

# Parent Advisory Committee

Meeting #2

January 18, 2022

# Business

- Welcome
- Public Comments
- Approve Minutes from PAC Meeting #1

# Local Control Accountability Plan

Continuing to Understand the LCAP

# The Local Control Accountability Plan

- Plan Summary
  - General Information
  - Reflections: Successes
  - Reflections: Identified Need
  - LCAP Highlights
- Engaging Educational Partners
  - How we received input from our various education partner groups
- Goals and Actions
  - **Measuring and reporting Results**
    - The data and evidence that leads us toward planning an action, program or service
  - **Actions and Expenditures**
    - The specific programs and services we plan to provide for students and the estimated cost of each action.
  - Goal Analysis: Reporting of how we did implementing our planned actions (toward the end of the year)
- Increased or Improved Services
  - A discussion/report of how our planned actions increased or improved services for students who are low-income, English learners, or foster youth



## 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

## Goals, Actions, and Services — Plan the Future

Mission

Engagement  
with Board, community,  
and staff

— Goal 1

Measurable  
Outcomes

Actions  
& Services

\$

= Goal 2

Measurable  
Outcomes

Actions  
& Services

\$

≡ Goal 3

Measurable  
Outcomes

Actions  
& Services

\$

Implementation  
during the school year

Annual Update — Assess the Past

Recall that we have our LCAP goals and we have things that we can measure to help us determine whether we are making progress toward meeting our goals.

The California School Dashboard provides us with a set of items that we measure to help us determine progress toward our goals.

# Local Control Accountability Plan (LCAP) Goals

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

# California School Dashboard & The Local Control Accountability Plan

LCAP Goals, State Indicators, Local Indicators

# California School Dashboard

The California School Dashboard is comprised of both *Local Indicators* and *State Indicators*. *These indicators are part of the data that we can analyze to help us determine progress toward our goals.*

## Local Indicators

- Implementation of State Standards
- Access to a Broad Course of Study
- Teacher Credentialing, Instructional Materials, Facilities
- Parent Engagement (Surveys)
- School Climate (Surveys)

## State Indicators

- *Test Scores in ELA and Math*
- *English Learner Progress*
- Chronic Absenteeism
- Suspension Rate

(Note that some of the State Indicators are suspended due to the COVID pandemic)



# State Indicators

*Test Scores in ELA and Math*  
*English Learner Progress*



# State Indicators: Test Scores in ELA and Math

## Student Achievement

- *In normal times, The California School Dashboard provides color coded gauges showing how schools and districts performed in ELA and math. The gauges tell how students did and give a comparison of scores over the past two years.*
- *The California School Dashboard is suspended due to the COVID pandemic.*
- *Students took state tests in 2018-2019 and in 2020-2021 (state tests were suspended in 2019-2020 due to the COVID pandemic).*
- *Although we do not have color coded gauges showing student achievement, we do have the percentages of students who scored in the four categories.*
  - Not Met (Did not meet the achievement standards)
  - Nearly Met (Nearly met the achievement standards)
  - Met (Met the achievement standards)
  - Exceeded (Exceeded the achievement standards)

From our LCAP (example):

## 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 Expected Annual Measurable Outcomes	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2021 CAASPP ELA Overall: 38.89% SWD: 5.97% Eco. Disadvantaged: 32.73% English Learner: 15.11% Asian: 40.74% African American: 26.36% Hispanic: 35.52% White: 58.56% Two or More: 47.06% Homeless: 34.78%	See Baseline (Baseline is from 2021 CAASPP)			Percent Proficient: Percentage of Students Scoring Proficient (Exceeded or met) CAASPP ELA Overall: 45.03% SWD: 10% Eco. Disadvantaged: 40% English Learner: 22% Asian: 50% African American: 35% Hispanic: 41% White: 70% Two or More: 55% Homeless: 40%

# State Test Scores Overall

Math							
	Students Tested	Not Met	Nearly Met	Met	Exceeded	Not Proficient	Proficient
2018-2019	<b>3963</b>	33.96%	28.01%	21.07%	16.96%	61.97%	38.03%
2020-2021	<b>3050</b>	46.07%	28.43%	16.26%	9.25%	74.50%	25.51%
<i>Change</i>	<i>-913</i>	<i>12.11</i>	<i>0.42</i>	<i>-4.81</i>	<i>-7.71</i>	<i>12.53</i>	<i>-12.52</i>
ELA							
2018-2019	<b>3952</b>	31.15%	24.14%	30.62%	14.09%	55.29%	44.71%
2020-2021	<b>3088</b>	36.53%	24.58%	25.74%	13.15%	61.11%	38.89%
<i>Change</i>	<i>-864</i>	<i>5.38</i>	<i>0.44</i>	<i>-4.88</i>	<i>-0.94</i>	<i>5.82</i>	<i>-5.82</i>

# State Test Scores Math

	CAASPP Math 2018-2019				CAASPP Math 2020-2021				Percent Proficient		
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded	% Proficient 18-19	% Proficient 20-21	Decline Percentage Points Decline
All Students	33.96%	28.01%	21.07%	16.96%	46.07%	28.43%	16.26%	9.25%	38.03%	25.51%	12.52
African American	44.05%	32.74%	14.29%	8.93%	55.64%	32.33%	6.02%	6.02%	23.22%	12.04%	11.18
Filipino	13.79%	17.24%	10.34%	58.62%	25.00%	41.67%	25.00%	8.33%	68.96%	33.33%	35.63
Hispanic	36.08%	28.92%	20.75%	14.25%	49.42%	27.85%	15.25%	7.48%	35.00%	22.73%	12.27
Two or More Races	27.08%	29.17%	21.88%	21.88%	38.82%	28.24%	21.18%	11.76%	43.76%	32.94%	10.82
White	21.64%	21.64%	25.64%	31.09%	27.44%	29.77%	23.26%	19.53%	56.73%	42.79%	13.94
EL	58.24%	25.29%	12.32%	4.15%	66.53%	24.59%	6.97%	1.91%	16.47%	8.88%	7.59
Students with Disabilities	71.15%	15.16%	8.31%	5.38%	81.08%	13.90%	3.47%	1.54%	13.69%	5.01%	8.68
Migrant	35.61%	30.30%	21.97%	12.12%	58.41%	23.01%	14.16%	4.42%	34.09%	18.58%	15.51
R-FEP	16.45%	32.57%	26.64%	24.34%	23.38%	34.77%	28.00%	13.85%	50.98%	41.85%	9.13
Low Income	38.65%	28.88%	19.52%	12.96%	51.79%	27.62%	14.48%	6.11%	32.48%	20.59%	11.89

# State Test Scores ELA

	2018-2019 CAASPP ELA				2020-2021 CAASPP ELA				Percent Proficient		Decline
	Not Met	Nearly Met	Met	Exceeded	Not Met	Nearly Met	Met	Exceeded	% Proficient 18-19	% Proficient 20-21	Percentage Points Decline
All Students	31.15%	24.14%	30.62%	14.09%	36.53%	24.58%	25.74%	13.15%	44.71%	38.89%	5.82
African American	40.83%	26.63%	23.67%	8.88%	49.61%	24.03%	20.16%	6.20%	32.55%	26.36%	6.19
Filipino	6.90%	17.24%	31.03%	44.83%	18.18%	13.64%	45.45%	22.73%	75.86%	68.18%	7.68
Hispanic	33.53%	24.93%	29.92%	11.61%	38.97%	25.51%	24.76%	10.76%	41.53%	35.52%	6.01
Two or More Races	18.75%	23.96%	37.50%	19.79%	24.71%	28.24%	27.06%	20.00%	57.29%	47.06%	10.23
White	17.82%	19.64%	36.36%	26.18%	22.45%	18.98%	32.64%	25.93%	62.54%	58.57%	3.97
EL	59.76%	25.33%	11.21%	3.69%	60.05%	24.83%	11.88%	3.24%	14.90%	15.12%	+0.22
Migrant	38.93%	18.32%	35.11%	7.63%	50.46%	21.10%	22.02%	6.42%	42.74%	28.44%	14.30
R-FEP	8.88%	27.96%	46.88%	16.28%	11.71%	24.02%	45.35%	18.92%	63.16%	64.27%	+1.11
Low-Income	35.61%	25.27%	28.72%	10.40%	41.96%	25.31%	23.53%	9.20%	39.12%	32.73%	6.39
Students with Disabilities	69.44%	14.91%	11.49%	4.16%	77.24%	16.79%	3.73%	2.24%	15.65%	5.97%	9.68

# Proposed Targets for 2023-2024

Math	Baseline	Desired Outcome for 23-24	Proposed Increase
Overall	25.51%	31.00%	5.49%
Students with Disabilities	5.02%	8.00%	2.98%
Low Income	20.59%	30.00%	9.41%
English Learner	8.88%	15.00%	6.12%
Asian	29.17%	40.00%	10.83%
African American	12.03%	20.00%	7.97%
Hispanic	22.73%	30.00%	7.27%
White	42.79%	48.00%	5.21%
Two or More	32.94%	40.00%	7.06%
Homeless	13.64%	20.00%	6.36%

ELA	Baseline	Desired Outcome for 23-24	Proposed Increase
Overall	38.89%	45.03%	6.14%
Students with Disabilities	5.97%	10.00%	4.03%
Low Income	32.73%	40.00%	7.27%
English Learner	15.11%	22.00%	6.89%
Asian	40.74%	50.00%	9.26%
African American	26.36%	35.00%	8.64%
Hispanic	35.52%	41.00%	5.48%
White	58.56%	70.00%	11.44%
Two or More	47.06%	55.00%	7.94%
Homeless	34.78%	40.00%	5.22%

# State Test Scores: Conclusions/Discussion

- Test scores in ELA and math showed a significant decline between 18-19 and 2021.
  - Students have experienced significant learning loss due to missed school from the COVID pandemic
  - Declines in math are greater than declines in ELA
    - Six percent decline in ELA
    - Twelve percent decline in math
  - Students with Disabilities and English Learners are two subgroups whose achievement is of concern
  - Other discussion recommendations:
  
- Approve Recommendations:

# LCAP Programs and Services Supporting Student Achievement

LCAP Goal/Action Number	Description
1.1	School Site Supplies and Materials
1.2	School Libraries
1.3	Student Technology
1.6	After School Program (Will be Expanding)
2.1	Additional Teaching Staff to Eliminate Combination Classes (Gr. 1-6)
2.2	Summer Programs (Will be Expanding)
2.3	Instructional Materials
2.4	Supporting Designated and Integrated ELD (Supports for EL Students)

## Programs and Services Supporting Student Achievement Outside of the LCAP

LCAP Goal/Action Number	Description
Title I SWP	After School Tutoring (School Site Based)
ELOG/ELOP	Expansion of After School and Summer Programs
ESSER/GEER	Additional Teaching Staff to Reduce Class Sizes
ESSER	Ed. Tutors
Title III	Support for EL Students, Parent Training and Academies



# Discussion/Recommendation Programs/Services

- Discussion/Recommendations
- Approve Recommendations

# Federal COVID Funding

## IMPROVE/UPGRADE/REPAIR SCHOOL FACILITIES

The district is and/or will improve/upgrade/repair facilities to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs. This includes but is not limited to school sites, district office sites, the Teacher Resource Center, the District Service Facility (DSF), the district kitchen, the Network Operation Center (NOC), district vehicles (e.g. delivery and maintenance vehicles and school busses).

## INDOOR AIR QUALITY & VENTILATION:

The district is and/or will inspect, test, maintain, repair, and or upgrade the components of its heating, air conditioning, and ventilation, systems to improve the indoor air quality in school facilities to maintain the health and safety of students and staff. These repairs/upgrades include, but are not limited to mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacements.

## SANITATION TO MINIMIZE THE SPREAD OF INFECTIOUS DESEASES

The district is and/or will implement sanitization processes and procedures designed to minimize the spread of infectious diseases including but not limited to: hiring additional custodial/maintenance staff (or maintaining the currently elevated level of staff), training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases, purchasing supplies, materials, and equipment to sanitize and clean the district's facilities.

# Federal COVID Funding (Continued)

## IMPLEMENTING HEALTH PROTOCOLS

The district is and/or will develop and implement strategies and/or public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

## HEALTH PROFESSIONALS (PHYSICAL/MENTAL/SOCIAL/EMOTIONAL)

The district is will provide students with mental health services and supports. School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems. Increase and/or maintain School Nurses (RNs), Licensed Vocational Nurses (LVNs) (One per school site), School Nursing Supplies/Materials, School Counselors, and Psychologists to maintain the health and safety of students.

(Now a counselor at each elementary school site—two at each junior high)  
(LVNs from part-time to full-time)

## SCHOOL SUPPORT STAFF

The district will provide students with mental health services and supports. Additional support staff such as Student Specialists, Vice Principals, Yard Supervisors, and Community Day School, provide direct services to students to promote positive school climate, good citizenship, and school safety.

(Two additional social workers and one psychologist)

# Discussion/Recommendations COVID Funding

## Recommendations (From Meeting #1)

- Make sure that staff hired under temporary conditions know that their funding/employment may run out. Have a plan in place to the degree possible, to keep staff on permanently that have been hired with COVID funds.
- Have a safe, private location for students to meet with counselors.

Additional recommendations:

Approve Recommendations