducted extensive outreach including electronic communication, phone calls, and home visits to ensure students participated in distance learning activities. School site leadership developed and implemented re-engagement plans for any student who did not participate in distance learning 3 or more days in any given week.

These plans included parent/family contact, identification of barriers to participation (including social and emotional barriers), and a description of efforts that would be made to mitigate these barriers. As part of this outreach effort, students and families in need of mental health and/or social emotional support were identified and served.

Teachers developed strong relationships with their students even during extended periods of remote learning. Many students experiencing social/emotional needs were able to communicate these needs to their teachers even in distance learning. These students were provided support.

The district homeless liaison and social worker identified and served students experiencing homelessness.

The district implemented a suicide prevention program for students that was well-received.

The district's work with outside agencies that provide counseling and mental health services continued.

Challenges:

Technical issues at times complicated communication between support staff and families.

Even with extensive outreach and communication, not all students experiencing social/emotional challenges were identified.

Daily monitoring of students receiving social emotional support was not always possible.

A lack of privacy in students' homes during meetings with support staff/counselors sometimes posed a barrier to communication.

Adjustments to instructional materials to help students work through social issues were often needed (many of these materials are not designed to be used online).

Stakeholder Feedback/Input

Repeated opening and closing of school required that the district repeatedly make staffing and student/classroom placement adjustments. This placed a strain on students, staff, and families. During periods when school was open, many individual classes had to be closed due to staff or students contracting the COVID-19 virus.

Students, parents, and families had a high level of concern for both returning to school and remaining in distance learning. Students and families were concerned about student safety in light of the COVID-19 pandemic when schools were allowed to reopen; they were also concerned about the efficacy of distance learning and students missing the peer interaction and social stimulation provided by in-person school when schools were closed.

Comments on the district's website contact form, phone calls from parents, comments from DELAC and PAC parent members provided anecdotal evidence of these concerns. The district conducted several surveys in 20-21 in planning for the reopening of in-person school. These surveys asked parents whether they would choose to send their children back to school or keep them in distance learning when schools were permitted to reopen. The results of these surveys showed approximately 70% choosing in-person school and 30% choosing to remain in distance learning. Additionally, the high numbers of parents requesting to change their choice after having submitted these surveys is another indication of the level of concern families had about both having their children return to school and remain at home.

On December 10, 2020 The HESD English Learning Advisory Committee made the following recommendation to the HESD board of Trustees: The DELAC understands and supports the return to distance learning for all students in light of the COVID-19 pandemic, and at the same time, acknowledges that in-person learning is the most effective instructional model. The DELAC recommends a return to in-person learning once it is safe to do so.

On January 19, 2021, the HESD Parent Advisory Committee made the following recommendations:

- Continue to maintain staff at school sites to support school climate, student health and social/emotional wellbeing.
- Prioritize diversity when hiring school staff.
- Continue to provide training for support staff in health and safety measures even after the COVID crisis has passed.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

In 2020-2021, students attended school through distance learning and/or attended school in-person. 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 option for 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 or staff with COVID (positive test or symptomatic).

During each of the periods when schools were open for in-person instruction, parents were given the option to have their students return to school or to remain in distance learning. Approximately 70% of parents chose to have their students return to school. Approximately 30% of parents kept their children in distance learning.

During the periods when schools were open, students attended school on a modified schedule as follows:

Grades TK – K:

AM in-person at school: 8:00 a.m. – 12:00 p.m.

PM distance learning: 1:00 - 2:07 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:07 p.m.

Grades 1st – 3rd:

AM in-person at school: 8:00 a.m. – 12:10 p.m.

PM distance learning: 1:10 - 2:27 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:27 p.m.

Grades 4th – 6th :

AM in-person at school: 8:00 a.m. – 12:20 p.m.

PM distance learning: 1:20 - 2:47 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:47 p.m.

Grades 7th & 8th:

AM in-person at school: 8:00 - 12:15 p.m.

PM distance learning: 1:15 - 2:56 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:56 p.m.

Successes:

The district, school administration, and individual teachers made extensive use of the district's online communication tools including Remind, Zoom, and Teams to communicate with families. The district made extensive use of its website to provide information about the COVID-19 pandemic, school closures and reopenings. The district used its website to collect survey information regarding parents' choice to have their students' return to school in the event of a reopening, or to remain in distance learning. Nearly all parents responded to surveys regarding their choices for distance learning/in-person instruction for periods when schools were open. The district initiated a Facebook feed as another layer of communication.

School site staff conducted extensive outreach including electronic communication, phone calls, and home visits to ensure students participated in distance learning activities. School site leadership developed and implemented re-engagement plans for any student who did not participate in distance learning 3 or more days in any given week. These plans included parent/family contact, identification of barriers to participation, and a description of efforts that would be made to mitigate these barriers.

The district superintendent provided regular updates to the public on the status of school closures/reopenings, and plans for the safe reopening of schools at bi-monthly board meetings. All board meetings were live-streamed.

School sites resumed holding school site council meetings via Zoom. District Parent Advisory Committee and District English Learner Advisory Committees resumed meeting via Zoom.

The district's parent conference attendance rate was 99.2% with parent/teacher conferences being held via Zoom.

Challenges:

Technical issues were, at times, a barrier to communication.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In 2020-2021, students attended school through distance learning and/or attended school in-person. 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 option for 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 or staff with COVID (positive test or symptomatic).

During each of the periods when schools were open for in-person instruction, parents were given the option to have their students return to school or to remain in distance learning. Approximately 70% of parents chose to have their students return to school.

Approximately 30% of parents kept their children in distance learning.

During the periods when schools were open, students attended school on a modified schedule as follows:

Grades TK – K:

AM in-person at school: 8:00 a.m. – 12:00 p.m.

PM distance learning: 1:00 - 2:07 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:07 p.m.

Grades 1st – 3rd:

AM in-person at school: 8:00 a.m. – 12:10 p.m.

PM distance learning: 1:10 - 2:27 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:27 p.m.

Grades 4th – 6th :

AM in-person at school: 8:00 a.m. – 12:20 p.m.

PM distance learning: 1:20 - 2:47 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:47 p.m.

Grades 7th & 8th:

AM in-person at school: 8:00 - 12:15 p.m.

PM distance learning: 1:15 - 2:56 p.m.

*Distance Learning students daily schedule runs from 8:00 - 2:56 p.m.

All schools in the Hanford Elementary School District are participating in the Community Eligibility Provision. This means that all students attending our schools may eat breakfast and lunch free of charge. Students are not required to qualify for the National School Lunch Program (free/reduced lunch) in order to eat for free.

Successes:

Free breakfast and lunch was provided for all students during periods when schools were open and during school closures. Students attending school in-person during the periods that school was open received a grab and go meal upon leaving the campus each day. The meal included lunch for that day and breakfast for the next day. Students in distance learning during school closures, and students remaining in distance learning when schools were open were provided meals in a "drive-through" distribution at their school site.

Challenges:

Despite outreach efforts using the district's suite of communication tools, the numbers of meals served during periods of school closures was significantly lower than the numbers of meals served when students attended school in-person. Procuring suitable meals that could be sent home and eaten the same day or the next day, without the need for cooking/preparation, that would not spoil, and that were pre-packaged was a challenge.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	<p>MH 1 Coordination of Student Support Services Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.</p> <p>Learning Directors Director of School Climate, Child Welfare and Attendance Admin Secretary (for School Climate Child Welfare and Attendance) Supplies/Materials (for School Climate Child Welfare and Attendance) School Social Worker</p>	\$1,049,655	\$993,355	Yes
Mental Health and Social and Emotional Well-Being	<p>MH 2 Health Professionals School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems.</p> <p>5 School Nurses (RNs) 11 School Nurses (LVNs) (One per school site) School Nursing Supplies/Materials 3 School Counselors (Elementary Schools) 2 Counselors (Junior High) (One Per School)</p>	\$2,080,789	\$2,030,823	Yes
Mental Health and Social and Emotional Well-Being	<p>MH 3 School Support Staff Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety.</p> <p>8 Student Specialists</p>	\$1,917,310	\$1,835,164	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	2 Vice Principals 2 School Resource Officers Yard Supervision			
Pupil Engagement and Outreach	EO 1 Transportation Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school. (Transportation will be adjusted for social distancing. Younger children will receive priority.)	\$500,000	\$500,000	Yes
Pupil Engagement and Outreach	EO 2 TI Technological Systems for Parent Communication The district will maintain the technology and in-person systems for parent communication. Parents, students, and community members will have communication resources that provide access to information, promote safety, and facilitate communication with schools and the district. Digital Subscription for Enhanced Parent/School/Teacher Communication Remind 101 Blackboard Connect Parent Liaison Parent Education Center Supplies	\$117,259	\$130,509	Yes
School Nutrition	Provide All Students with Breakfast and Lunch	\$1,000,000	\$45,756	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

All of the actions above were implemented to the extent practicable with the COVID-19 restrictions, school closures and reopenings. Some of the individual actions were implemented with less than the originally budgeted amounts, some actions required funding above the originally budgeted amounts.

MH 1: No substantive difference between budgeted and estimated actual.

MH 2: No substantive difference between budgeted and estimated actual.

MH 3: Only one school resource officer provided services in 20-21.

EO 1: No substantive difference between budgeted and estimated actual.

EO 2: No substantive difference between budgeted and estimated actual.

School Nutrition: The school nutrition program was funded at a higher level than anticipated. Therefore, a lower amount of additional support from the Learning CA Plan was needed. It is important to note that the Hanford Elementary School District participates in the Community Eligibility Program (CEP). All students may eat breakfast and lunch at school each day at no charge. During periods of school closures, all students were provided free breakfast and lunch in a drive-through pickup system. Free breakfast and lunch was available to all students in HESD for the entire school year, whether schools were open or closed.

All of the district's support staff including learning directors, nurses, counselors, student specialists etc. remained on-duty and served students both during periods of distance learning when schools were closed and during periods when schools were open.

Transportation was provided during periods when schools were open with social distancing requirements in place.

Extensive efforts were taken to ensure ongoing communication outreach and engagement during school closures and when schools were open.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The school closures, and the movement of students into a distance learning program, has shown the importance of a number of items related to technology. While these things were all important prior to the COVID pandemic, this pandemic and associated school closures have made these things an even greater priority.

- * having a computer device available to every student
- * having district and school leaders who understand the pedagogy of teaching with technology and who can support teachers in this area
- * having teaching staff who are proficient in using technology to deliver instruction
- * having a robust network infrastructure at the county, district, and school levels
- * ensuring families can connect to the internet
- * having a team of technicians who can quickly repair and return damaged/malfunctioning computers to students

- * having a team of media service aides who track, inventory, send for repair/return computers to students, and who can troubleshoot minor technical issues
- * having a robust suite of supplemental digital instructional materials available to teachers and students
- * having a set of technology based tools to provide communication and outreach to families

Additionally, while the items below were a priority prior to the COVID pandemic, this pandemic and the associated school closures and reopenings have shown the importance of:

- * having teaching staff who can deliver instruction that is aligned to the state standards both in-person and remotely, and who can identify and provide additional support to students who are struggling
- * having teaching staff who can deliver enrichment activities including art, music, physical education, and study trips/virtual study trips both in-person and remotely
- * having teaching staff who can deliver designated and integrated English language development instruction (ELD) both in-person and remotely.
- * having a team of people who can provide outreach and support to families in the area of academics
- * having smaller class sizes both to provide social distancing due to COVID, and when regular school resumes after the pandemic, to provide additional support to students who have experienced learning loss
- * having a team of people to support students' mental health and wellbeing
- * having a team of people to support students' physical health
- * having a team of people who can identify and support students/families experiencing homelessness
- * having facilities that are well maintained and ready to receive students at any time (schools closed and reopened several times during 2020-2021)
- * having a team of custodial/maintenance workers who are trained in the specialized sanitation processes necessary to keep classrooms and other school areas clean and safe
- * having the tools and willingness to engage the community and respect and deliver on their priorities for the education and safety of their children

All of the items above have a direct connection to the district's LCAP goals and/or actions for 2021-2024. These items all also directly connect to the State's Eight Priorities. The challenges of the COVID pandemic, especially the need to close and reopen schools multiple times in 20-21, have shown the importance of continuing and strengthening these programs, services, and priorities going forward.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss continues to be addressed:

Students, including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness, are receiving additional instructional services designed to mitigate learning loss caused by the COVID-19 school closures. Approximately 523 students are currently receiving Learning Loss Mitigation services. Students in grades 1-8 are being identified for these additional services based on district assessments in ELA and math. Learning loss mitigation sessions targeted specific academic areas of identified need based on assessment data.

Learning loss will be addressed in the 2021-2024 LCAP:

The district's robust suite of summative and formative assessments along with CAASPP interim assessments will be restarted. These assessments provide an effective efficient means to identify students requiring additional supports (including pupils with unique needs). These assessments also identify specific academic areas where individual students require additional support.

Additional infrastructure/support for learning loss mitigation will be required in 2021-2024 to support students, including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness:

- * having small class sizes to provide teachers greater opportunity to work with individual or small groups of students, especially students who have experienced learning loss and students with unique needs
- * having teachers work after hours to provide additional instruction
- * having additional transportation home for students who receive after-hours support
- * having outreach to families that provides information on the after-hours services available to students and that provides support for keeping the students engaged
- * having a robust summer school program
- * providing professional development for teachers in supporting struggling students, students with unique needs, and students who have experienced learning loss

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Despite the challenges listed and despite the repeated school closures and reopenings, all of the actions and services services identified in the in-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions section of this annual update that were marked as contributing towards meeting the increased or improved services requirement, pursuant to California Code of

Regulations, Title 5 (5 CCR) Section 15496, were implemented. Therefore the district has met the increased or improved services requirement.

(The LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update. The LEA is not required to include those descriptions as part of this description. See Instructions)

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

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.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Doug Carlton Director, Program Development, Assessment, Accountability	dcarlton@hanfordesd.org 558-585-3671

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Hanford Elementary School District is located in Kings County in California's Central Valley.

Enrollment, Schools:

The district is comprised of eight elementary schools, two junior high schools, one magnet school, and one community day school. The district's enrollment in 2020-2021 was approximately 5,690. The district's percentage of foster youth, English learners, and low income students is approximately 80%. The district has the following student groups: African American, Asian, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities, Foster Youth, Homeless. The district participates in the National School Lunch Program Community Eligibility Provision, which means all students are provided with free breakfast and lunch.

Community:

The community of Hanford had (in 2010) a population of 53,967. The population density was 3,253.1 people per square mile (1,256.0/km²). The racial makeup of Hanford was 33,713 (62.5%) White, 2,632 (4.9%) African American, 712 (1.3%) Native American, 2,322 (4.3%) Asian, 53 (0.1%) Pacific Islander, 11,599 (21.5%) from other races, and 2,936 (5.4%) from two or more races. Hispanic or Latino of any race were 25,419 persons (47.1%).

There were 17,492 households, out of which 8,053 (46.0%) had children under the age of 18 living in them, 9,088 (52.0%) were married couples living together, 2,833 (16.2%) had a female householder with no husband present, 1,207 (6.9%) had a male householder with no wife present. There were 1,315 (7.5%) unmarried partnerships, and 117 (0.7%) same-sex partnerships. 3,483 households (19.9%) were made up of individuals and 1,405 (8.0%) had someone living alone who was 65 years of age or older. The average household size was 3.03. There were 13,128 families (75.1% of all households); the average family size was 3.49.

15.5% in the city of Hanford lived below the poverty line in 2010.

HESD Serves Students and Community:

The Hanford Elementary School District serves these students by providing them with the academic, social, and leadership support necessary to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Broad Educational Program (Goal 1)

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by stakeholders 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.

In fulfilling this mandate from our stakeholders, and to maintain and build upon our success in this area, the district has added credentialed teachers who specialize in art, music, and physical education. Students at all grade levels receive instruction in these subjects. All students have the opportunity to attend an academic study trip that is aligned with the content standards for their grade level. Every classroom is equipped with a Smartboard, and is connected to the internet via a state-of-the-art wireless network. Students have access to a variety of apps and multimedia digital academic content. Students in TK-1 have access to an iPad. Students in grades 2-8 have access to a laptop computer, with students in grades 7-8 taking laptops home for homework and research.

Academic Achievement (Goal 2)

Students in HESD continue to make progress toward achieving proficiency on the State academic standards. On the 2019 school dashboard, All Students "Maintained" in ELA and math.

Although many students have experienced learning loss due to the school closures from the COVID-19 pandemic, the district will maintain and build on students' academic success by providing smaller class sizes, eliminating combination classes, and providing a robust summer instructional program going forward.

Safe Schools/Student Support (Goal 4)

The districts' suspension rate continues to be both an area of success and an area of need. The district's suspension rate is medium (2019 CA School Dashboard), and the number of students suspended each year continues to fall. From 2013 to 2019, the districts' suspension rate has decreased from 6.3% to 2.7%. This represents more than fifty-percent reduction in the number of students suspended done without lowering the district's high standards for student behavior and citizenship.

The district's chronic absenteeism rate is both an area of success and an area of need. Between the 16-17 and 18-19 school years, the district's chronic absenteeism rate has maintained. The districts 18-19 chronic absenteeism rate of 7.9% is lower than both Kings County overall (9.7%) and the state of California overall (12.0%).

In order to maintain and build upon this success (reducing suspension rates and maintaining a medium chronic absenteeism rate) students in Hanford Elementary are provided with an array of support services designed to reduce the barriers that can lead to absenteeism and discipline incidents or that otherwise stand in the way of learning. Schools are provided with nurses, counselors, and student specialists. Learning directors at the elementary schools and vice principals at the junior high schools coordinate services to ensure that students who need services receive them. School resource officers provide an additional layer of safety.

Well Maintained Campuses (Goal 4)

Well-maintained school campuses are an important factor in student safety and engagement. The physical state of the school-sites in Hanford Elementary continues to be an area of success. Despite the fact that some schools are more than fifty years-old, all schools received a score of "Exemplary" on the Facilities Inspection Tool. This score indicates the highest level of repair, operational readiness, and attractiveness.

To maintain and build upon this success, deferred maintenance will continue to be priority for HESD.

Parent involvement (Goal 5, SP 3)

Parents in Hanford Elementary 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. The district's parent/teacher conference attendance rate is 99.2%. On the district's surveys, parents overwhelmingly agree that there are opportunities to become involved in school activities, that they receive information about their child's progress, and that they have opportunities to provide input into the school's programs.

To maintain and build upon this success, the district will continue to upgrade technology tools to facilitate outreach and communication with families, a parent outreach center will provide parents with resources and training that will help them support their children in school, stakeholder groups will continue to provide input and recommendations on the district's programs and services.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The following reflects the district's Greatest Needs from the 2019 California School Dashboard:

ACADEMIC INDICATOR

ELA: All Students (Orange)

Mathematics: All Students (Orange)

CHRONIC ABSENTEEISM INDICATOR

Students with Disabilities (Red)

SUSPENSION RATE INDICATOR

Foster Youth (Red)

Students with Disabilities (Orange)

African American (Red)

Two or More Races (Red)

Each of the needs identified above are discussed in detail below:

ACADEMIC INDICATOR

Students overall performance (the "All Students" group) scored in the Orange category for both ELA and math on the 2019 California School Dashboard. The district will take the following steps to address this need:

Combination classes will be eliminated in grades 1-6 in all elementary schools.

Teachers will be provided with professional development and training designed to build their content knowledge and further develop their pedagogy.

Teachers will be provided with professional development and training designed to build their ability support English learners.

Up-to-date instructional materials will be provided to students in all content areas.

A robust summer instructional program will be implemented.

CHRONIC ABSENTEEISM INDICATOR

Students with Disabilities scored in the Red category on the 2019 California School Dashboard Chronic Absenteeism Indicator

The district will take the following steps to address this need:

Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provide technical assistance to schools in the development of programs that improve school attendance and reduce chronic absenteeism, focusing on the attendance of high needs subgroups including students with disabilities.

The director will monitor the implementation of school attendance related actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school attendance related data across the district.

Provide each school with a learning director. Learning directors coordinate the services students receive including services and activities that support school attendance. Learning directors lead the development, implementation, and monitoring of attendance support activities at the school site.

Provide each junior high with a school counselor, and provide the elementary schools with three counselors serving schools on a rotational basis. The school counselor provides counseling and guidance services that promote academic, career, personal, and social development. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills including the importance of school attendance.

Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have attendance challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking to reduce or eliminate barriers to school attendance.

Implement a school social worker. The school social worker provides direct services to students and their families, and connects families with resources in the community that are intended to reduce the barriers that prevent students from attending school every day.

ADDITIONAL LOCAL INFORMATION FROM 2020-2021

In the 2020-2021 school year, students attended school through distance learning for much of the school year because of school closures forced by the COVID-19 pandemic. Schools were required to complete a Tiered Re-engagement Plan for any student who did not participate in distance learning for three or more days in any given week. Schools in the district completed approximately 422 Tiered Re-engagement Plans for students. This indicates a great need going forward to ensure that students are connected (or re-connected) to their school; have strong relationships with their teachers, peers, and school staff; are engaged in school activities and learning; and that their social and emotional wellbeing is supported.

SUSPENSION RATE

While the district's suspension rate continues to fall, and the district's overall performance was at the Green level on the CA School Dashboard Suspension Rate Indicator, there continue to be subgroups of students whose suspension rates are in the Red or Orange performance levels. These include foster youth, Students with Disabilities, African American, and Two or more Races.

Analysis of the district's suspension rate shows the following:

Overall (All Students) Suspension Rates:

2013 (CDE Dataquest) 6.3%
2014 (CDE Dataquest) 5.0%
2015 (CDE Dataquest) 5.1%
2016 (CDE Dataquest) 4.3%
2017 (CA School Dashboard) 3.3%
2018 (CA School Dashboard) 3.1%
2019 (CA School Dashboard) 2.7%

While the district has reduced its suspension rates by more than fifty-percent from 2013 to 2019, the reduction of student suspensions continues to be a priority for Hanford Elementary. The following steps will be taken to continue to reduce the numbers of students being suspended with a focus on subgroups with high or increasing suspension rates:

Implement a Director of School Climate, Child Welfare, and Attendance. The Director will provide technical assistance to schools in the development of programs that improve school climate, reduce discipline incidents, and increase attendance; monitor the implementation of school climate actions at school sites; direct and deliver professional development to student support staff including Learning Directors, Counselors, Student Specialists, and Vice Principals; monitor school climate related data across the district. The director will serve as the district's homeless and foster youth liaison.

Provide each school with a learning director. Learning directors coordinate the services students receive including behavior interventions for at-risk students. Learning directors lead the development, implementation, and monitoring of behavior support plans and behavior contracts at the school sites.

Provide each junior high with a school counselor, and provide the elementary schools with three counselors serving schools on a rotational basis. The school counselor provides counseling and guidance services that promote academic, career, personal, and social development. The school counselor serves as an advocate for high academic achievement and social development for all students through the provision of individual and schoolwide intervention strategies and counseling services. The school counselor provides personal and social counseling and interventions that promote positive interpersonal relationships and social skills.

Provide each elementary school site with a student specialist and each junior high school with a vice principal. The primary purpose of the student specialist and vice principal is to provide students and their families with behavior and attendance support. Student specialists and vice principals work directly with students who have behavior challenges. Student specialists work with elementary students and their families. Vice principals work with junior high students and their families. The student specialist and vice principal function as personal advocates and as intermediaries in seeking prevention of discipline incidents and in seeking solutions to problems that get in the way of learning and personal growth.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The key features of the Hanford Elementary School District LCAP stem from the district's five overarching 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.

With these five goals as a focus, the district provides services to students that are designed to provide the academic, social, and leadership supports necessary for them to become individuals who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

Services provided to students under each goal are as follows:

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

Under Goal 1, students are provided with materials, technology, activities, and courses of study that support and enrich their core, standards-aligned instruction. Services that students receive under Goal 1 include fully staffed school libraries that are open every day; computers and iPads; instruction in art, music, and physical education; academic study trips at each grade level; an after-school program; and after-school athletic activities.

Goal 2: All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.

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 include the reduction of class-sizes in grades 4-6 and the elimination of combination classes in those grades, a summer academic and enrichment program, and supports for students who are English learners or foster youth. The district provides leadership under Goal 2 ensuring that core academic instruction is raising achievement, and that struggling students, ELs, homeless, and foster youth receive additional support.

Goal 3: The district will hire, support, and retain qualified teachers, support staff, and administrators.

Goal 3 supports students by ensuring that every student has a qualified, well-trained teacher. Under Goal 3, teachers are provided ongoing training and support that includes three full-days of professional development. Teachers with preliminary credentials who are new to the profession participate in a beginning teacher support program in which they receive additional training including one-on-one coaching and support for two years.

Goal 4: Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school. Under Goal 4, 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 Day School provide an additional layer of supports for students with behavioral challenges. School resource officers ensure that students feel safe (and are safe) at school.

Goal 5: Communication between schools and home will be regular and meaningful.

Under Goal 5 families are provided with a variety of information, training, and support. Additionally, families provide insight and input into the district's programs and services through the Parent Advisory Council, the District English Learner Advisory Committee, and school site councils.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

The Hanford Elementary Community Day School is eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

DISCUSSION OF LEA'S LOCAL CONTEXT AND PROCESS FOR ENGAGING STAKEHOLDERS IN EVIDENCE-BASED PLANNING: LOCAL CONTEXT:

The Hanford Elementary Community Day School (CDS) is a community day school. 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.

Under normal circumstances, CDS' enrollment is between 10 and 35 students. CDS serves students in grades K-8. On March 13, 2019, due to a national emergency, the COVID-19 pandemic, CDS was closed. On August 13, 2020 schools in the Hanford Elementary School District

implemented distance learning for all students. Students formerly enrolled at CDS participated in distance learning through their home schools. No students were enrolled at CDS for the majority of the 2020-2021 school year due to the COVID-19 pandemic.

The Hanford Elementary CDS is in CSI for Chronic Absenteeism and Suspension Rate.

PROCESS FOR ENGAGING STAKEHOLDERS & STAKEHOLDER GROUPS INCLUDED

Stakeholder groups included are parents, teachers, school and district administration.

School Site Council (SSC)

The school maintains a school site council. 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, attendance, and suspension data are reviewed; the school's/students' needs are assessed; and based on this analysis the school plan is developed. The school plan is approved by the school site council each year in May (for the upcoming school year), and again the following February. The Hanford Elementary School District Board of Trustees approves the school plans after the school site council has given their approval.

English Learner Advisory Committee (ELAC)

The school's English Learner Advisory Committee has designated the SSC, established pursuant to Education Code Section 52852, to function as the advisory committee for English Learners (Education Code 52176) at the school. This means that the SSC acts as the advisory committee for ELs and is the voice of EL parents at the school site. The SSC performs all of the duties of the ELAC. Both the ELAC and the SSC have approved this designation.

District English Learner Advisory Committee (DELAC)

The district maintains a District English Learner Advisory Committee (DELAC). The DELAC is comprised of the Director of Program Development, Assessment and Accountability, the Director of Curriculum for ELs, and parents of students who are English learners. The DELAC meets four times per school-year in November, January, March, and May. 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 and services for English learners that takes into consideration the School Plan for Student Achievement; advises the governing board on the district's (and school site) annual needs assessment.

LEA NEEDS ASSESSMENT: TYPES OF DATA EXAMINED/HOW DATA INFORMED PLAN DEVELOPMENT

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, The ELA Curriculum Specialist, and the School Principal, with support and technical assistance from the Kings County Office of Education, met regularly throughout the 2019-2020 school year to provide technical assistance to the Community Day School (CDS). This assistance included the development of a comprehensive needs assessment. During these meetings, the team conducted an analysis of the school's data on chronic absenteeism, suspension rate, and performance on state and local assessments in ELA and math going back three school-years. Additionally, the team conducted a review of the school's instructional program; a review of the school's staffing and budgets; an

analysis the school's professional development needs; and an identification of resource inequities. This information was shared with the stakeholder groups identified above.

Because no students are attending CDS in the 2020-2021 school year due to the COVID-19 pandemic, no data will be generated for attendance/absenteeism, suspension rate, or academic achievement. (It is not practicable to analyze data for the two students participating in distance learning through CDS in 2020-2021 due to student privacy concerns). When regular school resumes, and students return to CDS, it is anticipated that the information obtained from the analysis of data in 19-20 will remain pertinent. Trends in the data that show students facing challenges with attendance and behavior and struggling with academics will likely continue. The school's and students' needs that were identified as a result of the analysis in 19-20 will also likely continue.

Chronic Absenteeism:

CDS scored in the Red category on the 2019 California School Dashboard for Chronic Absenteeism. The chronic absenteeism rate was 48.8% and increased over the prior year. CDS had one subgroup for chronic absenteeism, socioeconomically disadvantaged students. (This subgroup comprised all but two students cumulatively enrolled at the school.)

Chronic absenteeism is one of the root causes negatively impacting the achievement of students who are placed at CDS. Students at CDS miss school at a rate that is much higher than students across the district. Chronic absenteeism is a contributing factor to students falling behind academically and to their weakening connection to school.

- There is need to provide students with activities, experiences, and relationships that increase their interest in learning and foster engagement with school.
- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.

Suspension Rates:

CDS scored in the Red category on the 2019 California School Dashboard for suspension rates. CDS has two subgroups for suspension rates, Hispanic and Socioeconomically Disadvantaged. Both of these groups also scored in the Red category on the dashboard. The suspension rate for CDS was 46.3% and increased from the prior year.

Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to their behavioral challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS.

Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.

- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.
- There is a need to provide students with the skills that will enable them to foster and support these relationships.

- There is a need to provide ongoing support to students as they transition back to their home school.
- There is a need to provide families with education and support.

Academic Achievement

Because most students at CDS are not enrolled from Census day through the first day of state testing, CDS does not receive a color coded score on the California School Dashboard. Notwithstanding this, analysis of state and local assessment data show that students attending CDS perform far below their peers in the district in both ELA and math. Analysis of data across CDS indicates that absenteeism and suspensions combined with social/emotional and behavior challenges contribute to CDS students lagging behind in ELA and math. In some cases, by the time a student is assigned to CDS, by placement or expulsion, these barriers to learning have accumulated over several years of a student's time in school. Students placed at CDS are often one or more years below their chronological grade level academically.

- There is a need for 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.
- There is a need to monitor the progress of students in CDS allowing for comparison of CDS students' achievement to students across the district.
- There is a need for CDS students to participate in a subset of the district's assessments across the school year.

This data, examining attendance, absenteeism, suspension, and academic performance, along with input from the school's stakeholder groups, uncovered the series of needs shown above that informed the development of the CSI school plan for student achievement. The Hanford Community Day School CSI school plan for student achievement addresses these needs and provides evidence based programs, practices, and interventions designed to meet these needs and ultimately to improve student academic achievement.

RESOURCE INEQUITIES

The per-student spending for students at CDS is significantly higher than for students across the district. Class sizes at CDS are very small (often 10 students or less). Each classroom is provided with a teacher and an instructional aide. The school is also provided with an administrator and secretary.

Notwithstanding this level of spending and support, there are resource inequities at CDS. The district has a team of enrichment teachers (art, music, and physical education) that serve schools across the district on a rotational basis. This team has not served CDS at the same rate as other schools. The district has a team of instructional coaches that provide professional development and in-class coaching across the district. While the instructional coaches do serve teachers at CDS, it is not at the same rate as the other schools in the district. Teachers at CDS are not provided with early student release for collaboration on Wednesdays (as are other teachers in the district).

SUPPORT FOR SCHOOL, IMPROVEMENT MODEL, REQUIREMENTS, EVIDENCE BASED STRATEGIES

The ADDIE Model, a 5-phase approach to building effective learning solutions, is used to support improvement at CDS. (See: <https://ccee-ca.org/wp-content/uploads/2019/11/CCEE-Pilot-Partner-Continuous-Improvement-Toolkit.pdf>) Using this model, the school site, along with its stakeholder groups, analyze data, design objectives and strategies that will lead to improvement, develop a plan of action, implement the plan, monitor and evaluate its effectiveness. This process is continuous and will lead to improved outcomes for students.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

PROCESS FOR MONITORING AND EVALUATING IMPLEMENTATION/EFFECTIVENESS OF PLAN

The district leadership team consisting of the Assistant Superintendent of Curriculum and Instruction, the Director of Program Development, the ELA and math curriculum specialists, along with the School Principal meet monthly to monitor the implementation of the CSI school plan for student achievement. At these meetings local data for attendance, behavior incidents, and suspensions, along with local assessment data is reviewed. Additionally, financial documents that show the implementation of actions detailed in the school plan are reviewed. This data is reviewed along-side of the evidenced based actions detailed in the CSI plan. Determinations are made as to the level of implementation as well as the effectiveness of these actions. Using this information, decisions are made as to whether to add additional actions, continue existing actions, modify existing actions, or discontinue existing actions. (This follows the phases of the ADDIE Model discussed above.) This information is shared with stakeholders at school site council meetings.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

PARENTS, COMMUNITY: PARENT ADVISORY COMMITTEE

The district's Parent Advisory Committee (PAC) met regularly throughout the school year. Each school site council elected a parent for the district PAC. The PAC met six times during the school year (two training sessions and four regular meetings). The superintendent, director of categorical programs, and/or director of curriculum attended these meetings. The purpose of the PAC is to engage parents in the LCAP review and planning process, to elicit their input into the district's LCAP, and to provide them with the opportunity to voice priorities for their students. Information regarding the state priorities, the district's goals, the purposes of the supplemental and concentration funding, programs and services for Unduplicated Pupils, were presented to parents. The PAC reviewed information and/or data showing the district's performance in relation to the metrics that are part of each of the state's priorities. The PAC reviewed drafts of the LCAP throughout the school year providing input and advice as the plan was reviewed and developed.

Parent Advisory Committee met on:

- 10/20/2020 PAC Training Session #1
- 11/17/2020 PAC Training Session #2
- 12/8/2020 PAC Meeting #1
- 1/19/2021 PAC Meeting #2
- 3/16/2021 PAC Meeting #3
- 5/25/2021 PAC Meeting #4

PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The LCAP is a standing item on the District English Learner Advisory Committee (DELAC) agenda. (Note that the DELAC is comprised of parents of students who are English learners; community members with an interest in the achievement of ELs and the programs and services they receive; and district level leadership.) At each DELAC meeting, members receive information and provide recommendations on the development and implementation of the LCAP. The DELAC reviews the achievement and progress of EL students in detail, including the California School Dashboard English Learner Progress Indicator, the Academic Indicators in English language arts and math, the Suspension Rate and Chronic Absenteeism Indicators. The DELAC receives information on the district's reclassification procedures and rates, along with other data including data relating to the metrics that are part of the state's priorities. Members receive information and provide recommendations on programs and services for English learners. DELAC members review EL student achievement and provide recommendations as to how the district's programs, including programs within the LCAP, can be improved to increase the achievement of ELs.

The DELAC met on:

- 10/22/20 Training Session #1
- 11/19/20 Training Session #2
- 12/10/20 Meeting #1
- 1/21/21 Meeting #2 (Cancelled due to COVID-19)
- 3/18/21 Meeting #3

- 5/27/21 Meeting #4

PARENTS, COMMUNITY: HESD LCAP PARENT SURVEY

The HESD LCAP Parent survey was delivered to all parents/guardians of students in the district. The return rate for the parent surveys was approximately 70 percent. On the survey, parents have the opportunity to voice their opinion on topics related to the district's goals and the state's priorities.

PUPILS: LCAP STUDENT FOCUS GROUP

A student focus group, to give students the opportunity to have their voices heard in relation to the LCAP was held on February 12, 2020 at John F. Kennedy Junior High School. Students representing Hamilton, Jefferson, Lincoln, Lee Richmond, Washington, King, Monroe, Roosevelt, Simas, and Wilson schools attended the session. Students received information on the district's services and programs for Unduplicated Pupils and provided input and recommendations.

PUPILS: HESD LCAP STUDENT SURVEY

The HESD LCAP Student survey was delivered in 2020 to all students in grades in 5-8, with 2,031 students taking the survey. On the survey, students voiced their opinions on programs and services for Unduplicated Pupils.

TEACHERS: HESD LCAP TEACHER SURVEY

The HESD LCAP teacher survey was delivered to all teaching staff in 2020, including itinerant teachers, with 247 teachers taking the survey. On the survey, teachers voiced their opinions on programs and services for Unduplicated Pupils.

PRINCIPALS, ADMINISTRATION: INSTRUCTIONAL CABINET

The district's Instructional Cabinet met throughout the school year. At these meetings, administrators including Principals, Learning Directors, district office managers, and Curriculum Specialists conducted analysis of student achievement and performance in absenteeism and suspension rates, using this analysis to assess the needs of students across the district. The instructional cabinet provided administrators with the opportunity to give input into the LCAP, including programs and services for Unduplicated Pupils based on analysis of students' academic and social/emotional needs.

PRINCIPALS, ADMINISTRATION: HESD LCAP ADMINISTRATOR SURVEY

The HESD LCAP Administrator survey was delivered to all of the district's administrators in 2020 with 36 administrators taking the survey. On the survey, administrators voiced their opinions on programs and services for Unduplicated Pupils.

SELPA: SELPA Meeting

The Assistant Superintendent of Special Services, the Assistant Superintendent of Curriculum and Instruction, The Director of Program Development, Assessment & Accountability, one school site principal, and one special education teacher met with the SELPA on March 12, 2020. The Assistant Superintendent of Special Services met with the SELPA again on March 12, 2021. At these meetings, the group conducted an analysis of student achievement and performance in absenteeism and suspension rates for students with disabilities. Using this analysis to assess the needs of students with disabilities across the district, the SELPA provided input into the district's LCAP based on students with disabilities academic and social/emotional needs.

BARGAINING UNITS, OTHER PERSONNEL

The LCAP is a regular agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided input into the district's services and programs and on how to prioritize these programs and services. Hanford Elementary Teachers Association (HETA) meet-and-consult is held on the first Monday of each month. California School Employee's Association (CSEA) meet and consult is held on the third Monday of each month.

A summary of the feedback provided by specific stakeholder groups.

PARENTS, COMMUNITY: PARENT ADVISORY COMMITTEE

Recommendations (State Indicators)

The Parent Advisory Committee provided specific recommendations for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

Recommendations (Local Indicators)

- Continue to treat AC/heating repairs as urgent/emergencies
- Continue to have teacher recruitment events such as the HESD Teacher Fair to support the recruitment of qualified/credentialed teachers.

The Parent Advisory Committee made the following additional recommendations

- Maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels
- Continue to provide services and programs that support students' social/emotional health and well-being
- Ensure that the support systems are efficient and are reaching students in need
- Have accountability in place to ensure that supports are reaching students and are effective in decreasing absenteeism
- Provide outreach, training, and support for parents in parenting skills and strategies that support the social/emotional well-being of their children
- Continue to provide training for teachers and staff in supporting students' social and emotional health.
- Identify groups of students, especially high-risk students, who are improving and replicate strategies and supports that were given to these students to other high-risk student groups.
- Increase services for at risk students and/or student groups including after school tutoring and summer enrichment programs.
- Support parent awareness of available interventions, enrichment and support using Remind, the district website, and other communication tools, ensuring families can make use of available resources.

PARENTS, COMMUNITY: DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE

The District English Learner Advisory Committee provided specific recommendations for the district's Expected Outcomes for English learners in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

- Maintain the programs and services for English Learners under each of the districts five LCAP goals at their current levels

- Because students who have been reclassified outperform most other student groups, work to identify the types of supports and services that students who have been reclassified received, and expand or extend these services to other student groups, especially EL students.
- Work to identify the types of support and the strategies that are used by the families of students who have been reclassified, and provide outreach, training, and support to the families of EL students so that they may support their students in similar ways.
- Emphasize the academic language required for proficiency in mathematics and provide instruction and support to EL students that supports understanding, reasoning, spoken, and written expressions.
- Expand services such as Kinder Counts to provide outreach and training for parents, especially the parents of kindergarten students. This training should provide parents with specific information, strategies, and resources that help them get their children to school each day ready to learn. This training and support should ensure that parents are aware of the programs and services within the district (and even the community) that are available to them, and that they know how to access them.

PARENTS, COMMUNITY: HESD LCAP PARENT SURVEY

Parents responded to a variety of questions related to their level of satisfaction with their students' education, parent communication and involvement, school safety, and instructional programs. Survey responses indicate that parents are overwhelmingly satisfied in all of these areas.

PUPILS: LCAP STUDENT FOCUS GROUP/ HESD LCAP STUDENT SURVEY

Students recommended that the district maintain the programs and services for under each of the districts five LCAP goals at their current levels, with an emphasis on art, music, physical education, and other enrichment activities. The students recommend expanding these activities as funding permits. The students also recommend maintaining services and programs that support physical and social/emotional well-being.

PRINCIPALS, ADMINISTRATION: INSTRUCTIONAL CABINET/ HESD LCAP ADMINISTRATOR SURVEY

The district's administrators provided specific recommendations for the district's Expected Outcomes for all students, and for each student subgroup, in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below). Instructional Cabinet recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels.

SELPA: SELPA Meeting

The SELPA provided specific recommendations for the district's Expected Outcomes for students with disabilities in each of the State Indicators (ELA, math, chronic absenteeism, suspension rates). (See details in the next section below).

TEACHERS: HESD LCAP TEACHER SURVEY

The district's teachers recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels.

BARGAINING UNITS, OTHER PERSONNEL

Bargaining units recommended that the district maintain the programs and services for Unduplicated Pupils under each of the districts five

LCAP goals at their current levels, with an emphasis on increasing services for school safety and student physical and social/emotional wellbeing as funding permits.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The Parent Advisory Committee and the District Instructional Cabinet recommend the Expected Outcomes below for all students and all subgroups. The District English Learner Advisory recommends the Expected Outcomes below for the English Learner subgroup. The SELPA recommends the Expected Outcomes below for the Students with Disabilities Subgroup. These expected outcomes, based on stakeholder input, will be the district's Expected Outcomes for the achievement and performance on the California School Dashboard State Indicators (ELA, Math, Chronic Absenteeism, Suspension Rate).

ENGLISH LANGUAGE ARTS

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

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

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

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

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

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

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

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

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

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

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

MATHEMATICS

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

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

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

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

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

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

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

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

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

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

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

CHRONIC ABSENTEEISM

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

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

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

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

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

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

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

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

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

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

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

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

SUSPENSION RATES

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

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

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

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

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

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

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

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

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

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

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

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

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

The SELPA advised that the district's areas of focus for students with disabilities will be: ELA and math achievement, suspension rates, the percentages of students out of the general education setting, and disproportionalities (the percentages of students in any subgroup identified as requiring special education services).

Parents, pupils, teachers, principals, administrators, bargaining units, and other school personnel recommend that the district maintain the programs and services for Unduplicated Pupils under each of the districts five LCAP goals at their current levels. Programs and services for Unduplicated pupils under each of the district's five LCAP goals will be maintained at current levels or expanded.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The district developed this goal because our stakeholder groups support the idea that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, the district's stakeholders believe in a well-rounded education for students that includes these areas of study and that also provides opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. A broad educational program is one of the State's identified priorities (Priority 7).

The district has developed this goal:

* 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, such as music, art, and physical education, that have been shown to increase academic achievement; there is a need to provide students with an educational program that includes these areas of study. Moreover, 98% of parents agree/strongly agree that, "In addition to ELA and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education (2020 HESD Parent Survey).

* Because we have a large number of students from low income families, and students from low income families sometimes lack the resources to experience activities that have been shown to increase their interest and engagement in school such as travel to museums, zoos, and parks such as Yosemite or Sequoia; there is a need to provide students with academic study trips. Moreover, 96% of parents agree/strongly agree that "It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks (2020 HESD Parent Survey).

* 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. Moreover, 81% of parents agree/strongly agree that "It would benefit my child academically to have the opportunity to take a school laptop computer home from school each day for homework assignments (2020 HESD Parent Survey).

The metrics below will measure the extent to which we deliver a broad educational program to our students. The actions are the individual components of the broad educational program that will be provided to students, for example, art, music, physical education, technology resources etc.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 2: Implementation of State Standards addresses:</p> <p>A. The implementation of state board adopted academic content and performance standards for all students, which are:</p> <ul style="list-style-type: none"> a. English Language Arts – Common Core State Standards for English Language Arts b. Mathematics – Common Core State Standards for Mathematics c. English Language Development d. Career Technical Education e. Health Education Content Standards f. History-Social Science g. Model School Library Standards h. Physical Education Model Content Standards i. Next Generation Science Standards j. Visual and Performing Arts 	<p>The District received a score of "Met" on the 2021 CA School Dashboard: Implementation of Academic Standards Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)</p>				<p>The District will receive a score of "Met" on the CA School Dashboard Implementation of Academic Standards Local Indicator.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
k. World Language;					
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable; B. Programs and services developed and provided to unduplicated pupils C. Programs and services developed and provided to individuals with exceptional needs.	The District received a score of "Met" on the 2021 CA School Dashboard: Access to a Broad Course of Study Local Indicator. (A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)				The District will receive a score of "Met" on the CA School Dashboard Access to a Broad Course of Study Local Indicator.
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in: B. Programs and services developed and provided to unduplicated pupils California Education Code Section 42238.02(b) (1) For	Students received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.				Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.	<p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 209 6th Grade: 151</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools received music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 226 students chose art. 240 students chose music.</p>				<p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 250 students will choose art. 250 students will choose music.</p>
Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:	Students (including with exceptional needs) received instruction in art, music, and physical education, and				Students will receive instruction in art, music, and physical education, and participate in these subjects as evidenced

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
C. Programs and services developed and provided to individuals with exceptional needs.	<p>participate in these subjects as evidenced by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>Elementary Schools: Art: All Students received art Instruction. Music: 5th and 6th grade students self-select participation in band: 5th Grade: 209 6th Grade: 151</p> <p>Junior High 226 students chose art. 240 students chose music.</p>				<p>by the numbers of students in art, music, and PE along with the number of minutes of PE students receive.</p> <p>All students will receive the required number of PE minutes.</p> <p>Elementary Schools: Art: All Students will receive art Instruction. Music: 5th and 6th grade students will self-select participation in band: 5th Grade: 200 6th Grade: 175</p> <p>All students in 4th grade at Roosevelt, Lincoln, and King schools will receive music instruction. (The schools with the highest #s of low income students)</p> <p>Junior High 250 students will choose art. 250 students will choose music.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described	<p>Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school:82%</p> <p>Participating in physical education motivates me to come to school every day:64%</p> <p>Participating in music enriches (improves) my experience at school: 91%</p> <p>Participating in music motivates me to come to school every day:77%</p> <p>Learning about music will help me in the future:80%</p>				<p>Students will be enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.</p> <p>% Agree/Strongly Agree:</p> <p>Physical education activities enrich (improve) my experience at school: 80%</p> <p>Participating in physical education motivates me to come to school every day:75%</p> <p>Participating in music enriches (improves) my experience at school: 90%</p> <p>Participating in music motivates me to come to school every day:80%</p> <p>Learning about music will help me in the future:80%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Participating in art enriches (improves) my experience at school:74%</p> <p>Participating in art motivates me to come to school every day:66%</p> <p>Learning about art will help me in the future:67%</p>				<p>Participating in art enriches (improves) my experience at school: 80%</p> <p>Participating in art motivates me to come to school every day: 75%</p> <p>Learning about art will help me in the future: 75%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplies/Materials School Sites	School sites are provided with supplies and materials that support the programs and services in the LCAP including art, music, physical education.	\$186,163.00	Yes
2	School Libraries	<p>School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books. School libraries serve as the check out/check in point for student technology including laptops and iPads. Libraries serve as the initial point of contact for troubleshooting technology/repairing devices.</p> <p>Media service aide for each school site Destiny library information system</p>	\$801,213.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Technology	<p>Students in grades 2-8 have access to laptop computers and standards aligned digital content.</p> <p>Students in grades TK-1 have access to an iPad and standards aligned digital content.</p> <p>Laptop for each student grades 2-8. iPad for each student in TK, K, 1 7 computer technicians Standards aligned digital content/subscriptions</p>	\$2,223,321.00	Yes
4	Study Trips	<p>Students in each grade level attend a study trip that is aligned with content standards for their grade.</p> <p>Entrance fees Transportation</p>	\$208,222.00	Yes
5	Art, Music, PE	<p>Art, music, and PE instruction is supported with staff, supplies, and materials.</p> <p>3.0 Art Teachers Art Supplies 5.0 Music Teachers Music Supplies/Equipment/Instruments 5.0 PE Teachers PE Supplies After School Athletics and Youth Development Personnel After School Athletics and Youth Development Supplies</p>	\$1,988,383.00	Yes
6	After School Program	<p>Students in grades K-6 have the opportunity to participate in an after-school enrichment program until 6:00p.m. at no charge to families.</p> <p>READY Program Staff READY Program Supplies/Materials</p>	\$871,314.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The district developed this goal because it is committed to the academic achievement of all students, especially those who are low-income, English learners, and foster youth.

The district developed this goal:

* Because data from the California School Dashboard Academic Indicator places Hanford Elementary in the Orange category in ELA and math. In ELA, eight of the ten student subgroups are in the Orange or Red category. In math, four of the ten subgroups are in the Orange or Red category. This grouping, with most subgroups performing at levels equal to or below the district overall, indicates a need to provide support to all subgroups of high needs students. There is a need to provide high needs students with instructional supports including increasing staffing levels in grades 1-6 to reduce class size and/or eliminate combination classes (thereby providing these students with more individualized time and attention from the teacher) and to provide summer educational programs giving these students additional hours of instructional time.

*Because English learners performed at the Orange level in ELA and the Yellow level in math. This indicates that there is a need to provide students who are English learners with language support in all academic areas and to provide these students with English language development instruction (instruction in learning the English language). There is an additional need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction.

The metrics under this goal will measure the extent to which increased student achievement has been delivered. The actions provide students with the programs, services, and materials that will lead to increased achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data ELA	Local Assessment Data ELA Baseline (Percent Proficient) TK: 80% K: 60% 1st: 66% 2nd: 24% 3rd: 15% 4th: 16.5% 5th: 17% 6th: 24% 7th: 13% 8th: 14%				Local Assessment Data ELA (Percent Proficient) TK: 95% K: 78% 1st: 90% 2nd: 31% 3rd: 20% 4th: 21% 5th: 22% 6th: 31% 7th: 17% 8th: 18%
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data Math	Local Assessment Data Baseline Math (Percent Proficient) TK: 62.5% K: 66.9% 1st: 38.5% 2nd: 47.7% 3rd: 33.6% 4th: 20.4% 5th: 17.9% 6th: 17.4% 7th: 11.8% 8th: 29.2%				Local Assessment Data Baseline Math (Percent Proficient) TK: 81% K: 87% 1st: 50% 2nd: 62% 3rd: 44% 4th: 27% 5th: 23% 6th: 23% 7th: 25% 8th: 38%
Priority 4: Pupil Achievement as measured by all of the following, as applicable:	English Language Arts: Overall: 24.5 Below Level 3(Orange) EL: 48.2 Below Level 3 (Orange)				English Language Arts: Overall: 5 Below Level 3 (Green) EL: 3.2 Below Level 3 (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
A. Statewide assessments (ELA)	SED: 33.4 Below Level 3 (Orange) SWD: 93.9 Below Level 3 (Red) Homeless: 81.3 Below Level 3 (Red) Asian: 15.6 Below Level 3 (Orange) Af Am: 52.7 Below Level 3 (Orange) Hisp: 30.5 Below Level 3 (Orange) 2/More: 3.3 Above Level 3 (Yellow) White: 9.9 Above Level 3 (Green)				SED: 2.6 Above Level 3 (Green) SWD: 70 Below Level 3 (Yellow) Homeless: 36.3 Below Level 3 (Yellow) Asian: 2.4 Above Level 3 (Green) Af Am: 5 Below Level 3 (Green) Hisp: 2.5 Above Level 3 (Green) 2/More: 9.3 Above Level 3 (Green) White: 18.3 Above Level 3 (Green)
Priority 4: Pupil Achievement as measured by all of the following, as applicable: A. Statewide Assessments (Math)	Mathematics: Overall: 51.2 Below Level 3 (Orange) EL: 61.7 Below Level 3 (Yellow) SED: 49.8 Below Level 3 (Yellow) SWD: 118.6 Below Level 3 (Red) Homeless: 94.6 Below Level 3 (Orange) Asian: 7.2 Below Level 3 (Green) Af Am: 77.7 Below Level 3 (Orange) Hisp: 46.5 Below Level 3 (Orange) 2/More: 17.7 Below Level 3 (Yellow)				Mathematics: Overall: 25 Below Level 3 (Green) EL: 12.2 Below Level 3 (Green) SED: 22.8 Below Level 3 (Green) SWD: 94.6 Below Level 3 (Yellow) Homeless: 49.6 Below Level 3 (Yellow) Asian: 1.8 Above Level 3 (Green) Af Am: 23.7 Below Level 3 (Green) Hisp: 22.5 Below Level 3 (Green) 2/More: 8.7 Below Level 3 (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White: 6.1 Below Level 3 (Green)				White: 2.9 Above Level 3 (Green)
Priority 4: Pupil Achievement as measured by all of the following, as applicable: D. The percentage of English learner pupils who make progress toward English proficiency as measured by the ELPAC	41.9% making progress towards English language proficiency				High 55.5% making progress towards English language proficiency
Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The English learner reclassification rate	10.3% (19-20 Dataquest)				15%
Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of				All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Instructional Materials resolution that was adopted on 9/9/20.				Instructional Materials resolution.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Eliminate Combination Classes	Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class size in grades 4-8. 8 Classroom Teachers	\$614,402.00	Yes
2	Summer Program	Students are supported with a robust summer program that includes both academics and enrichment.	\$78,471.00	Yes
3	Instructional Materials	Provide low income students and English learners with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased supports for English learners and struggling students. Instructional Materials (Books, textbooks) Teacher Resource Specialist	\$100,000.00	Yes
4	Supporting Designated and Integrated ELD	Designated and Integrated are supported with staff, supplies, and materials. Designated ELD 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	\$943,720.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level.</p> <p>Integrated ELD 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:</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 language supports as needed) • May include the use of charts and graphic organizers <p>Director of Curriculum Director Prog. Dev., Assessment, Accountability (50%) 33% Learning Directors 50% Admin Secretary (PD Els)</p>		

Action #	Title	Description	Total Funds	Contributing
		1 EL Instructional Aide(Jr. High) Supplies Materials for Supplemental ELD Instruction		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	The district will support teachers and staff with professional development, training, and collaboration time.

An explanation of why the LEA has developed this goal.

The district developed this goal because students from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families.

The district developed this goal:

- * Because a teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students).
- * Because an exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners.
- * Because data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below "All Students" in both ELA and Math.
- * Because data from the California School Dashboard Academic Indicator places Hanford Elementary in the Orange category in ELA and math. In ELA, eight of the ten student subgroups are in the or Orange or Red category. In math, four of the ten subgroups are in the Orange or Red Categories. English learners performed at the Orange level in ELA and the Yellow level in math.
- *Because having teachers who are appropriately credentialed, well trained, who can provide expert pedagogy, and support their students who are English learners will lead to increased student achievement.

There is a need to provide teachers with professional development and training designed to build their content knowledge and further develop their pedagogy.

There is a need to provide teachers with professional development and training designed to build their ability support English learners.

There is a need continue to provide up-to-date instructional materials to students in all content areas.

There is a need to provide classroom teachers with leadership, training, and support in implementing effective integrated and designated English language development instruction.

The metrics under this goal will measure the extent to which all teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching, the extent to which the district's professional development programs support the training needs of teaching staff, and the extent to which teachers new to the profession are supported in their first two years of teaching,

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	241 Teachers with Full Credential 15 Teachers without Full Credential				All Teachers will have Full Credential
HESD Teacher Survey	% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement. 78%				80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.
New Teacher Induction Completion Rates	100% of teachers in the district's induction program successfully cleared their credential.				100% of teachers in the district's induction program successfully cleared their credential.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Professional Development	Teachers are supported with leadership, training, and professional development. 33% Learning Directors	\$1,020,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
		50% Admin. Secretary (Supports PD) 3 Teacher PD Days		
2	Teacher Collaboration Time	Provide weekly collaboration time for teachers. 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 and interventions. Teacher Resource Specialist Admin. Supplies, Materials	\$106,667.00	Yes
3	New Teacher Induction	The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program. Admin Secretary Induction Program Supplies	\$130,166.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

The district developed this goal because we have significant numbers of high needs (Unduplicated) students, and these students experience barriers to learning that go well beyond what all students experience. These barriers include health and wellness as well as social and emotional challenges. High needs students, including students from low income families and students who are foster youth, may lack the resources to access the types of health and social/emotional supports that reduce barriers to learning.

The district developed this goal:

- * Because while suspensions have decreased significantly over the past five years, there are some groups of students whose suspension rates remain high (African American, Two or More Races, Foster Youth, Students with Disabilities).
- * Because some groups of students are experiencing high rates of chronic absenteeism (Students with Disabilities)

The metrics under Goal 4 measure school engagement and connectedness by monitoring the extent to which suspension, expulsion, and chronic absenteeism rates decline, the rate at which school attendance increases, and the extent to which parents feel that their children are safe at school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: School Climate as measured by all of the following, as applicable: A. Pupil suspension rates	The district's suspension rate was 2.7% (2019 Dashboard). All Students: 2.7% (Green) EL: 1.4% (Green) SED: 2.9% (Green) SWD: 5.7% (Orange)				The district's suspension rate will be 2.4% (Decline of 0.3%). All Students: 1.8% (Green) EL: 0.5% (Blue) SED: 2.0% (Green) SWD: 3% (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hisp: 2.2% (Green) Asian: 1.9% (Green) AfAm: 8.2% (Red) Filipino: 0% (Blue) 2/More: 6.7% (Red) White: 3.2% (Yellow) Foster: 12.2% (Red) Homeless: 4.9% (Yellow)				Hisp: 1.3% (Green) Asian: 1.0% (Green) AfAm: 5.2% (Yellow) Filipino: Between 0% and 3% (Green) 2/More: 3% (Green) White: 2.3% (Green) Foster: 6% (Yellow) Homeless: 3% (Green)
Priority 6: School Climate as measured by all of the following, as applicable: B. Pupil expulsion rates	The district's expulsion rate was 0.50%.				The district's expulsion rate will be below 0.50%.
Priority 5: Pupil Engagement as measured by all of the following, as applicable: A. School attendance rate	The district's school attendance rate was 96.1%.				The district's school attendance rate will be 97%.
Priority 5: Pupil Engagement as measured by all of the following, as applicable: B. Chronic absenteeism rates	The District's chronic absenteeism rate was 7.9% (2019 Dashboard) Overall: 7.9% (Yellow) EL: 6.2% (Orange) SED: 8.6% (Yellow) SWD: 13.7% (Red)				The District's chronic absenteeism rate will be 7.4% (Decrease of 0.5%) Overall: 7.4% (Green) EL: 4.7% (Green) SED: 7.1% (Green) SWD: 10% (Green)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hisp: 7.6% (Yellow) Asian: 5.9% (Orange) AfAm: 10.3% (Orange) Filipino: 8.3% (Orange) 2/More: 8.3% (Green) White: 8.2% (Yellow) Foster Youth: 11.6% (Orange) Homeless: 22.8% (Yellow) 2/More: 8.3% (Green) Am Indian: 18.9% (Orange)				Hisp: 6.1% (Green) Asian: 4.4% (Green) AfAm: 4.9% (Green) Filipino: 6.8% (Green) 2/More: 6.8% (Green) White: 6.7% (Green) Foster Youth: 5.6% (Green) Homeless: 10% (Yellow) Am Indian: 10% (Green)
Priority 5: Pupil Engagement as measured by all of the following, as applicable: C. Middle school dropout rates	The district's middle school dropout rate was 0%.				Middle school dropout rate will be 0%
Priority 6: School Climate as measured by all of the following, as applicable: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	93% of parents agree or strongly agree with the statement, "My child is safe at school" on the 19-20 HESD Parent Survey.				The percentage of parents who agree or strongly agree with the statement, "My child is safe at school" on the HESD Parent Survey will be 90% or more. The percentage of students who agree or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					strongly agree with the statement, "I feel safe at school" on the HESD Student Survey will be 90% or more.
Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	All schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT)				All schools will receive a score of "Exemplary" on the California Facilities Inspection Tool (FIT)

Actions

Action #	Title	Description	Total Funds	Contributing
1	Coordination of Student Support	<p>Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.</p> <p>Learning Directors Director of School Climate, Child Welfare and Attendance Admin Secretary (for School Climate Child Welfare and Attendance) Supplies/Materials (for School Climate Child Welfare and Attendance) Supplies/Materials for Foster Youth School Social Worker SARB</p>	\$1,083,857.00	Yes
2	Health Professionals (Physical/Mental/Social/Emotional)	<p>School health professionals and counselors provide direct services to students to promote well-being and health, and intervene with actual and potential health problems.</p> <p>5 School Nurses (RNs) 11 School Nurses (LVNs) (One per school site)</p>	\$2,274,969.00	Yes

Action #	Title	Description	Total Funds	Contributing
		School Nursing Supplies/Materials 3 School Counselors (Elementary Schools) 2 Counselors (Junior High) (One Per School)		
3	School Support Staff	Additional support staff provide direct services to students to promote positive school climate, good citizenship, and school safety. 8 Student Specialists 2 Vice Principals 2 School Resource Officers Yard Supervision Community Day School: Admin. Teachers, Classified, Supplies	\$2,850,341.00	Yes
4	Transportation	Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	\$500,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	Communication between schools and home will be regular and meaningful.

An explanation of why the LEA has developed this goal.

The district developed this goal because the district is committed to the belief that family engagement is one of the single most important factors in helping students succeed in school.

The district developed this goal:

- * Because there is an ongoing need for parents/guardians to actively participate in their children's education and there is a need for home to school communication and parent/guardian involvement.
- * Because parents need information and training to help their children achieve in school.
- * Because parents have a right to be involved in the decision-making process at the school and district levels.

The metrics under Goal 5 will measure the extent to which parents are involved in their students' education. The actions under Goal 5 will support parents as they are involved in their students' education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for	Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the				<p>The parent conference attendance rate will be 95% or greater.</p> <p>The percentage of parents who agree/strongly agree with the following statements on the HESD Parent Survey will be 95% or greater.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
individuals with exceptional needs.	<p>numbers of parents attending conferences and parent survey responses.</p> <p>2019-2020 Parent/teacher attendance rate: 99.1%.</p> <p>2020 HESD Parent Survey: 95% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>95% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>95% Agree/Strongly Agree:</p>				<p>Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports).				
Priority 3: Parental Involvement addresses: B.How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	The District received a score of "Met" on the 2021 California School Dashboard local indicator for Parent Engagement.				The District will receive a score of "Met" on the California School Dashboard local indicator for Parent Engagement.
Priority 3: Parental Involvement addresses: A.The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site	Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent				The district and schools maintain the required committees. The percentage of parents who agree/strongly agree with the following statements on the HESD Parent Survey will be 95% or greater.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2019-2020 HESD Parent Survey: 95% Agree/Strongly Agree : I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and</p>				<p>I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent workshops, back to school night, and parent education presentations.</p> <p>There are adequate opportunities for me to become informed about the school's programs.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>parent education presentations.</p> <p>93% Agree/Strongly Agree:</p> <p>There are adequate opportunities for me to become informed about the school's programs.</p>				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/Family Communication	The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	\$0.00	No
2	Parent. Inv. Activities	School sites and the district will provide parents with a variety of informational, training/educational, and social activities. Parent Liaison Parent Education Center Supplies	\$100,434.00	Yes
3	Required Committees	The district and school sites will maintain the required committees for parent input.	\$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
31.55%	\$16,082,292.76

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

ACTION 1.1

School sites are provided with supplies and materials that support the programs and services in the LCAP.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access a broad, standards aligned instructional program in a way that is equitable, low-Income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.1 have been developed. The actions and services under 1.1 are designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Pupils from low-income families may not have access to school supplies such as paper, pencils, notebooks, chart paper, supplies for science experiments and other materials necessary to fully participate in a broad educational program. Increasing the amount (quantity) of these types of supplies and materials at school sites ameliorates a barrier to a broad educational program that exists for low-income students.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.1 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Supplies and materials that support these components are effective in the delivery of the Broad Educational Program.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see below.) Moreover, 98% of parents agree or strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of "Met" on the California School Dashboard Local Indicator for Implementation of Academic Standards. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

Students strongly agree/agree with the following statements on the 2019-2020 LCAP Student Survey:

I think it is important to have physical education (PE) activities at my school: 94%

Physical education activities enrich (improve) my experience at school: 82%

Participating in physical education motivates me to come to school every day: 64%

I think it is important to have music at my school: 82%

Participating in music enriches (improves) my experience at school: 91%

Participating in music motivates me to come to school every day: 77%

Learning about music adds value to my life: 85%

Learning about music will help me in the future: 80%

I think it is important to have art at my school: 91%

Participating in art motivates me to come to school every day: 66%

Participating in art enriches (improves) my experience at school: 73%

Learning about art adds value to my life: 68%

Learning about art will help me in the future: 66%

I think it is important to go on study trips with my class: 97%

Study trips make the topics we learn about in class more interesting: 94%

Study trips enrich (improve) my experience at school: 93%

I enjoy learning at my school: 82%

I plan to go to college: 93%

I would participate in after school activities or clubs if they were offered: 72%

ACTION 1.2

School libraries are open during school hours and are supported with staff, books, periodicals, and technology.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access a broad, standards aligned instructional program in a way that is equitable, low-income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these student are considered first as services provided under Action 1.2 have been developed. The services under Action 1.2 are designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Students from low-income families may not have access to books, periodicals, or standards aligned digital content/media at the same levels as more

affluent students. School libraries that are open and fully staffed during school hours provides low-income pupils with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low-income students, they have increased access to reading.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.2 are effective in meeting Goal 1, that "Students will receive a broad educational program." Fully staffed school libraries are open each school day. Libraries are an important component of a Broad Educational Program.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.)

Moreover, 98% of parents agree or strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

ACTION 1.3

Students in grades TK-8 have access to laptop computers and standards aligned digital content.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access a broad, standards aligned instructional program in a way that is equitable, low-Income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services under Action 1.3 have been developed. The services provided under Action 1.3 have been designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Pupils from low-income families may not have access to the technology that is essential for success in K-12, college, and in today's workplaces. Providing low-income students with increased access to technological resources including internet connected iPads and laptops along with digital content ameliorates a barrier to academic achievement and to a broad educational program that exists for low-income students.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.3 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided the district with consistent input that says a broad education includes access to modern technology. The services in Action 1.3 have provided each low-income student in grades 3-8 with a laptop computer. Students in grades K-2 are provided with iPads at a 4:1 ratio. Low-income students have access to a suite of standards aligned digital content.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 81% of parents agree or strongly agree with the statement: It would benefit my child academically to have the opportunity to take a school laptop computer home from school each day for homework assignments.

ACTION 1.4

Students in each grade level attend a study trip that is aligned with content standards for their grade.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access a broad, standards aligned instructional program in a way that is equitable, low-Income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.4 have been developed. The services provided under Action 1.4 are designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Pupils from low-income families may lack the resources to experience activities that have been shown to increase content knowledge, interest in academics, and engagement in school. Providing students from low-income families with travel to museums, zoos, state, and national parks ensures that a lack of resources does not prevent them from receiving an important component of a broad educational program.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.4 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided the district with consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The services in Action 1.4 have provided low-income students with opportunities to experience these activities. All students are provided with the opportunity to attend an academic study trip that is aligned with the academic standards for their grade level.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 96% of parents agree/strongly agree with the statement: It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state and national parks. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

ACTION 1.5

Art, music, and PE instruction is supported with staff, supplies, and materials.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access a broad, standards aligned instructional program in a way that is equitable, Unduplicated Pupils have needs for enrichment activities that go beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.5 have been developed. Pupils from low-income families may lack the resources to experience activities and courses of study that have been shown to increase content knowledge, interest in academics, and engagement in school. The actions and services under 1.1 are designed to support these students by providing them with art, music, and physical education, and athletics--a broad educational program. The State of California has designated a Broad Educational Program as one of its Eight Priorities.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.5 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology.

Students in the elementary schools received a minimum of 200 minutes of physical education every ten days. Students at the junior high schools received 400 minutes of physical education every 10 days. Students at the junior high schools had opportunities to select additional athletic electives. Students at the elementary schools were provided opportunities to participate in an after-school enrichment program and after-school sports. All elementary school students received art instruction. Approximately 268 elementary students in grades 5 and 6 elected to participate in band. All 4th grade students at Lincoln, Roosevelt, and Martin Luther King schools received music instruction. Students self-select elective classes at the junior high schools and choose from a variety of classes that include art, music, and athletics. Approximately 226 students chose art instruction and 240 students chose music instruction at the two junior high schools.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 98% of parents agree/strongly agree with the statement: In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education. The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

ACTION 1.6

Students in grades K-6 have the opportunity to participate in an after-school enrichment program until 6:00p.m. at no charge to families.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access a broad, standards aligned instructional program in a way that is equitable, low-Income pupils have needs for instructional supports that go well beyond what all students need. Therefore, the needs of these students are considered first as services provided under Action 1.6 have been developed. The services provided under Action 1.6 are designed to support low-income pupils by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. Students from low-income families may lack the resources to provide their children with after school enrichment, including support and

homework help in reading, math, science, and history. Students from low-income families may lack the resources to provide after school enrichment including art, music, and physical education for their students. Parents in low-income families may lack the resources to provide safe, supervised after school childcare until 6:00p.m. each evening.

How This Action is Effective in Meeting the Goals for These Students:

The services provided to low-income students under Action 1.6 are effective in meeting Goal 1, that "Students will receive a broad educational program." Hanford Elementary School District's stakeholders have provided consistent input that says a broad education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education and includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Moreover, the State of California has designated a Broad Educational Program as one of its Eight Priorities. The services in A1.5 are providing low-income students with a broad educational program that continues after the end of the regular school day containing these components. Approximately 1,136 students participate in the district's after-school READY program.

Students overwhelmingly indicate that they are receiving a broad educational program, and as such, their school experience is enriched, they are more motivated to come to school, and their future will be positively impacted because of these experiences (see above.) Moreover, 98% of parents agree/strongly agree with the statement: "In addition to English language arts and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education." The district received a score of "Met" on the California School Dashboard Local Indicator for Standards Aligned Instruction. The district received a score of "Met" on the California School Dashboard Local Indicator for Access to a Broad Course of Study.

ACTION 2.1

Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades 1-6 and to lower class size in grades 4-8.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have needs for instructional supports that go well beyond what all students need. Data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below "All Students" in both ELA and Math. Combination classes divide the teacher's time and effort, requiring the teaching of two grade levels in the same classroom. Therefore, the needs of these (Unduplicated) students are considered first as services provided under Action 2.1 have been developed. The services under Action 2.1 are designed to support Unduplicated Pupils by providing them with increased support in the form of teachers' time and effort. Action 2.1 is designed to support our low-income, EL, and foster youth students, improving and/or increasing services they receive in the following ways: Providing these Unduplicated Pupils with a single grade classroom ensures that the instruction they receive is aligned with the standards for their grade level, and that the teachers time and effort are focused entirely on the students in the grade level. Teachers working with a single grade level in the classroom have more time to provide individualized instruction to struggling students, who are mostly unduplicated students, (an increased service) and are able to focus their planning and delivery of lessons on a single grade level (an improved service).

How This Action is Effective in Meeting the Goals for These Students:

The services provided to students under Action 2.1 are effective in leading to the achievement of Goal 2, that all students will make progress toward proficiency on the state adopted standards and that English learners will make progress learning the English language. Test scores for students from low-income families and English learners maintained in ELA. Test in math increased for English learners and maintained for students from low-income families. 41.9% of English learners made progress on the state assessment for English learners (ELPAC) (2019 California School Dashboard)

ACTION 2.3

Provide low-income students and English learners with up-to-date/upgraded instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased supports for English learners and struggling students (who are mostly unduplicated students).

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

In order to access standards aligned instruction in a way that is equitable, Unduplicated Pupils have a need for instructional supports that go well beyond what all students need. Low-income students, English learners, and foster youth performed below "All Students" in both ELA and Math. Therefore, the needs of these students are considered first as services provided under Action 2.3 have been developed. The services provided under Action 2.3 are designed to support Unduplicated Pupils improving and/or increasing services they receive in the following ways: Up-to-date/upgraded instructional materials provide specialized lessons, materials, and technology components that are specifically designed to provide additional (increased) supports for struggling students (who are mostly Unduplicated Pupils). Up-to-date instructional materials also provide specialized lessons, materials, technology components and other supports specifically designed to ensure that students who are English learners can understand, learn, and master the state adopted content standards, even though they may not yet be proficient in the English language.

How This Action is Effective in Meeting the Goals for These Students:

The services under Action 2.3 provide low-income students, English learners and foster youth with up-to-date/upgraded instructional materials that contain these specialized supports and are thereby effective in increasing the quantity of resources available to them. Classroom teachers' use of these upgraded materials in their instruction qualitatively improves the instruction Unduplicated Pupils receive. The services provided to low-income students, English learners, and foster youth under Action 2.3 are effective in meeting the Expected Outcome for Goal 2, that says "All students have State Board of Education approved, Common Core standards-aligned instructional materials." The HESD Board of Trustees Sufficiency of Instructional Materials Resolution, passed on September 11, 2019, confirms that students have access to standards-aligned instructional materials. Test scores for students from low-income families and English learners maintained in ELA. Test in math increased for English learners and maintained for students from low-income families. Test scores for foster youth increased in ELA and math. 41.9% of English learners made progress on the state assessment for English learners (ELPAC) (2019 California School Dashboard)

ACTION 3.1

Teachers are supported with leadership, training, and professional development.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. Data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below “All Students” in both ELA and Math. A teacher who is exceptionally well-trained has deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). An exceptionally well-trained teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Therefore, the needs of these students are considered first as services provided under Action 3.1 have been developed. Action 3.1 is designed to support our low-income students and students who are English learners improving and/or increasing services they receive in the following ways: Providing the teachers of low-income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs (a qualitative improvement).

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low income students under Action 3.1 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” The training teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families and English learners maintained in ELA. Test in math increased for English learners and maintained for students from low-income families. Test scores for foster youth increased in ELA and math. 41.9% of English learners made progress on the state assessment for English learners (ELPAC) (2019 California School Dashboard). 97% of teachers agree/strongly agree with the statement: It is important to provide teaching staff with professional development in supporting English learners. 78% of teachers agree/strongly agree with the statement: The three district-wide professional development days are an important resource that will lead to increased academic achievement.

ACTION 3.2

Provide weekly collaboration time for teachers. 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 and interventions.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students who are from low-income families, who are English learners, and who are foster youth have needs for individualized (differentiated) instruction goes beyond the needs of students who are more affluent, are proficient in English, and live with their families. Therefore, the needs of these students are considered first as services provided under Action 3.2 have been developed. The actions and services under 3.2 are designed to support these students by providing teachers with collaboration time to identify struggling students (by

analyzing their work and assessment results), and to plan specialized/targeted instruction for these students (who are mostly unduplicated students). These efforts provide unduplicated students with a qualitatively better (improved) education.

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low income students under Action 3.2 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” The collaboration time teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families and English learners maintained in ELA. Test in math increased for English learners and maintained for students from low-income families. Test scores for foster youth increased in ELA and math. 41.9% of English learners made progress on the state assessment for English learners (ELPAC) (2019 California School Dashboard)

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low income students under Action 3.2 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” The collaboration time teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families and English learners maintained in ELA. Test in math increased for English learners and maintained for students from low-income families. Test scores for foster youth increased in ELA and math. 41.9% of English learners made progress on the state assessment for English learners (ELPAC) (2019 California School Dashboard)

Action 3.3

The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Students who are from low-income families, who are English learners, and who are foster youth have needs for exceptionally well-trained teachers that go beyond the needs of students who are more affluent, are proficient in English, and live with their families. Data from the California School Dashboard indicate that low-income students, English learners, and foster youth performed below “All Students” in both ELA and Math. A new teacher who is exceptionally well-trained and is supported through their first two years in the profession develops deep knowledge of the content areas for which she is responsible and is able to provide targeted individualized instruction (differentiated instruction) to struggling students (who are mostly unduplicated students). An exceptionally well-trained/supported new teacher is able to deliver specialized instruction to students who are English learners. An exceptionally well-trained/supported new teacher is able to deliver a qualitatively better (improved) education to unduplicated students than a teacher who is merely adequately trained. Action 3.3 is principally directed to our low-income students and students who are English learners, improving and/or increasing services they receive in the following ways: Providing the teachers of low-income students and English learners with training that includes content area knowledge and pedagogy, strategies for supporting struggling students, strategies for providing language supports to English learners in all content areas, and in providing designated English language development instruction for EL students ensures that these students receive instruction targeted to their specific needs (a qualitative improvement).

How This Action is Effective in Meeting the Goals for These Students:

The services provided for low income students under Action 3.2 are effective in meeting Goal 3 that “The district will support teachers and staff with professional development, training, and collaboration time.” New teachers in the Induction Program receive additional training beyond what all teachers receive. New teachers in the Induction Program receive support from a full-time mentor teacher. The training and support that new teachers receive supports them in their efforts to increase the achievement of low-income students and English learners. Test scores for students from low-income families and English learners maintained in ELA. Test in math increased for English learners and maintained for students from low-income families. Test scores for foster youth increased in ELA and math. 41.9% of English learners made progress on the state assessment for English learners (ELPAC) (2019 California School Dashboard)

ACTION 4.1

Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the California School Dashboard indicate that low income students and foster youth have a higher rate of chronic absenteeism than all students. Pupils from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.1 have been developed. The services provided under Action 4.1 are designed to support Unduplicated Pupils by providing low income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. Learning Directors; the director of School Climate, Child Welfare and Attendance; and the School Social Worker coordinate these services, ensuring that Unduplicated Pupils in need receive the appropriate services, that the services are delivered on time, and that they are effective. (These support staff also deliver services directly to students.)

How This Action is Effective in Meeting the Goals for These Students:

The services provided to students under Action 4.1 are effective in meeting Goal 4 “Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school.” Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the California School Dashboard indicates that suspension rates in the district continue to fall. The district received a score of Green on the 2019 CA School Dashboard Suspension Rate Indicator for All Students and for Socioeconomically Disadvantaged. (The suspension rate foster youth increased.) The district received a score of Yellow on the 2019 CA School Dashboard Chronic Absenteeism Indicator. The district’s chronic absenteeism rate of 7.9% is below Kings County overall and below the State of California overall. The chronic absenteeism rate Maintained for Socioeconomically Disadvantaged students and increased for foster youth.

ACTION 4.2

School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Unduplicated Pupils have needs for health and wellness as well as social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the California School Dashboard indicate that low income students and foster youth have a higher rate of chronic absenteeism than all students. Pupils from low income families and students who are foster youth may lack the resources to access the types of health and wellness as well as social supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.2 have been developed. The services provided under Action 4.2 are designed to support Unduplicated Pupils by providing low income students and foster youth with an array of supports designed to improve health, promote wellness and school attendance, and decrease behavior incidents and suspensions. School nurses and school counselors deliver direct services to students to eliminate barriers to attendance and learning.

How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils: The services provided to students under Action 4.2 are effective in meeting Goal 4 "Students will learn in a safe, well maintained school where they are supported, engaged, and connected to their school." Schools with higher attendance rates and lower numbers of discipline incidents are safer. Data from the California School Dashboard indicates that suspension rates in the district continue to fall. The district received a score of Green on the 2019 CA School Dashboard Suspension Rate Indicator for All Students and for Socioeconomically Disadvantaged. (The suspension rate for foster youth increased.) The district received a score of Yellow on the 2019 CA School Dashboard Chronic Absenteeism Indicator. The district's chronic absenteeism rate of 7.9% is below Kings County overall and below the State of California overall. The chronic absenteeism rate Maintained for Socioeconomically Disadvantaged students and increased for foster youth.

ACTION 4.3

Additional support staff provide direct services to students to promote positive school climate, good citizenship, and improve school safety.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Unduplicated Pupils have needs for social and emotional supports that go well beyond what all students need. Data from the California School Dashboard indicate that suspension rates for low income students and foster youth are higher than for all students. Data from the California School Dashboard indicate that low income students and foster youth have a higher rate of chronic absenteeism than all students. Pupils from low income families may lack the resources to access the types of social and emotional supports that reduce barriers to learning. These barriers may include inconsistent school attendance and discipline incidents that result in missed days of school, time out of class, or suspension. Therefore, the needs of these students are considered first as services provided under Action 4.3 have been developed. The services provided under Action 4.3 are designed to support Unduplicated Pupils ensuring that a lack of resources does not create a barrier to learning or attendance for these students. The services under Action 4.3 are designed to support our low income

students, and foster youth, by improving and/or increasing services they receive in the following ways: The services provided under Action 4.3 provide low income students and foster youth with an array of supports designed to decrease behavior incidents (thereby lowering suspensions) and to increase school attendance. Student specialists at the elementary schools and vice principals at the junior high schools work directly with unduplicated pupils, providing support for good behavior and citizenship as well as interventions when behavior incidents occur. The Community Day School provides additional intensive interventions for students with more serious behavior challenges. School resource officers provide an additional layer of safety and support for students.

How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils: The services provided to students under Action 4.3 are effective in meeting the component of Goal 4 that says, "Students will attend a safe school." Schools with lower numbers of discipline incidents are safer. Data from the California School Dashboard indicates that suspension rates in the district continue to fall. The district received a score of Green on the 2019 CA School Dashboard Suspension Rate Indicator for All Students and for Socioeconomically Disadvantaged. (The suspension rate for foster youth increased.)

83% of students agree/strongly agree with the statement: I feel safe at school.

93% of parents agree/strongly agree with the statement: My child is safe at school.

81% of students agree/strongly agree with the statement: There is an adult that I can talk to if I have a problem at school.

76% of students agree/strongly agree with the statement: Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school.

90% of junior high students agree/strongly agree with the statement: The school resource officer has a good relationship with students at my school. (Note resource officers primarily serve the junior high schools.)

79% of junior high students agree/strongly agree with the statement: The school resource officer is an adult that I can talk to if I have a problem at school.

87% of junior high students agree/strongly agree with the statement: The school resource officer makes my school safer.

ACTION 4.4

Elementary students who live 3/4 mile or more from school and/or junior high students who live one mile or more from school will be provided with transportation to and from school.

How the Needs of how Foster Youth, English Learners, Low-income Students Were Considered First:

Data from the California School Dashboard indicate that low income students and foster youth have a higher rate of chronic absenteeism than all students. Therefore, the needs of these students are considered first as services provided under Action 4.4 have been developed. The services under Action 4.4 are designed to support Unduplicated Pupils by providing transportation to and from school. This action serves to shorten the distance these

pupils must walk, provides relief for families who may lack transportation, and provides safer routes to and from school (e.g. providing bus transportation to pupils who would otherwise cross a busy street).

How This Action is Effective in Meeting the Goals for These Students:

Effective in Meeting the District's Goals for Unduplicated Pupils The services provided to students under Action 4.4 are effective in meeting the component of Goal 4 that says :"Students will attend a safe school." Action 4.4 provides low income students with a safe route to and from school. The district received a score of Yellow on the 2019 CA School Dashboard Chronic Absenteeism Indicator. The district's chronic absenteeism rate of 7.9% is below Kings County overall and below the State of California overall. The chronic absenteeism rate Maintained for Socioeconomically Disadvantaged students and increased for foster youth.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The LEA wide and school wide services provided in the LCAP are designed to support High Needs students and are effective in achieving the District's five goals. More than eighty percent of students in the Hanford Elementary School District are Unduplicated students. These students, who are English learners, students from low-income families, and/or foster youth, face barriers to learning that more affluent, English only students, who live with their families do not. Although no students are excluded from receiving services provided in the LCAP, Unduplicated students have greater needs for these services, and therefore, receive them at a proportion that is greater than what all students receive (i.e. they receive increased services). Because of the high percentage of Unduplicated students at every school in the district, and because it is more efficient and/or cost effective, the services discussed above are provided on a LEA or school wide basis. Taken together, the LEA and/or school wide services discussed above, along with the actions and services that are limited to Unduplicated student groups (detailed in the Goals, Actions & Services section of the LCAP) provide a proportional increase or improvement in services for Unduplicated pupils that is equal to or greater than the "Percentage to Increase or Improve Services" shown above.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$16,082,293.00				\$16,082,293.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$13,580,254.00	\$2,502,039.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Supplies/Materials School Sites	\$186,163.00				\$186,163.00
1	2	Low Income	School Libraries	\$801,213.00				\$801,213.00
1	3	Low Income	Technology	\$2,223,321.00				\$2,223,321.00
1	4	Low Income	Study Trips	\$208,222.00				\$208,222.00
1	5	Low Income	Art, Music, PE	\$1,988,383.00				\$1,988,383.00
1	6	Low Income	After School Program	\$871,314.00				\$871,314.00
2	1	English Learners Foster Youth Low Income	Eliminate Combination Classes	\$614,402.00				\$614,402.00
2	2	English Learners Foster Youth Low Income	Summer Program	\$78,471.00				\$78,471.00
2	3	English Learners Foster Youth Low Income	Instructional Materials	\$100,000.00				\$100,000.00
2	4	English Learners	Supporting Designated and Integrated ELD	\$943,720.00				\$943,720.00
3	1	English Learners Foster Youth Low Income	Teacher Professional Development	\$1,020,650.00				\$1,020,650.00
3	2	English Learners Foster Youth Low Income	Teacher Collaboration Time	\$106,667.00				\$106,667.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	New Teacher Induction	\$130,166.00				\$130,166.00
4	1	Foster Youth Low Income	Coordination of Student Support	\$1,083,857.00				\$1,083,857.00
4	2	Foster Youth Low Income	Health Professionals (Physical/Mental/Social/Emotional)	\$2,274,969.00				\$2,274,969.00
4	3	Foster Youth Low Income	School Support Staff	\$2,850,341.00				\$2,850,341.00
4	4	English Learners Foster Youth Low Income	Transportation	\$500,000.00				\$500,000.00
5	1	All	Parent/Family Communication					\$0.00
5	2	English Learners	Parent. Inv. Activities	\$100,434.00				\$100,434.00
5	3	All	Required Committees					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$16,082,293.00	\$16,082,293.00
LEA-wide Total:	\$14,959,668.00	\$14,959,668.00
Limited Total:	\$1,122,625.00	\$1,122,625.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Supplies/Materials School Sites	LEA-wide	Low Income	All Schools	\$186,163.00	\$186,163.00
1	2	School Libraries	LEA-wide	Low Income		\$801,213.00	\$801,213.00
1	3	Technology	LEA-wide	Low Income		\$2,223,321.00	\$2,223,321.00
1	4	Study Trips	LEA-wide	Low Income		\$208,222.00	\$208,222.00
1	5	Art, Music, PE	LEA-wide	Low Income		\$1,988,383.00	\$1,988,383.00
1	6	After School Program	LEA-wide	Low Income	Specific Schools: Hamilton, Jefferson, King, Lincoln, Monroe, Richmond, Roosevelt, Simas, Washington	\$871,314.00	\$871,314.00
2	1	Eliminate Combination Classes	LEA-wide	English Learners Foster Youth Low Income	Grades 1-6	\$614,402.00	\$614,402.00
2	2	Summer Program	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$78,471.00	\$78,471.00
2	3	Instructional Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	4	Supporting Designated and Integrated ELD	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$943,720.00	\$943,720.00
3	1	Teacher Professional Development	LEA-wide	English Learners Foster Youth Low Income		\$1,020,650.00	\$1,020,650.00
3	2	Teacher Collaboration Time	LEA-wide	English Learners Foster Youth Low Income		\$106,667.00	\$106,667.00
3	3	New Teacher Induction	LEA-wide	English Learners Foster Youth Low Income		\$130,166.00	\$130,166.00
4	1	Coordination of Student Support	LEA-wide	Foster Youth Low Income		\$1,083,857.00	\$1,083,857.00
4	2	Health Professionals (Physical/Mental/Social/Emotional)	LEA-wide	Foster Youth Low Income		\$2,274,969.00	\$2,274,969.00
4	3	School Support Staff	LEA-wide	Foster Youth Low Income		\$2,850,341.00	\$2,850,341.00
4	4	Transportation	LEA-wide	English Learners Foster Youth Low Income		\$500,000.00	\$500,000.00
5	2	Parent. Inv. Activities	Limited to Unduplicated Student Group(s)	English Learners		\$100,434.00	\$100,434.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (*California Education Code [EC] 52064(e)(1)*). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC 52064(e)(1)*). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC 52064(b)(4-6)*).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC 52064(b)(1) & (2)*).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year’s LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lcl/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “Measuring and Reporting Results” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2021–22.	Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in EC Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
 - **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
 - **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
 - **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
 - **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.