

Hanford Elementary School District

REGULAR BOARD MEETING AGENDA

Wednesday, February 9, 2022

HESD District Office Board Room

714 N. White Street, Hanford, CA

OPEN SESSION

5:30 p.m.

- Call to Order
- Members Present
- Pledge to the Flag

OPEN SESSION

- Take action on closed session items

CLOSED SESSION

- **Student Discipline** (*Education Code Section 48918... requires closed sessions in order to prevent the disclosure of confidential student record information*)

Administrative Panel Recommendations

Case#22-09 – Wilson

- **Personnel** (*Pursuant to Government Code 54956.9, Trustees will adjourn to Closed Session to discuss the items listed below. The items to be discussed shall be announced in accordance with Government Code Section 54954.5 and/or under Education Code Provisions*)
 - Public Employee Discipline/Dismissal/Release (GC 54957)

OPEN SESSION

5:45 P.M.

Take action on closed session items

1. PRESENTATIONS, REPORTS AND COMMUNICATIONS

(In order to insure that members of the public are provided an opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public comments portion of the agenda, or at the time the matter is taken up by the Board. A person wishing to be heard by the Board shall first be recognized by the President and identify themselves. Individual speakers are allowed three minutes to address the Board. The Board shall limit total time for public input on each item to 20 minutes.)

- a) Public comments
- b) Board and staff comments
- c) Requests to address the Board at future meetings
- d) Review Dates to remember

2. CONSENT ITEMS

(Items listed are considered routine and may be adopted in one motion. If discussion is required, a particular item may be removed upon request by any Board member and made a part of the regular business.)

- a) Accept warrant listings dated January 21, 2022 and January 28, 2022.
- *Materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection at the superintendent's Office located at 714 N. White Street, Hanford, CA during regular business hours.*
 - *Any individual who requires disability-related accommodations or modifications, including auxiliary aides and services, in order to participate in the Board meeting should contact the Superintendent in writing.*

- b) Approve minutes of Regular Board Meeting held on January 26, 2022.
- c) Approve donation of 63 dictionaries from Sunset Rotary Club to Washington Elementary.
- d) Approve donation of \$1,500.00 from Amanda Erickson to Author, Susie Harder to work with Lincoln student in creating a children's story.
- e) Approve donation of 52 dictionaries from Sunset Rotary Club to Lincoln Elementary.
- f) Approve donation of 72 dictionaries from Sunset Rotary Club to Roosevelt Elementary.
- g) Approve donation of 89 dictionaries from Sunset Rotary Club to MLK Elementary.
- h) Approve donation of 99 dictionaries from Sunset Rotary Club to Monroe Elementary.
- i) Approve donation of 88 dictionaries from Sunset Rotary Club to Simas Elementary.

3. INFORMATION ITEMS

- a) Receive for information the Demographic and Enrollment Study (Endo)
- b) Receive for information the Presentation on the 2021 Facilities Master Plan (Potter)
- c) Receive for information the Supplement to the Annual Update to the 2021-22 Local Control Accountability Plan (Carlton)
- d) Receive for information the following revised Administrative Regulation: (Endo)
 - 3320 – Claims and Actions Against District
- e) Receive for information the following revised Board Policy: (Endo)
 - 3452 – Student Activity Funds
- f) Receive for information the following revised Board Policy: (Endo)
 - 3600 - Consultants

4. BOARD POLICIES AND ADMINISTRATION

- a) Consider approval of the Memorandum of Understanding with Ana Soto Grant, LSCW (McConnell)
- b) Consider approval of the Memorandum of Understanding with Mental Health Services, Inc. (McConnell)
- c) Consider approval of the Memorandum of Understanding with Tulare County Office of Education/Migrant Program Region VIII Model B District (Gomez)
- d) Consider approval of the Change Order 5 for Richmond Modernization Project (Potter)
- e) Consider approval of the rescinded/revised Administrative Regulation: (Carlton)
 - 1312.4 – Williams Complaints Procedures
- f) Consider approval of the revised Board Policy: (Carlton)
 - 1312.3 – Uniform Complaint Procedures

5. PERSONNEL (Martinez)

a) Employment

Classified

- Ariana De Soto, READY Program Tutor – 4.5 hrs., Richmond, effective 1/20/22
- Shelby Alcaraz, Special Education Aide – 5.0 hrs., Wilson, effective 1/10/22

Temporary Employees/Substitutes

- Lori Urrutia, Substitute Yard Supervisor, effective 1/20/22
- Kim Cole, Substitute Yard Supervisor, effective 1/26/22

Short Term

- Adriana Canchola, Short-Term Yard Supervisor – 2.5 hrs., Hamilton, effective 1/10/22-2/25/22
- Veronica Cerrillo, Short-Term Bilingual Clerk Typist I – 5.0 hrs., Wilson, effective 1/10/22-5/17/22

b) Resignations

- Isabella Garcia, Special Education Aide – 5.0 hrs., Monroe, effective 1/27/2022
- Stacie Johnson, Curriculum Specialist, C&I Department, effective 6/10/22
- Audrey Navarro, Yard Supervisor – 2.75 hrs., Monroe, effective 1/27/2022
- Ashley Perico, Teacher, King, effective 6/3/22
- Jonathan Stevens, READY Tutor – 4.5 hrs., Lincoln, effective 2/11/22
- Cheyenne Zimmerman, Yard Supervisor – 3.5 hrs., Monroe, effective 1/21/2022

c) Retirement

- Sherri Gordon, Teacher, Kennedy, effective 6/3/22
- Lupe Yadeta, Teacher, Jefferson, effective 6/3/22

d) Employment and Certification of Temporary Athletic Team Coaches pursuant to Title 5 CCR 5594

- Kevin Alexander, Girls Soccer Athletic Coach, Wilson, effective 11/8/21-2/9/22

6. FINANCIAL (Endo)

- a) Consider adoption of Resolution #16-22: Commitment of Fund Balance

ADJOURN MEETING

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Joy Gabler
FROM: Jay Strickland
DATE: January 31, 2022

For: ☒ Board Meeting
☐ Superintendent's Cabinet
☐ Information
☒ Action

Date you wish to have your item considered: February 9, 2022

ITEM: Administrative Panel Recommendations

PURPOSE:

Case# 22-09 - Wilson

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 01/31/2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 02/09/2022

ITEM:

Consider approval of warrants.

PURPOSE:

The administration is requesting the approval of the warrants as listed on the registers dated: 01/21/22 and 01/28/22.

FISCAL IMPACT:

See attached.

RECOMMENDATIONS:

Approve the warrants.

Warrant Register For Warrants

Dated 01/21/2022

Warrant Number	Vendor Number	Vendor Name	Amount
12677567	4787	AKJ WHOLESALE LLC - Books	\$270.47
12677568	59	ARAMARK UNIFORM & CAREER - Services	\$215.73
12677569	59	ARAMARK UNIFORM & CAREER – Food Service - Services	\$54.07
12677570	6253	AT&T – Telephone Communications	\$112.48
12677571	91	AUTOMATED OFFICE SYSTEMS – Materials/Supplies	\$4,391.89
12677572	7167	AVERIE GRACE DESIGNS – Materials/Supplies	\$497.64
12677573	7399	BIMBO BAKERIES USA – Food Service - Food	\$992.32
12677574	304	NICK CHAMPI ENTERPRISES INC. - Services	\$5,100.00
12677575	7825	CTS&S AIR TOOL REPAIR - Services	\$211.56
12677576	405	DASSEL'S PETROLEUM INC. – Materials/Supplies	\$6,293.75
12677577	405	DASSEL'S PETROLEUM INC. – Food Service – Materials/Supplies	\$681.05
12677578	4346	EAI EDUCATION – Materials/Supplies	\$322.06
12677579	497	EMPLOYMENT DEVELOPMENT DEPT. – SUI Premium	\$64,022.03
12677580	3682	FASTENAL – Materials/Supplies	\$121.75
12677581	4832	STACY FREITAS – Mileage Reimbursement	\$11.27
12677582	6982	FUN AND FUNCTION – Materials and Supplies	\$271.16
12677583	1393	GAS COMPANY - Utilities	\$16,174.51
12677584	7528	GLOBAL INDUSTRIAL – Materials/Supplies	\$86.22
12677585	591	GOLD STAR FOODS – Food Service - Food	\$5,945.83
12677586	4135	CHRISTINA GONZALES – Re-Issue Warrant	\$18.19
12677587	2427	HOME DEPOT CREDIT SERVICES – Materials/Supplies	\$330.98
12677588	2188	THE HOME DEPOT PRO - Materials/Supplies and Services	\$3,629.37
12677589	7017	JORDAN JACKSON – Re-Issue Warrant	\$47.46
12677590	5290	KEENAN & ASSOCIATES - Services	\$1,143.57
12677591	5828	KINGS COUNTY DEPT OF PUBLIC WORKS – Materials/Supplies	\$3.93
12677592	838	LAWRENCE TRACTOR COMPANY - Materials/Supplies	\$705.68
12677593	7260	LOWE'S PRO SERVICES - Materials/Supplies	\$1,182.92
12677594	5605	NORTHERN CALIFORNIA RELIEF - Services	\$1,047.00
12677595	5111	P & R PAPER SUPPLY COMPANY INC - Materials/Supplies	\$6,652.50
12677596	1168	PRODUCERS DAIRY PRODUCTS – Food Service - Food	\$8,256.12
12677597	1327	SCHOOL SPECIALTY LLC - Materials/Supplies	\$580.41
12677598	7644	SIERRA SANITATION INC - Services	\$483.65
12677599	1356	SILVAS OIL COMPANY INC. - Materials/Supplies	\$1,189.03
12677600	6826	SITELOGIQ – Solar Project King/Monroe/Simas	\$197,852.18
12677601	1801	SMART & FINAL STORES (HFD KIT) – Food Service - Food	\$14.99
12677602	1392	SOUTHERN CALIFORNIA EDISON CO. - Utilities	\$5,939.66
12677603	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$15,930.20
12677604	1444	SYSCO FOODSERVICES OF MODESTO – Food Service - Food	\$10,568.60
12677605	7106	VERBENA NURSERY - Materials/Supplies	\$2,462.08
12677606	4974	WILBOOKS - Books	\$173.63
12677607	1619	WILBUR-ELLIS COMPANY LLC - Materials/Supplies	\$3,599.03

Total Amount of All Warrants:

\$367,586.97

Credit Card Register For Payments

Dated 01/21/2022

Document Number	Vendor Number	Vendor Name	Amount
14032522	2	A-Z BUS SALES INC – Materials/Supplies	\$1,357.88
14032523	509	EWING IRRIGATION PRODUCTS – Materials/Supplies	\$1,447.31
14032524	3336	HOBART CORPORATION - Services	\$2,469.25
14032525	1111	J W PEPPER & SON INC - Books	\$5.36
14032526	5007	JORGENSEN COMPANY – Food Service - Services & Materials/Supplies	\$1,482.51
14032527	827	LA TAPATIA TORTILLERIA INC. – Food Service - Food	\$763.80
14032528	982	MILLER'S RENTALAND INC. - Services	\$305.00
14032529	5815	SCHOLASTIC STORE ONLINE - Books	\$87.11
14032530	1313	SCHOLASTIC TEACHERS STORE - Books	\$3,086.29
14032531	1466	TERMINIX INTERNATIONAL - Services	\$40.00
Total Amount of All Credit Card Payments:			\$11,044.51

Warrant Register For Warrants

Dated 01/28/2022

Warrant Number	Vendor Number	Vendor Name	Amount
12678231	13	DAWN ACOSTA – Reimburse-Materials/Supplies	\$400.00
12678232	7843	ERIC AMARAL – Reimburse-Materials/Supplies	\$133.99
12678233	6431	AMAZON.COM – Materials/Supplies, Books	\$10,123.67
12678234	6253	AT&T – Telephone Communications	\$2,616.84
12678235	2773	KRISTI BACHMAN – Reimburse-Materials/Supplies	\$106.61
12678236	3258	BANK OF AMERICA – Equipment, Travel/Conference	\$1,824.81
12678237	1690	BATTERY SYSTEMS – Materials/Supplies	\$849.73
12678238	2689	BENNETT & BENNETT IRRIGATION – Materials/Supplies	\$451.74
12678239	3178	ERIN BOLING – Reimburse-Materials/Supplies	\$400.00
12678240	236	STATE OF CALIFORNIA – Other Services	\$277.00
12678241	355	CDT INC. – Other Services	\$264.00
12678242	6236	ALEXANDRIA CODAY – Reimburse-Materials/Supplies	\$130.41
12678243	1670	CONTRACT PAPER GROUP INC – Warehouse Inventory	\$30,432.40
12678244	4571	ERICA D'SOUZA – Reissue Payroll Refund	\$67
12678245	5463	SARA DECUIR – Reimburse-Materials/Supplies	\$15.60
12678246	1693	E M THARP INC – Materials/Supplies	\$1,152.36
12678247	6274	ANTHONY ECK – Reimburse-Materials/Supplies	\$89.62
12678248	3643	FERGUSON ENTERPRISES LLC #686 – Warehouse Inventory	\$885.88
12678249	3862	SHELLY GARRETT – Reimburse-Materials/Supplies	\$400.00
12678250	1393	GAS COMPANY – Utilities	\$3,356.13
12678251	3305	GILBERT ELECTRIC COMPANY – Services/Repair	\$2,225.00
12678252	5882	LINDSAY HOWELL – Reimburse-Materials/Supplies	\$144.00
12678253	2528	INDUSTRIAL PLUMBING SUPPLY – Materials/Supplies	\$546.06
12678254	7844	JAVIER ISIDORO – Reimburse-Other Services	\$35.00
12678255	6493	KELLIE JONES – Reimburse-Materials/Supplies	\$303.29
12678256	796	KINGS COUNTY OFFICE OF ED – Other Services	\$50.00
12678257	808	KINGS WASTE & RECYCLING – Utilities	\$129.20
12678258	6581	JENNIFER LOCHER – Reimburse-Materials/Supplies	\$90.13
12678259	6290	ANNA MORENO – Reimburse-Materials/Supplies	\$400.00
12678260	1058	OFFICE DEPOT – Warehouse Inventory	\$140.98
12678261	3192	OKAPI EDUCATIONAL PUBLISHING INC. – Books	\$604.50
12678262	977	ORAL MICHAM INC – Richmond Mod Project	\$315,858.91
12678263	1087	TRAVIS C. PADEN – Reimburse-Other Services	\$320.00
12678264	3407	STEPHANIE PARKS – Reimburse-Materials/Supplies	\$311.27
12678265	7798	PESI INC – Other Services	\$199.99
12678266	5764	QUINN COMPANY – Materials/Supplies	\$31.85
12678267	7746	DANA RAULINO – Reimburse-Other Services	\$80.00
12678268	1253	ROBINSON'S INTERIORS INC. – Services/Repair	\$58,362.00
12678269	7648	VERONICA SANCHEZ – Reimburse-Other Services	\$85.00
12678270	2985	ELIZABETH SASSELLI – Reimburse-Materials/Supplies	\$103.19
12678271	1308	SCELZI ENTERPRISES – Food Services-Services/Repair	\$233.34
12678272	7842	TOMMY SMART – Reimburse-Materials/Supplies	\$400.00
12678273	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$5,641.30
12678274	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$28,623.10
12678275	6933	CHRISTINE STOKES – Reimburse-Materials/Supplies	\$82.72
12678276	7092	SUNCREST BANK – Richmond Mod Project	\$16,624.16
12678277	7811	TRAVEL HAVEN MOTEL – Other Services	\$846.72
12678278	7380	TWIG EDUCATION INC. – Textbooks	\$386.06

**Warrant Register For Warrants
Dated 01/28/2022**

Warrant Number	Vendor Number	Vendor Name	Amount
12678279	1521	UNITED REFRIGERATION INC. – Materials/Supplies	\$616.43
12678280	7210	JESSICA VALENCIA – Reimburse-Mileage	\$47.49
Total Amount of All Warrants:			\$487,433.15

Credit Card Register For Payments
Dated 01/28/2022

Document Number	Vendor Number	Vendor Name	Amount
14032561	949	AMERICAN INCORPORATED – Services/Repair	\$243.00
14032562	529	FOLLETT SCHOOL SOLUTIONS – Books	\$21,031.32
14032563	599	GOPHER SPORT – Materials/Supplies	\$2,044.91
14032564	5690	INDOFF INCORPORATED – Warehouse Inventory	\$3,139.02
14032565	1111	J W PEPPER & SON INC – Books, Materials/Supplies	\$215.42
14032566	1071	ORIENTAL TRADING CO. INC. – Materials/Supplies	\$477.10
Total Amount of All Credit Card Payments:			\$27,150.77

Hanford Elementary School District
Minutes of the Regular Board Meeting
January 26, 2022

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on January 26, 2022, at the District Office Board Room, 714 N. White Street, Hanford, CA.

Call to Order President Garner called the meeting to order at 5:30 p.m. Trustee Garcia, Revious and Strickland were present. Trustee Hernandez was absent.

HESD Managers Present Joy C. Gabler, Superintendent, and the following administrators were present: Kristina Baldwin, Doug Carlton, David Endo, Lucy Gomez, Robert Heugly, Jaime Martinez, Karen McConnell, William Potter, Jill Rubalcava and Jay Strickland.

PRESENTATION, REPORTS AND COMMUNICATIONS

Public Comments Ed Gaitan stated he has no children in the District but has grandchildren that attend Martin L. King Elementary and Lincoln Elementary. He thanked the Board for not removing Gods name from the Pledge of Allegiance. He encouraged the members present to look at the history of the flag, since the original flag is different. He also added the flag salute states, "with liberty and justice for all". He then asked if the children at the school are wearing masks, are they at liberty of not wearing a mask? Is it justice for them to be required to wear them? He understands the District has to follow rules from the State but thought it should be something to consider.

Board and Staff Comments None

Requests to Address the Board None

Dates to Remember President Garner reviewed dates to remember: Striker Classic XXV (Soccer) – January 27th; Girls & Boys Basketball Gama – January 27th; District Wide Professional Development – January 28th; Regular Board Meeting – Feb 9th.

CONSENT ITEMS

Trustee Garcia made a motion to take consent items "a" through "c" together. Trustee Strickland seconded; motion carried 4-0:

Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

Trustee Garcia then made a motion to approve consent items "a" through "c".
Trustee Strickland seconded; motion carried 4-0:

Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

The items approved are as follows:

- a) Warrant listings dated December 10, 2021; December 13, 2021; December 17, 2021; December 27, 2021; January 3, 2022; January 7, 2022; and January 14, 2022.
- b) Minutes of the Regular Board Meeting held on December 15, 2021.
- c) Interdistrict transfers as recommended.

INFORMATION ITEMS

- 2nd Quarter Williams Report**
 - a) Joy Gabler, Superintendent, presented for information the second quarterly report (10/1/21 – 12/31/21) regarding Williams Uniform Complaints. She stated the District had no complaints and will submit a clean report to the County Office.
- Monthly Financial Report 7/7/21-12/31/21**
 - b) David Endo, Chief Business Official, presented for information the monthly financial report for the periods of 07/01/21 – 12/31/21. He stated everything continues to go according to plan.
- 2022 -2023 Budget Calendar**
 - c) David Endo, Chief Business Official, presented for information the Budget Calendar for the 2022-2023 showing a guideline on the District's budget.
- PAC Meeting**
 - d) Doug Carlton, Director of Program Development, Assessment & Accountability, presented for information a report from the District Parent Advisory Committee for the meeting held on December 14, 2021 (Meeting #1). He stated the PAC received for information the Parent Involvement Board Policy 6020, the Local Control Accountability Plan (LCAP) that included introduction to the LCAP, CA School Dashboard, teacher credentialing and misassignments, teacher experience, the HESD parent survey, and the ESSER federal COVID funding. The PAC recommend the Board approve Board Policy 6020, that the district continues to ensure that all students have the required instructional material, that school hallways and bathrooms should have positive affirmations in the form of signs, paint, and/or murals for students, that the district continue working to get ineffective and out of field teachers certified as quickly as possible, that all teachers get the proper certifications, that the district works to provide and support these teachers to become certified as quickly as possible, they recommend that the district ensure that staff hired under temporary conditions (with one-time COVID funds) know that their funding/employment may run out , they recommends that the district have a plan in place to keep

staff on permanently that have been hired with COVID funds, and they recommends that school sites have a safe and private location for students to meet with counselors. The superintendent has received this information and has responded that she supports these recommendations.

- DELAC Meeting** e) Lucy Gomez, Director of Curriculum, presented for information a report from the report from the District English Learner Advisory Committee for the meeting held on December 16, 2021 (Meeting #1). She stated the DELAC received information on the Parent Involvement Board Policy 6020, the 2021-2022 Winter CARS (Consolidated Application for Funding), teacher credentialing and experience, the District's programs and services for English learners, and the ESSER federal COVID funding. The DELAC recommended the Board approve BP 6020 Parent Involvement, the District continues working to ensure all students have qualified and credentialed teachers, continues working to ensure all teachers have CLAD and those that teach in the dual immersion program have BCLAD, continues to support teachers who are working on their credential, CLAD or BCLAD, continues working to support our new inexperienced teachers, provide support to teachers who are new to the district but not necessarily new to the teaching profession, continues to support English learners with designated and integrated ELD programs, continues to provide English learners with additional services including after-hours instruction/tutoring, provides families with information on the importance of having their children participate in TK, continues to provide social and emotional support for students and works to continue these supports after the COVID funds expire, ensures that any employees hired on a temporary basis understand that this is a condition of their employment, provides parents and students with information and education on the safe and responsible use of computers and social media, expands and improves our educational programs around digital literacy, provides staff with training on the impacts of social media on students and how to teach students to interact responsibly with social media. The superintendent has received this information and has responded that she supports these recommendations.

- AR 1312.4** f) Doug Carlton, Director of Program Development, Assessment & Accountability, presented for information the following rescind/new Administrative Regulation:
- 1312.4 – Williams Complaints Procedures

- BP 1312.3** g) Doug Carlton, Director of Program Development, Assessment & Accountability, presented for information the following revised Board Policy:
- 1312.3 – Uniform Complaint Procedures

BOARD POLICIES AND ADMINISTRATION

- 2021-2022 School Plans** a) Trustee Strickland made a motion to approve the updated 2021-2022 School Plans for Student Achievement. Trustee Revious seconded; motion carried 4-0:
- Garcia – Yes
 - Garner – Yes
 - Hernandez – Absent

Revious – Yes
Strickland – Yes

SARCs

- b) Trustee Garcia made a motion to approve the California School Accountability Report Cards. Trustee Strickland seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

**RMA
Geoscience**

- c) Trustee Strickland made a motion to approve the contract for construction inspection and testing services agreement with RMA Geoscience for the modernization at Roosevelt Elementary. Trustee Garcia seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

**Forensic
Analytical
Consulting
Services**

- d) Trustee Garcia made a motion to approve for environmental health consulting services with Forensic Analytical Consulting Services (FACS) for the modernization at Roosevelt Elementary. Trustee Revious seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

BP/AR 3110

- e) Trustee Revious made a motion to approve the new Board Policy and deleted Administrative Regulation 3110 – Transfer of Funds. Trustee Garcia seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

BP/AR 7211

- f) Trustee Strickland made a motion to approve the revised Board Policy and Administrative Regulation 7211 – Developer Fees. Trustee Garcia seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

- BP/AR 4112.42;g)** Trustee Garcia made a motion to approve the revised Board Policy and
4212.41; Administrative Regulation 4112.42 / 4212.42 / 4312.42 - Drug and Alcohol
4312.42 Testing for School Bus Drivers. Trustee Revious seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes
- BP 4131** h) Trustee Garcia made a motion to approve the revised Board Policy 4131 – Staff Development. Trustee Strickland seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes
- BP 4141; 4241** i) Trustee Revious made a motion to approve the new Board Policy 4141 / 4241 - Collective Bargaining Agreement. Trustee Garcia seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes
- BP/AR 4158; 4258; 4358** j) Trustee Revious made a motion to approve the revised Board Policy and Administrative Regulation 4158 / 4258 / 4358 - Employee Security. Trustee Garcia seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

PERSONNEL

Trustee Strickland made a motion to take Personnel items “a” through “c” together. Trustee Garcia seconded; the motion carried 4-0:

Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

Trustee Strickland then made a motion to approve Personnel items “a” through “c”. Trustee Garcia seconded; the motion carried 4-0:

Garcia – Yes
Garner – Yes

Hernandez – Absent
Revisious – Yes
Strickland – Yes

**Item "a" –
Employment**

The following items were approved:

Certificated

- Katherine Sippel, Teacher Probationary I, Washington, effective 1/10/21

Classified

- Shelby Alcaraz, Special Education Aide – 5.0 hrs., Wilson, effective 1/10/22
- Yusra Almarush, Yard Supervisor – 3.5 hrs., Simas, effective 1/10/22
- Emily Bush, READY Program Tutor – 4.5 hrs., Washington, effective 1/10/22
- Madison Furtado, READY Program Tutor – 4.5 hrs., Jefferson, effective 1/10/22
- Guadalupe Gonzalez, Yard Supervisor – 1.5 hrs., Roosevelt, effective 1/10/22
- Nathan Harper, READY Program Tutor – 4.5 hrs., Hamilton, effective 1/11/22
- Emily Lerma, Yard Supervisor – 2.5 hrs., Hamilton, effective 1/10/22
- Anahi Linan, Yard Supervisor – 1.5 hrs., Roosevelt, effective 1/10/22
- Esteban Lona Frias, Special Education Aide – 5.0 hrs., Roosevelt, effective 1/10/22
- Kaylyn Strickland, Educational Tutor – 4.5 hrs., Hamilton, effective 1/12/22

Classified Temp/Subs

- Nichole Armenta Ferrer, Substitute Yard Supervisor, effective 1/12/22
- Maribel Gonzalez Salas, Substitute Yard Supervisor, effective 1/12/22
- Michael Hernandez, Substitute Custodian I, effective 1/10/22
- Kelvin Shepherd, Athletic Coach, effective 12/6/21
- Elizabeth Steen, Substitute Yard Supervisor, effective 12/6/21
- Biane Teofilo, Substitute Bilingual Clerk Typist II, effective 1/12/22

Promotion/Transfer

- Diego De Alba, from READY Program Tutor – 4.5 hrs., Richmond, to READY Site Lead – 5.0 hrs., King, effective 1/10/22
- Jesse Thompson, from Custodian II – 8.0 hrs., Lincoln, to Lead Custodian – 8.0 hrs., Lincoln, effective 1/3/22

Administrative Transfer

- John Barragan, from Custodian II – 8.0 hrs., King/Monroe Split, to Custodian II – 8.0 hrs., Lincoln, effective 1/10/22
- Salvador Carrasco, from Custodian II – 8.0 hrs., District Office, to Custodian II – 8.0 hrs., King/Monroe Split, effective 1/10/22

Voluntary Transfer

- Arianna Luna, from READY Program Tutor – 4.5 hrs., Hamilton, to READY Program Tutor – 4.5 hrs., Richmond, effective 1/13/22

Voluntary Demotion

- Sherman Royal, from Student Specialist – 8.0 hrs., Richmond, to Custodian II – 8.0 hrs., District Office, effective 1/10/22

Short Term Classified

- Vanessa Chavez, Short-Term Yard Supervisor – 3.25 hrs., Lincoln, effective 1/10/22-4/8/22
- Kevin Chesser, Short-Term Yard Supervisor – 2.5 hrs., Kennedy, effective 1/10/22-4/8/22
- Anthony Diaz, Short-Term Custodian II – 7.0 hrs., Rover, effective 1/10/22-4/8/22

- Silvia Foreman, Short-Term Special Education Aide – 5.75 hrs., Hamilton, effective 1/11/22-4/8/22
- Bertha Martin, Short-Term Bilingual Clerk Typist II – 8.0 hrs., King, effective 1/10/22-3/18/22
- Ayeisha Medina, Short-Term Yard Supervisor – 2.25 hrs., Richmond, effective 1/10/22-4/8/22
- Jeanette Valdez, Short-Term Custodian II – 7.0 hrs., Rover, effective 1/10/22-4/8/22
- Daisy Vargas, Short-Term Yard Supervisor – 3.5 hrs., Roosevelt, effective 1/10/22-4/8/22
- Sandra Virden, Short-Term Yard Supervisor – 3.5 hrs., Simas, effective 1/10/22-4/8/22
- Joseph Williams, Short-Term Yard Supervisor – 1.75 hrs., Monroe, effective 1/10/22-4/8/22

***Item "b" –
Resignations***

- Shelby Alcaraz, Yard Supervisor – 1.0 hrs., Wilson, effective 1/7/22
- Brianne Brieno, READY Site Lead – 5.0 hrs., King, effective 12/17/21
- Jose Ibanez, READY Program Tutor – 4.5 hrs., Richmond, effective 12/17/21
- Anna Mauldin, Substitute READY Program Tutor and Yard Supervisor, effective 9/17/21
- Yvette Mena, Substitute Yard Supervisor, effective 6/4/21
- Jennifer Navarro Rodriguez, Yard Supervisor – 3.5 hrs., Lincoln, effective 1/13/22
- Melanie Pimentel, Substitute Yard Supervisor, effective 12/10/21
- Olga Ramirez, Yard Supervisor – 2.5 hrs., Washington, effective 12/17/21
- Anali Rangel Ramirez, READY Program Tutor – 4.5 hrs., Washington, effective 11/8/21

***Item "c" –
Athletic Team
Coaches***

Employment and Certification of Temporary Athletic Team Coaches Pursuant to Title 5 CCR 5594

- Demerio Carre, Boys Basketball, Washington, effective 12/6/21-3/12/22
- Antonio Hernandez, Boys Soccer, Wilson, effective 11/8/21-2/9/22
- Michael Quinones, Girls Basketball, Washington, effective 12/6/21-3/12/22
- Kelvin Shepherd, Boys Basketball, Monroe, effective 12/6/21-3/12/22

FINANCIAL

Sitelogiq

- a) Trustee Garcia made a motion to approve the contract for services with Sitelogiq to develop and provide utility interconnection applications for solar generation projects at Hamilton Elementary and Washington Elementary. Trustee Strickland seconded; motion carried 4-0:
Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

**Resolution 14-
22**

- b) Trustee Garcia made a motion to adopt Resolution #14-22: which allows the District to apply for Funding from the Public Benefits Grant – New Alternative Fuel Vehicle Purchase Program. Trustee Revious seconded; motion carried 4-0:

Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

Resolution 15-22 c) Trustee Strickland made a motion to adopt Resolution #15-22: Kings County Investment Policy. Trustee Garcia seconded; motion carried 4-0:

Garcia – Yes
Garner – Yes
Hernandez – Absent
Revious – Yes
Strickland – Yes

Adjournment There being no further business, President Garner adjourned the meeting at 6:05 p.m.

Respectfully submitted,

Joy C. Gabler,
Secretary to the Board of Trustees

Approved:

Jeff Garner, President

Lupe Hernandez, Clerk

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Joy Gabler

FROM: Lindsay Hastings

DATE: 1/25/2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: Feb. 9, 2022

ITEM: Consider approval of donations to Washington School from:
Sunset Rotary, 63 dictionaries. Value of 4.99 each = 314.37

PURPOSE: To be given to 3rd grade students.

FISCAL IMPACT:

None.

RECOMMENDATION: Approve donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form**TO:** Joy Gabler**FROM:** Cynthia Pursell**DATE:** 1/13/2022**FOR:** (X) Board Meeting
() Superintendent's Cabinet**FOR:** () Information
(X) Action

Date you wish to have your item considered: February 9, 2022

ITEM: Consider for approval of donation to Lincoln School from:
Amanda Erickson in the amount of \$1500.00 paid to Author, Susie Harder. No direct funds will be given to Lincoln School.

PURPOSE: For students. Lincoln was sponsored to work alongside Susie Harder, author of children's books, to help create a children's story. Students will be voting on illustrations and guided through the book writing process. The author will provide resources for teachers that will get them excited about literacy.

FISCAL IMPACT: None

RECOMMENDATION: Approve donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Joy Gabler

FROM: Cynthia Pursell

DATE: 1/25/2022

FOR: (X) Board Meeting
() Superintendent's Cabinet

FOR: () Information
(X) Action

Date you wish to have your item considered: Feb. 9, 2022

ITEM: Consider approval of donations to Lincoln School from:
Sunset Rotary, 52 dictionaries. Value of 4.99 each = 259.48 total.

PURPOSE: To be given to 3rd grade students.

FISCAL IMPACT:

None.

RECOMMENDATION: Approve donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Joy Gabler

FROM: Ramiro Flores

DATE: 1/25/2022

FOR: (X) Board Meeting
() Superintendent's Cabinet

FOR: () Information
(X) Action

Date you wish to have your item considered: Feb. 9, 2022

ITEM: Consider approval of donations to Roosevelt School from:
Sunset Rotary, 72 dictionaries. Value of 4.99 each = 359.28 total.

PURPOSE: To be given to 3rd grade students.

FISCAL IMPACT:

None.

RECOMMENDATION: Approve donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form**TO:** Joy Gabler**FROM:** Dr. Cruz Sanchez-Leal**DATE:** 1/28/2022**FOR:** (X) Board Meeting
() Superintendent's Cabinet**FOR:** () Information
(X) Action

Date you wish to have your item considered: Feb. 9, 2022

ITEM: Consider approval of donations to MLK School from:
Sunset Rotary, 89 dictionaries. Value of 4.99 each = 444.11 total.**PURPOSE:** To be given to 3rd grade students.**FISCAL IMPACT:** None.**RECOMMENDATION:** Approve donation.

HANFORD ELEMENTARY SCHOOL DISTRICTAGENDA REQUEST FORM

TO: Joy Gabler

FROM: Julie Pulis

DATE: January 31, 2022

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: February 9, 2022

ITEM: Donation of dictionaries from Rotary Club of Hanford


PURPOSE: Accept donation of 99 dictionaries from the Rotary Club of Hanford.

FISCAL IMPACT (if any): None.

RECOMMENDATION (if any): Action.

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Joy Gabler
FROM: Amy Fochetti 
DATE: 01/31/2022
FOR: (X) Board Meeting
() Superintendent's Cabinet
FOR: () Information
(X) Action

Date you wish to have your item considered: February 9, 2022

ITEM: Consider approval of donations to Simas School from:
• Hanford Rotary Club – student paper back dictionaries for all 3rd grade students, total of 88 dictionaries.

PURPOSE: For student use.

FISCAL IMPACT:

None.

RECOMMENDATION: Approve donation.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 01/31/2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 02/09/2022

ITEM:

Receive the Demographic and Enrollment study for information.

PURPOSE:

The Demographic and Enrollment study was used to project enrollment at all the District's sites for use in conjunction with the Facility Master Plan.

FISCAL IMPACT:

While there is not fiscal consequence directly related to the report, the enrollment projections are predicting less future enrollment which would result in fewer District revenues.

RECOMMENDATIONS:

Receive the Demographic and Enrollment study.

HANFORD ELEMENTARY SCHOOL DISTRICT

714 North White Street
Hanford, CA 93230-4029
559.585.3600

Superintendent: Joy Gabler

SchoolWorks, Inc.

8700 Auburn Folsom Rd, 200
Granite Bay, CA 95746

Phone: 916-733-0402
www.SchoolWorksGIS.com

2021/22 DEMOGRAPHICS AND ENROLLMENT PROJECTIONS

JANUARY 2022



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EXECUTIVE SUMMARY

Hanford Elementary School District consists of eight elementary schools, two junior high schools, one community day school, and one academy. Hanford Elementary School District has experienced a decline in enrollment over the past ten years from 5,771 students during the 2012/13 school year to a peak enrollment of 6,033 in 2018/19 and has since been declining to a current enrollment of 5,551 students.

Hanford Elementary School District is projected to decline in enrollment by 0.99% (or 55 students) for the 2022/23 school year. The expanding TK program is projected to have an impact of 92 new TK students next year. The District is projected to decline for the next three years and then grow back to around the current enrollment over the following three years, with a projected 5,550 students in the 2027/28 school year. This is an overall loss of 1 student, which is a decrease of 0.02%. The expanding TK program is projected to have an impact of 389 new TK students over the next six years.

Future impacts from new housing development is predicated upon information provided by local municipalities on the development of 537 housing units over the next six years. If the building rates increase or decrease, then the timeline shown in this Study will need to be modified accordingly. These projected new developments in the District's boundary are expected to generate 27 students next year, or a total of 202 students in the next six years.

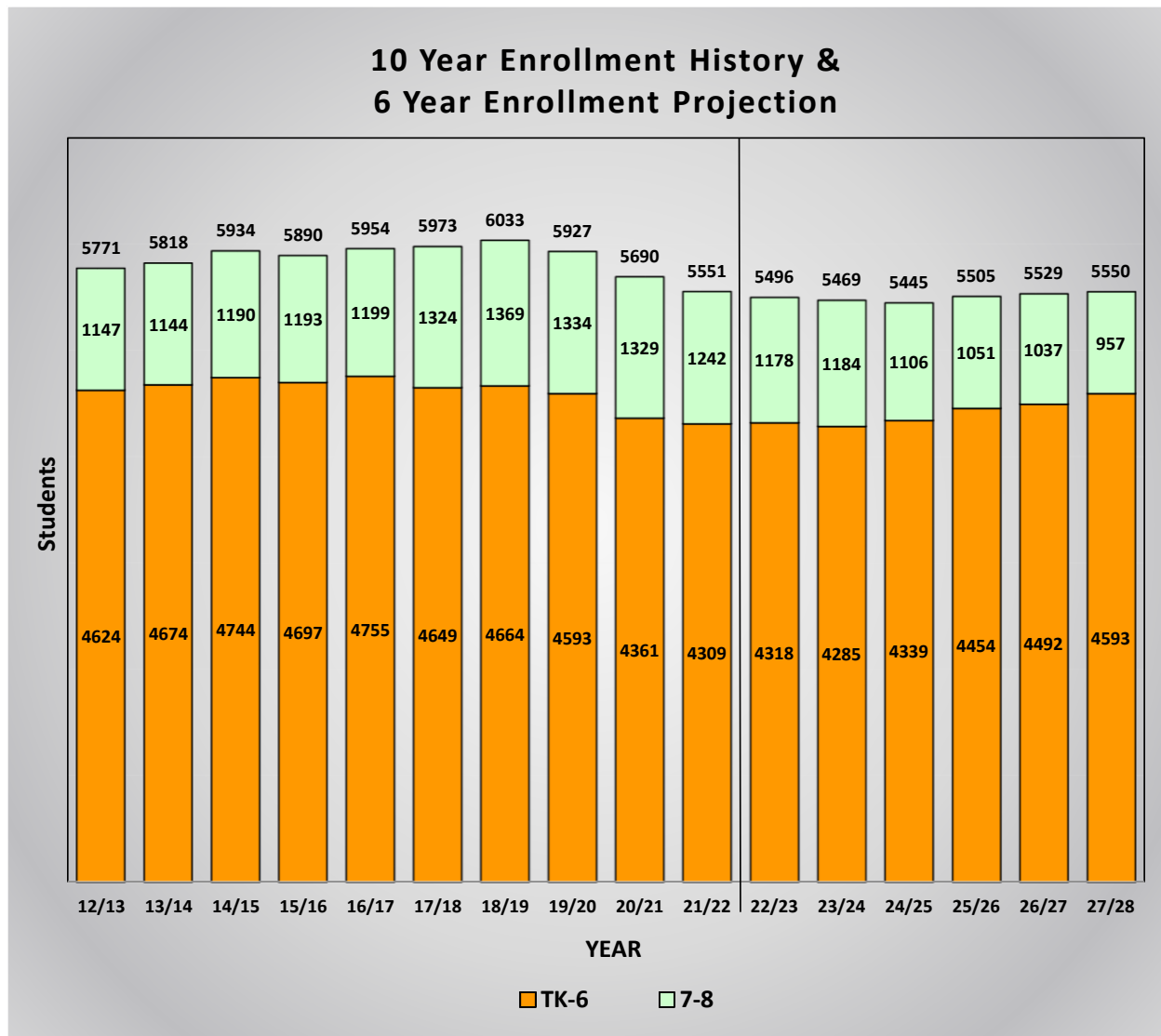
Based on current District loading standards and classroom space, the District has a net classroom capacity of 7,205 students, and a current enrollment of 5,551. This gives the District a current utilization factor of 77.0%. The projected utilization factor in six years will be 77.0%. This assumes loading standards remain constant and no additional facilities are built or removed.

This report includes the anticipated growth in the Transitional Kindergarten program to reflect the recent "TK for All" initiative which will allow a phased plan for all 4 year olds to attend TK over the next four years. The projections in this report assume TK will be offered at each elementary site as the numbers will justify classes for each campus.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2021/22, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 5,550 students in the District in 2027/28.



The Hanford Elementary School District grew from an enrollment of 5,771 in 2012/13 to a peak enrollment of 6,033 in 2018/19 and has since been declining to the current enrollment of 5,551.

This graph is color coded by grade groupings:

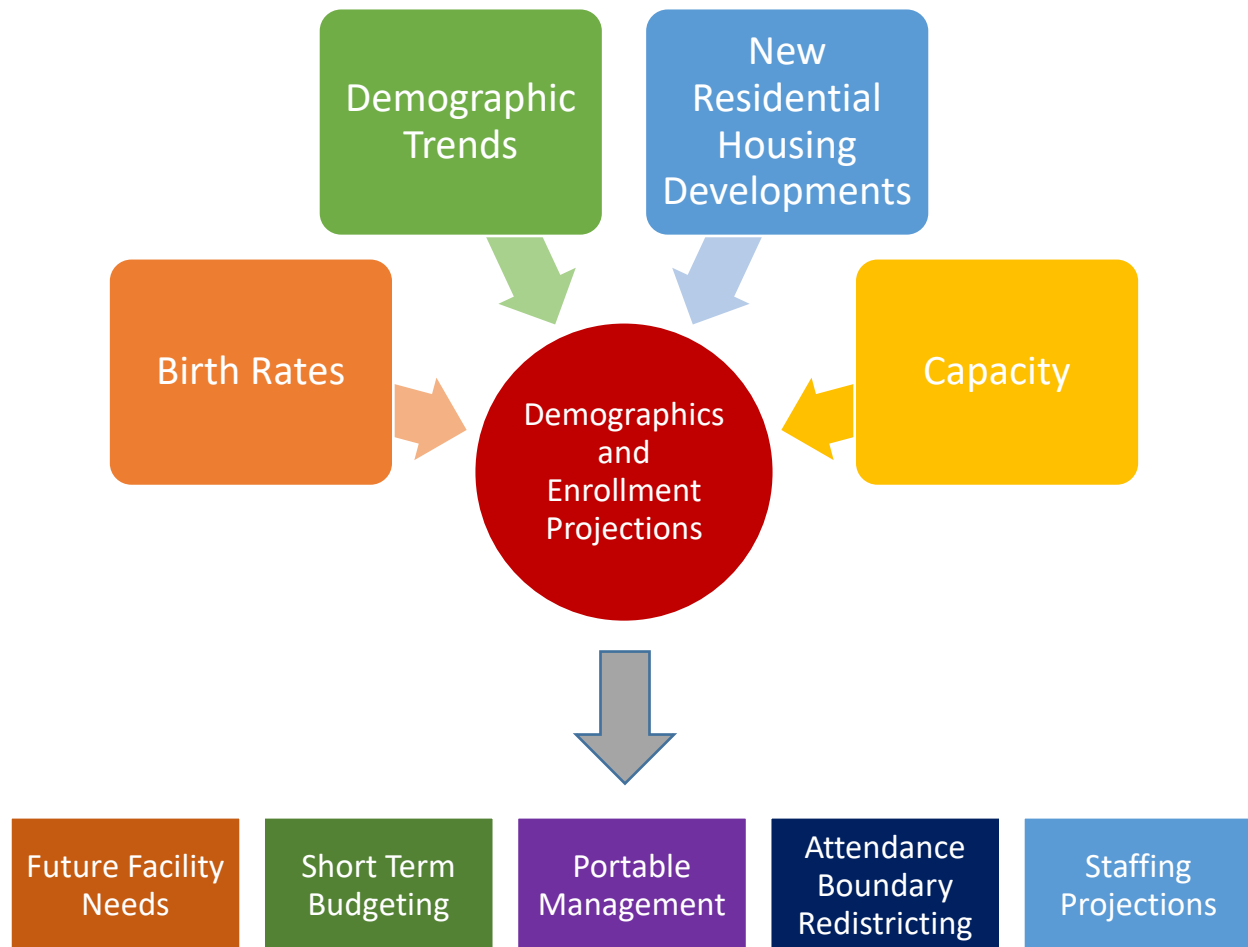
Orange represents the historic and projected enrollment for the elementary school grades TK-6.

Green represents the historic and projected enrollment for the junior high school grades 7-8.

The entire District enrollment is shown at the top of each bar.

INTRODUCTION

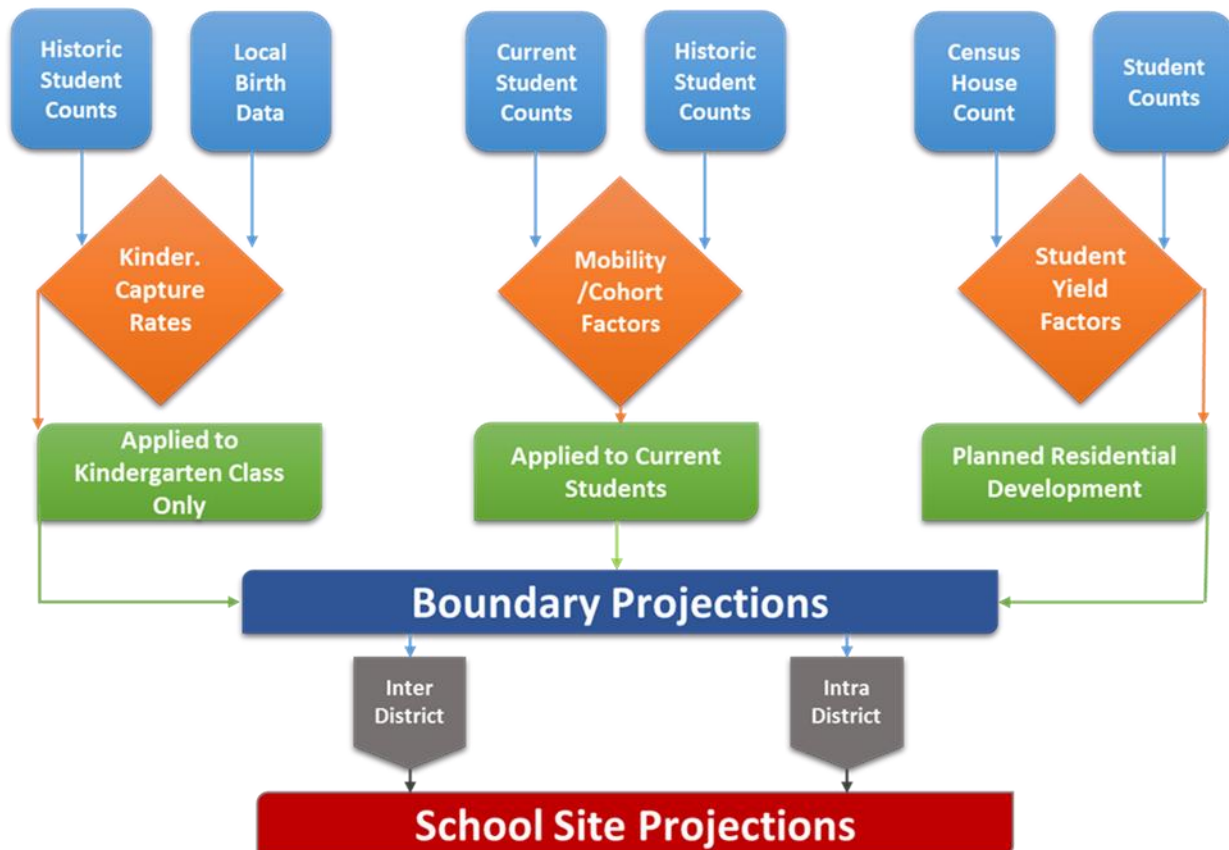
This Demographics and Enrollment Projections Study provides a comprehensive enrollment analysis for the Hanford Elementary School District. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long- and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates, and housing development. They are also used as a tool to identify certain facility planning requirements such as capacity, utilization of existing facilities, planning for modernization or new construction, and attendance boundary redistricting.



This Study provides information based on the 2021/22 District enrollments and programs, local planning policies and residential development. As these factors change and timelines are adjusted, the Demographic and Enrollment Projections Study should be revised to reflect the most current information.

METHODOLOGY

The chart below summarizes the inputs to calculate the boundary and school site projections.



The **enrollment projections** for each school are generated using a State standard non-weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

- Birth rates** are used to project future kindergarten and transitional kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five years later or the transitional kindergarten class four years later.
- New Housing Development rates** and **yield rates** are compared to the historical impact of development, and if the future projections exceed the historical values, the projections are augmented accordingly.
- Inter-District student** counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.

- d) **Intra-District students** are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.
- e) The projections for **special education students** and **alternative programs** are created by assuming those programs typically serve a percentage of the total District population. Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.
- f) **Cohort Trend Analysis:** The number of students living in the boundary are used to generate the cohort factors. The non-weighted average of the three years was determined with each year weighted 33.3%. This reduces the current trends compared to the weighted model. This was done due to the impacts of the pandemic which should be a short-term adjustment. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.

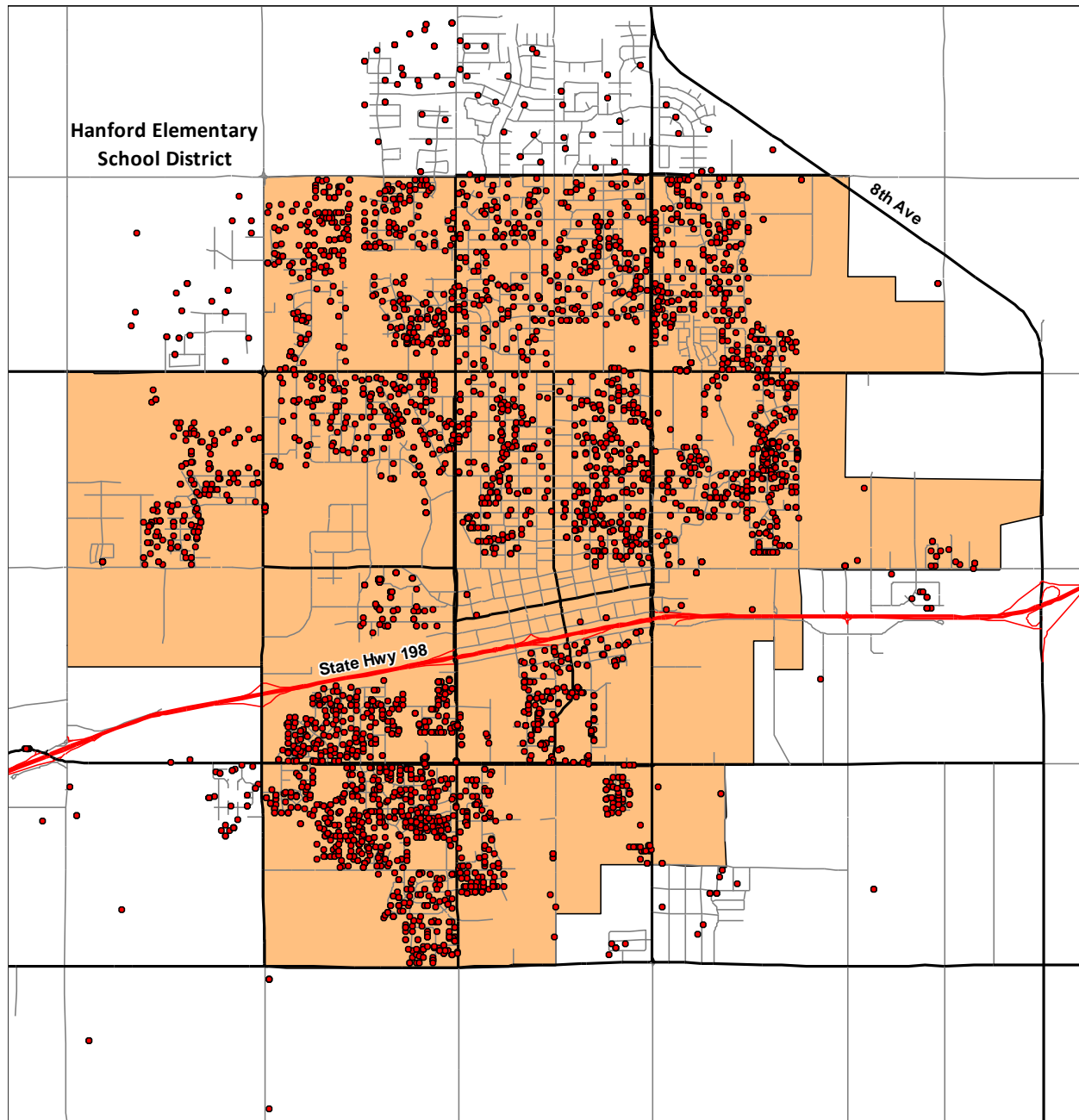
Neighborhood School Attendance Area Analysis: Each school attendance boundary is input into our GIS (Geographic Information Systems) Software. Students are counted in each of the attendance area boundaries based on their residential address and can be studied to view optimum and balanced utilizations. Attendance pattern maps for each individual boundary will analyze impacts of intra-district transfers from within the district boundary, as well as inter-district transfers from neighboring school districts.

“TK for All” Initiative: This report models the growth projected for Transitional Kindergarten in alignment with the recent “TK for All” initiative which follows a phased plan to allow all 4 year olds to attend TK by 2025/26. This includes the assumption that TK will be offered at all sites that currently house K students. The expansion for TK enrollment is based on the following schedule:

- 2022/23 – 5 months (Adds 2 months)
- 2023/24 – 7 months (Adds 2 months)
- 2024/25 – 9 months (Adds 2 months)
- 2025/26 – 12 months (Adds 3 months)

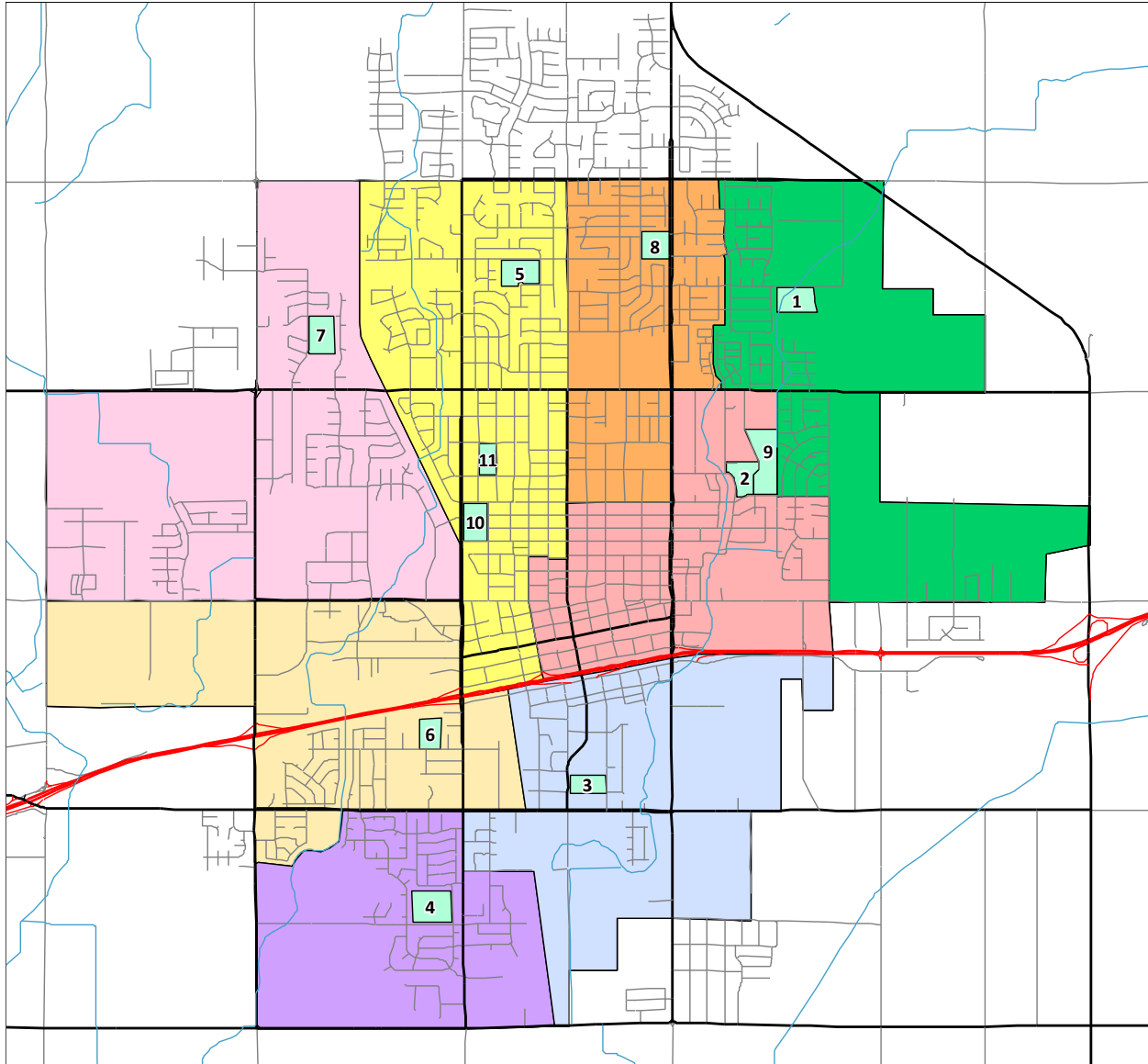
DISTRICT BOUNDARIES

District Map with Student Residential Locations



This map shows the District boundary along with the location of each student based on their residential address. This geographic data is the foundation for our demographic analysis. Any red dots outside the District boundary will represent students attending one of the District schools or programs but have a residence outside the District. This map also identifies different areas of student population density.

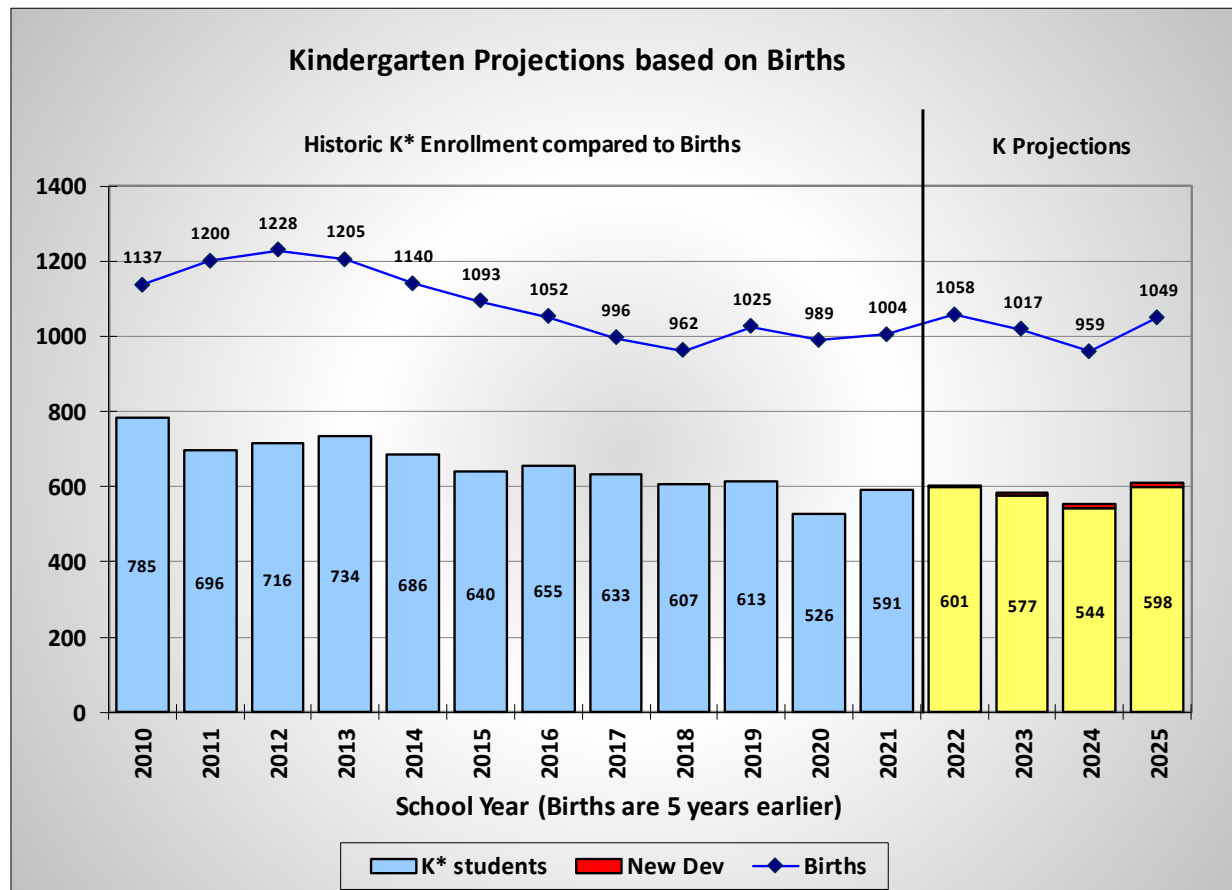
Elementary Boundaries and School Locations



<u>Id</u>	<u>School</u>	<u>Grades</u>	<u>Id</u>	<u>School</u>	<u>Grades</u>
1	Hamilton Elementary	TK-6	7	Simas Elementary	TK-6
2	Lee Richmond Elementary	TK-6	8	Washington Elementary	TK-6
3	Lincoln Elementary	TK-6	9	John F Kennedy Junior High	7-8
4	Martin Luther King Elementary	TK-6	10	Woodrow Wilson Junior High	7-8
5	Monroe Elementary	TK-6	11	Jefferson Academy	K-8
6	Roosevelt Elementary	TK-6			

HISTORIC BIRTH RATES

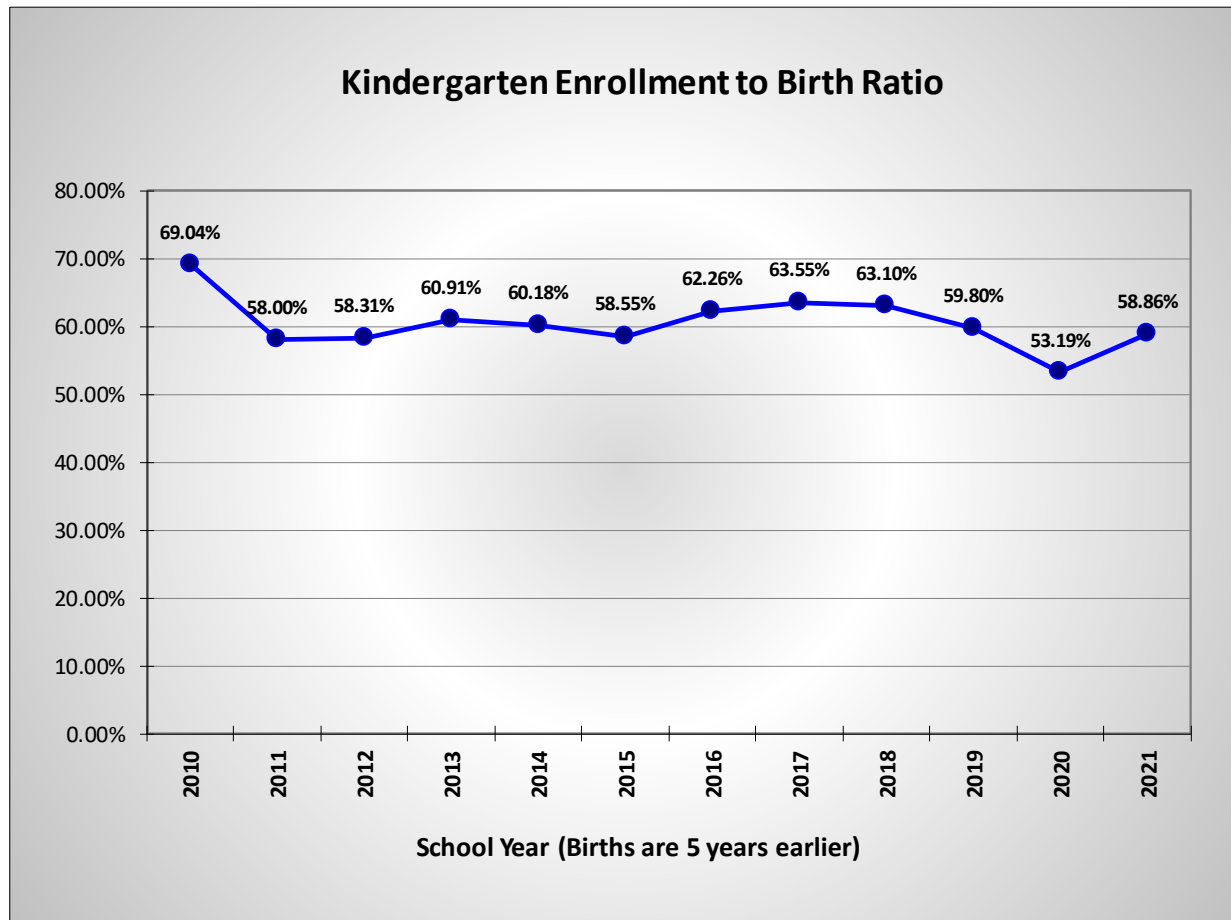
The following section is an analysis of the number of births in the Hanford Elementary School District. The number of births are compiled by zip code regions and provided by the Department of Health. The zip code areas do not exactly match the District boundaries and therefore the zip codes 93230 which is in the District, was used for this analysis.



*Kindergarten Totals may include some Transitional Kindergarten students for some of the past years to more accurately correlate a 12-month period of births to a 12-month period of enrollment.

The above figure illustrates the correlation between births in the District area and the number of kindergarten students attending Hanford Elementary schools five years later. The number of births between 2005 and 2016 has averaged about 1,086 per year. The recent birth rates over the past four years (2017 to 2020), which will generate the kindergarten classes for the next four years (2022 to 2025), have been between 959 and 1,058. We have assumed that the current kindergarten capture rate of 58.86% will be maintained in the future.

Historic Kindergarten Capture Rates

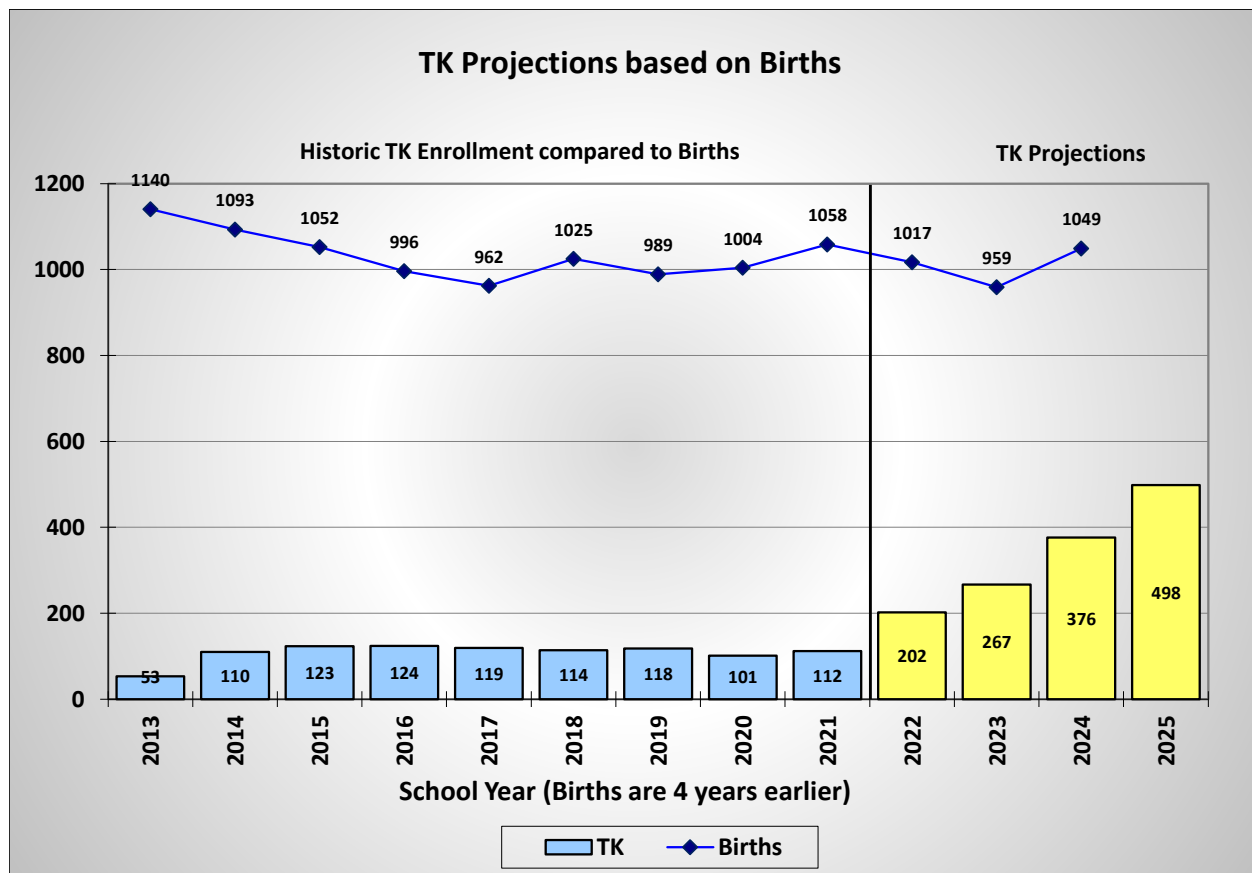


This figure shows the kindergarten capture rates for the past 12 years. Since the birth data is derived from zip code areas, which do not exactly match with the District boundaries, the capture rate also accounts for differences in the coverage areas. Low capture rates are common when a district serves only a portion of a large zip code area. A large capture rate is possible when families move into the area after the children were born, but before they arrived for kindergarten. Overall, the District has had a stable capture rate with a 12 year average of 60.48%.

Transitional Kindergarten

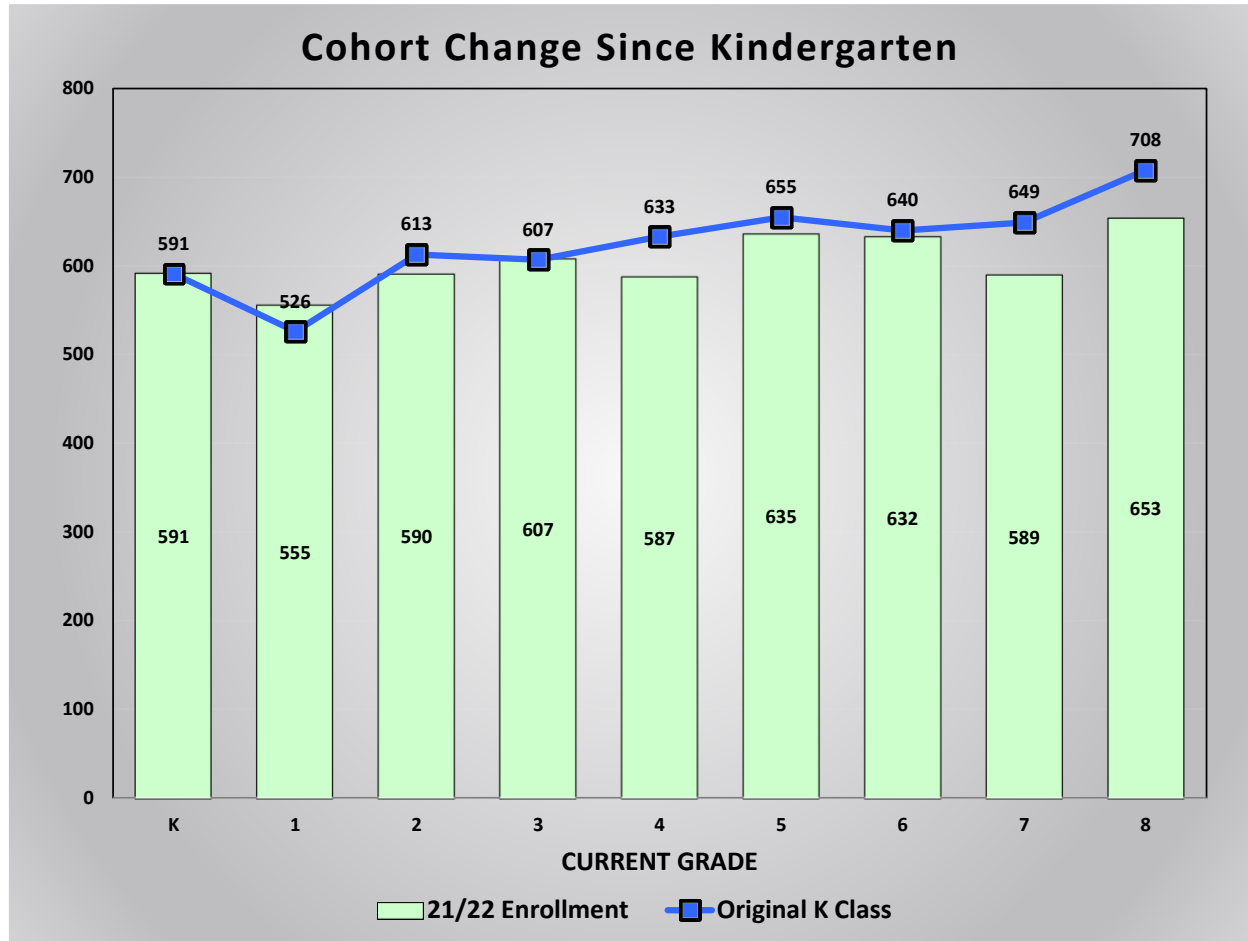
The Transitional Kindergarten (TK) program started in 2012 to provide an extra year for young children to get ready for kindergarten. Currently, the TK program allows four year-olds who will turn five between September 1 and December 2. Some districts allow parents with children just outside that window to also participate in the program. Since the window for the TK program is only three months, participation in the TK program is typically less than 25% of the total kindergarten enrollment. In most current state processes, such as CalPADS reporting, the State Building Program, and ADA, TK students are included with the kindergarten numbers.

As mentioned under "Methodology", this report addresses the growth of the TK program over the next four years to a full grade.



The TK projection for 2025/26 shows a total of 498 students and would be a full grade at that point.

Retention Rates Since Kindergarten



This chart compares the original kindergarten class size to the current enrollment for each grade. For example, the current 6th grade class has 632 students and six years ago the kindergarten class had 640 students. Overall the class sizes have decreased since kindergarten.

Historic Enrollment and Trends

Hanford Elementary School District Historic Enrollment and Cohorts								
Grade	CalPADS Enrollment				Historic Cohorts			Weighted Average
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21	
T K	114	118	101	112	4	-17	11	0.5
K	607	613	526	591	6	-87	65	4.5
1	623	634	597	555	27	-16	29	13.7
2	669	604	625	590	-19	-9	-7	-9.7
3	646	662	584	607	-7	-20	-18	-16.8
4	638	652	653	587	6	-9	3	-0.5
5	684	631	651	635	-7	-1	-18	-10.5
6	683	679	624	632	-5	-7	-19	-12.7
7	650	686	663	589	3	-16	-35	-22.3
8	719	648	666	653	-2	-20	-10	-12.0
Totals	6,033	5,927	5,690	5,551	0.6	-20.2	0.1	-6.6
Annual Change:		-106	-237	-139				

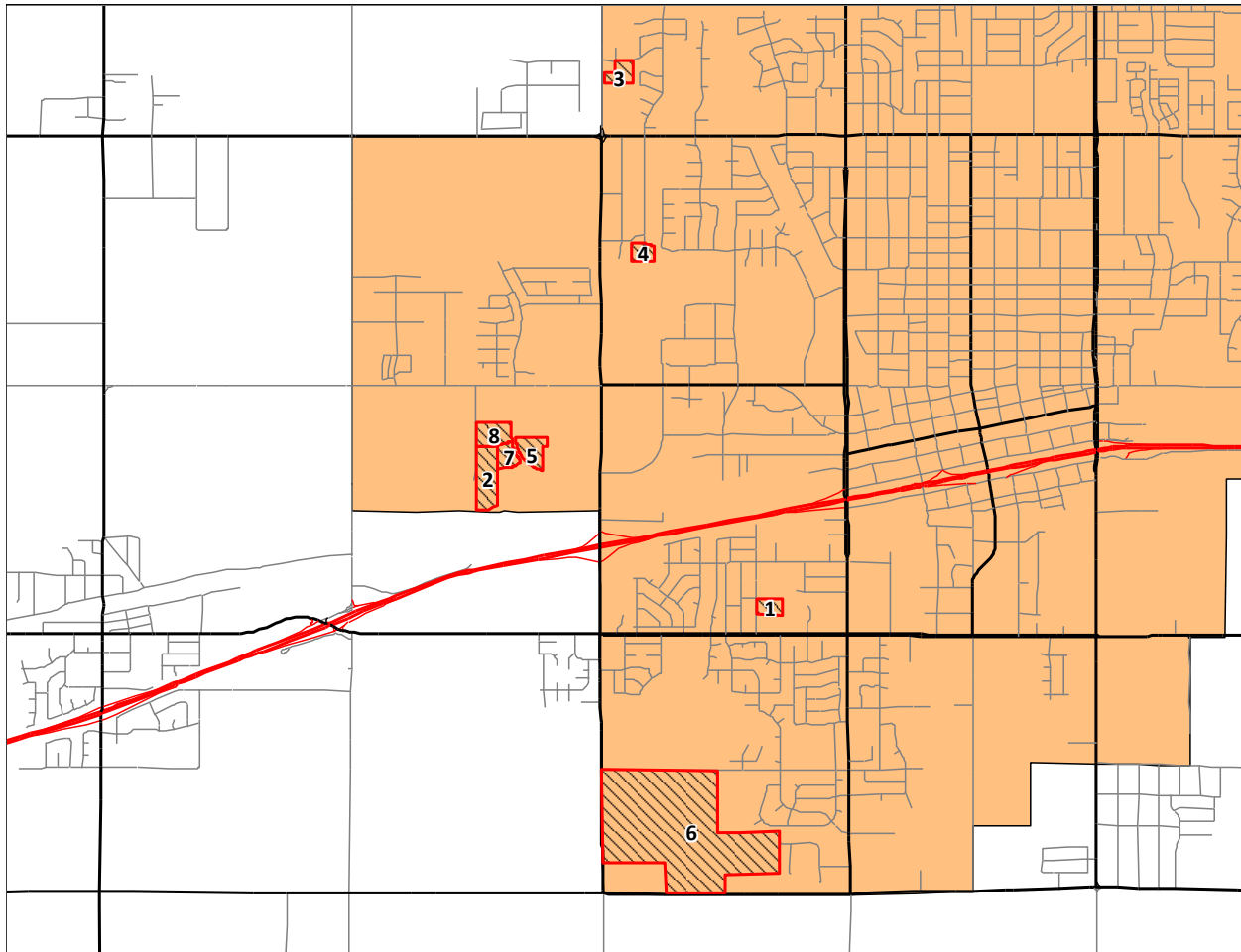
This chart shows the enrollment by grade level over the past four years. The cohort values were calculated for each grade and each year, along with the weighted average for each grade. A positive cohort value indicates that grade is expected to have more students than the previous grade last year. A negative value would mean that the grade has fewer students compared to the previous grade last year.

In general, a positive cohort is representative of growth and a negative cohort indicates a decline in enrollment. There are some exceptions. First grade usually has a positive cohort, as there are some students that do not attend kindergarten at public schools but arrive in first grade.

Another important item to notice is the current breakdown by grade level of the student population. Comparing the number of students in the lower grades to the upper grades can indicate potential increases or decreases in future enrollments. Also, if there is a large class or a small class, it will slowly cause a ripple in the enrollments as it advances a grade each year.

Finally, the annual change at the bottom of this chart indicates the net impact of the changes in enrollment over the past few years.

NEW HOUSING DEVELOPMENTS



This close up view of the District shows the location of the projected new development areas. The City and County Planning Departments within the school districts boundary were contacted for input on new housing developments. Two years of building permits were geocoded by address or APN to show the locations of active new developments. The projections used in this report are based on the following number of units projected from these developments:

<u>ID</u>	<u>Name</u>	<u>Remaining</u>	<u>Six Year</u>	<u>Boundary</u>	
		<u>Units</u>	<u>Projection</u>	<u>Elementary</u>	<u>Junior High</u>
1	911 Monte Vista	40	40	Roosevelt	Woodrow Wilson
2	915 The Enclave	66	44	Roosevelt	Woodrow Wilson
3	916	12	12	Simas	Woodrow Wilson
4	924 Place d'Beaumont	26	26	Simas	Woodrow Wilson
5	Centennial West Apts	156	25	Roosevelt	Woodrow Wilson
6	Live Oak Estates	578	390	Martin Luther King	Woodrow Wilson
7	Village at Hanford Square Ph1	100	0	Roosevelt	Woodrow Wilson
8	Village at Hanford Square Ph2	221	0	Roosevelt	Woodrow Wilson
Totals		1,199	537		

Assuming that 537 of the 1,199 planned units are completed over a six year period, there would be an average of 90 new housing units per year.

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

To determine the impact of the new housing development, each new housing unit is multiplied by the student yield rate. Currently the District student yield rate is 0.377 students per housing unit. This breaks down as follows:

Hanford Elementary School District Student Yield Rate Analysis					
	2020	2020	Combined	Single Family	Multi-Family
Grade	Students in District	Housing Units	Student Yield Rate	Student Yield Rate	Student Yield Rate
Total TK-6	4,361	15,097	0.289	0.293	0.275
Total 7-8	1,329	15,097	0.088	0.089	0.084
Total	5,690		0.377	0.382	0.359

Based on 2020 Census Data for school district.

The yield rate used for new construction eligibility determination in the State building program is 0.50 students per home for K-8 districts. The yield rate in the Hanford Elementary School District is lower than the State average.

Hanford Elementary School District New Development Construction Housing Units per Year							
School	22/23 Year 1	23/24 Year 2	24/25 Year 3	25/26 Year 4	26/27 Year 5	27/28 Year 6	Totals
Hamilton Elem	0	0	0	0	0	0	0
Lee Richmond Elem	0	0	0	0	0	0	0
Lincoln Elem	0	0	0	0	0	0	0
Martin Luther King Elem	65	65	65	65	65	65	390
Monroe Elem	0	0	0	0	0	0	0
Roosevelt Elem	0	0	0	0	42	67	109
Simas Elem	6	6	13	13	0	0	38
Washington Elem	0	0	0	0	0	0	0
Elementary Totals	71	71	78	78	107	132	537
John F Kennedy Junior High	0	0	0	0	0	0	0
Woodrow Wilson Junior High	71	71	78	78	107	132	537
Middle Totals	71	71	78	78	107	132	537

Based on these estimated construction rates, the development will generate 27 students next year and a total of 202 students in the next six years.

CLASSROOM COUNTS AND CAPACITY

It is important to understand that capacity and classroom counts may be viewed different ways for different purposes. The State School Facilities Program (SFP) considers all available teaching stations excluding physical education facilities and core facilities (e.g., libraries, multipurpose rooms, and administrative spaces), as part of the site capacity when calculating eligibility for new construction or modernization funding. The State also has its own loading standards per classroom as part of the eligibility determinations.

Another method for calculating capacity and number of classrooms is based on local District standards of class size and a definition of what is considered a full day teaching station. The District may set aside several classroom spaces defined by the SFP for specialized programs or pull-out spaces.

The classroom counts and capacities defined in this Demographics and Enrollment Projections Study represent the rooms that have been identified by Hanford Elementary School District administration as designated fulltime teaching stations. This count is a net count and may not take into consideration other rooms which could be used as fulltime teaching stations but are needed for other programs offered by the District.

The classroom counts are shown for each school and are used to determine the capacity. The classroom counts represent the rooms that can be used for teaching purposes at each school site. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding.

The summary below illustrates the difference between the Gross classroom count and the Net classroom count.

Hanford Elementary School District Classroom Count Summary

<u>Elementary Schools</u>	<u>Gross CR Count</u>	<u>Net CR Count</u>	<u>Excluded CR</u>
Hamilton Elem	24	21	3
Lee Richmond Elem	25	20	5
Lincoln Elem	24	21	3
Martin Luther King Elem	28	26	2
Monroe Elem	32	29	3
Roosevelt Elem	26	24	2
Simas Elem	23	22	1
Washington Elem	25	24	1
Sub-Totals	207	187	20
<u>Middle Schools</u>			
John F Kennedy Junior High	30	26	4
Woodrow Wilson Junior High	28	26	2
Sub-Totals	58	52	6
<u>Other Schools</u>			
Community Day School	3	3	0
Jefferson Academy	20	19	1
Sub-Totals	23	22	1
District Totals	288	261	27

SCHOOL PROJECTIONS

This Study provides a detailed analysis of student attendance patterns and enrollment for each school. This includes a boundary map illustrating that particular school's attendance patterns along with a chart showing the projected enrollment for the next six years. These charts indicate the actual enrollment at each school over the past four years along with the projected enrollment for the next six years. In addition, the number of students living in the boundary are shown for the same time period. If there are more students attending than live in the area, then there is a net inflow. If more students live in the boundary than attend the school, then there is a net outflow.

The current capacity is shown on these charts to identify if there will be classroom space available for the students. If space is not available, then the attendance patterns will likely need to change if the additional facilities are not provided. The capacity for each school was determined by using the following loading standards for each classroom identified:

<u>Grade</u>	<u>Loading Standard</u>
TK-K	25
1-3	25
4-6	30
7-8	30

These loading standards are based on the current loading factors used this year and may change based on the level of funding for schools in the future.

Detailed data is provided below each projection chart that shows the calculations of the cohort factors used to determine the enrollment projections for each school.

The number of students living in the boundary are shown, which are then used to generate the cohort factors. The non-weighted average of the three years was determined with each year weighted 33.3%. This reduces the current trends compared to the weighted model. This was done due to the impacts of the pandemic which should be a short-term adjustment. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. The kindergarten and transitional kindergarten enrollment is projected using the birth data instead of a cohort factor.

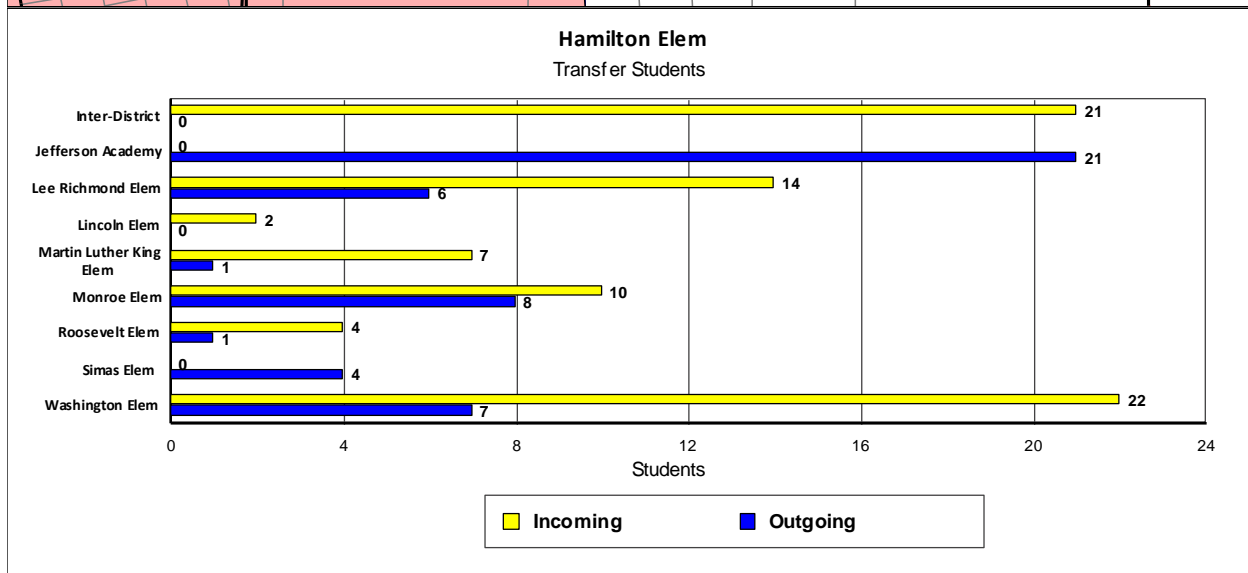
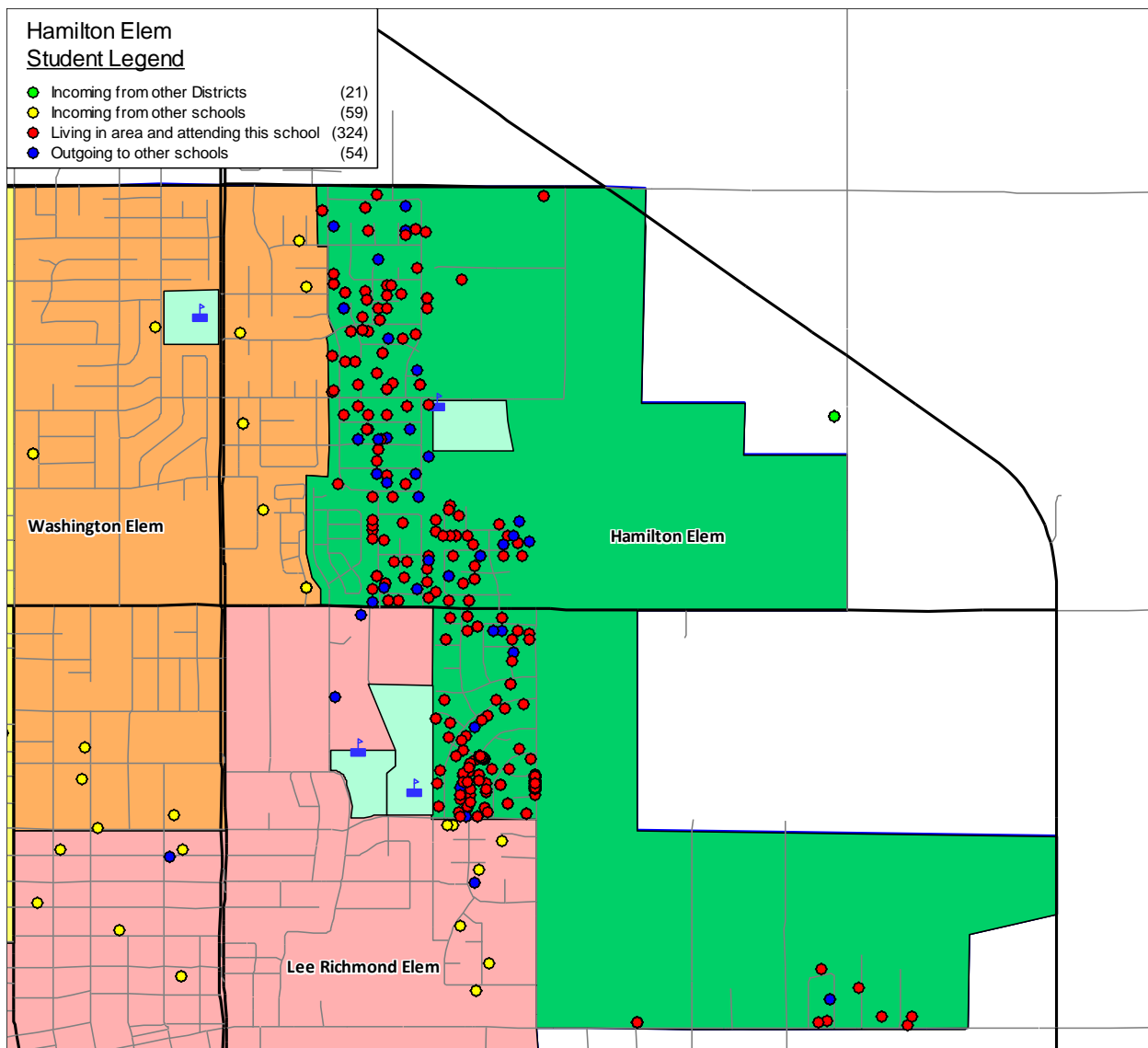
The Attendance Factors were determined by analyzing the current year of students to see how many Inter- and Intra-District transfers there are. Once the baseline projections are calculated for the residents in the attendance area, the Intra-District and Inter-District factors are applied to determine the projected enrollment for each school.

The last three columns in the chart, Current Enrollment, 21/22 Projection, and Net Change, show the current enrollment, next year's projection and net change in enrollment for next year. These are compared by grade to show the details needed for staffing and classroom needs.

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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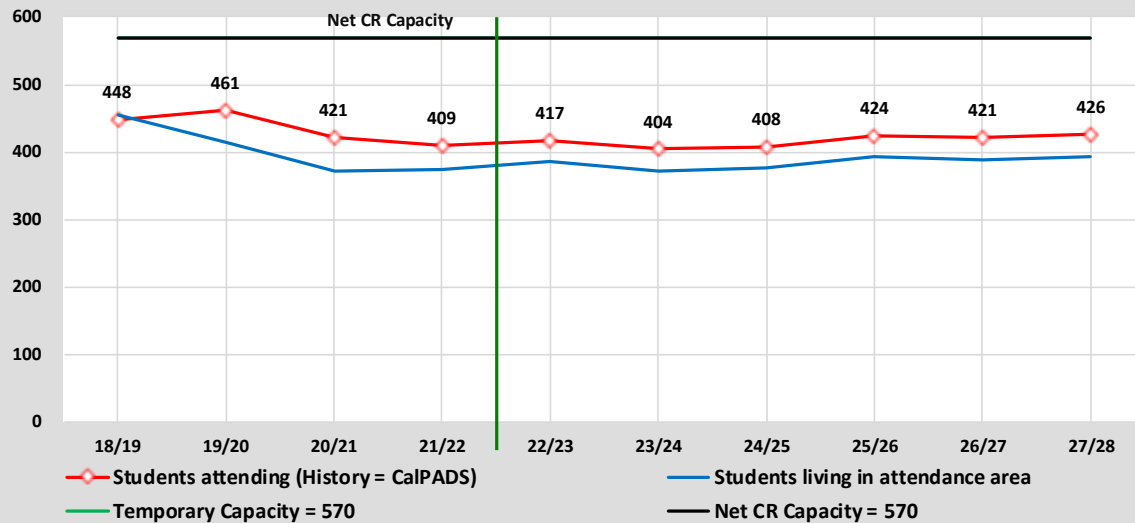


Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment Hamilton Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 21
Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	409	-12	0	570	0	0	-6	161	
22/23	417	8	0	570	0	0	-6	153	0
23/24	404	-13	0	570	0	0	-6	166	0
24/25	408	4	0	570	0	0	-6	162	0
25/26	424	16	0	570	0	0	-5	146	0
26/27	421	-3	0	570	0	0	-5	149	0
27/28	426	5	0	570	0	0	-5	144	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 21

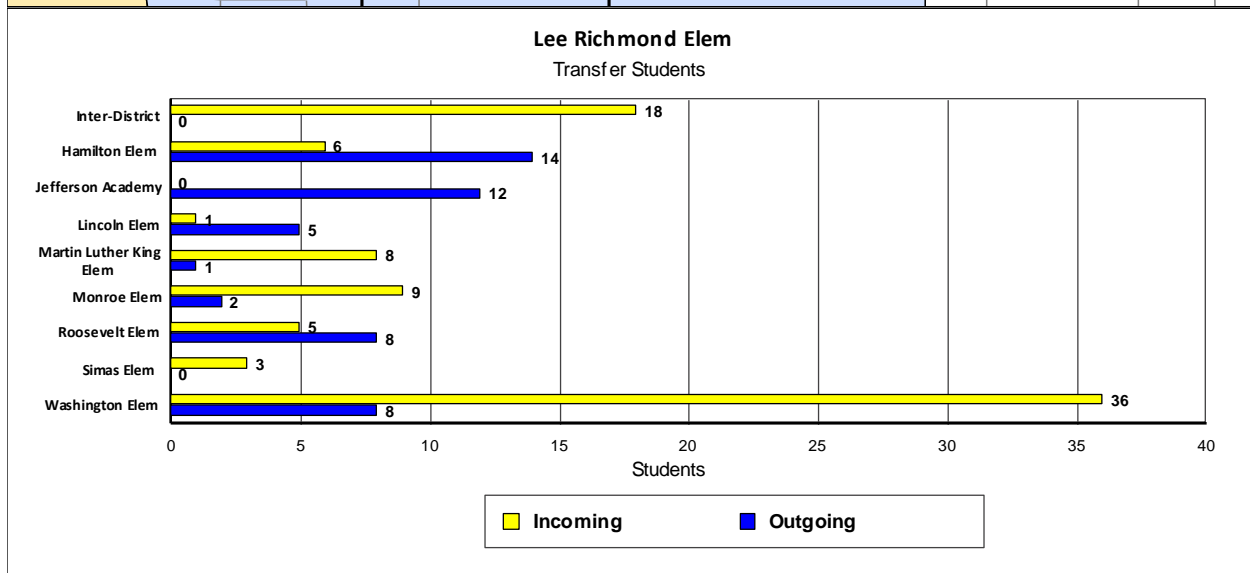
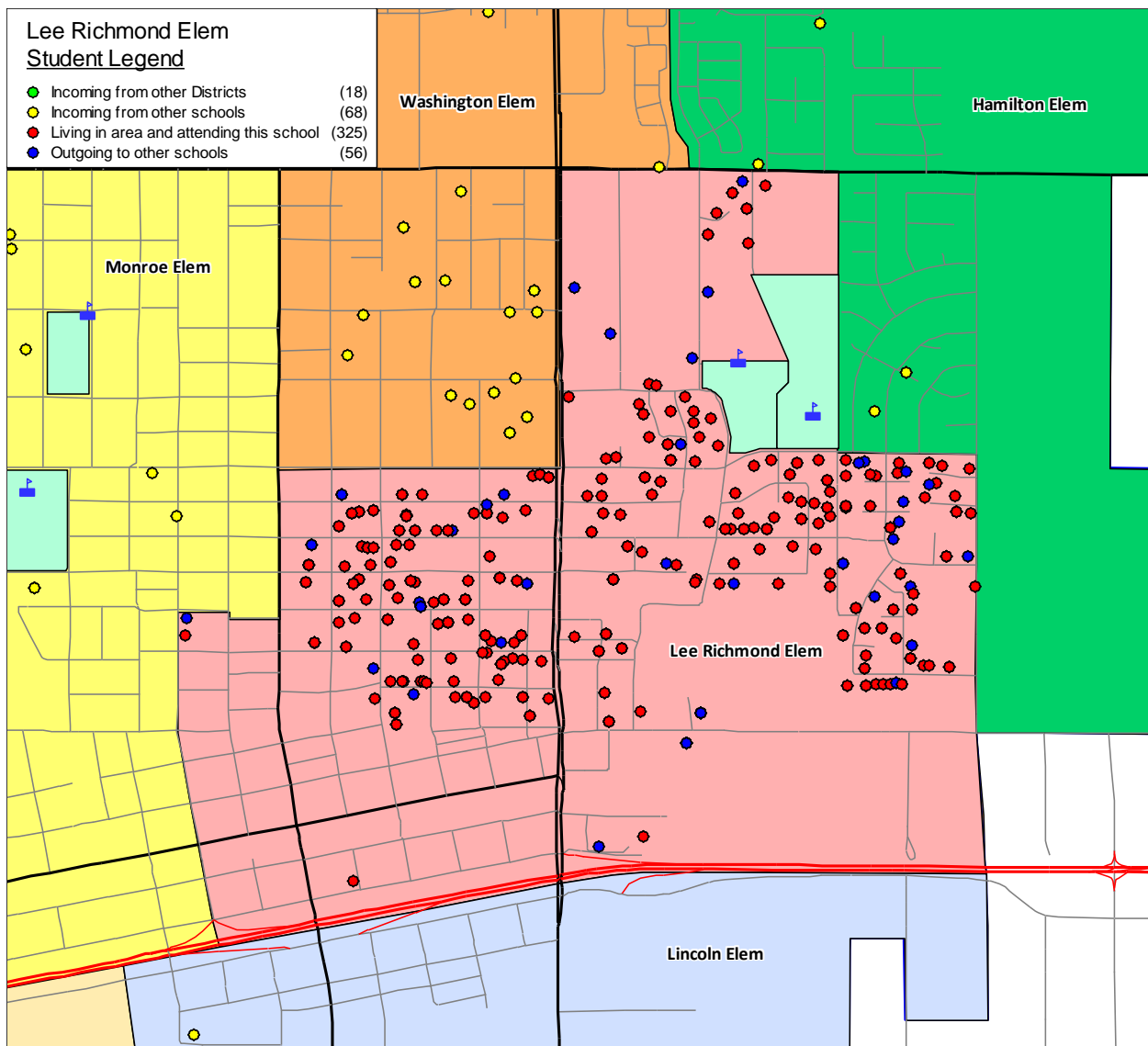
Hamilton Elem

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
T K	11	20	16	12	9	-4	-4	0	0.0%	16.7%	18	31	13
K	44	50	33	47	6	-17	14	0	4.3%	2.1%	50	50	0
1	67	48	57	50	4	7	17	9	-2.0%	6.0%	52	58	6
2	67	58	47	54	-9	-1	-3	-4	3.7%	3.7%	58	50	-8
3	50	58	52	48	-9	-6	1	-5	-2.1%	4.2%	49	50	1
4	72	48	58	52	-2	0	0	-1	7.7%	3.8%	58	53	-5
5	83	64	45	65	-8	-3	7	-1	6.2%	7.7%	74	60	-14
6	61	68	63	45	-15	-1	0	-5	2.2%	8.9%	50	65	15
Totals	455	414	371	373	-3.0	-3.1	4.0	-0.9	2.5%	6.6%	409	417	8

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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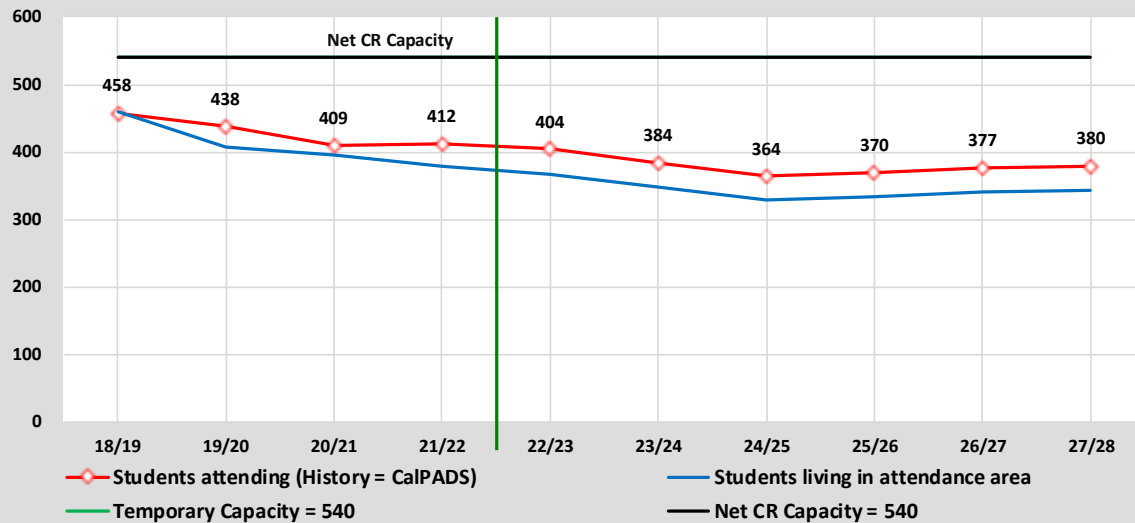


Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment Lee Richmond Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 20
Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	412	3	0	540	0	0	-5	128	
22/23	404	-8	0	540	0	0	-5	136	0
23/24	384	-20	0	540	0	0	-5	156	0
24/25	364	-20	0	540	0	0	-6	176	0
25/26	370	6	0	540	0	0	-6	170	0
26/27	377	7	0	540	0	0	-6	163	0
27/28	380	3	0	540	0	0	-6	160	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 20

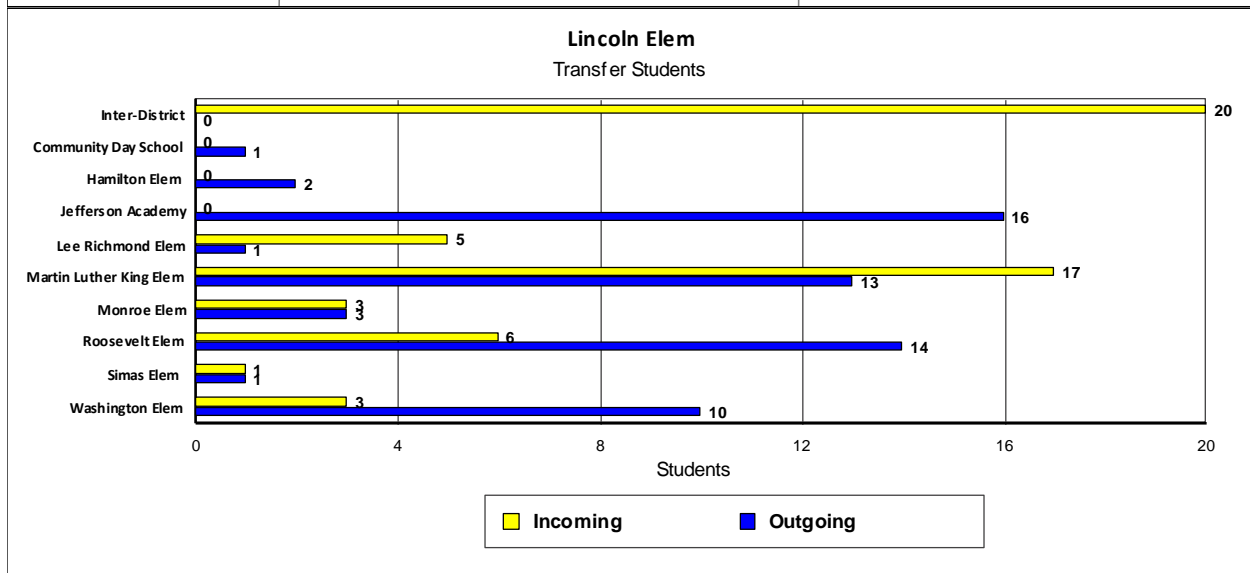
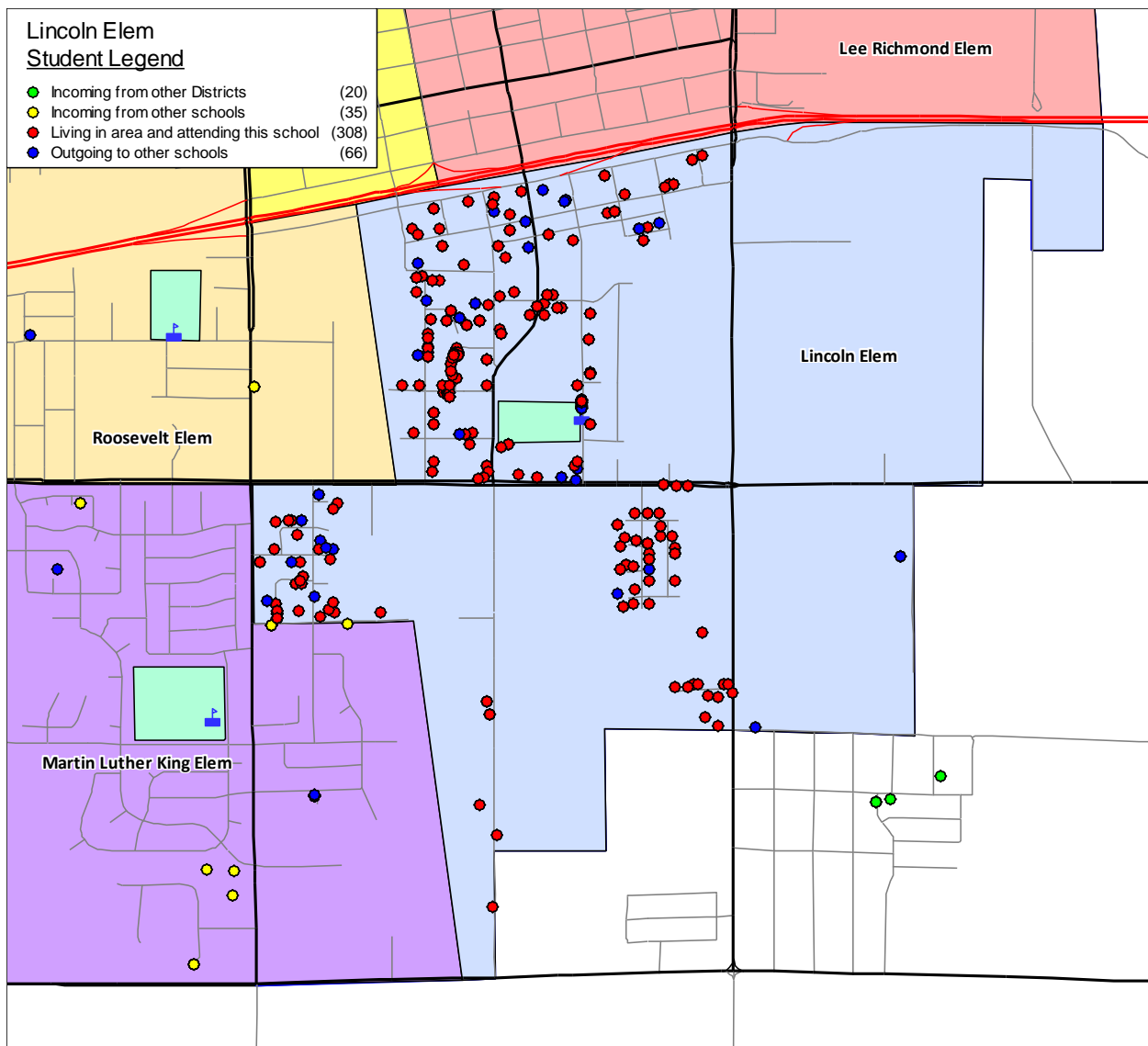
Lee Richmond Elem

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
Grade													
T K	9	2	2	6	-7	0	4	0	0.0%	0.0%	2	6	4
K	55	58	49	51	3	-9	2	0	11.8%	3.9%	59	65	6
1	63	44	52	52	-11	-6	3	-2	0.0%	5.8%	55	52	-3
2	83	59	43	43	-4	-1	-9	-5	20.9%	9.3%	56	60	4
3	57	72	60	46	-11	1	3	-2	10.9%	8.7%	55	50	-5
4	72	52	67	64	-5	-5	4	-2	-4.7%	3.1%	63	43	-20
5	59	66	56	64	-6	4	-3	-2	-3.1%	3.1%	64	62	-2
6	62	54	67	54	-5	1	-2	-2	5.6%	1.9%	58	66	8
Totals	460	407	396	380	-5.8	-1.9	0.3	-1.9	5.2%	4.5%	412	404	-8

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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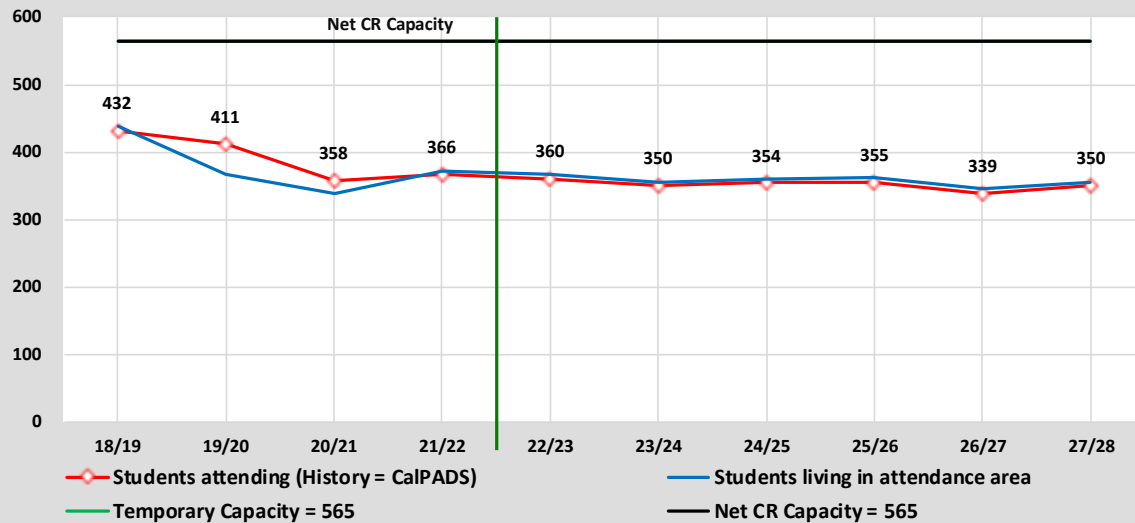


Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment Lincoln Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 21
Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	366	8	0	565	0	0	-7	199	
22/23	360	-6	0	565	0	0	-7	205	0
23/24	350	-10	0	565	0	0	-8	215	0
24/25	354	4	0	565	0	0	-9	211	0
25/26	355	1	0	565	0	0	-8	210	0
26/27	339	-16	0	565	0	0	-8	226	0
27/28	350	11	0	565	0	0	-8	215	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 21

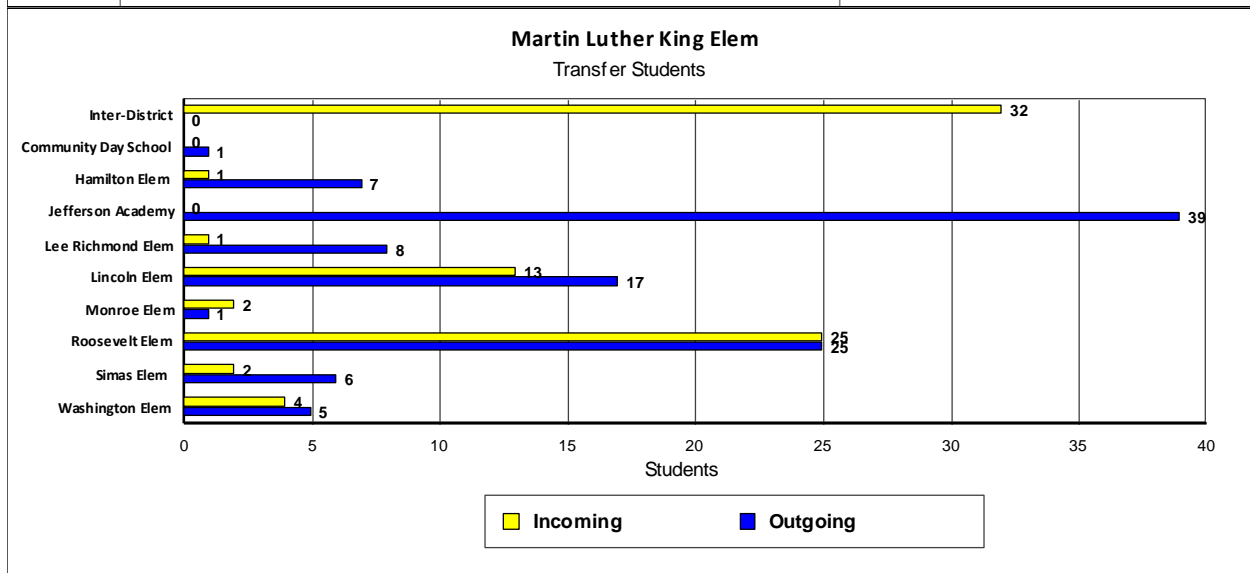
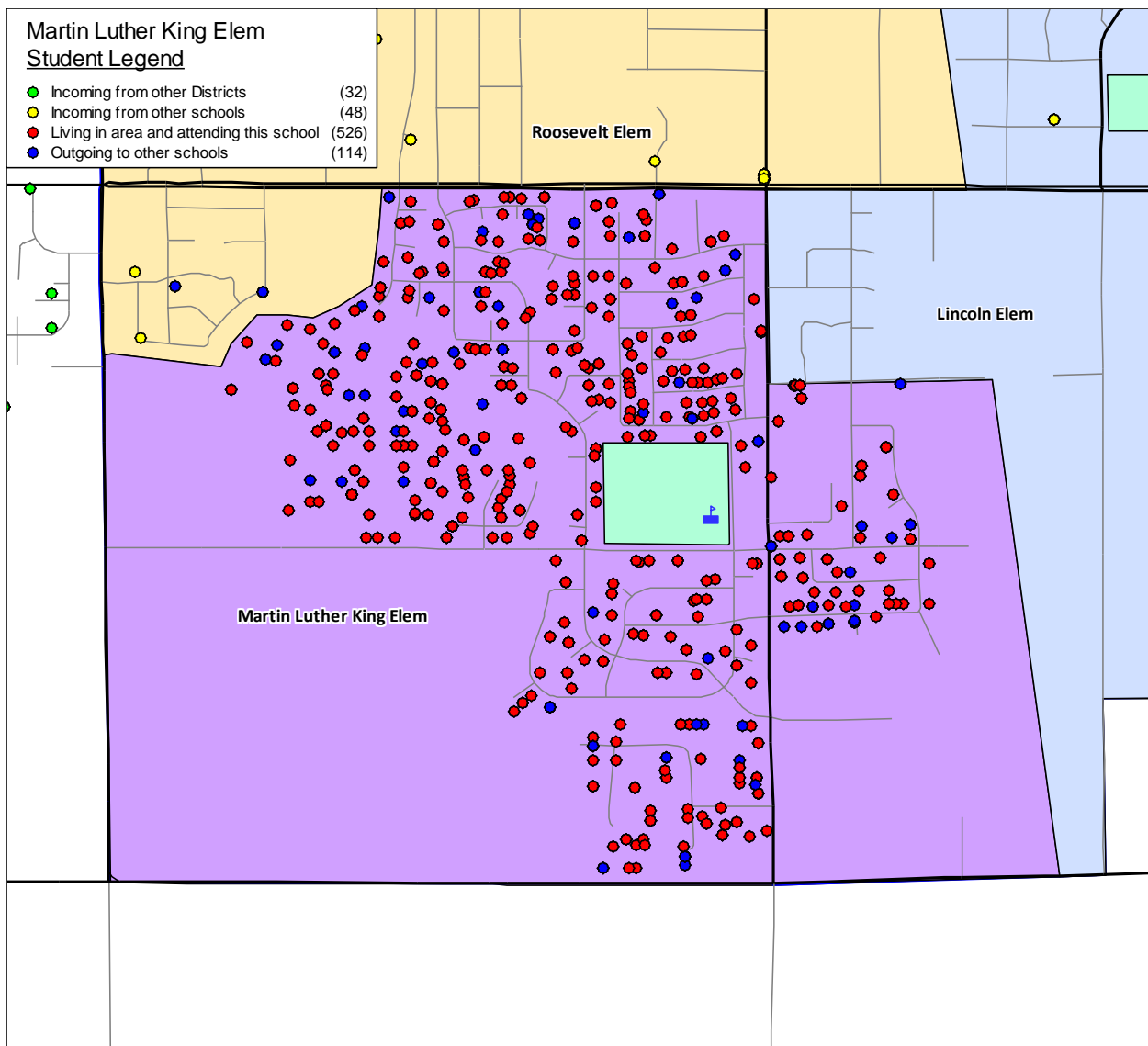
Lincoln Elem

YEAR: Grade	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	13	14	9	12	1	-5	3	0	0.0%	0.0%	13	21	8
K	58	49	31	51	-9	-18	20	0	2.0%	5.9%	55	51	-4
1	60	50	56	37	-8	7	6	2	-8.1%	2.7%	35	51	16
2	56	43	51	60	-17	1	4	-4	-1.7%	6.7%	63	36	-27
3	65	53	43	57	-3	0	6	1	-17.5%	5.3%	50	54	4
4	52	55	53	45	-10	0	2	-3	-4.4%	6.7%	46	55	9
5	60	45	54	56	-7	-1	3	-2	-10.7%	3.6%	52	39	-13
6	75	59	42	53	-1	-3	-1	-2	-9.4%	7.5%	52	53	1
Totals	439	368	339	371	-6.8	-2.4	5.4	-1.0	-6.2%	4.8%	366	360	-6

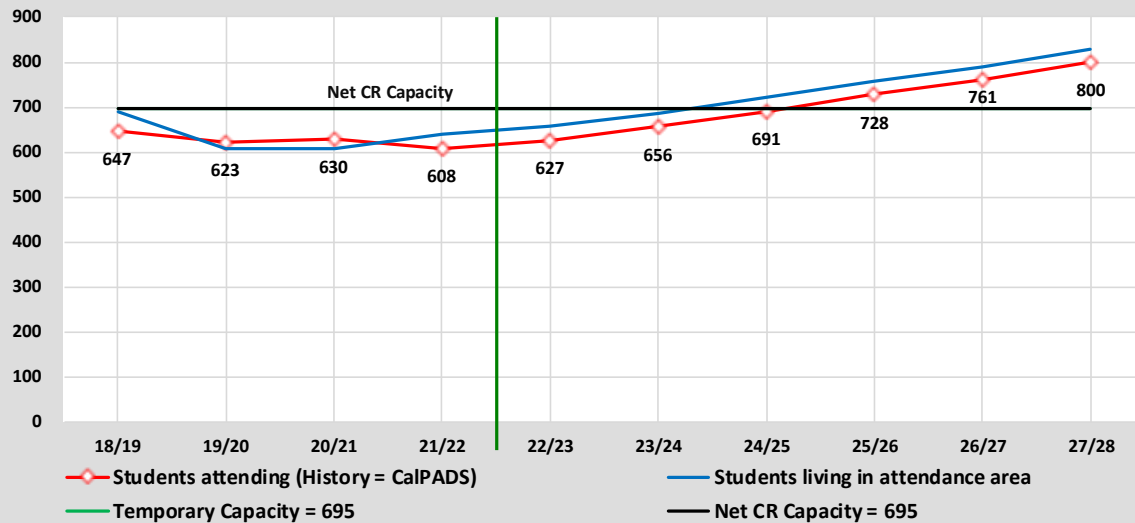
Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment Martin Luther King Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 26
Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	608	-22	0	695	0	0	-3	87	
22/23	627	19	0	695	0	0	-3	68	65
23/24	656	29	0	695	0	0	-2	39	65
24/25	691	35	0	695	0	0	0	4	65
25/26	728	37	0	695	33	1	1	0	65
26/27	761	33	0	695	66	1	2	0	65
27/28	800	39	0	695	105	3	5	0	65

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 26

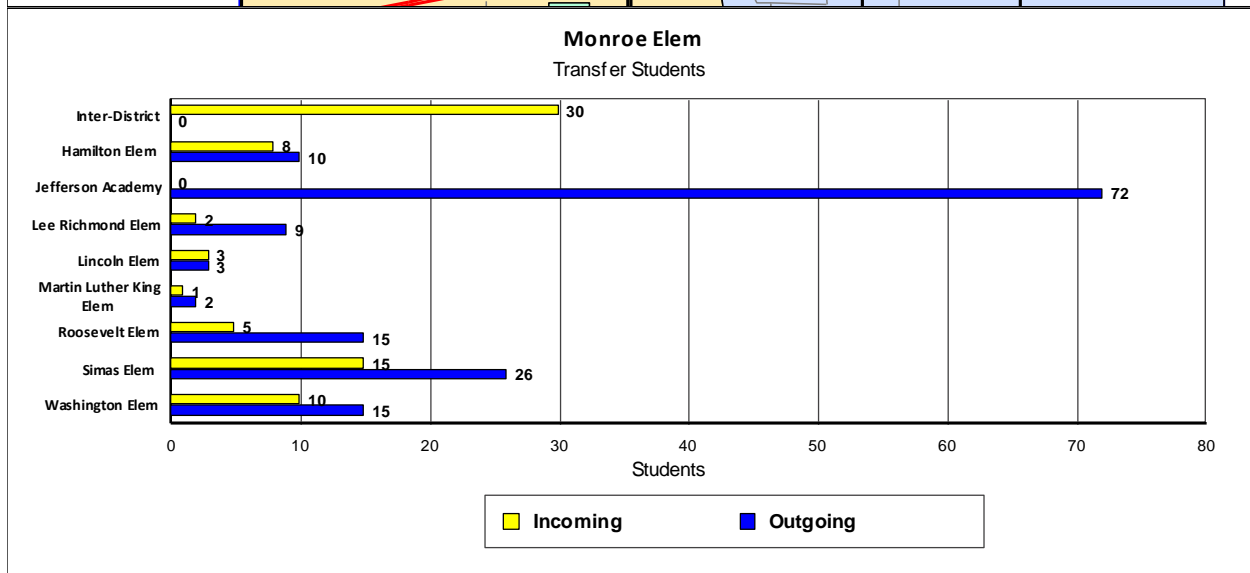
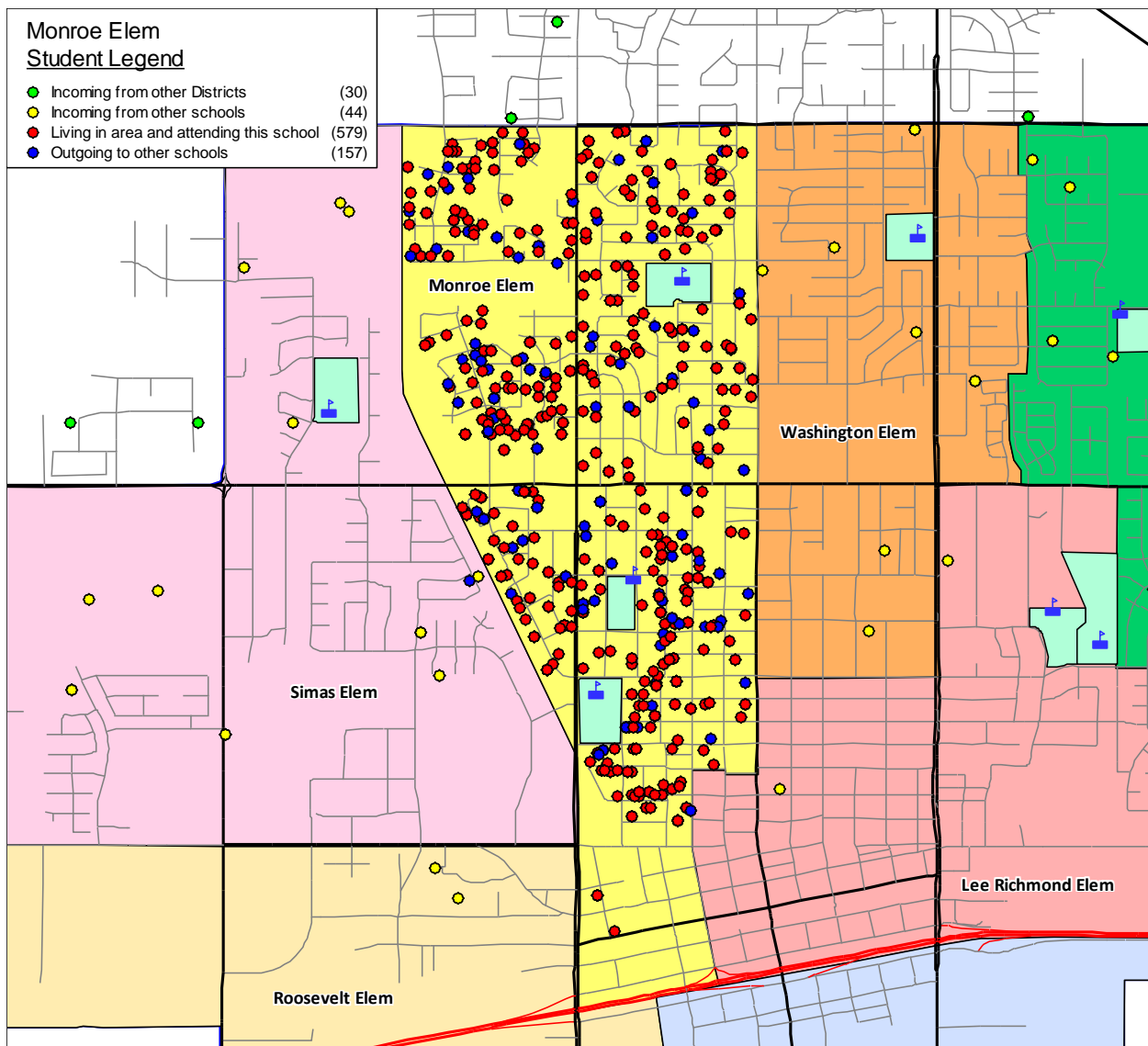
Martin Luther King Elem

YEAR: Grade	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	20	14	14	17	-6	0	3	0	0.0%	0.0%	16	28	12
K	95	91	87	110	-4	-4	23	0	-9.1%	3.6%	104	100	-4
1	92	92	80	82	-3	-11	-5	-3	-7.3%	3.7%	79	106	27
2	101	77	93	83	-15	1	3	-4	-8.4%	6.0%	81	78	-3
3	93	86	79	93	-15	2	0	-4	-7.5%	3.2%	89	78	-11
4	86	91	84	80	-2	-2	1	-1	-15.0%	5.0%	72	86	14
5	96	74	94	81	-12	3	-3	-4	-7.4%	7.4%	81	78	-3
6	107	82	75	92	-14	1	-2	-5	-14.1%	7.6%	86	73	-13
Totals	690	607	606	638	-8.9	-1.3	2.5	-2.6	-8.6%	4.6%	608	627	19

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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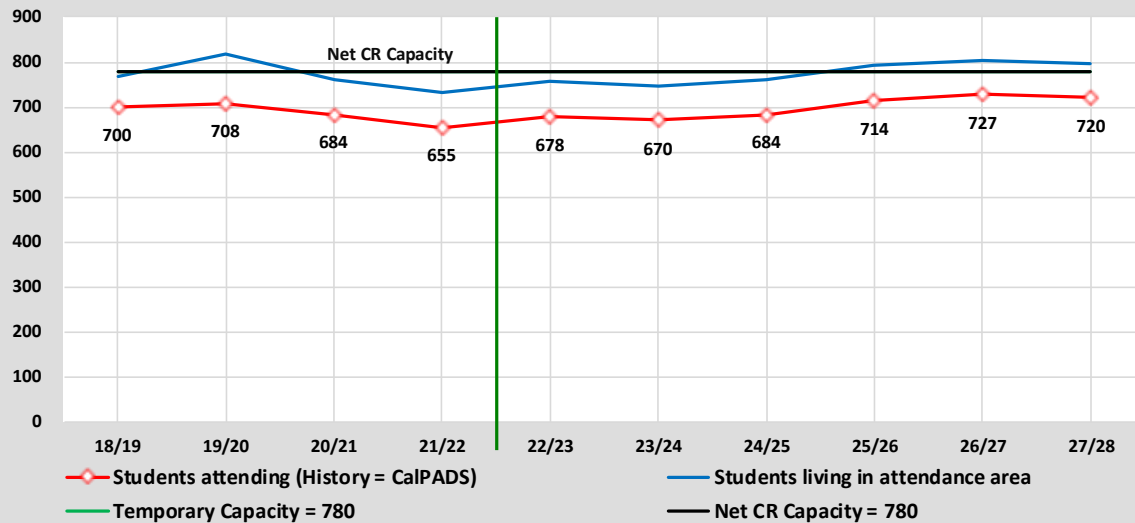


Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment Monroe Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 29
Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	655	-29	0	780	0	0	-5	125	
22/23	678	23	0	780	0	0	-4	102	0
23/24	670	-8	0	780	0	0	-4	110	0
24/25	684	14	0	780	0	0	-3	96	0
25/26	714	30	0	780	0	0	-2	66	0
26/27	727	13	0	780	0	0	-1	53	0
27/28	720	-7	0	780	0	0	-2	60	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 29

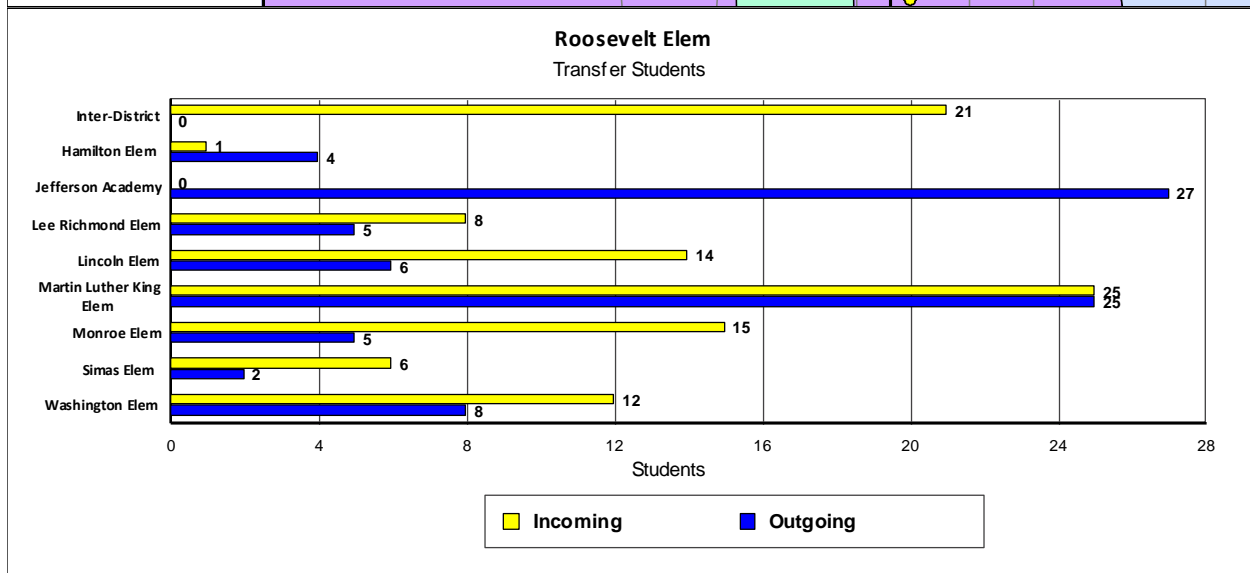
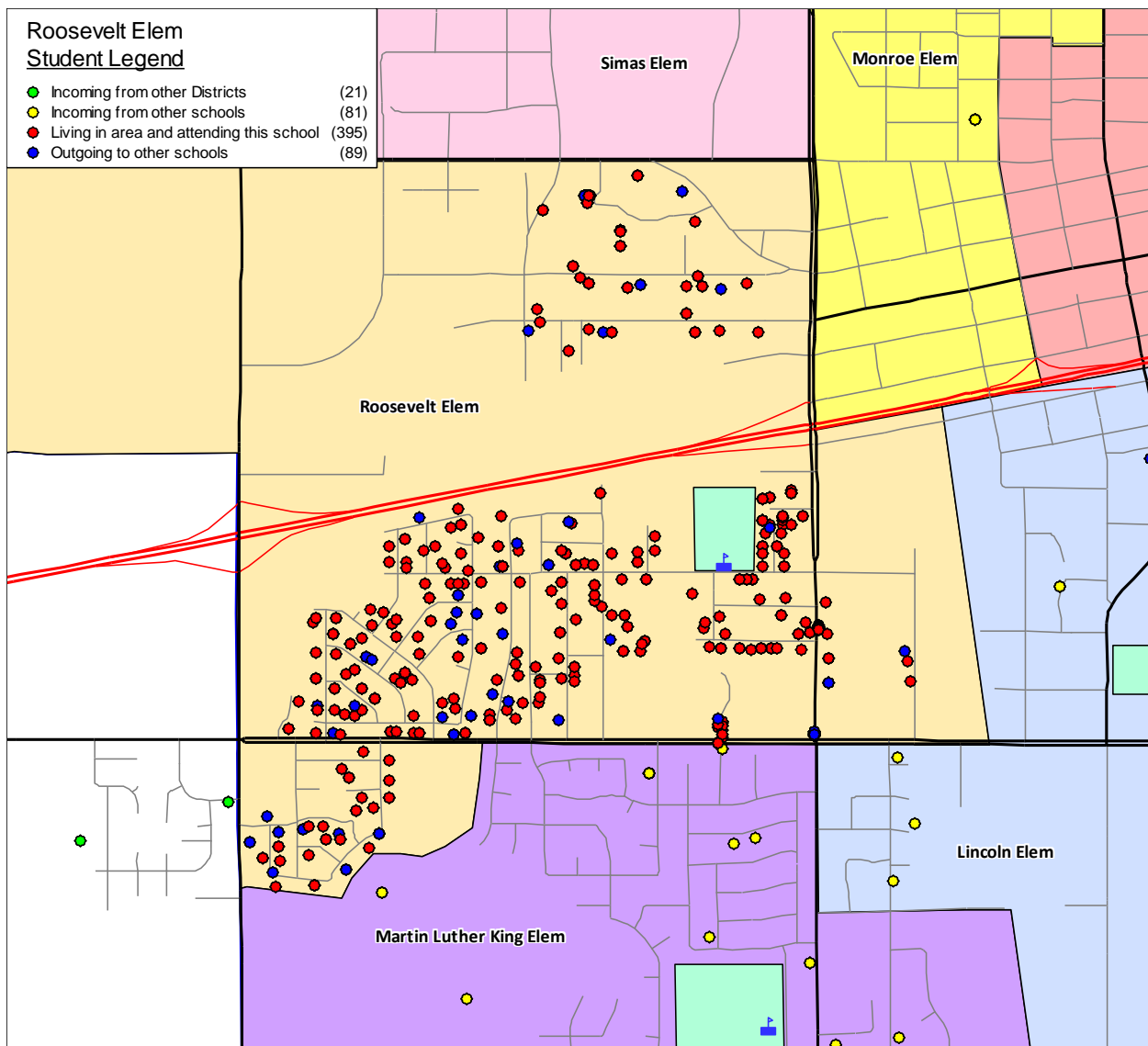
Monroe Elem

YEAR: Grade	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	21	17	17	13	-4	0	-4	0	0.0%	15.4%	14	31	17
K	99	115	97	86	16	-18	-11	0	-10.5%	2.3%	79	100	21
1	103	103	98	114	4	-17	17	1	-7.9%	1.8%	107	80	-27
2	119	112	105	98	9	2	0	4	-23.5%	4.1%	79	99	20
3	104	126	110	98	7	-2	-7	-1	-5.1%	8.2%	101	100	-1
4	102	109	124	100	5	-2	-10	-2	-17.0%	2.0%	85	81	-4
5	120	107	107	122	5	-2	-2	0	-19.7%	3.3%	102	80	-22
6	101	129	102	103	9	-5	-4	0	-20.4%	5.8%	88	107	19
Totals	769	818	760	734	6.4	-5.5	-2.6	0.3	-13.0%	5.4%	655	678	23

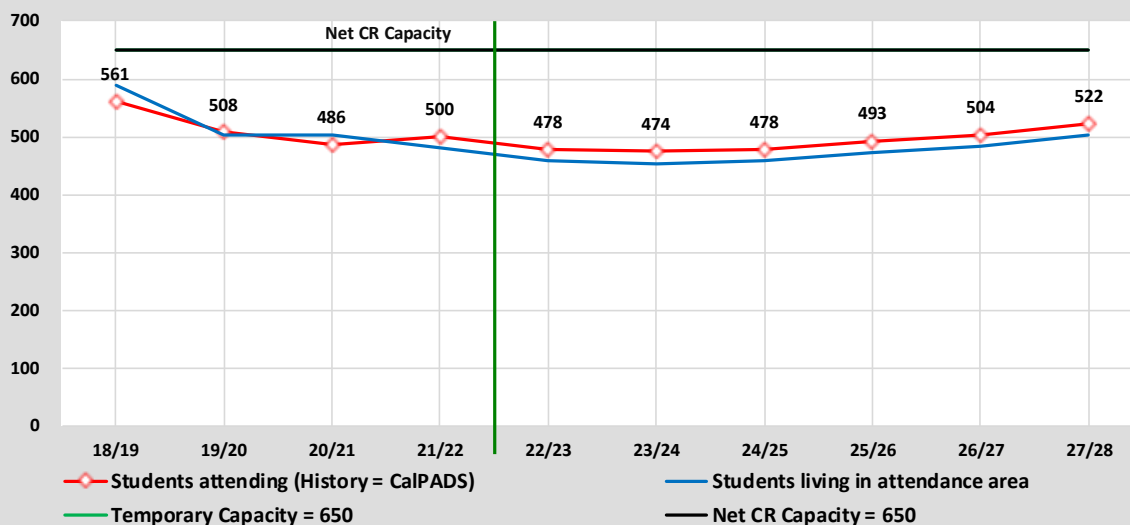
Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment Roosevelt Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 24
Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	500	14	0	650	0	0	-6	150	
22/23	478	-22	0	650	0	0	-7	172	0
23/24	474	-4	0	650	0	0	-6	176	0
24/25	478	4	0	650	0	0	-6	172	0
25/26	493	15	0	650	0	0	-6	157	0
26/27	504	11	0	650	0	0	-6	146	42
27/28	522	18	0	650	0	0	-4	128	67

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 24

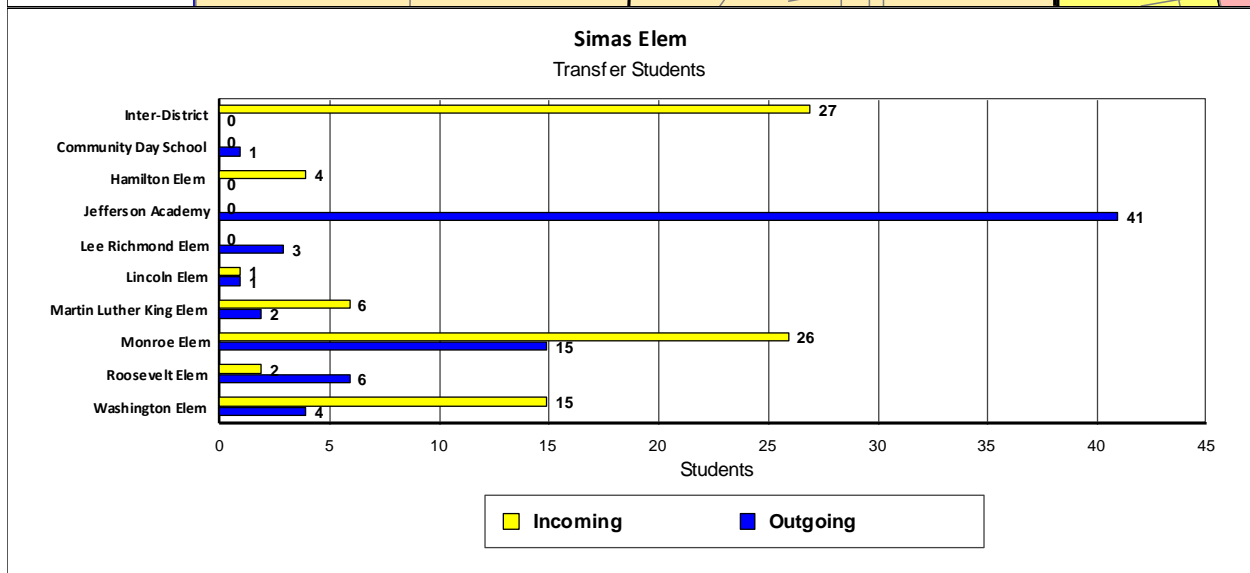
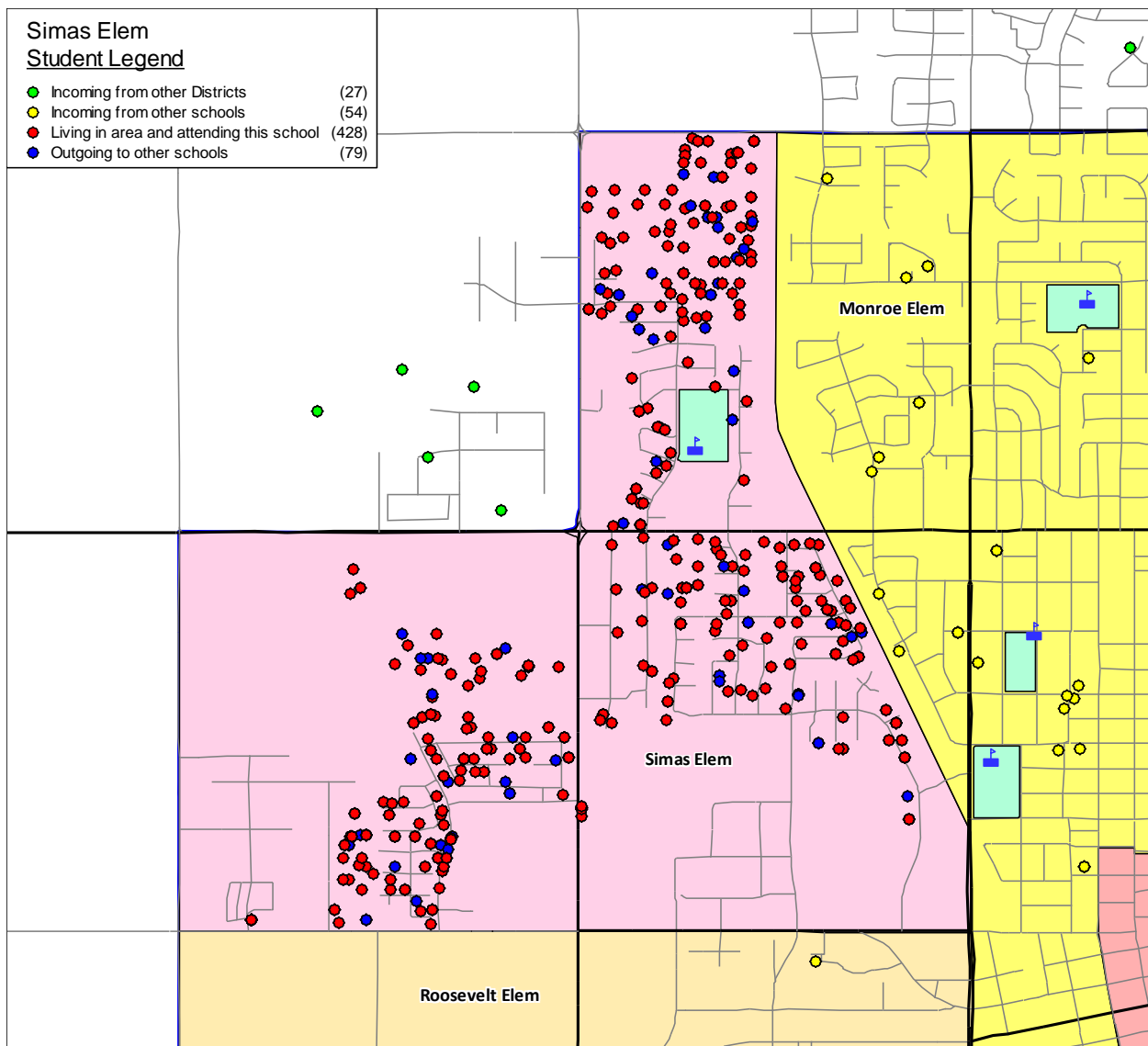
Roosevelt Elem

YEAR: Grade	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	18	16	15	17	-2	-1	2	0	0.0%	0.0%	16	29	13
K	72	55	60	58	-17	5	-2	0	-12.1%	5.2%	54	58	4
1	75	68	65	66	-4	10	6	4	-9.1%	0.0%	60	56	-4
2	63	62	67	63	-13	-1	-2	-5	-9.5%	6.3%	61	59	-2
3	100	62	63	63	-1	1	-4	-1	-6.3%	11.1%	66	65	-1
4	92	87	67	64	-13	5	1	-2	18.8%	4.7%	79	76	-3
5	80	78	88	64	-14	1	-3	-5	14.1%	1.6%	74	69	-5
6	89	76	78	86	-4	0	-2	-2	1.2%	3.5%	90	66	-24
Totals	589	504	503	481	-8.5	2.5	-0.5	-1.4	-0.4%	4.0%	500	478	-22

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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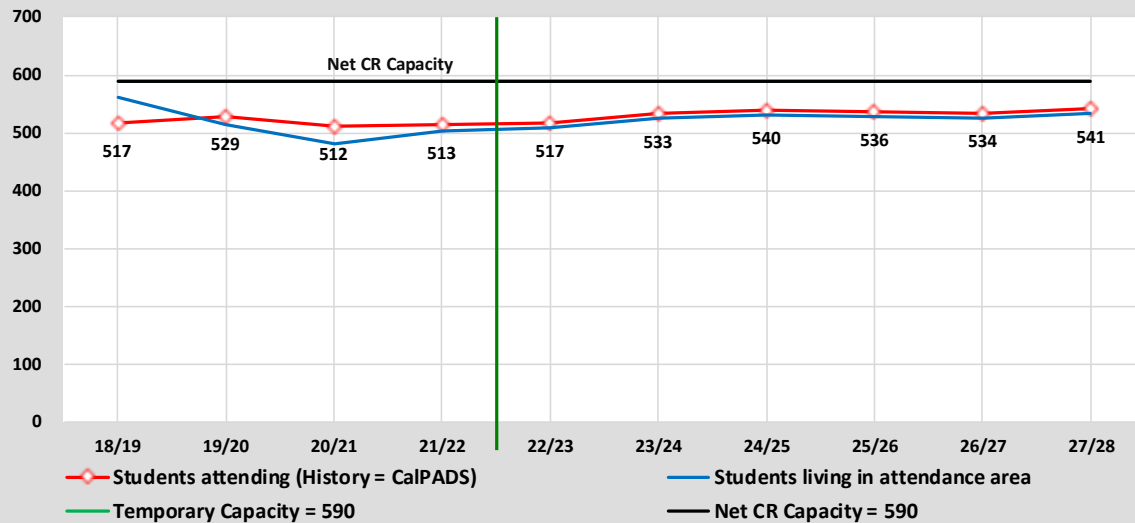


Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment Simas Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 22
Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	513	1	0	590	0	0	-3	77	
22/23	517	4	0	590	0	0	-3	73	6
23/24	533	16	0	590	0	0	-2	57	6
24/25	540	7	0	590	0	0	-2	50	13
25/26	536	-4	0	590	0	0	-2	54	13
26/27	534	-2	0	590	0	0	-2	56	0
27/28	541	7	0	590	0	0	-1	49	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 22

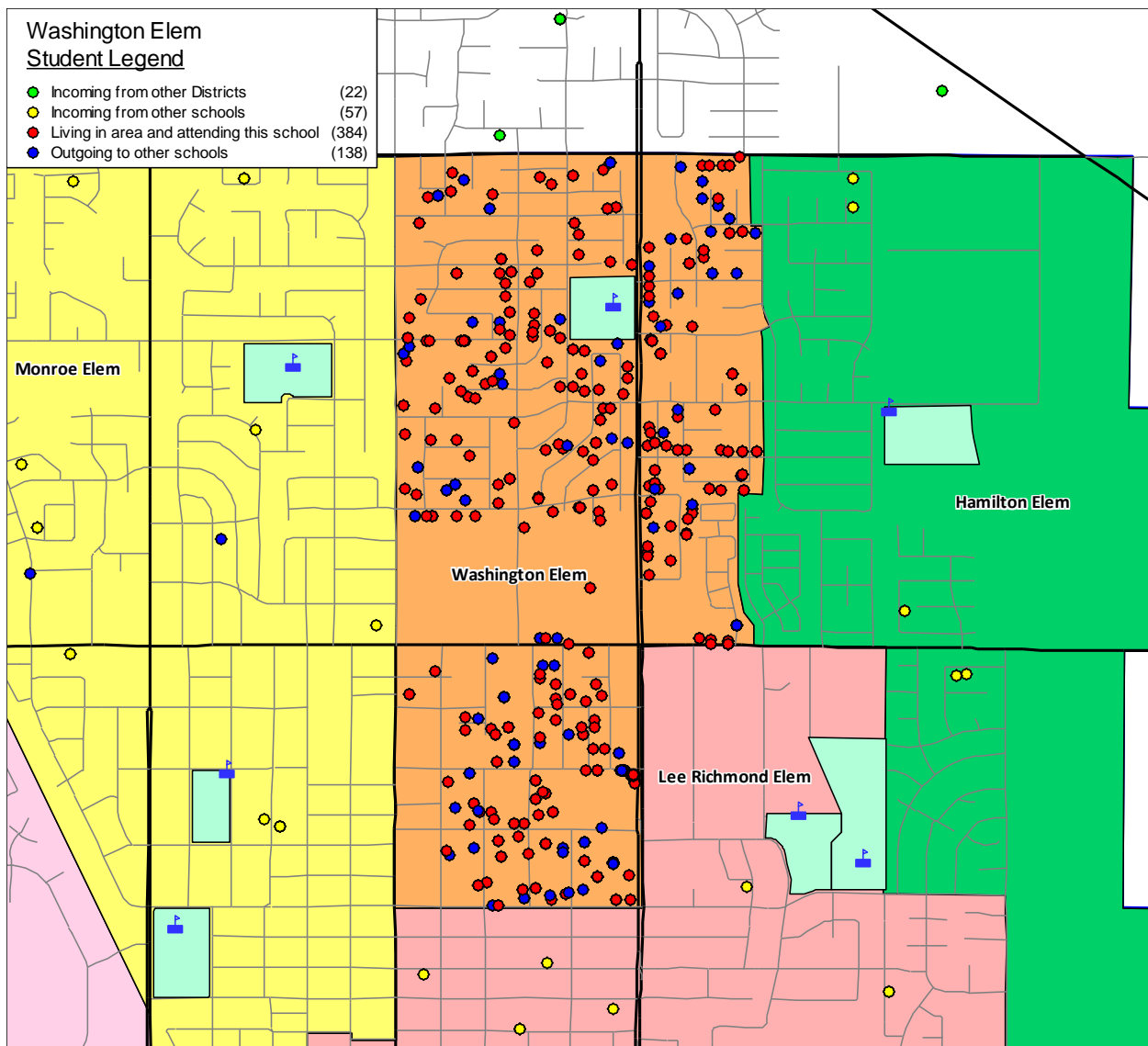
Simas Elem

YEAR: Grade	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	10	19	15	13	9	-4	-2	0	0.0%	7.7%	16	30	14
K	91	66	55	68	-25	-11	13	0	-8.8%	8.8%	68	68	0
1	84	89	67	63	-2	1	8	2	-3.2%	6.3%	65	72	7
2	60	76	88	70	-8	-1	3	-2	7.1%	4.3%	78	69	-9
3	70	52	71	92	-8	-5	4	-3	-7.6%	1.1%	86	61	-25
4	76	72	53	74	2	1	3	2	-16.2%	8.1%	68	88	20
5	79	62	69	51	-14	-3	-2	-6	13.7%	2.0%	59	76	17
6	92	78	62	72	-1	0	3	1	-5.6%	6.9%	73	53	-20
Totals	562	514	480	503	-5.9	-2.8	3.8	-0.8	-2.6%	5.7%	513	517	4

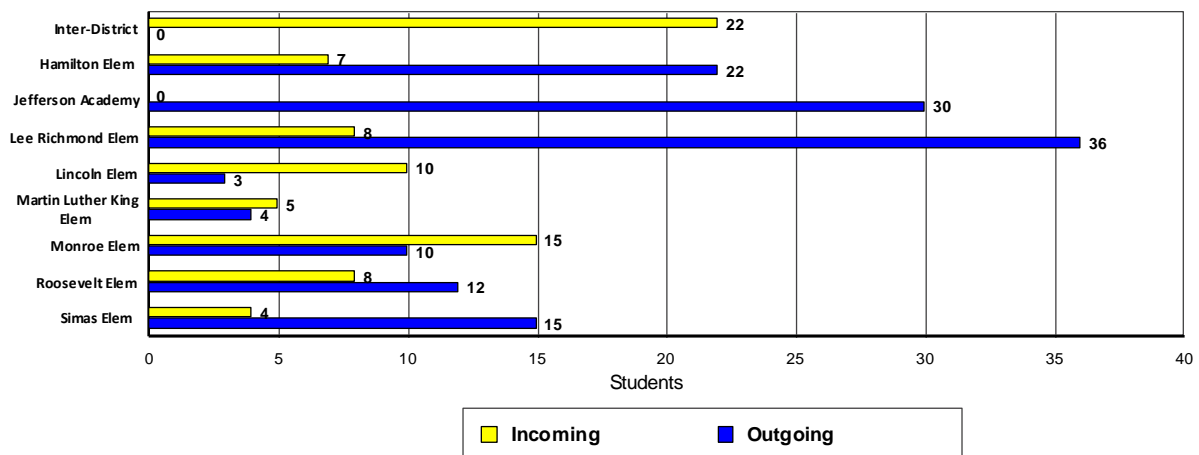
Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

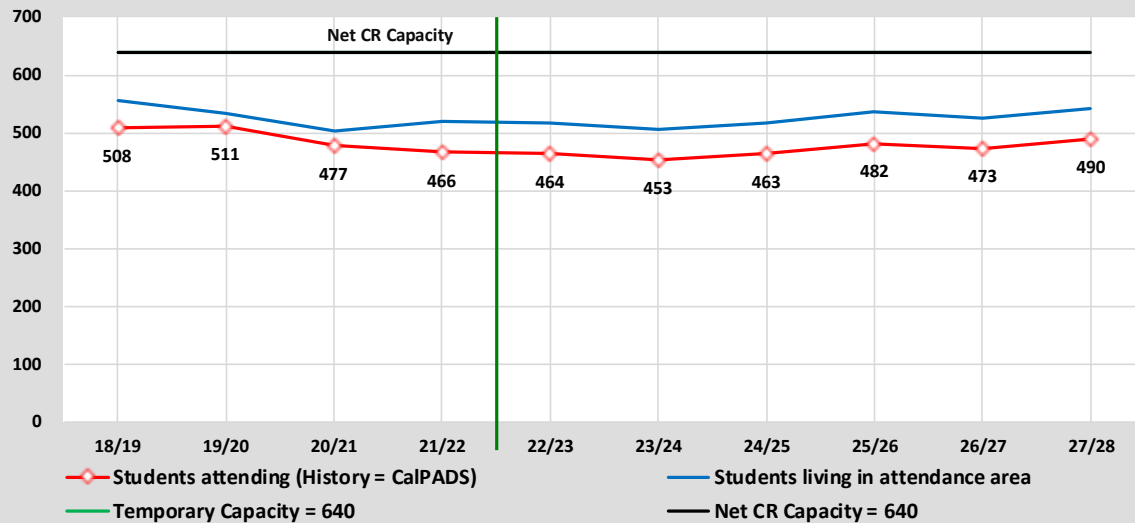
66



Washington Elem
Transfer Students



Capacity & Projected Enrollment Washington Elem



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 24
Grades Served = TK - 6

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	466	-11	0	640	0	0	-6	174	
22/23	464	-2	0	640	0	0	-6	176	0
23/24	453	-11	0	640	0	0	-6	187	0
24/25	463	10	0	640	0	0	-7	177	0
25/26	482	19	0	640	0	0	-6	158	0
26/27	473	-9	0	640	0	0	-6	167	0
27/28	490	17	0	640	0	0	-5	150	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 24

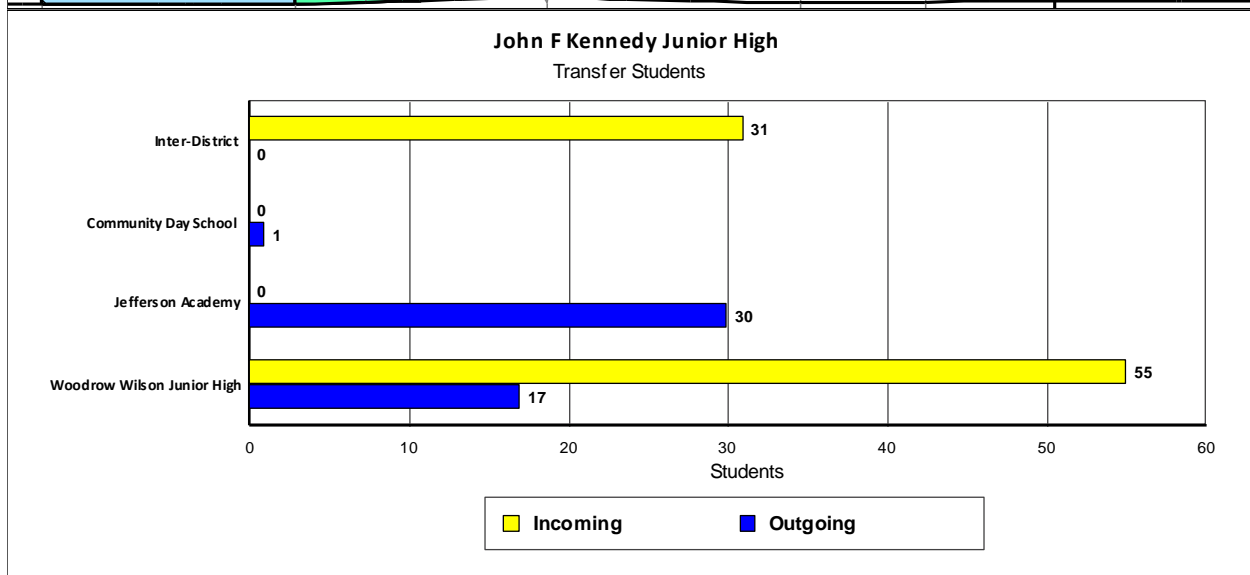
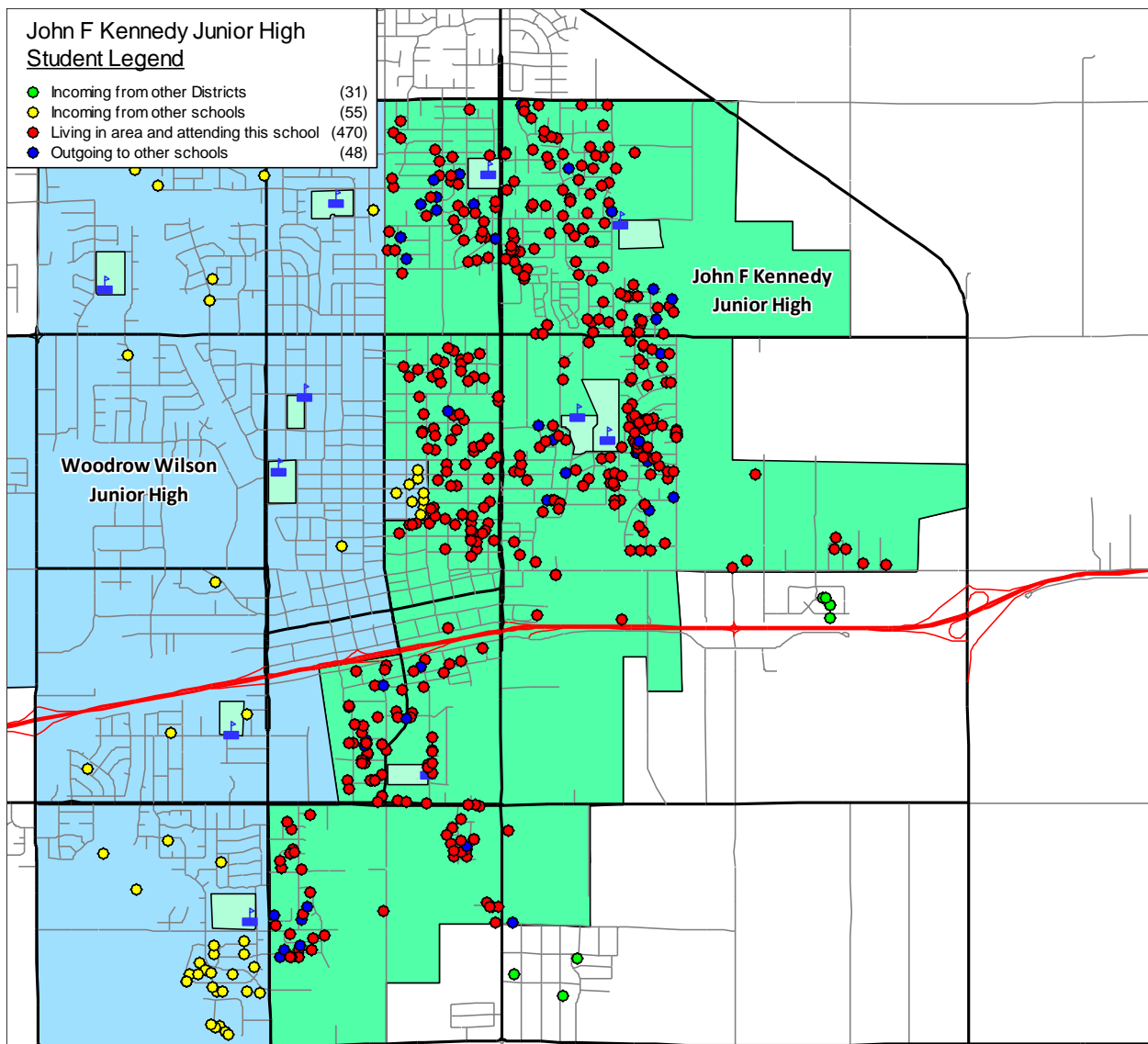
Washington Elem

YEAR: Grade	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	12	16	13	16	4	-3	3	0	0.0%	6.3%	17	28	11
K	79	63	55	83	-16	-8	28	0	-19.3%	4.8%	71	60	-11
1	74	76	70	55	-3	7	0	1	-5.5%	5.5%	55	84	29
2	93	66	68	79	-8	-8	9	-2	-16.5%	3.8%	69	43	-26
3	74	89	59	62	-4	-7	-6	-6	0.0%	3.2%	64	75	11
4	75	75	86	64	1	-3	5	1	-7.8%	3.1%	61	60	-1
5	77	77	74	82	2	-1	-4	-1	-22.0%	2.4%	66	47	-19
6	72	72	77	78	-5	0	4	0	-25.6%	6.4%	63	67	4
Totals	556	534	502	519	-3.6	-2.9	4.9	-0.9	-12.1%	4.4%	466	464	-2

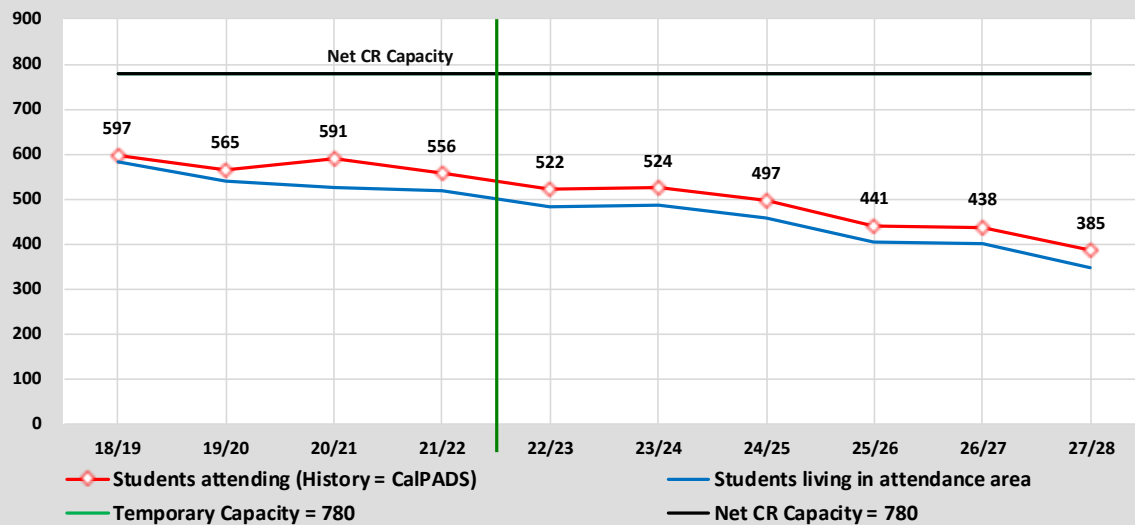
Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment John F Kennedy Junior High



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 26
Grades Served = 7 - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	556	-35	0	780	0	0	-7	224	
22/23	522	-34	0	780	0	0	-9	258	0
23/24	524	2	0	780	0	0	-9	256	0
24/25	497	-27	0	780	0	0	-9	283	0
25/26	441	-56	0	780	0	0	-11	339	0
26/27	438	-3	0	780	0	0	-11	342	0
27/28	385	-53	0	780	0	0	-13	395	0

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 26

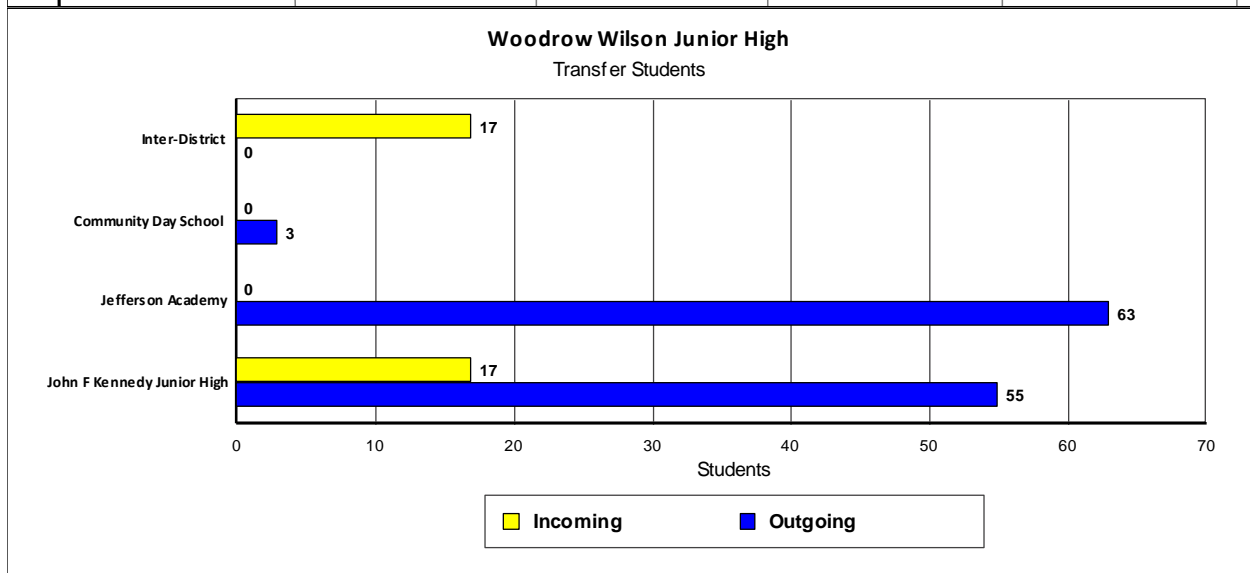
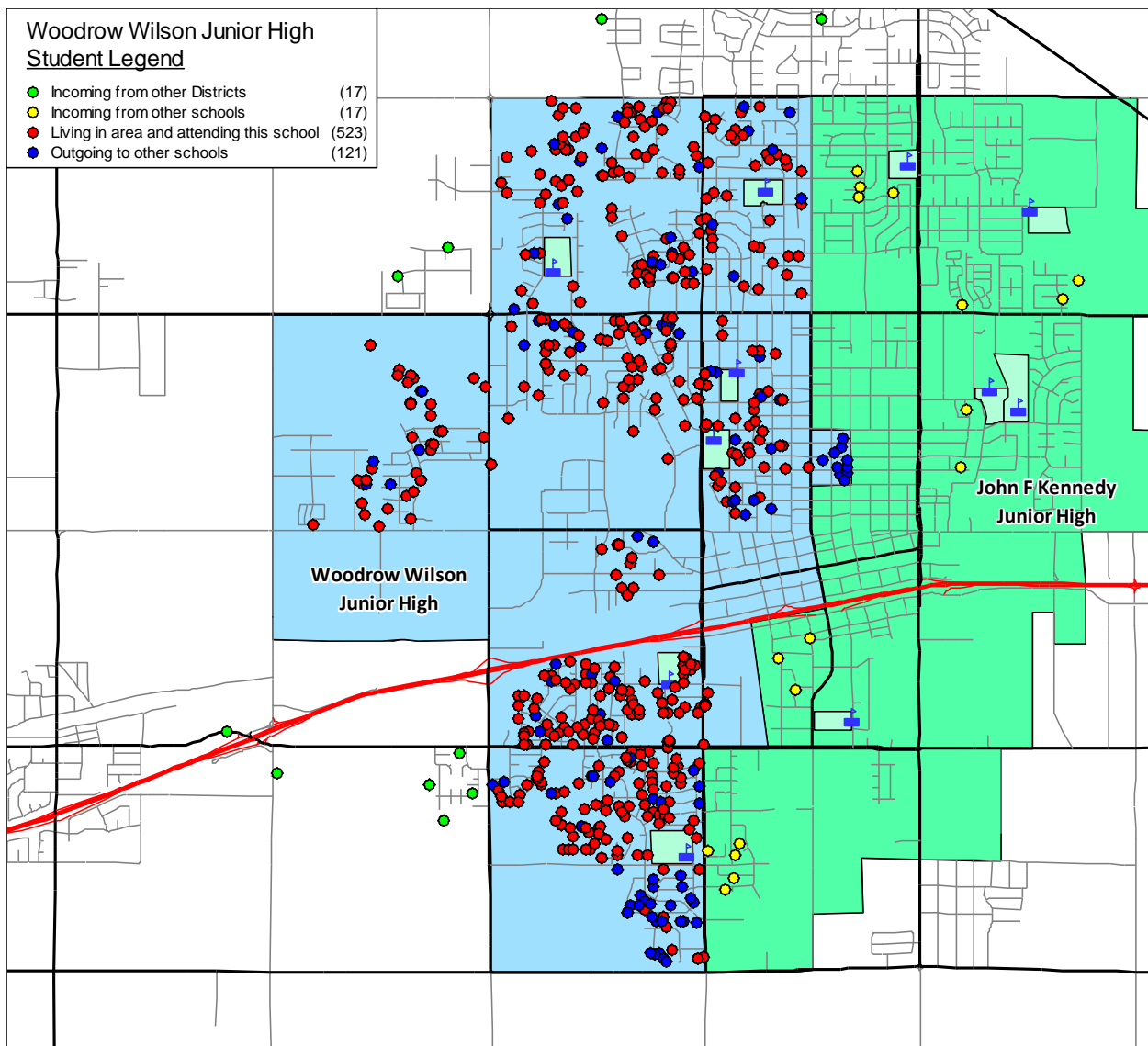
John F Kennedy Junior High

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
Grade	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	45	52	40	50	7	-12	10	0	0.0%	0.0%	0	0	0
K	246	224	178	240	-22	-46	62	0	0.0%	0.0%	0	0	0
1	276	232	236	200	-14	12	22	7	0.0%	0.0%	0	0	0
2	304	230	220	239	-46	-12	3	-18	0.0%	0.0%	0	0	0
3	252	277	217	223	-27	-13	3	-12	0.0%	0.0%	0	0	0
4	275	240	267	226	-12	-10	9	-4	0.0%	0.0%	0	0	0
5	291	257	237	269	-18	-3	2	-6	0.0%	0.0%	0	0	0
6	280	265	254	238	-26	-3	1	-9	0.0%	0.0%	0	0	0
7	275	268	262	253	-12	-3	-1	-5	2.0%	6.3%	274	254	-20
8	309	271	264	265	-4	-4	3	-2	0.8%	5.7%	282	268	-14
Totals	2553	2316	2175	2203	-17.4	-9.4	11.4	-4.9	1.4%	6.0%	556	522	-34

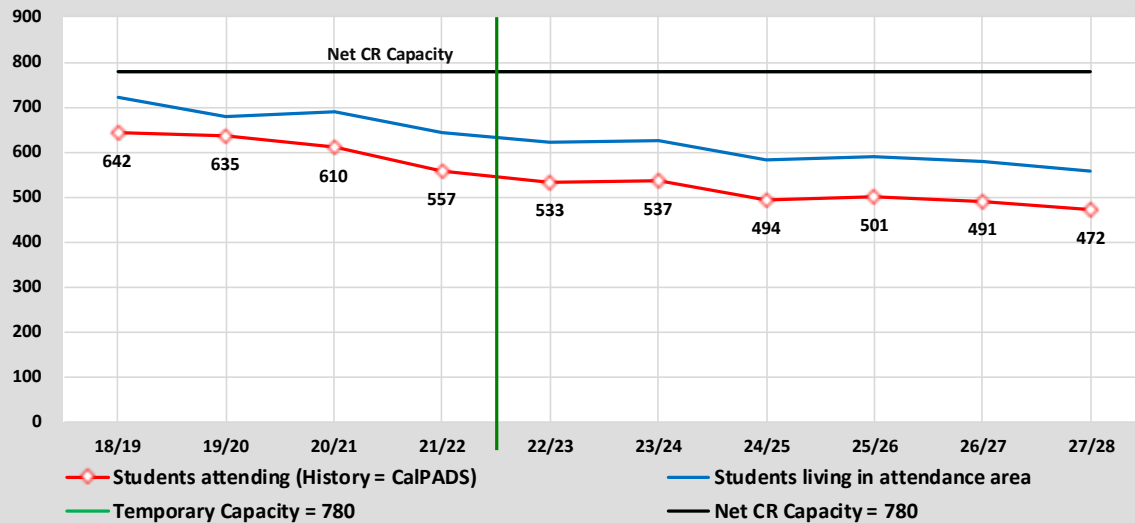
Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Capacity & Projected Enrollment Woodrow Wilson Junior High



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 26
Grades Served = 7 - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	557	-53	0	780	0	0	-7	223	
22/23	533	-24	0	780	0	0	-8	247	71
23/24	537	4	0	780	0	0	-8	243	71
24/25	494	-43	0	780	0	0	-10	286	78
25/26	501	7	0	780	0	0	-9	279	78
26/27	491	-10	0	780	0	0	-10	289	107
27/28	472	-19	0	780	0	0	-10	308	132

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 26

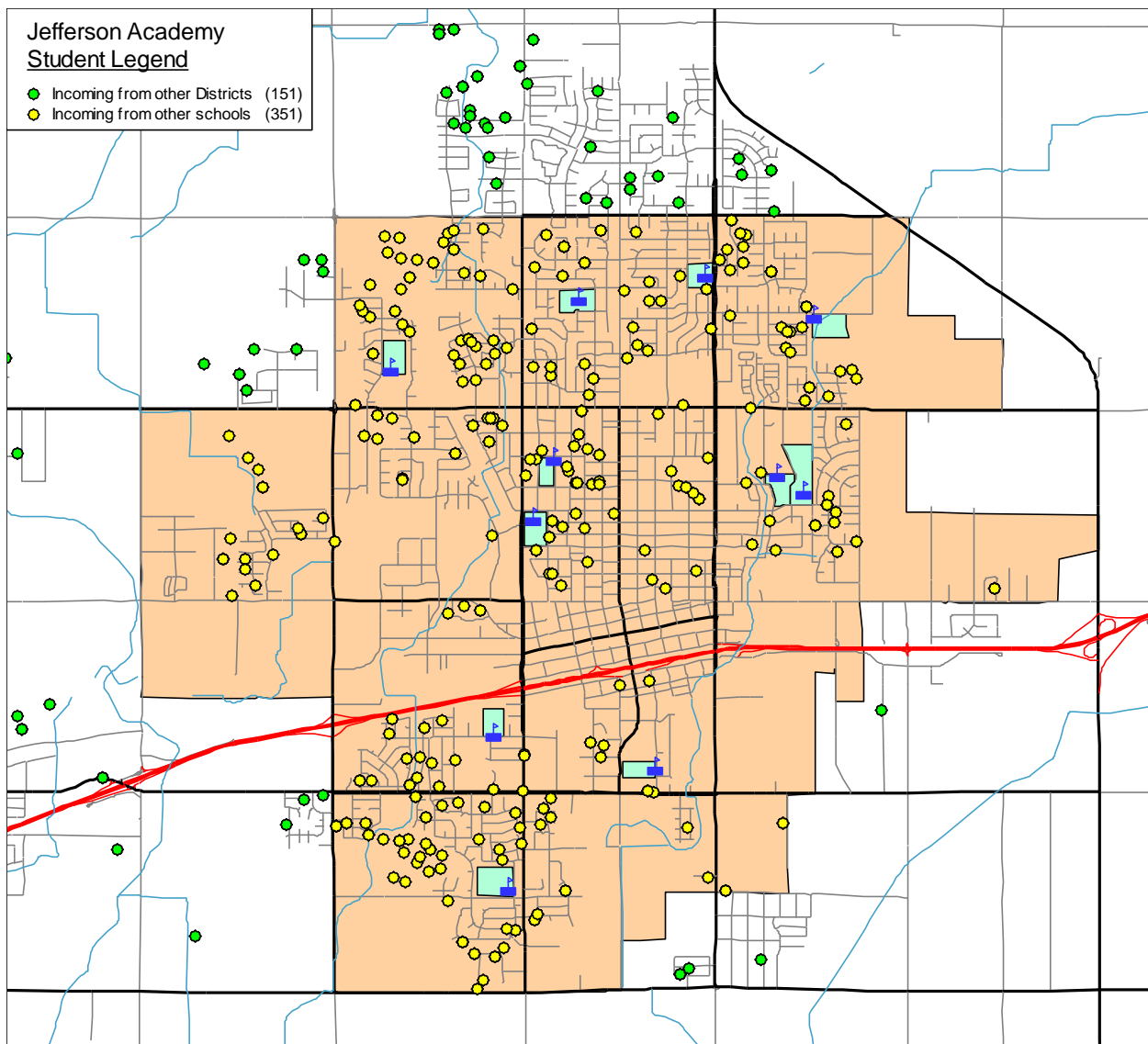
Woodrow Wilson Junior High

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
Grade	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	69	66	61	56	-3	-5	-5	0	0.0%	0.0%	0	0	0
K	347	323	289	314	-24	-34	25	0	0.0%	0.0%	0	0	0
1	342	338	309	319	-9	-14	30	2	0.0%	0.0%	0	0	0
2	338	323	342	311	-19	4	2	-4	0.0%	0.0%	0	0	0
3	361	321	320	336	-17	-3	-6	-9	0.0%	0.0%	0	0	0
4	352	349	325	317	-12	4	-3	-4	0.0%	0.0%	0	0	0
5	363	316	350	316	-36	1	-9	-15	0.0%	0.0%	0	0	0
6	379	353	312	345	-10	-4	-5	-6	0.0%	0.0%	0	0	0
7	349	353	346	296	-26	-7	-16	-16	-15.9%	3.0%	258	294	36
8	373	325	343	348	-24	-10	2	-11	-16.4%	2.3%	299	239	-60
Totals	3273	3067	2997	2958	-18.0	-6.8	1.5	-6.3	-16.1%	2.7%	557	533	-24

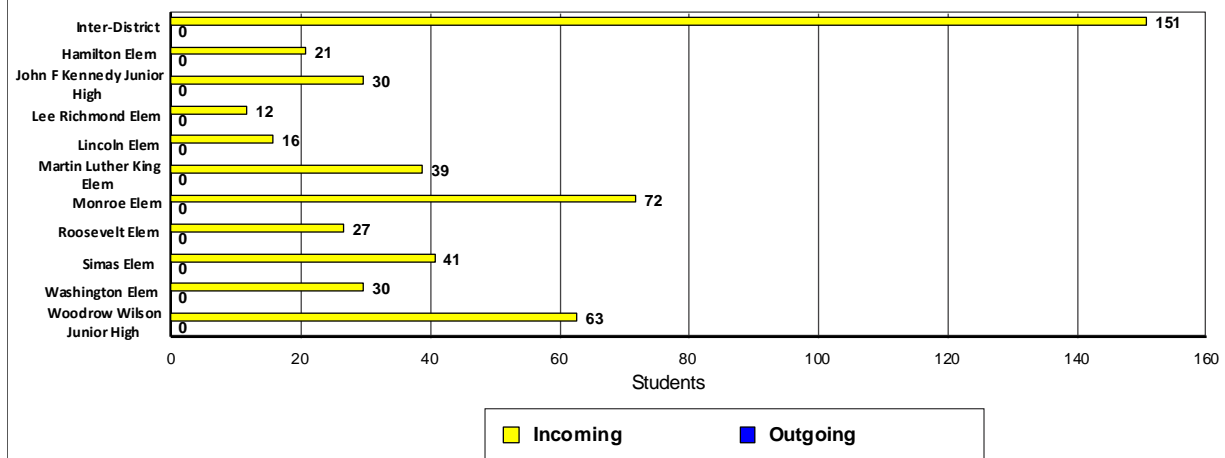
Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

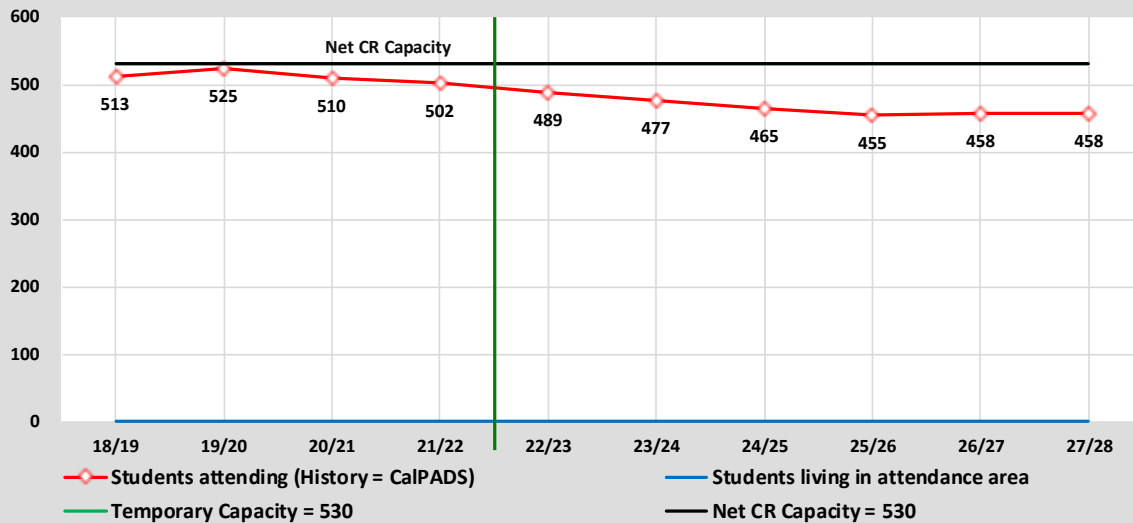
72



Jefferson Academy
Transfer Students



Capacity & Projected Enrollment Jefferson Academy



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 19
Grades Served = K - 8

Classroom Needs Timeline

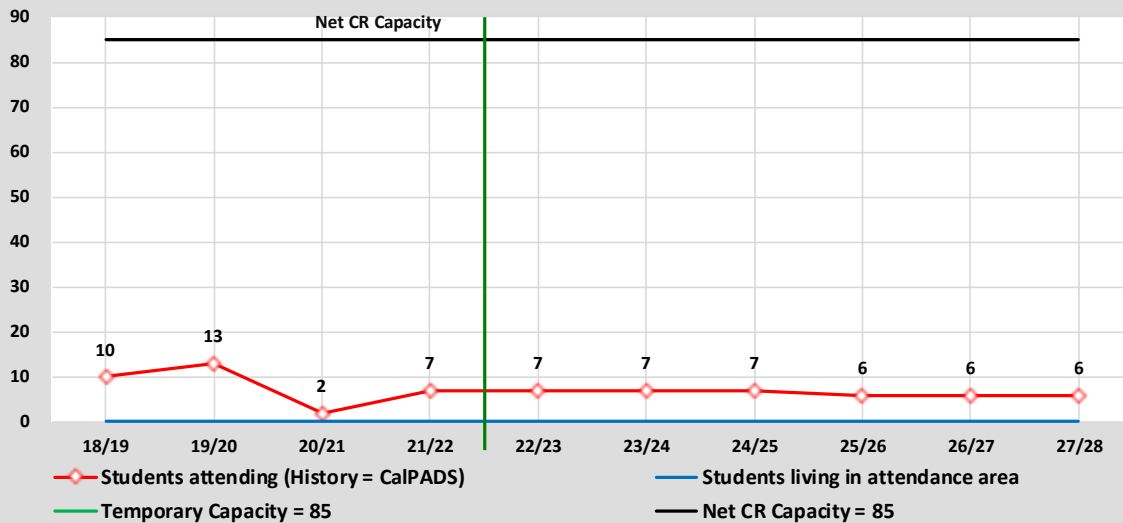
Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	502	-8	0	530	0	0	-1	28	
22/23	489	-13	0	530	0	0	-2	41	71
23/24	477	-12	0	530	0	0	-2	53	71
24/25	465	-12	0	530	0	0	-1	65	78
25/26	455	-10	0	530	0	0	-3	75	78
26/27	458	3	0	530	0	0	-2	72	107
27/28	458	0	0	530	0	0	-2	72	132

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 19

Jefferson Academy

YEAR:	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
Grade	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	114	118	101	106	4	-17	5	0	0.0%	0.0%	0	0	0
K	593	547	467	554	-46	-80	87	1	0.0%	8.7%	48	49	1
1	618	570	545	519	-23	-2	52	9	0.0%	9.1%	47	51	4
2	642	553	562	550	-65	-8	5	-23	0.0%	8.2%	45	41	-4
3	613	598	537	559	-44	-16	-3	-21	0.0%	8.4%	47	45	-2
4	627	589	592	543	-24	-6	6	-8	0.0%	10.1%	55	56	1
5	654	573	587	585	-54	-2	-7	-21	0.0%	10.8%	63	57	-6
6	659	618	566	583	-36	-7	-4	-16	0.0%	12.3%	72	71	-1
7	624	621	608	549	-38	-10	-17	-22	0.0%	10.4%	57	59	2
8	682	596	607	613	-28	-14	5	-12	0.0%	11.1%	68	60	-8
Totals	5826	5383	5172	5161	-35.4	-16.2	12.9	-11.3	0.0%	9.9%	502	489	-13

Capacity & Projected Enrollment Community Day School



District Loading Standards
Traditional School
All Portables Loaded
Net Classroom Count = 3
Grades Served = K - 8

Classroom Needs Timeline

Year	Total Students*	Annual Change	Spec. Ed. Students	Net CR Capacity	Unhoused Students	Annual CR Needed	Total CR's Needed	Available Seats	Projected Housing Units
21/22	7	5	0	85	0	0	-3	78	
22/23	7	0	0	85	0	0	-3	78	71
23/24	7	0	0	85	0	0	-3	78	71
24/25	7	0	0	85	0	0	-3	78	78
25/26	6	-1	0	85	0	0	-3	79	78
26/27	6	0	0	85	0	0	-3	79	107
27/28	6	0	0	85	0	0	-3	79	132

* Based on Students Attending (Squares on Graph)
Net Classroom Count = 3

Community Day School

YEAR: Grade	Students in boundary				Historic Cohorts			Weighted Average	Attendance Factors		Current Enrollment	22/23 Projection	Net Change
	18/19	19/20	20/21	21/22	18 to 19	19 to 20	20 to 21		Intra	Inter			
T K	114	118	101	106	4	-17	5	0	0.0%	0.0%	0	0	0
K	593	547	467	554	-46	-80	87	1	0.0%	0.5%	3	3	0
1	618	570	545	519	-23	-2	52	9	0.0%	0.0%	0	0	0
2	642	553	562	550	-65	-8	5	-23	0.0%	0.0%	0	0	0
3	613	598	537	559	-44	-16	-3	-21	0.0%	0.0%	0	0	0
4	627	589	592	543	-24	-6	6	-8	0.0%	0.0%	0	0	0
5	654	573	587	585	-54	-2	-7	-21	0.0%	0.0%	0	0	0
6	659	618	566	583	-36	-7	-4	-16	0.0%	0.0%	0	0	0
7	624	621	608	549	-38	-10	-17	-22	0.0%	0.0%	0	0	0
8	682	596	607	613	-28	-14	5	-12	0.0%	0.7%	4	4	0
Totals	5826	5383	5172	5161	-35.4	-16.2	12.9	-11.3	0.0%	0.6%	7	7	0

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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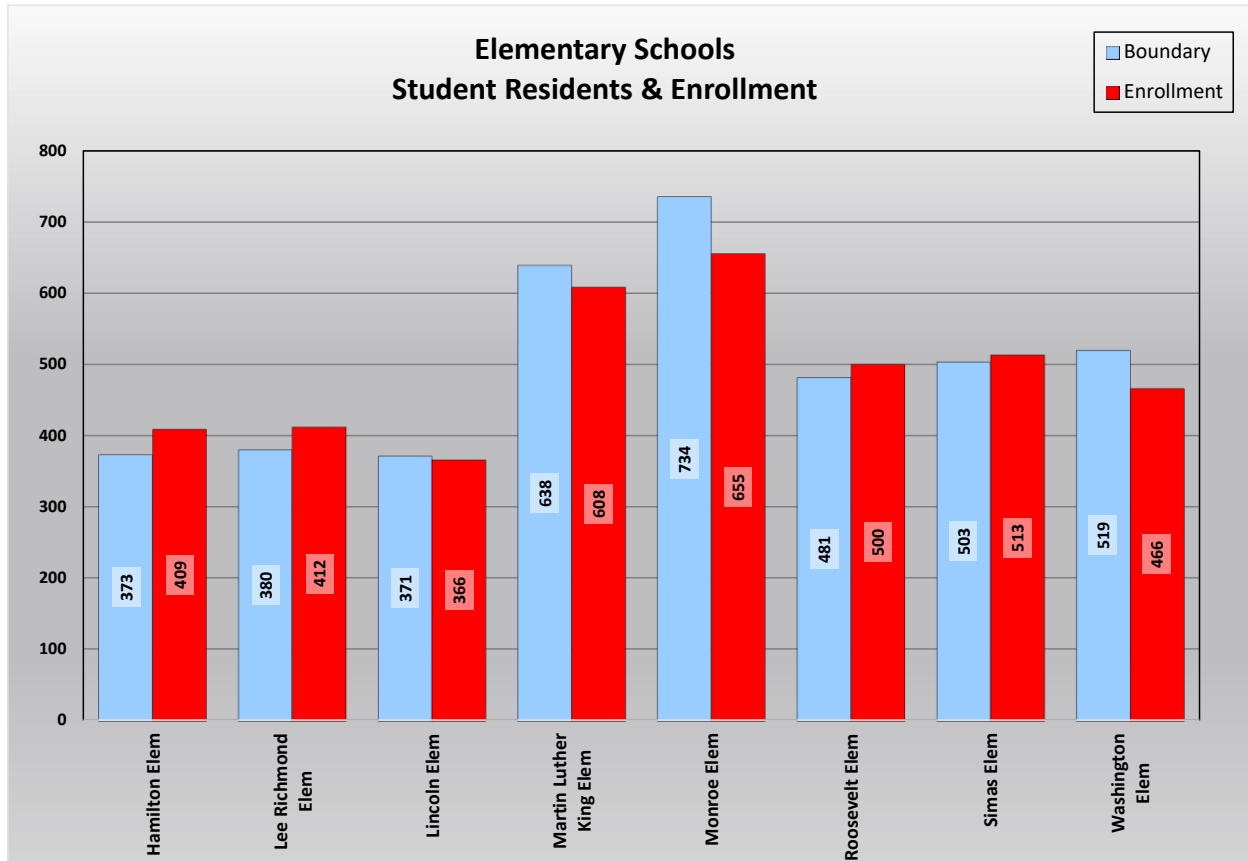
Student Attendance Matrix

ATTENDANCE MATRIX													
	SCHOOL: AREA	SCHOOL OF ATTENDANCE											Total Residing
		Hamilton Elem	Lee Richmond Elem	Lincoln Elem	Martin Luther King Elem	Monroe Elem	Roosevelt Elem	Simas Elem	Washington Elem	John F Kennedy Junior High	Woodrow Wilson Junior High	Community Day School	Jefferson Academy
R E S I D E N C E	Inter-District	21	18	20	32	30	21	27	22	31	17	0	151
	Hamilton Elem	329	6	0	1	8	1	4	7	0	0	0	21
	Lee Richmond Elem	14	326	5	1	2	8	0	8	0	0	0	12
	Lincoln Elem	2	1	311	13	3	14	1	10	0	0	1	16
	Martin Luther King Elem	7	8	17	528	1	25	6	5	0	0	1	39
	Monroe Elem	10	9	3	2	581	15	26	15	0	0	0	72
	Roosevelt Elem	4	5	6	25	5	398	2	8	0	0	0	27
	Simas Elem	0	3	1	2	15	6	432	4	0	0	1	41
	Washington Elem	22	36	3	4	10	12	15	387	0	0	0	30
	John F Kennedy Junior High	0	0	0	0	0	0	0	0	470	17	1	30
	Woodrow Wilson Junior High	0	0	0	0	0	0	0	0	55	523	3	63
	Total Attending	409	412	366	608	655	500	513	466	556	557	7	502
Intra-Ins		59	68	35	48	44	81	54	57	55	17	7	351
Inter-Ins		21	18	20	32	30	21	27	22	31	17	0	151
Total In-Flow		80	86	55	80	74	102	81	79	86	34	7	502
Intra-Outs		48	50	61	109	152	82	73	132	48	121	0	0
Net Transfers		32	36	-6	-29	-78	20	8	-53	38	-87	7	502
% In-Flow Students		19.6%	20.9%	15.0%	13.2%	11.3%	20.4%	15.8%	17.0%	15.5%	6.1%		22.8%
% Out-Flow Students		12.7%	13.3%	16.4%	17.1%	20.7%	17.1%	14.5%	25.4%	9.3%	18.8%		15.8%

* The correction factor represents the difference between the student data download counts and the actual CalPADS counts.

This chart summarizes the transfers in and out of each school as were seen by the yellow dots and blue dots on the school attendance maps. In addition, the data has been analyzed to determine the total in-flow and out-flow rates for each school. The school with the largest in-flow rate is Lee Richmond Elementary and the school with the largest out-flow rate is Washington Elementary.

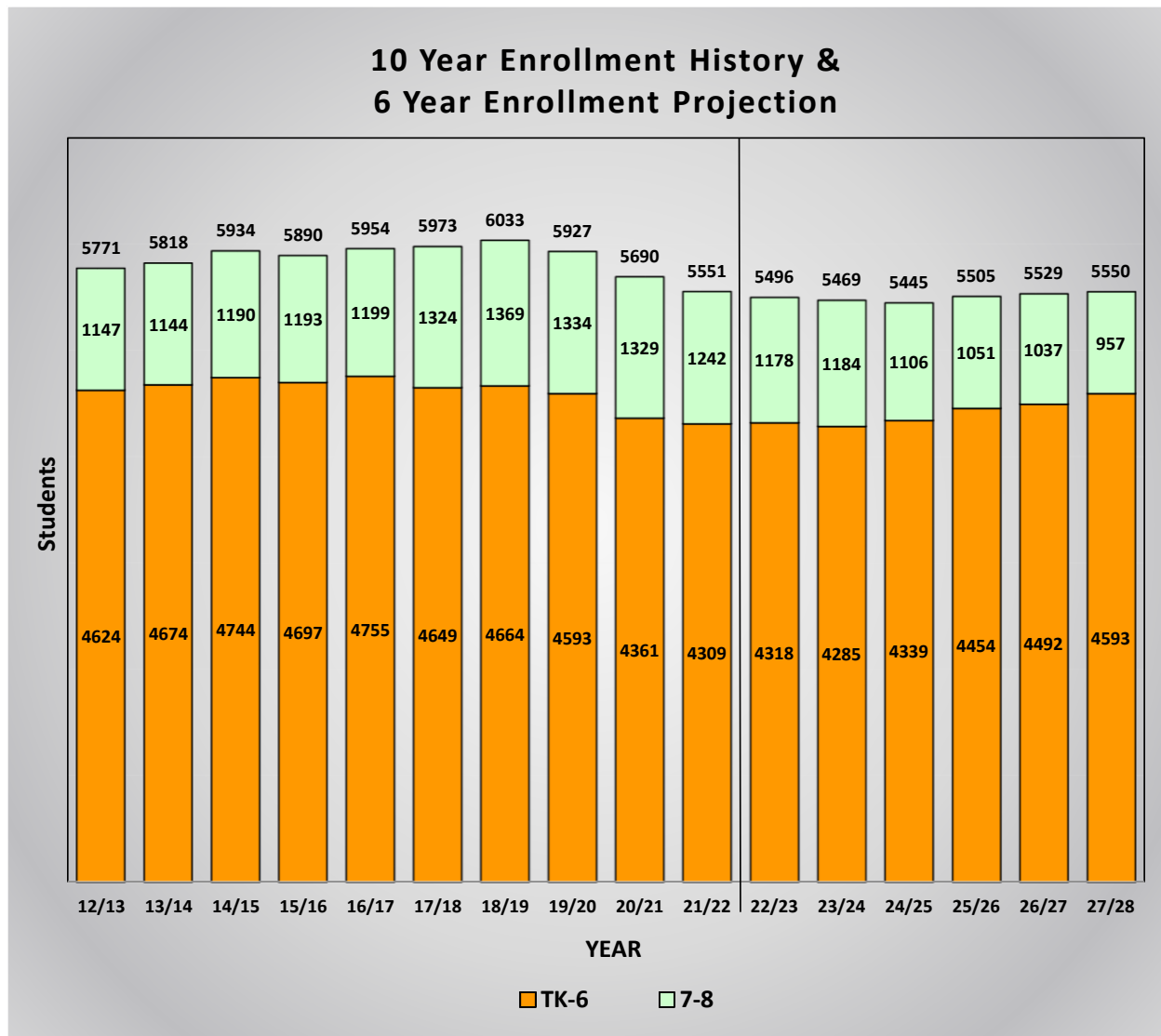
Student Residency and Enrollment Comparison



This chart compares each individual junior high school enrollment to the students that reside within the school attendance boundary. Utilizing this data helps make it easy to see which schools have the largest and smallest enrollments as well as which boundaries are most populated. Schools with more students enrolled than those living in the boundary have a net transfer into the school. This is typically found at schools with special programs such as Gate or Dual Immersion, schools housing students from overcrowded or Program Improvement (PI) schools, and schools with more capacity than the student population living in the boundary.

Ten Year Enrollment History and Six Year Enrollment Projections

This graph shows a summary of the projections for the entire District. It shows the current enrollment for 2021/22, the historic enrollment for the past nine years, and the projected enrollment for the next six years. The end result is a total of 5,550 students in the District in 2027/28.



The Hanford Elementary School District grew from an enrollment of 5,771 in 2012/13 to a peak enrollment of 6,033 in 2018/19 and has since been declining to the current enrollment of 5,551.

This graph is color coded by grade groupings:

Orange represents the historic and projected enrollment for the elementary school grades TK-6.

Green represents the historic and projected enrollment for the junior high school grades 7-8.

The entire District enrollment is shown at the top of each bar.

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Enrollment Projection Summary by Grade

The chart below shows three years of historic enrollment, the current enrollment, and six years of projected enrollment by grade.

Hanford Elementary School District Enrollment Projection Summary by Grade										
Grade	Historic Enrollment			Current Enrollment	Projected Enrollment					
	<u>18/19</u>	<u>19/20</u>	<u>20/21</u>	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>	<u>27/28</u>
TK	114	118	101	112	204	268	373	498	499	501
K	607	613	526	591	604	583	553	610	615	620
1	623	634	597	555	610	623	604	573	632	637
2	669	604	625	590	535	590	604	584	555	613
3	646	662	584	607	578	522	578	592	574	545
4	638	652	653	587	598	568	513	570	585	568
5	684	631	651	635	568	579	549	493	553	569
6	683	679	624	632	621	552	565	534	479	540
7	650	686	663	589	607	595	529	541	513	461
8	719	648	666	653	571	589	577	510	524	496
Total TK-6	4,664	4,593	4,361	4,309	4,318	4,285	4,339	4,454	4,492	4,593
Total 7-8	1,369	1,334	1,329	1,242	1,178	1,184	1,106	1,051	1,037	957
District Totals	6,033	5,927	5,690	5,551	5,496	5,469	5,445	5,505	5,529	5,550

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

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Enrollment Projection Summary by School

Hanford Elementary School District Enrollment Projection Summary by School							
<u>School</u>	Current Enrollment						
	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>	<u>26/27</u>	<u>27/28</u>
Hamilton Elem	409	417	404	408	424	421	426
Lee Richmond Elem	412	404	384	364	370	377	380
Lincoln Elem	366	360	350	354	355	339	350
Martin Luther King Elem	608	627	656	691	728	761	800
Monroe Elem	655	678	670	684	714	727	720
Roosevelt Elem	500	478	474	478	493	504	522
Simas Elem	513	517	533	540	536	534	541
Washington Elem	466	464	453	463	482	473	490
Elementary Totals	3,929	3,945	3,924	3,982	4,102	4,136	4,229
John F Kennedy Junior High	556	522	524	497	441	438	385
Woodrow Wilson Junior High	557	533	537	494	501	491	472
Middle Totals	1,113	1,055	1,061	991	942	929	857
Community Day School	7	7	7	7	6	6	6
Jefferson Academy	502	489	477	465	455	458	458
Other Totals	509	496	484	472	461	464	464
District Totals	5,551	5,496	5,469	5,445	5,505	5,529	5,550
Annual Change		-55	-27	-24	60	24	21

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

80

2022/23 One Year Enrollment Projection by School and Grade

Hanford Elementary School District Enrollment Projections YEAR 22/23, 1 Year Proj.											
<u>School</u>	<u>T K</u>	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>TOTAL</u>
Hamilton Elem	31	50	58	50	50	53	60	65	0	0	417
Lee Richmond Elem	6	65	52	60	50	43	62	66	0	0	404
Lincoln Elem	21	51	51	36	54	55	39	53	0	0	360
Martin Luther King Elem	28	100	106	78	78	86	78	73	0	0	627
Monroe Elem	31	100	80	99	100	81	80	107	0	0	678
Roosevelt Elem	29	58	56	59	65	76	69	66	0	0	478
Simas Elem	30	68	72	69	61	88	76	53	0	0	517
Washington Elem	28	60	84	43	75	60	47	67	0	0	464
John F Kennedy Junior High	0	0	0	0	0	0	0	0	254	268	522
Woodrow Wilson Junior High	0	0	0	0	0	0	0	0	294	239	533
Community Day School	0	3	0	0	0	0	0	0	0	4	7
Jefferson Academy	0	49	51	41	45	56	57	71	59	60	489
Totals	204	604	610	535	578	598	568	621	607	571	5,496
Current CalPADS	112	591	555	590	607	587	635	632	589	653	5,551
Net Change	92	13	55	-55	-29	11	-67	-11	18	-82	-55
Cohort Change			19	-20	-12	-9	-19	-14	-25	-18	

Hanford Elementary School District has a current enrollment of 5,551 students. The projected enrollment for next year shows a decrease of 55 students. This one year summary analyzes the net change between the current District enrollment by school and by grade, and the projected enrollment for 2022/23.

The students living in the boundary generate the cohort factors which are calculated for the past three years and the average is determined. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years. Next the attendance factor is used to determine the net enrollment for each grade. The attendance factor is determined by analyzing the current year of students to see how many Inter- and Intra-district transfers there are. The cohort change factor indicates the change in the number of students for each grade compared to the number of students in the prior grade the previous year.

These projections assume the transfers between schools remain consistent. If changes in facilities, schedules, programs or policies are made, then the patterns may be impacted.

The actual enrollment for each elementary may vary from the numbers shown depending on which sites offer TK classes.

SCHOOL FACILITY UTILIZATION

The following chart shows the current and projected utilization rates for each school. It has been color coded with blue representing schools with a utilization rate of under 70%, yellow representing a utilization rate of at least 70% but under 80% and red for the schools that have over 100% utilization. The utilization indicates the long term impacts of the changes in enrollment as compared to the school capacities.

School Facility Utilization

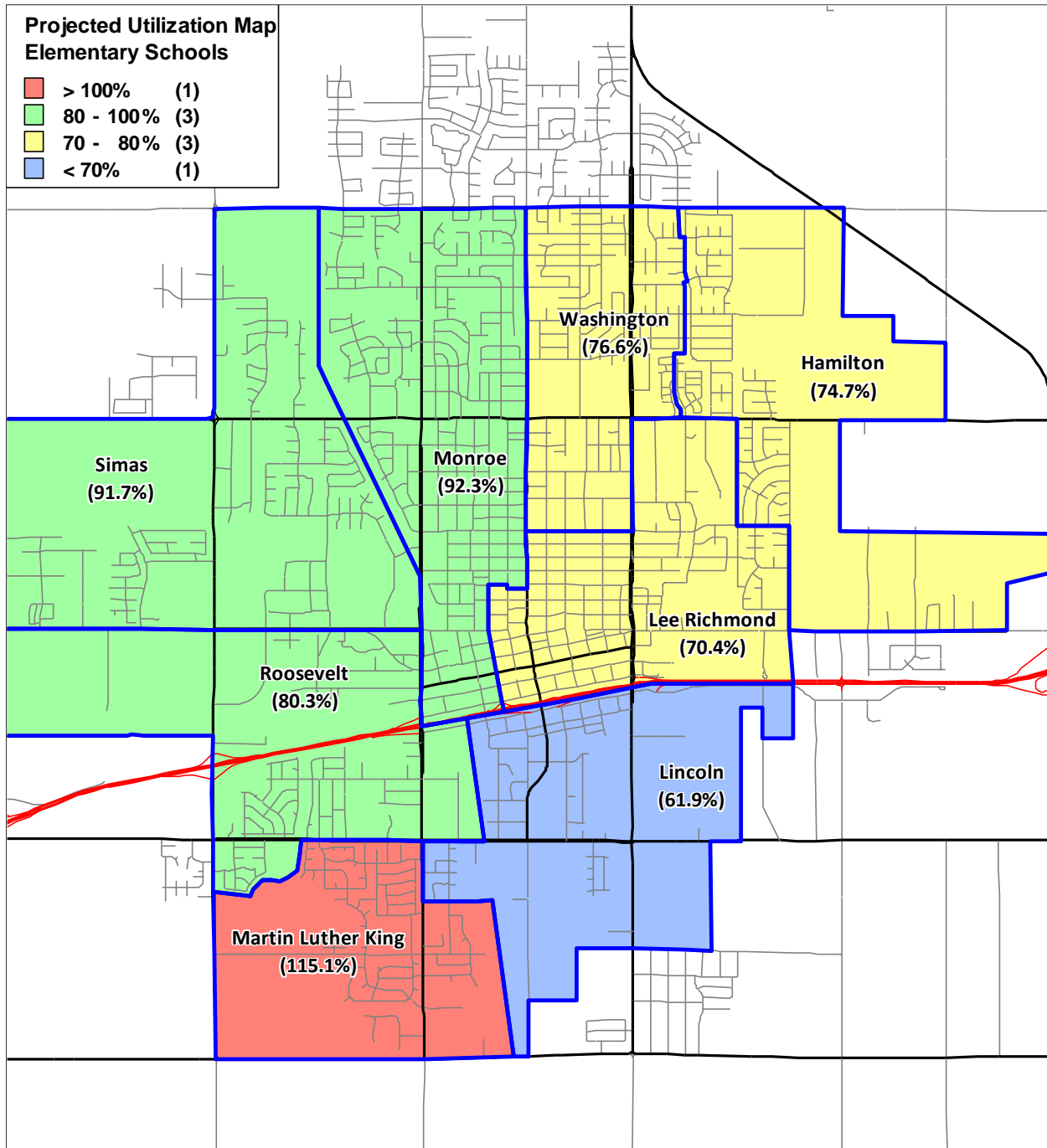
			2021/22	2027/28	2021/22	2027/28
	Net	Net CR	Current	Projected	Current	Projected
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>
Hamilton Elem	21	570	409	426	71.8%	74.7%
Lee Richmond Elem	20	540	412	380	76.3%	70.4%
Lincoln Elem	21	565	366	350	64.8%	61.9%
Martin Luther King Elem	26	695	608	800	87.5%	115.1%
Monroe Elem	29	780	655	720	84.0%	92.3%
Roosevelt Elem	24	650	500	522	76.9%	80.3%
Simas Elem	22	590	513	541	86.9%	91.7%
Washington Elem	24	640	466	490	72.8%	76.6%
Sub-Totals	187	5,030	3,929	4,229	78.1%	84.1%
<u>Middle Schools</u>						
John F Kennedy Junior High	26	780	556	385	71.3%	49.4%
Woodrow Wilson Junior High	26	780	557	472	71.4%	60.5%
Sub-Totals	52	1,560	1,113	857	71.3%	54.9%
<u>Other Schools</u>						
Community Day School	3	85	7	6		
Jefferson Academy	19	530	502	458		
Sub-Totals	22	615	509	464		
District Totals	261	7,205	5,551	5,550	77.0%	77.0%

For 2021, the school with the highest percentage of available space is Lincoln Elementary and the school that is impacted the most is Simas Elementary.

Hanford Elementary School District

2021/22 Demographics and Enrollment Projections

The color-coded map below shows the projected utilization for the elementary schools.



HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Joy C. Gabler

FROM: Bill Potter

DATE: January 31, 2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: February 9, 2022

ITEM:

Presentation of the 2021 Facilities Master Plan

PURPOSE

Present the 5-year Facilities Master Plan

FISCAL IMPACT:

None

RECOMMENDATION:

None

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Doug Carlton

DATE: January 31, 2022

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☒ Information
☐ Action

Date you wish to have your item considered: February 9, 2022

ITEM: Receive for Information the Supplement to the Annual Update to the 2021-22 Local Control Accountability Plan

PURPOSE: California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

FISCAL IMPACT: This report is a requirement of receiving funding under the Local Control Funding Formula.

RECOMMENDATION: Receive for Information the Supplement to the Annual Update to the 2021-22 Local Control Accountability Plan



Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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 559-585-3668

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The district received funding from the following sources that have a direct connection to the LCAP:

ESSER I
ESSER II
ESSER III
Expanded Learning Opportunities Grant
Educator Effectiveness Block Grant

NOTE: An additional 15% was added to the LCAP Concentration Grant for the Hanford Elementary School District through the Budget Act of 2021. The increase was approximately \$1,877,408. The Hanford Elementary School District included these funds in their 2021-2022 to 2023-2024 Year 1 LCAP.

The district engaged its educational partners on the actions and services from these funding sources that are connected to the LCAP:

PARENT ADVISORY COMMITTEE (PAC)

The Parent Advisory Committee met or will meet on:

5/25/2021 PAC Meeting #4 (2021)
10/26/2021 PAC (Training Session)
11/16/2021 PAC (Training Session)

12/14/2021 PAC Meeting #1
 1/18/2022 PAC Meeting #2
 3/15/2022 PAC Meeting #3
 5/24/2022 PAC Meeting #4

The district maintains a Parent Advisory Committee (PAC) that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made by the PAC go beyond the LCAP, supporting the needs of students needs across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The PAC is a well informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. Members of the PAC understand the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. Members of the PAC are well-informed on the district's programs and services for students, also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)

The District English Learner Advisory Committee met or will meet on:

5/27/2021 DELAC Meeting #4
 11/4/2021 DELAC (Training Session)
 11/18/2021 DELAC (Training Session)
 12/16/2021 DELAC Meeting #1
 1/20/2022 DELAC Meeting #2
 3/17/2022 DELAC Meeting #3
 5/26/2022 DELAC Meeting #4

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English learners. The DELAC meets regularly throughout the school year. Although the primary purpose of the DELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the DELAC go beyond these funding sources and plans, supporting the unique needs of students who are English learners across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The the DELAC is a well informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs as they relate to students who are English learners. Members of the DELAC understand the opportunity gaps that existed before, and were exacerbated by the COVID-19 pandemic. Members of the DELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners, and are active participants in the district's comprehensive strategic planning.

THE HANFORD ELEMENTARY TEACHERS ASSOCIATION

The Hanford Elementary Teachers Association (HETA) on:
 5/4/2021

3/1/2022

5/16/2022

HETA is the bargaining unit for the district's teachers.

THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

The California School Employee Association (CSEA) met or will meet on:

5/17/2021

3/21/22

5/16/2022

CSEA is the bargaining unit for the district's classified employees.

BARGAINING UNITS, OTHER PERSONNEL

Programs and services for students that are included in the LCAP along with the additional funding sources are 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.

PUBLIC HEARINGS/PUBLIC MEETINGS

A public hearing for the LCAP (Year 1) was held on June 9, 2021.

A public meeting for approval of the LCAP (Year 1) was held on June 23, 2021.

A public hearing for the LCAP (Year 2) will be held on June 8, 2022.

A public meeting for approval of the LCAP (Year 2) will be held on June 22, 2022.

A public hearing for the Educator Effectiveness Block Grant was held on 11/10/2021.

A public meeting for approval of the Educator Effectiveness Block Grant was held on 12/15/2021.

A public hearing for the ESSER III plan was held on 10/13/2021.

A public meeting for approval of the ESSER III Plan was held on 10/27/2021.

A public meeting to provide information and engage the public for the Expanded Learning Opportunities Grant was held on 5/12/2021 (Information Item).

A public meeting for approval of the Expanded Learning Opportunities Grant Plan was held on 5/26/2021.

A presentation to the Hanford Elementary School District Board of Trustees titled "Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan" was conducted on February 23, 2022.

SURVEYS

A survey was distributed to students on August 19, 2021 with questions related to the district's services and programs.

A survey was distributed to students on March 1, 2022 with questions related to the district's services and programs.

A survey was distributed to parents on February 11, 2022 with questions related to the district's services and programs.

THE DISTRICT'S INSTRUCTIONAL CABINET

The District's Instructional Cabinet met or will meet on:

12/2/2021
 9/30/2021
 10/28/2021
 2/24/2022
 3/31/2022
 4/28/2022

The district's Instructional Cabinet is comprised of district office administration and leadership (including special education administrators) along with school site principals and learning directors (other school leaders/educators) and meets regularly throughout the school year. At these meetings, the Instructional Cabinet conducts analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. The district's Instructional Cabinet are the primary leaders of the district's strategic planning, and are experts in conducting analysis of the district's areas of strength and areas of need especially as they relate to:

- Students who are low-income
- Students who are English learners
- Students of color
- Students who are foster youth
- Homeless students
- Students with disabilities
- Migratory students

The Instructional Cabinet, as they develop the district's strategic planning, considers the perspectives and insights of each of the required community groups, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they develop the most effective strategies and interventions for students, including the use of the additional 15% that was added to the LCAP Concentration Grant.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

All schools in Hanford Elementary School District except Jefferson Academy have an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Hamilton Elementary
 Martin Luther King Elementary
 Lincoln Elementary
 Monroe Elementary
 Lee Richmond Elementary

Roosevelt Elementary
 Joseph Simas Elementary
 Washington Elementary
 John F. Kennedy Junior High
 Woodrow Wilson Junior High

The district used the additional concentration grant fund add-on to increase the Licensed Vocational Nurses at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent from part-time to full time (1 LVN at each of the 10 school sites). The LVN provides low-income, English learners, and foster youth with an array of supports designed to improve health, promote wellness and school attendance. LVNs deliver direct services to students to eliminate barriers to attendance and learning.

The district used the additional concentration grant fund add-on to increase the Library Media Technician at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent, from part-time to full time (1 LMT at each of the 10 school sites). Library Media Technicians support low-income, English learners, and foster youth by providing them with material supports that allow them to access the standards aligned instruction in a way that is equitable to all students. School libraries that are open and fully staffed during school hours provides low-income, English Learners, and foster youths with increased access to books, periodicals, and electronic educational media at school and at home. By providing increased library services to low-income, English learners, and foster students, they have increased access to reading. LMTs in the school libraries serve as the check-out/check-in point for student technology including laptops and iPads. LMTs serve as the initial point of contact for troubleshooting technology/repairing devices. In addition, LMTs support school staff and the district through their Destiny library information system database by inventorying all instructional materials, laptops, and iPads for students and staff. By monitoring this inventory system, LMTs ensure that each classroom has the necessary instructional materials and technology for each teacher, instructional aide, and student, and will order new materials when needed.

The district used the additional concentration grant add-on funding (in combination with the Expanded Learning Opportunities Grant) to increase the number of Counselors (one at each elementary school and two at each junior high school) and also increased the number of social workers from one to three that serve the schools with enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent.

The district used the additional concentration grant add-on funding it received to hire Educational Tutors for each school site. Currently each school site with enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent has at least one Educational Tutor. The district plans to continue to hire up to 22 Educational Tutors for school sites with enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent.

The district used the additional concentration grant add-on funding it received to hire and maintain READY (After School Program) Tutors for school sites with enrollment of low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

FAMILIES

The district maintains a Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC) that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP) and the primary purpose of the DELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the PAC & DELAC focus on supporting the needs of students across the district, taking in account all the various plans and funding sources. Members of the PAC & DELAC are well-informed on the district's programs and services for students and are active participants in the district's comprehensive strategic planning. Members of the PAC & DELAC, along with their children and families, have all been impacted by the COVID-19 pandemic. Therefore, the members of our PAC & DELAC fully consider the perspectives and insights of each of the required community members in identifying the unique needs of the district, especially as they relate to the COVID-19 pandemic, and utilize these perspectives and insights as they make recommendations on the most effective strategies to support recovery from the COVID-19 pandemic. The PAC met on December 14, 2021 and January 18, 2022. DELAC met on December 16, 2021 and January 20, 2022.

TEACHERS, OTHER EDUCATORS, AND THEIR UNIONS

ESSER funds were an agenda item at the district's meet-and-consult sessions with the certificated and classified collective bargaining units. These groups have provided ongoing input into the district's services and programs to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. HETA (Hanford Elementary Teachers Association) met on September 9, 2021.

STUDENTS: HESD STUDENT SURVEY

Students in grades in 5-8 participate in an online survey each year in which they voice their opinions or concerns and make recommendations on the district's programs and services. Students representing all schools and all the district's student subgroups participate in this survey (approximately 2,000 student participants each year). For the 2021-2022 school year the students participated in this survey in August 2021.

OPPORTUNITIES PROVIDED FOR INPUT FROM THE PUBLIC AT LARGE

The Hanford Elementary School District Board of Trustees meets in public twice each month, on the second and fourth Wednesday of each month. A public comment period is provided at the beginning of each meeting. Written public comments are also solicited on the district's website.

DISTRICT ADMINISTRATORS, PRINCIPALS, AND OTHER SCHOOL LEADERS/EDUCATORS

The district's Instructional Cabinet is comprised of district office administration and leadership (including special education administrators) along with school site principals and learning directors (other school leaders/educators) and meets regularly throughout the school year. The district's Instructional Cabinet are the primary leaders of the district's strategic planning and are experts in conducting analysis of the district's areas of strength and areas of need. The Instructional Cabinet, as they develop the district's strategic planning, consider the perspectives and insights of each of the required community groups, especially as they relate to the COVID-19 pandemic, and utilize these perspectives

and insights as they develop the most effective strategies to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils. For the 2021-2022 school year, the Instructional Cabinet committee met on September 30, 2021, October 28, 2021, and December 2, 2021.

Expanded Learning Opportunities Grant Plan Educational Partner Engagement (See pages 1-2)

<https://resources.finalsite.net/images/v1622130256/hesdk12caus/nlnjfy0mnbz3orjqdd/ExpandedLearningOppGrantBoardApprovedMay262021.pdf>

ESSER III Plan Educational Partner Engagement (See pages 2-7)

<https://resources.finalsite.net/images/v1638398594/hesdk12caus/hnpndwktuoh3b9ofh2nz/HESDESSERIIIPlanApprovedOct272021UpdatedDec12021.pdf>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

FROM ESSER 3:

<https://resources.finalsite.net/images/v1638398594/hesdk12caus/hnpndwktuoh3b9ofh2nz/HESDESSERIIIPlanApprovedOct272021UpdatedDec12021.pdf>

Items that focus on Health & Safety

The Hanford Elementary School Districts plans to maintain the health and safety of students, educators, and other staff and ensure continuity of services are:

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 DISEASES

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.

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 and/or will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. 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.

SCHOOL SUPPORT STAFF

The district is and/or will provide students with mental health services and supports, including through the implementation of evidence-based full-service community schools. 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.

SUCSESSES

With the increase in funding, the district has:

- Increased the LVNs (Licensed Vocational Nurses) at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent from part-time to full time (1 LVN at each of the 10 school sites).
- Increased the Library Media Technician at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent, from part-time to full time (1 LMT at each of the 10 school sites).
- Increased the district's staff of Counselors to included one at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent, from part-time to full time (1 Counselor at each of the 10 school sites).
- Added two additional Social Workers, increasing from 1 social worker to 3 social workers that serve the district's low-income, English learners, and/or foster/homeless youth.
- Added two additional psychologists that serve the district's low-income, English learners, and/or foster youth.
- Eliminated all combination class through the district with the exception of TK/K.
- Hired Educational Tutors at each school site with students who are low-income, English learners, and/or foster youth that is greater than 55 percent. Currently at least 1 Educational Tutor at each of the 10 school sites.
- Students were supported with a robust summer program that included both academics and enrichment. 20-21 summer had 1,000 students enrolled at the beginning and completed with approximately 800 students. Planning is in progress for 21-22 summer.

CHALLENGES

One of the district's biggest challenges is that of hiring personnel to fill all the available positions. There is a shortage of personnel affecting:

- Hiring of additional Educational Tutors

- Hiring of READY (After School Program) Tutors
- Hiring of qualified Bus drivers

With the world in COVID-19 turmoil, there has been:

- Issues with ordering of materials as companies are back logged on orders or out of stock.
- Issues with sourcing out projects due to companies having lack of personnel currently working.
- Issues with receiving materials (Instructional Materials, Intervention Materials, HVAC Systems and Components, Computers, Smart Boards, etc.) due to shipping delays.
- Issues with lack of substitutes forcing Learning Directors, Various Coaches, and District Admin to sub in classrooms to keep schools running.
- The implementation of after-hours tutoring being delayed due to staffing
- Study Trips being postponed, limiting the expansion of broadening the learning experience

Safe Return to In-person Instruction and Continuity Plan:

<https://resources.finalsite.net/images/v1643149104/hesdk12caus/jxo76269fifccj9rw8go/SafeReturntoInPersonInstructionandContinuityPlan.pdf>

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Hanford Elementary School District has aligned its fiscal resources of applicable plans as such through our 5 goals:

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

Students are provided with materials, technology, activities, and courses of study that support and enrich their core, standards aligned instruction, including art, music, physical education.

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.

- 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. Media service aide for each school site and Destiny library information system. LMT (Library Media Technicians) increased from part-time to full-time.
- Students in grades 2-8 have access to laptop computers and standards aligned digital content. Students in grades TK-1 have access to an iPad and standards aligned digital content. Laptop for each student grades 2-8. iPad for each student in TK, K, 1. 7 computer technicians. Standards aligned digital content/subscriptions
- Students in each grade level attend a study trip that is aligned with content standards for their grade including entrance fees and transportation. Currently on hold due to COVID-19.

- Art, music, and PE instruction is supported with staff, supplies, and materials. 3 Art Teachers and Art Supplies. 5 Music Teachers and Music Supplies/Equipment/Instruments. 5 PE Teachers and PE Supplies. After School Athletics and Youth Development Personnel along with after School Athletics and Youth Development Supplies
- Students in grades K-6 have the opportunity to participate in an afterschool enrichment program until 6:00 p.m. at no charge to families. This includes READY Program Staff and READY Program Supplies/Materials.

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

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.

- 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. We are staffed at 22 teachers above what we would normally have based on our current enrollment. With the exception of TK/K there are no combination classes.
- Students are supported with a robust summer program that includes both academics and enrichment. 20-21 had 1,000 students enrolled at the beginning and completed with approximately 800 students. Planning is in progress for 21-22 summer.
- 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.
- Designated and Integrated ELD are supported with staff, supplies, and materials.
- After school tutoring

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 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.

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:

- 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

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

Students are supported 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. Services that are provided include:

- Teachers are supported with leadership, training, and professional development.
- 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.
- 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. Induction program is currently supporting 18 teacher interns, 20 induction teacher candidates, and 3 CASC administrator induction candidates.

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.

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. These professionals include:

- Learning Directors (One Per School)
- 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
- 3 School Social Workers
- SARB (School Attendance Review Board)

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

- 5 School Nurses (RNs)

- 11 School Nurses (LVNs) (One per school site) (Increased from part-time to full-time)
- School Nursing Supplies/Materials
- 9 School Counselors (Elementary Schools - One per school site)
- 4 Counselors (Junior High) (Two Per School)

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

- 8 Student Specialists
- 2 Vice Principals
- 11 LMTs (Library Media Technicians) (Increased from part-time to full-time)
- 2 School Resource Officers
- Yard Supervision
- Community Day School: Admin. Teachers, Classified, Supplies

Transportation services. 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.

Facilities Upgrades to promote student safety & wellbeing and to limit the spread of COVID-19

- Shade structures and picnic tables for outdoor eating and activities
- HVAC upgrades including ionizing filters
- Drinking water bottle fillers (to replace drinking fountains)

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.

The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.

School sites and the district will provide parents with a variety of informational, training/educational, and social activities. These are coordinated through a Parent Liaison and include a Parent Education Center and Supplies.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 01/31/2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 02/09/2022

ITEM:

Receive the following Administrative Regulation for information:
 AR 3320 – Claims and Actions Against District

PURPOSE:

Regulation updated to add introductory information explaining the procedures that may be used to file a claim for money or damages against the district depending on the cause of action. Section on "Time Limitations" reorganized and clarified, especially with regard to the time limits for claims related to causes of actions which are excepted from the Government Claims Act, are not governed by any other claim presentation statute or regulation, and are addressed through procedures established by the district. Regulation also reflects NEW LAW (SB 1473, 2020) which allows a person to submit a claim, amendment to a claim, or application for a late claim by electronic means, if so authorized by a board resolution, in which case the subsequent notices provided by the district must be sent to the electronic address from which the claim was sent unless the claimant specifies an alternative electronic address for that purpose.

FISCAL IMPACT:

None.

RECOMMENDATIONS:

Consider adoption of the following Administrative Regulation at the next board meeting:
 AR 3320 – Claims and Actions Against District

Regulation 3320: Claims And Actions Against The District

Status: ADOPTED

Original Adopted Date: ~~11/02/2011~~ 07/01/2019 | **Last Revised Date:** 03/01/2021 | **Last Reviewed Date:** 03/01/2021

Any claim against the district for money or damages shall be filed and acted upon in accordance with the Government Claims Act (Government Code 810-996.6) or other applicable law. Claims that are specifically excepted from the Government Claims Act by Government Code 905 and are not governed by any other statute or regulation may be filed and acted upon in accordance with district-established procedures pursuant to Government Code 935.

Unless otherwise provided by law, a written claim shall be presented to and acted upon by the Governing Board in accordance with such procedures prior to filing a lawsuit against the district for money or damages.

Time Limitations

The following time limitations apply to the presentation of claims for money or damages against the district:

1. Claims ~~for money or damages~~ relating to a cause of action for death or for injury to a person, personal property, ~~or growing or~~ growing crops shall be presented to the Board ~~of Trustees~~ not later than six months after the accrual of the cause of action. (Government Code 905, 911.2)
2. Claims ~~for money or damages as authorized in Government Code 905 and not included in item #1 above, including claims for damages relating to real property, any other cause of action subject to the Government Claims Act~~ shall be ~~presented~~ filed not later than one year after the accrual of the cause of action. (Government Code 905, 911.2)
3. Claims relating to childhood sexual assault and other causes of action which are specifically excepted from the Government Claims Act by Government Code 905 but are subject to a claims presentation procedure in another statute or regulation shall be presented to the Board in accordance with the applicable governing statute or regulation. (Government Code 905)
4. Claims relating to any cause of action which is specifically excepted from the Government Claims Act by Government Code 905 but is not governed by any other claim presentation statute or regulation shall be presented to the Board within the time limits specified in items #1 and 2 above, depending on the applicable cause of action. (Government Code 911.2, 935)

Receipt of Claims

~~A claim, any amendment thereto, or an application to present a late~~ A claim shall be deemed presented and received when delivered to the district office or deposited in a post office, ~~subpost~~ mailbox, sub-post office, substation, ~~or~~ mail chute, ~~or other like~~ similar facility maintained by the U.S. ~~Government~~ government, in a sealed envelope properly addressed to the district office with postage paid, or when otherwise actually received in the district office or by the Board secretary or clerk. (Government Code 915, 915.2)

A claim may be submitted electronically in the manner specified by the Superintendent or designee. (Government Code 915, 915.2)

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Upon receipt of a claim against the district pursuant to the Government Claims Act, the Superintendent or designee shall promptly provide written notice to the district's ~~JPA~~joint powers authority or insurance carrier in accordance with the applicable conditions of coverage.

Review of Contents of the Claim

The Superintendent or designee shall review any claim received to ensure that the claim contains all of the following information as specified in Government Code 910 and 910.2:

1. The name and post office address of the claimant
2. The post office address to which the person presenting the claim desires notices to be sent
3. The date, place, and other circumstances of the occurrence or transaction which gave rise to the claim asserted
4. A general description of the indebtedness, obligation, injury, damage, or loss incurred insofar as it may be known ~~at the~~at the time of presentation of the claim
5. The name(s) of the ~~public~~district employee(s) causing the injury, damage, or loss, if known
- ~~6.~~ The amount claimed if it totals less than \$10,000 ~~as of the date of the presentation of the claim,~~ including ~~the estimated~~the estimated amount of any prospective injury, damage, or loss, insofar as it may be known at the time of the claim, together with the basis of computation of the amount claimed. If the amount claimed exceeds \$10,000, the dollar amount shall not be included in the claim and the claimant shall indicate whether the claim is a "limited civil case." ~~7. of \$25,000 or less.~~
- ~~6.7.~~ The signature of the claimant or the person acting on ~~his/her~~the claimant's behalf

Notice of Claim Insufficiency

If a claim is found insufficient or not to satisfy the form requirements under Government Code 910 and 910.2, the

Board or its designee shall, within 20 days of receipt of the claim, ~~personally deliver or mail to the claimant, at the address stated in the claim or application, provide~~ a notice in the manner specified in Government Code 915.4 that states the particular defects or omission in the claim. (Government Code 910.8, 915.4)

The Board shall not act upon the claim until at least 15 days after such notice is given. (Government Code

910.8) Amendment to Claims

Within the time limits provided ~~under in~~ the section ~~entitled~~ "Time Limitations" above or prior to final action by the

 Board, whichever is later, a claim may be amended if, as amended, it relates to the same transaction or occurrence which gave rise to the original claim. (Government Code 910.6)

Late Claims

~~For claims under item #1 in the section entitled "Time Limitations" above, any person who presents~~When a claim that is required to be presented not later than six months after the accrual of the cause of action ~~shall present, along with the claim, as specified in the section "Time Limitations" above, is not presented within that time,~~ an application to present a late claim. ~~Such claim may be presented to the Board, in the manner specified in Government Code 915 and the application to present~~915.2, within a late claim shall

~~be presented~~ reasonable time not ~~later than~~ to exceed one year after the accrual of the cause of action. The application shall include the proposed claim and shall state the reason for the delay in presenting the claim. (Government Code 911.4, 915, 915.2)

If the claim is presented late and is not accompanied by an application to present a late claim, the Board or its designee may, within 45 days, give written notice that the claim was not presented timely and that it is being returned without further action. (Government Code 911.3)

The Board shall grant or deny the application to present a late claim within 45 days after it is presented. This 45-day period may be extended by written agreement of the claimant and the Board provided that such agreement is made before the expiration of the 45-day period. (Government Code 911.6)

The Board shall grant the application to present a late claim where one or more of the following conditions are applicable: (Government Code 911.6)

1. The failure to present the claim was through mistake, inadvertence, surprise, or excusable neglect and the ~~district was~~ district was not prejudiced in its defense regarding the claim by the claimant's failure to present the claim within the time limit.
2. The person who sustained the alleged injury, damage, or loss was a minor during all of the time specified ~~for presentation~~ for presentation of the claim.
3. The person who sustained the alleged injury, damage, or loss was physically or mentally incapacitated during all ~~of the time specified for presentation of the claim and the disability was the reason he/she failed to present the claim.~~
of the time specified for presentation of the claim and the disability was the reason the person failed to present the claim.
4. The person who sustained the alleged injury, damage, or loss died before the expiration of the time specified ~~for the~~ for the presentation of the claim.

If the application to present a late claim is denied, the claimant shall be given notice in substantially the same form as set forth in Government Code 911.8- and in the manner specified in Government Code 915.4. (Government Code 911.8, 915.4)

If the Board does not take action on the application to present a late claim within 45 days, the application shall be deemed to have been denied on the 45th day unless the time period has been extended, in which case it shall be denied on the last day of the period specified in the extension agreement. (Government Code 911.6) **Action on Claims**

Within 45 days after the presentation or amendment of a claim, the Board shall take action on the claim. This time limit may be extended by written agreement between the district and the claimant before the expiration of the 45-day period. If the 45-day period has expired, the time limit may be extended if legal action has not commenced or been barred by legal limitations. (Government Code 912.4)

The Board may act on the claim in one of the following ways: (Government Code 912.4, 912.6)

1. If the Board finds that the claim is not a proper charge against the district, the claim shall be rejected.
2. If the Board finds that the claim is a proper charge against the district and is for an amount justly due, the ~~claim shall~~ claim shall be allowed.
3. If the Board finds that the claim is a proper charge against the district but is for an amount greater than is ~~justly due~~ justly due, the Board shall either reject the claim or allow it in the amount justly due and reject it as to the balance.

4. If legal liability of the district or the amount justly due is disputed, the Board may reject or compromise the claim.
5. If the Board takes no action on the claim, the claim shall be deemed rejected.

If the Board allows the claim in whole or in part or compromises the claim and the claimant accepts the amount allowed or offered to settle the claim, the Board may require the claimant to accept it in settlement of the entire claim. (Government Code 912.6)

The Board or its designee shall transmit to the claimant written notice of action taken or of inaction which is deemed rejection. The notice shall be in the form set forth in Government Code 913 and shall ~~either be personally delivered or mailed to the address stated in the claim or application.~~ be provided in the manner specified in Government Code 915.4. (Government Code 913, 915.4)

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 01/31/2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 02/09/2022

ITEM:

Receive the following Board Policy for information:

BP 3452 – Student Activity Funds

PURPOSE:

Policy updated to clarify that the policy does not apply to school-connected organizations that are not composed entirely of students or subject to the board's control and regulation. Section on "Fundraising" adds a reference to policy that addresses online fundraising, and addresses fundraising events that involve the sale of foods and/or beverages. Section on "Management and Reporting of Funds" updated to reflect Governmental Accounting Standards Board (GASB) Statement 84, which provides that, if the district has administrative or direct financial involvement with the student organization's assets, as defined, the student activity fund may be considered a governmental fund subject to specific accounting and financial reporting requirements.

FISCAL IMPACT:

None.

RECOMMENDATIONS:

Consider adoption of the following Board Policy at the next board meeting:

BP 3452 – Student Activity Funds

Policy 3452: Student Activity Funds

Status: ~~ADOPTED~~DRAFT

Original Adopted Date: 05/16/2001 | Last Revised Date: 04/26/2017

The Governing Board recognizes that student organizations can provide students with an opportunity to conduct worthwhile cocurricular activities ~~beyond those provided by the district and can also help~~while helping students learn about effective financial practices, ~~and develop leadership and management skills.~~ To that end, ~~the Board may approve the formation of associated student body organizations which are composed entirely of students, operate under the oversight of the principal or other district employed advisor, and are subject to the control and regulation of the Board.~~ Student organizations may raise and spend funds to support activities that promote the general welfare, morale, and educational experiences of the student body.

Fund-Raising Events

Fundraising

At the beginning of each school year, each principal or designee shall submit to the Superintendent or designee a list of the ~~fund-raising~~fundraising events that each student organization proposes to hold that year. The Superintendent or designee shall review the proposed events and determine whether the events contribute to the educational experience and ~~are do~~ not ~~in~~ conflict with or detract from the school's educational program. When reviewing proposed events, the Superintendent or designee shall consider the effects of the activities on student health and safety, evaluate the risk of liability to the district, and ensure that the proposed activities are in compliance with law, Board policy, and administrative regulation.

Fundraising events that involve the sale of food and/or beverages shall comply with applicable state and/or federal nutrition standards and BP/AR 3554 - Other Food Sales. If the fundraising event involves the sale of noncompliant food and/or beverages, it shall not take place from midnight until at least one-half hour after the end of the school day, or not be conducted on school premises.

Management ~~and Reporting~~ of Funds

Student body funds shall be managed in accordance with law, ~~regulations, Board policies,~~ and sound business procedures designed to encourage the largest possible educational return to students without sacrificing the security of funds.

The Superintendent or designee shall develop internal control procedures to safeguard the organization's assets, promote the success of ~~fund-raising~~fundraising ventures, provide reliable financial information, ~~protect employees and volunteers from accusations of impropriety,~~ and reduce the risk ~~and promote the detection~~ of fraud and abuse. These procedures shall detail the oversight of activities and funds including, but not limited to, the appropriate role and provision of training for staff and students, parameters for events on campus, appropriate and prohibited uses of funds, and accounting and record-keeping processes, including procedures for handling questionable expenditures.

The principal or designee shall be responsible for the proper conduct of all student organization financial activities. The budget adopted by the student body organization should serve as the financial plan for the school year and shall be submitted to the Superintendent or designee at the beginning of each school year. The Superintendent or designee shall monitor the budget and periodically review the organization's use of funds to ensure compliance with the district's internal control procedures.

Funds derived from the student body shall be ~~disbursed~~expended according to procedures established by the student organization. All ~~disbursements~~expenditures must be approved by a Board-designated ~~employee or~~ official, the certificated employee who is the designated student organization advisor, and a student organization representative. (Education Code 48933)

When student body funds are expended for equipment, supplies, or activities that support the district's athletic program, the Superintendent or designee shall ensure that the expenditures are aligned with the district's commitment to provide equitable opportunities for males and females.

Because of the district's administrative and/or direct financial involvement in the assets of the student organization,

the student activity fund shall be reported within the district's fund in accordance with Governmental Accounting Standards Board Statement 84.

The Board shall provide an annual audit of student organization accounts by a certified public accountant or licensed public accountant. The cost of the audit shall be paid from district funds. (Education Code 41020)

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 01/31/2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 02/09/2022

ITEM:

Receive the following Board Policy for information:

BP 3600 – Consultants

PURPOSE:

Policy updated to reflect NEW LAW (AB 2257, 2020) which recodifies the three-part test established in Dynamex Operations West, Inc. v. Superior Court of Los Angeles to determine whether a person providing services for remuneration should be classified as an employee or an independent contractor, and NEW LAWS (AB 2257 and AB 323, 2020) which establish exceptions to the use of the three-part test. Requirement to afford equal opportunity for contracts revised to add ethnicity and reflect NEW LAW (AB 3364, 2020) which changes the term "military and veteran status" to "veteran or military status."

FISCAL IMPACT:

None.

RECOMMENDATIONS:

Consider adoption of the following Board Policy at the next board meeting:

BP 3600 – Consultants

Board Policy Manual
Hanford Elementary School District

Policy 3600: Consultants

Status: ~~ADOPTED~~DRAFT

Original Adopted Date: 05/16/2001 | Last Revised Date: 05/24/2017

The Governing Board authorizes the use of consultants and other independent contractors to provide expert professional advice or specialized technical or training services which are not needed on a continuing basis and which cannot be provided by district staff because of limitations of time, experience, or knowledge. Individuals, firms, or organizations employed as ~~consultants~~independent contractors may assist management with decisions and/or project development related to financial, economic, accounting, engineering, legal, administrative, instructional, or other matters.

As part of the contract process, the Superintendent or designee shall determine, ~~in accordance with Internal Revenue Service guidelines,~~ that the ~~consultant~~individual, firm, or organization is properly classified as an independent contractor. ~~District employees who perform extra-duty consultant~~

~~A person providing labor or services shall not be retained as independent contractors. They for remuneration shall be considered employees for all purposes, even if the additional services are not related to their regular duties. an employee rather than an independent contractor unless the district is able to demonstrate that all of the following conditions have been met: (Labor Code 2775)~~

~~(cf. 3312 – Contracts)~~

- ~~1. The person is free from the control and direction of the district shall not contract for consulting in connection with the performance of the work.~~
- ~~2. The person is performing work that is outside the usual course of the district providing educational services that can.~~
- ~~3. The person is customarily engaged in an independently established trade, occupation, or business of the same nature as the work to be performed without charge by a public agency or official unless these services are unavailable from the public source for reasons beyond the district's control.~~

~~The determination of whether an individual acting as a sole proprietor or a firm or other business organization is an independent contractor shall be made in accordance with Labor Code 2775-2785, as applicable.~~

~~All consultant contracts shall be brought to the Board for approval.~~

All qualified ~~firms or resource persons~~independent contractors shall be accorded equal opportunity for ~~consultant~~ contracts regardless of actual or perceived race, ~~creed~~ethnicity, color, ~~gender,~~ national or ethnic origin, ancestry, age ~~or,~~ religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran or military status, sex, sexual orientation, gender, gender identity, gender expression, immigration status, or association with a person or group with one or more of these actual or perceived characteristics. (Education Code 220; Government Code 12940)

~~(cf. 3311 – Bids)~~

~~(cf. 3551 – Food Service Operations/Cafeteria Fund)~~

~~(cf. 4030 – Nondiscrimination in Employment)~~

Independent contractors ~~applying for a consultant contract~~ shall submit a written conflict of interest statement disclosing financial interests as determined necessary by the Superintendent or designee, depending on the range of duties to be performed by the consultant. The Superintendent or designee shall consider this statement when deciding whether to recommend approval of the ~~consultant's employment contract~~.

~~(cf. 9270 – Conflict of Interest)~~

Any consultant hired by the district who is subject to the filing requirements in the district's conflict of interest code shall file a Statement of Economic Interests within the time period required by law. (Government Code 87302)

When employees of a public university, county office of education, or other public agency serve as ~~consultant~~ consultants or ~~resource persons~~ independent contractors in other capacities for the district, they shall certify as part of the ~~consultant~~ agreement that they will not receive salary or remuneration other than vacation pay from any other public agency for the specific days when they work for ~~this~~ the district.

The Board prohibits the harassment of an independent contractor by any district employee or by any other person with whom the independent contractor comes in contact during the course of employment with the district. Additionally, the Board prohibits the harassment of a district employee by an independent contractor. Any complaint of harassment shall be investigated and resolved in accordance with applicable district complaint procedures. (Government Code 12940)

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: January 21, 2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: February 9, 2022

ITEM: Memorandum of Understanding between Ana Soto Grant, LCSW – Independent Contractor and the Hanford Elementary School District to provide clinical supervision to Academy of Certificated Social Workers (ACSW)/Associate Marriage and Family Therapist (AMFT). This clinical supervision will allow three (3) HESD employees to accrue hours toward licensure for School Social Work.

PURPOSE: This clinical supervision will provide clinical psychosocial diagnosis, assessment, treatment and individual group psychotherapy. The total number of hours required for the clinical supervision is 3,000 hours and will also require the three (3) candidates pass a licensure test to become licensed to practice and will be of great value to the children, families and district. However, the 3 candidates from HESD have already been involved in supervision hours under a different supervisor since 2019, so only approximately a 1,000 is needed to complete the supervision.

FISCAL IMPACT: Approximately \$7,000.00

RECOMMENDATIONS: Approve

AGREEMENT FOR PROFESSIONAL SERVICES BETWEEN
HANFORD ELEMENTARY SCHOOL DISTRICT
AND
LCSW - INDEPENDENT CONTRACTOR

This AGREEMENT made on February 9, 2022, between the Hanford Elementary School District, having a principal place of business at 714 N. White Street, CA 93230, hereinafter referred to as the "Client", which employ ACSW's and Ana Soto Grant, LCSW hereinafter referred to as the "Contractor", having a principal place of business at 3017 W. Payson Avenue, Visalia, CA 93291.

1. **Term of the Contract.** This Agreement will become effective on February 9, 2022 through June 30, 2023.
2. **Specific Services.** Contractor agrees to provide clinical supervision to ACSW's/AMFT's, which are within the scope of his/her training and experience. These services shall comply with accepted clinical standards and the professional and ethical standards by which the Contractor is bound. The Contractor agrees to abide by the policies and procedures of the Client.
3. **Method of Performing Services.** Contractor and Client will determine the method, details, and means of performing the above-described services in accordance with professional and ethical standards of the Contractor's profession.
4. **Compensation.** Client agrees to pay the Contractor for the services set forth. The Contractor will invoice the Client, on an agreed upon trimester basis, set forth on each November 1st, March 1st, and June 1st, at the rate of \$85.00 an hour for services performed.
5. **Hours During Which Services May Be Performed.** Contractor agrees to perform the above-described services on Client premises during the Client's regular business hours.

Liability Insurance. Contractor agrees to maintain a policy of malpractice/general liability insurance in the minimum amount of 1,000,000.00 / 3,000,000.00 through NASWRisk Retention Group to cover any negligent acts committed by the Contractor during the performance of any duties under the Agreement. Contractor agrees to provide Client proof of said coverage and to name Client as "other insured" on the policy. Further, the Client, ACSW's/AMFT's, agrees to maintain a policy of malpractice/general liability insurance in the minimum amount of 1,000,000.00 / 3,000,000.00 through NASW Risk Retention Group /CAMFT -CPH & Associates to cover any negligent acts committed by the Client during the performance of any duties under the Agreement. The Client agrees to provide Contractor proof of said coverage and to name the Contractor as "other insured" on the policy.

6. **Assignment.** The Contractor may assign neither this Agreement nor any duties or obligations under the Agreement without the prior written consent of the Client.
7. **Cooperation of Client.** Client agrees to supply to the Contractor necessary space for the Contractor to perform his/her duties, and secured storage for students' records.
8. **Entire Agreement of the Parties.** This Agreement supersedes any and all agreements, either oral or written, between the parties hereto with respect to the rendering of services by Contractor for Client and contains all of the covenants and agreements between the parties with respect to the rendering of such services in any manner whatsoever. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which are not embodied herein, and that no other agreement, statement, or promise not contained in this Agreement shall be valid or binding. Any modification of this Agreement will be effective only if it is in writing signed by both parties.
9. **Partial Invalidity.** If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force without being impaired or invalidated in any way.
10. **Arbitration.** Any controversy or claim arising out of or relating to this Agreement or the breach thereof shall be settled by agreed-upon arbitration.
11. **Student Records.** All students record of the Contractor shall remain the property of the Client upon the termination of the Agreement. The Contractor may obtain copies of said records upon written request of the Contractor. Further, all student records will Adhere to Health Insurance Portability and Accountability Act (HIPPA), Welfare & Institution Code Section 5328, Welfare & Institution Code section 10850, and any other applicable law.
12. **Notice of Termination.** Both parties agree to submit a written notice of termination of this Agreement to the other party at least ninety days prior to the effective termination date.
13. **Governing Law.** This Agreement will be governed by and construed in accordance with the laws of the State of California.

IN WITNESS WHEREOF the parties have executed this Agreement on February 9, 2022

By: _____
Joy Gabler, Superintendent
Hanford Elementary School District

By: _____
Ana Soto Grant, LCSW

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Karen McConnell

DATE: January 27, 2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: February 9, 2022

ITEM: Memorandum of Understanding between the Hanford Elementary School District and Mental Health Services, Inc.

PURPOSE: This Memorandum of Understanding between Hanford Elementary School District and Mental Health Services, Inc., is for the purpose of providing mental health counseling series to student referred by school personnel and agreed to by parents for treatment purposes.

FISCAL IMPACT: None

RECOMMENDATIONS: Approve



Mental Health Systems, Inc.

Corporate Office
 9465 Farnham Street
 San Diego, CA 92123
 (858) 573-2600 fax (858) 573-2602
www.mhsinc.org

OPERATIONAL LINKAGE AGREEMENT LETTER OF AGREEMENT

This Letter of Agreement, when signed by authorized representatives of the agencies named below (the "Parties") serves as an agreement to formalize and facilitate a working relationship between the Parties to provide services to youth with mental health disabilities in Kings County.

Mental Health Systems, Inc.
 9465 Farnham St. San Diego CA 92123
KIND Center
 1002 N. Douty St. Hanford CA 93230
 And

Hanford Elementary School District
 714 N. White Street
 Hanford, CA 93230

The parties agree to accept referrals from one another and will work together toward the mutual goal of providing maximum cooperative assistance and coordination of services (subject to availability) for the individuals served. The Mental Health Systems, Inc. (MHS) program identified will provide psychiatric and social rehabilitation services to individuals assessed to have a mental health disability and symptoms that meet the target population as defined by Specialty Mental Health Services and Kings County Behavioral Health Department.

The parties agreed to work jointly in good faith to ensure that their activities are mutually supportive of program goals. The parties agree that each shall maintain its own existing lines of authority for activities and decisions which are distinctly its own. Neither party shall require or demand operational modifications to activities that are rightfully the province of the other. In the event of a problem or dispute in program operations, the Parties agree to provide appropriate representation and problem-solving efforts, the goal of which shall be the effectiveness and sustenance of this referral relationship, the programs and the services.

The parties will comply with provisions of the state of California Welfare and Institutions Code and share information in the best interest of clients. Exchanges of client information, for the purpose of providing treatment, shall be performed in compliance with all applicable HIPAA laws and regulations pertaining to the security, privacy, protection, and transfer of client information. This shall apply to all forms of client information including electronic forms, hard copy information, faxed information, and verbally communicated information. Both parties shall maintain separate, confidential records as required by State and Federal laws and regulations, including, but not limited to, California Education Code, HIPAA, CFR 42, and FERPA. Confidential records shall not be shared between the parties except as allowed by law.

This Letter of Agreement does not establish or imply that the employees, agents, or volunteers of either Party are the employees, agents or volunteers of the other. MHS and its officers, employees, or agents shall, during the entire term of the MOU, be construed to be an independent contractor and nothing in this MOU is intended, nor shall be construed to create an employer-employee relationship, a joint venture relationship or to allow HESD to exercise direction or control over the professional manner in which MHS KIND performs the services which are the subject matter of this MOU. MHS KIND understands and agrees that its employees shall not be and will not be eligible for membership for any benefits from any HESD group plan for hospital, surgical, or medial insurance, or for membership in any LEA retirement program, or for paid vacation, sick leave or other leave, with or without pay, or for any other benefit which accrues to the HESD employee. There is no exchange of funds for this MOU. Neither party shall be liable to the other for payment for any resources, personnel or services under this MOU. This Letter of Agreement shall remain in effect until either Party provides a Termination Notice to the other, which shall be in writing and delivered thirty (30) days prior to the effective termination date. However, if either party fails to perform its duties under this MOU or if either party breaches any of the material terms or provisions of the MOU, then the non-breaching party shall have the right to terminate this MOU effective immediately upon giving written notice to the breaching party. If any term, covenant, condition, or provision of this MOU is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions hereof shall remain in full force and effect and shall in no way be affected, impaired, or invalidated thereby.

James C. Callaghan, Jr.

Name of MHS Authorized Representative

Name of School District Authorized Representative

Signature

Date

Signature

Date

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Lucy Gomez

DATE: January 28, 2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: February 9, 2022

ITEM: Request approval of Memorandum of Understanding to continue to work with Tulare County Office of Education/Migrant Program Region VIII Model B district.

PURPOSE: Approval of this Memorandum of Understanding would allow Tulare County Office of Education/Migrant Education Program Region VIII to directly receive Migrant funds. As the Lead Agency, TCOE would coordinate and collaborate with our district to provide supplemental educational services for Migrant families and students residing in our district.

FISCAL IMPACT: HESD will bill Tulare County Office of Education/Migrant Program Region VIII for any applicable costs (facilities/custodial, transportation, food services, nursing services).

RECOMMENDATIONS: Approve



MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

The School District(s) in Migrant Region VIII that selected Model B, hereinafter referred to as “Model B District”, and the TULARE COUNTY SUPERINTENDENT OF SCHOOLS Migrant Education Program, Region VIII, hereinafter referred to as the “Migrant Education Program”, hereby concur that this Agreement shall be in effect as soon as both parties ratify it. This Agreement is for the period of July 1, 2022 to June 30, 2023, inclusive, and shall be effective July 1, 2022.

PURPOSE:

To unify and coordinate **supplemental educational services** and resources for Migrant families and their children residing within the boundaries of participating district(s).

The services to be rendered and the terms and conditions of this Agreement are as follows:

The Migrant Education Program, Region VIII, as Lead Agency, will:

1. Implement all required mandated Migrant components in collaboration with the District contact person or designee assigned to work with the Region.

Mandated components of the Migrant Program:

- Provide Measureable Educational Instruction to Students.
 - Provide a Migrant Education School Readiness Program (MESRP).
 - Facilitation of Parent Advisory Councils will be administered through the Regional Advisory Committee.
 - Provide Opportunities for Parent Involvement.
 - Conduct Identification and Recruitment of Migrant Families.
 - Identify and serve Out-of-School Youth.
 - Provide Summer School services.
 - Establish a Memorandum of Understanding (MOU) with Region VIII to delineate District and Regional responsibilities.
 - Region VIII will hire highly qualified teachers/paraprofessionals to provide measureable educational instruction to students.
 - The District is not required to complete a DSA and the Program Evaluation.
 - The District School Plan will be discussed by the Area Administrator with contact or designee personnel.
2. Migrant funds are designated to direct measureable instructional services for Migrant students. Direct services are defined as:
 - Services provided directly to the student.

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools



MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

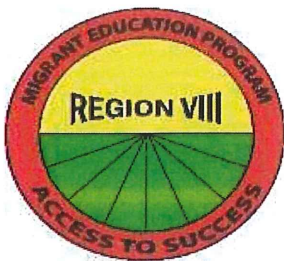
- Services that answer the question: “How does the service directly impact student achievement in Mathematics and English Language Arts?”
 - Services that are measurable and produce data to determine student academic progress.
3. Migrant funds are intended to support the administering and monitoring of the Migrant Education Program.
 4. Certificated teachers/paraprofessionals provide instructional services to Migrant students.
 5. Migrant Education School Readiness Program (MESRP) staff must hold a Teaching Credential or a Permit Title (Teacher / Master Teacher) in the Child Development Permit Matrix.
 6. Services are provided before school, after school, or Saturdays and during Summer School (CDE, DSA, Migrant Program is supplemental to the supplementary core programs).
 7. Instructional services shall be relevant and rigorous.
 8. Provide direct supplemental services to Migrant students in the District, after a Needs Assessment has been conducted and after collaborating with the District.
 9. Assist and provide documentation during Migrant Regional FPM reviews.
 10. In coordination with the District, select at least one parent representative to attend a minimum of six Regional Parent Advisory Council (RPAC) trainings at the county level. (The RPAC meets six times per year).

The District, as Participant in the Migrant Education Program Model B, will:

1. Agree to participate in Model B for one fiscal year and shall notify the Migrant Education Program, Region VIII, by the end of November, if the District intends to change from Model B to Model A.
2. Agree that Region VIII will provide all Migrant services.
3. Provide written approval for the Migrant Education Program, Region VIII, to access student-specific academic, benchmark—data for the purposes of research and for developing interventions using data analysis to identify the academic gaps and needs of Migrant students.
4. Provide Migrant students with equal access to educational opportunities and resources that are available to any other district students.
5. Approve use of facilities for Migrant Education activities within the District based on district operational cost and services requested for Regular Year and Summer.
6. Support the Region with the Migrant Education Program rules, regulations, and restrictions as described in the official Migrant Education Program Assurances.
7. If a student injury occurs in the Migrant Education Program, the District’s policies and procedures will be followed. The Tulare County Superintendent of Schools’ liability coverage would be primary for liability purposes as to Claims for Damages filed against the Tulare County Superintendent of Schools. Tulare County Superintendent of Schools will not provide any Student Accident Converge.

Tulare County
Office of Education

Tim A. Hire, County Superintendent of Schools



MEMORANDUM OF UNDERSTANDING

FOR SERVICES TO
MIGRANT STUDENTS, MIGRANT EDUCATION REGION VIII

8. Provide attendance data for purposes of identifying Migrant children enrolling and departing from the District.
9. Assist in providing space for migrant staff... (Area Administrators and/or Student Recruiters).

Agreed upon by:

District Superintendent: _____ Printed Name

Signature

District: _____

Date:

Agreed upon by:

LEA: Tulare County Office of Education

County Superintendent of Schools: _____
Tim A. Hire

Date: _____

Migrant Education Program Designee: Andrea Perez, Asst. Superintendent
District Support Services

Date:

HANFORD ELEMENTARY SCHOOL DISTRICT

Agenda Request Form

TO: Joy C. Gabler
FROM: Bill Potter
DATE: January 31, 2022
FOR: ☒ Board Meeting
 ☐ Superintendent's Cabinet
FOR: ☐ Information
 ☒ Action

Date you wish to have your item considered: February 9, 2022

ITEM:

Approval of Change order 5 for Richmond Modernization Project

PURPOSE

The scope of work in the original contract has changed due to unknown existing conditions and omissions and additional overhead for 48 calendar days.

FISCAL IMPACT:

The increase to the original contract sum is \$41,552.60

RECOMMENDATION:

Approve Change order 5

MANGINIARCHITECTURE
INGENUITY

MCLAIN BARENG MORRELLI SCOTT

MANGINI ASSOCIATES INC.
4320 West Mineral King Avenue
Visalia, California 93291www.mangini.us
(559) 627-0530 Office
(559) 627-1926 Fax**CHANGE ORDER****NO. 05****TO:** Oral E. Micham Inc.
P. O. Box 745
Woodlake, CA 93286**DATE:** January 21, 2022
CHANGE ORDER NO.: Five
PROJECT NO.: 1817**PROJECT:** Modernization of Lee Richmond Elementary School
Hanford Elementary School District**THE CONTRACT IS CHANGED AS FOLLOWS:**

See attached Exhibit "A" for Description of Work.

TOTAL ADDS: \$41,552.60

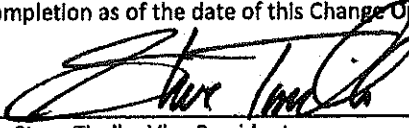
TOTAL THIS CHANGE ORDER: \$41,552.60

Attachments: None


The Contractor agrees that this resolution constitutes a final accord and satisfaction of the Contractor's rights with respect to this change order.

The original Contract Sum was.....	\$3,045,000.00
Net change by previous Change Orders.....	\$134,037.00
The Contract Sum prior to this Change Order was.....	\$3,179,037.00
The Contract Sum will be changed by this Change Order	\$41,552.60
The new Contract Sum including this Change Order will be	\$3,220,589.60

The Contract Time will be ~~(increased)~~ ~~(decreased)~~ ~~(unchanged)~~ **FORTY-EIGHT DAYS** (48) days
 The Date of Completion as of the date of this Change Order therefore is January 7, 2022

Contractor: 
 Steve Tindle, Vice President
 Oral E. Micham Inc.

Date: 1-24-2022

Architect: 
 Gilbert M. Bareng, Architect
 Mangini Associates, Inc.

Date: 1/24/2022

Owner: _____
 Joy Gabler, Superintendent
 Hanford Elementary School District

Date: _____

**CHANGE ORDER NO. 5
MODERNIZATION OF LEE RICHMOND ES**

EXHIBIT "A"

Description of Work

<u>Item No. 1:</u>	BL #51: Per RFI 69, replace ceiling tiles in Room 335. Reason: Architect Omission.	ADD \$1,129.00
<u>Item No. 2:</u>	BL #51: Per RFI 68, delete door stops and add overhead stop arms at Doors 445 and 446. Reason: Architect Omission.	ADD \$525.00
<u>Item No. 3:</u>	BL #54: Per RFI 61, HVAC unit support at removed closets at Building 400. Reason: Engineer Omission.	ADD \$6,019.00
<u>Item No. 4:</u>	BL #55: Per RFI 72, termite damage repairs at Building 400 damaged studs. Reason: Unknown Existing Condition.	ADD \$1,282.00
<u>Item No. 5:</u>	BL #56: Per RFI 73, termite damage repairs at south wall of Building 400. Reason: Unknown Existing Condition.	ADD \$2,116.00
<u>Item No. 6:</u>	BL #57: Per RFI 74, replace plaster above tile with drywall in Building 400 Restrooms. Reason: Unknown Existing Condition.	ADD \$3,124.00
<u>Item No. 7:</u>	BL #59: Time extension request with extended overhead, 48 calendar days. Reason: Legitimate Project Delay.	ADD \$27,357.60

TOTAL ADDS \$41,552.60
TOTAL DEDUCTS \$-0.00
TOTAL THIS CHANGE ORDER \$41,552.60

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Doug Carlton

DATE: January 26, 2022

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: February 9, 2022

ITEM: approve rescind/revised: AR 1312.4 Williams Complaint Procedures

PURPOSE:

AR 1312.4 contains rules and instructions about the filing, investigation and resolution of a Williams complaint regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The California Department of Education recommends using their sample AR to ensure compliance during Federal Program Monitoring (FPM).

FISCAL IMPACT: The district receives a series of state and federal grants which are impacted by this regulation.

RECOMMENDATION: Approve AR1312.4

Regulation 1312.4: Williams Uniform Complaint Procedures

Status: ADOPTED

Original Adopted Date: 02/09/2005 | Last Revised Date: 12/18/2019 | Last Reviewed Date: 12/18/2019

Types of Complaints

The district shall use the procedures described in this administrative regulation only to investigate and resolve the following:

1. ~~Complaints regarding the insufficiency of textbooks and instructional materials, including any complaint alleging that: (Education Code 35186; 5 CCR 4681)~~
 - ~~a. A student, including an English learner, does not have standards-aligned textbooks or instructional materials or state or district-adopted textbooks or other required instructional materials to use in class.~~
 - ~~b. A student does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each student.~~
 - ~~c. Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.~~
 - ~~d. A student was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.~~
2. ~~Complaints regarding teacher vacancy or misassignment, including any complaint alleging that: (Education Code 35186; 5 CCR 4682)~~
 - ~~a. A semester begins and a teacher vacancy exists.~~
 - ~~b. A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learners in the class.~~
 - ~~c. A teacher is assigned to teach a class for which the teacher lacks subject matter competency.~~

~~Teacher vacancy means a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of the semester for an entire semester. (Education Code 35186; 5 CCR 4600)~~

~~Beginning of the year or semester means the first day classes necessary to serve all the students enrolled are established with a single designated certificated employee assigned for the duration of the class, but not later than 20 working days after the first day students attend classes for that semester. (5 CCR 4600)~~

~~Misassignment means the placement of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or the placement of a certificated employee in a teaching or services position that the employee is not otherwise authorized by statute to hold. (Education Code 35186; 5 CCR 4600)~~

3. ~~Complaints regarding the condition of school facilities, including any complaint alleging that: (Education Code 35186; 5 CCR 4683)~~

- ~~a. A condition poses an emergency or urgent threat to the health or safety of students or staff.~~

~~Emergency or urgent threat means structures or systems that are in a condition that poses a threat to the health and safety of students or staff while at school, including, but not limited to, gas leaks; nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems; electrical power failure; major sewer line stoppage; major pest or vermin infestation; broken windows or exterior doors or gates that will not lock and that pose a security risk; abatement of hazardous materials previously undiscovered that pose an immediate threat to students or staff; structural damage creating a hazardous or uninhabitable condition; or any other condition deemed appropriate. (Education Code 17592.72)~~

- ~~b. A school restroom has not been cleaned, maintained, or kept open in accordance with Education Code 35292.5.~~

~~Clean or maintained school restroom means a school restroom has been cleaned or maintained regularly, is fully operational, or has been stocked at all times with toilet paper, soap, or paper towels or functional hand dryers. (Education Code 35292.5)~~

~~Open restroom means the school has kept all restrooms open during school hours when students are not in classes and has kept a sufficient number of restrooms open during school hours when students are in classes. This does not apply when the temporary closing of the restroom is necessary for student safety or to make repairs. (Education Code 35292.5)~~

~~In any district school serving any of grades 6-12 in which 40 percent or more of the students in the school or school attendance area are from low-income families, as defined in 20 USC 6314, a complaint may be filed alleging noncompliance with the requirement of Education Code 35292.6 to stock, at all times, at least half of the restrooms in the school with feminine hygiene products and to not charge students for the use of such products.~~

Forms and Notices

~~The Superintendent or designee shall ensure a Williams complaint form is available at each school. However, complainants need not use the district's complaint form in order to file a complaint. (Education Code 35186; 5 CCR 4680)~~

~~The Superintendent or designee shall ensure that the district's complaint form specifies the location for filing a complaint and contains a space to indicate whether the complainant desires a response to the complaint. A complainant may add as much text to explain the complaint as desired. (Education Code 8235.5, 35186; 5 CCR 4680)~~

~~The Superintendent or designee shall post in each K-8 classroom in each school a notice containing the components specified in Education Code 35186. In each license-exempt CSPP classroom, a notice containing the components specified in Education Code 8235.5 shall be posted. (Education Code 8235.5, 35186)~~

Filing of Complaint

~~A complaint alleging any condition(s) specified in the section "Types of Complaints" above shall be filed with the principal or designee, or the preschool administrator or designee as appropriate, at the school in which the complaint arises. A complaint about problems beyond the authority of the principal or preschool administrator shall be forwarded to the Superintendent or designee in a timely manner, but not to exceed 10 working days. Complaints may be filed anonymously. (Education Code 8235.5, 35186; 5 CCR 4680)~~

Investigation and Response

The principal/preschool administrator or a designee of the Superintendent shall make all reasonable efforts to investigate any problem within their authority. (Education Code 8235.5, 35186; 5 CCR 4685)

Investigation of a complaint regarding preschool health or safety issues shall begin within 10 calendar days of receipt of the complaint. (Education Code 8235.5)

The principal/preschool administrator or Superintendent's designee shall remedy a valid complaint within a reasonable time period not to exceed 30 working days from the date the complaint was received. (Education Code 8235.5, 35186; 5 CCR 4685)

If the complainant has indicated on the complaint form—a desire to receive a response to the complaint, the principal /preschool administrator or Superintendent's designee shall report the resolution of the complaint to the complainant within 45 working days of the initial filing of the complaint. If the principal/preschool administrator makes this report, the information shall be reported at the same time to the Superintendent or designee. (Education Code 8235.5, 35186; 5 CCR 4680, 4685)

When Education Code 48985 is applicable and the complainant has requested a response, the response shall be written in English and in the primary language in which the complaint was filed. (Education Code 8235.5, 35186)

If a complainant is not satisfied with the resolution of a complaint, the complainant has the right to describe the complaint to the Board of Trustees at a regularly scheduled meeting. (Education Code 8235.5, 35186; 5 CCR 4686)

For any complaint concerning a facilities condition that poses an emergency or urgent threat to the health or safety of students or staff as described in item #3a or #4 in the section "Types of Complaints" above, a complainant who is not satisfied with the resolution proffered by the principal/preschool administrator or Superintendent or designee may file an appeal to the Superintendent of Public Instruction within 15 days of receiving the district's response. The complainant shall comply with the appeal requirements specified in 5 CCR 4632. (Education Code 8235.5, 35186; 5 CCR 4687)

All complaints and written responses shall be public records. (Education Code 8235.5, 35186; 5 CCR 4686)

Reports

On a quarterly basis, the Superintendent or designee shall report, to the Board at a regularly scheduled public Board meeting and to the County Superintendent of Schools, summarized data on the nature and resolution of all complaints. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. (Education Code 8235.5, 35186; 5 CCR 4686)

Regulation 1312.4: Williams Uniform Complaint Procedures

Status: DRAFT

Original Adopted Date: 02/09/2005 | **Last Revised Date:** 12/18/2019 | **Last Reviewed Date:** 12/15/2021

Hanford Elementary School District
714 N. White St.
Hanford, CA 93230
559-585-3600

This document contains rules and instructions about the filing, investigation and resolution of a Williams complaint regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

The Hanford Elementary School District (LEA) adopted the Uniform Complaint Procedures (UCP) process in accordance with Chapter 5.1 (commencing with Section 4680) of the *California Code of Regulations*, Title 5, to resolve Williams complaints. This document presents information about how we process complaints concerning Williams Settlement issues. A UCP complaint is a written and signed statement by a complainant alleging a violation of state laws or regulations. A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of state laws or regulations, regarding alleged deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. If a complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

The Responsibility of the Hanford Elementary School District

The Hanford Elementary School District is required to have local policies and procedures that enable Williams Complaints to be handled through our UCP process, to post a classroom notice informing parents, guardians, pupils, and teachers of their rights to file a Williams complaint in each classroom in each school, and to provide a complaint form for Williams complaints regarding alleged deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment.

If a response is requested by the complainant, the response will go to the mailing address of the complainant indicated on the complaint.

If *Education Code* Section 48985 is applicable and 15 percent or more of the pupils in grades K – 12 enrolled in our district speak a language other than English, the Williams Complaint Classroom Notice and the Williams Complaint Form shall be written in English and in the primary language of the complainant. The complaint response, if requested, and final report shall be written in English and the primary language in which the complaint was filed. A Williams Complaint about problems beyond the authority of the school principal shall be forwarded in a timely manner, but will not exceed 10 working days, to the appropriate school district official for resolution.

The principal or the designee of the district superintendent, as applicable, shall make all reasonable efforts to investigate any problem within his or her authority.

The principal, or, where applicable, district superintendent or his or her designee shall remedy a valid complaint within a reasonable time period but not to exceed 30 working days from the date the complaint was received.

The principal, or where applicable, district superintendent or his or her designee, shall report to the complainant the resolution of the complaint within 45 working days of the initial filing, if complainant identifies himself or herself and requested a response.

The principal makes this report; the principal shall also report the same information in the same timeframe to the district superintendent or his or her designee.

The school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district.

The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district.

The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints.

The complaints and responses shall be available as public records.

The Williams Complaint Classroom Notice

We make sure that the Williams Complaint Classroom Notice is posted in each classroom in each school in the district and includes:

- The parents, guardians, pupils, and teachers,
- a statement proclaiming sufficient textbooks and instructional materials,

- (For there to be sufficient textbooks and instructional materials each pupil, including English Learners, must have a textbook or instructional materials, or both, to use in class and to take home)
- a statement that school facilities must be clean, safe, and maintained in good repair,
- a statement that there should be no teacher vacancies or misassignments, and

the location at which to obtain a form to file a complaint in case of a shortage.

(Posting a notice downloadable from the Web site of the CDE shall satisfy this requirement.)

The Williams Complaint Form

We make sure that the Williams Complaint form is available for parents, guardians, pupils, and teachers to use.

Every school in our district shall have a complaint form available for such Williams complaints.

The Williams Complaint form shall include:

- A section to indicate if a response is requested,
- a section for contact information including mailing address if a response be requested.
- a statement that a pupil, including an English Learner, does not have standards - aligned textbooks or instructional materials or state adopted or district adopted textbooks or other required instructional materials to use in class.
- a statement that a pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- a statement that textbooks or instructional materials are in poor or unusable condition, having missing pages, or are unreadable due to damage.
- a statement that a pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.
- a statement that a condition poses an urgent or emergency threat to the health or safety of pupils or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air - conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- a statement that a school restroom has not been maintained or cleaned regularly, is not fully operational, or has not been stocked at all times with toilet paper, soap, and towels or functional hand dryers.
- a statement that the school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes. This does not apply when temporary closing of the restroom is necessary for pupil safety or to make repairs.
- a statement that a semester begins and a teacher vacancy exists. (A position to which a single designated certificate employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one - semester course, a position of which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester).
- a statement that a teacher who lacks credentials or training to teach English Learners is assigned to teach a class with more than 20 percent English Learners pupils in the class.
- a statement that a teacher is assigned to teach a class for which the teacher lacks subject matter competency.
- a section to identify the location of the school in which the alleged violation took place,
- a section to identify the course or grade level, if applicable,
- a section where the complainant describes the specific nature of the complaint in detail,
- a statement that the complainant may include as much text as the complainant feels is necessary, and
- a statement identifying the place to file the complaint that includes the office and address of the principal or his/her designee of the school in which the alleged violation took place.

Filing a Williams Complaint with the Hanford Elementary School District

A Williams complaint shall be filed with the principal of the school or his or her designee, in which the complaint arises.

A Williams complaint may be filed anonymously.

The complainant need not use the Williams Complaint form to file a complaint.

How to Appeal a Williams Complaint

A complainant who is not satisfied with the resolution of the principal or the district superintendent or his or her

designee, involving deficiencies related to instructional materials, the condition of a facility that is not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment, has the right to describe the complaint to the governing board of the school district at a regularly scheduled meeting of the governing board. A complainant who is then not satisfied with the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, as defined in paragraph (1) of subdivision (c) of EC Section 17592.72, has the right to file an appeal to the State Superintendent of Public Instruction at the California Department of Education (CDE) within 15 days of receiving the report. Conditions that pose an emergency or urgent threat (not cosmetic or nonessential) to the health and safety of pupils or staff while at school include the following:

- Gas leaks.
- Nonfunctioning heating, ventilation, fire sprinklers, or air-conditioning systems.
- Electrical power failure.
- Major sewer line stoppage.
- Major pest or vermin infestation.
- Broken windows or exterior doors or gates that will not lock and that pose a security risk.
- Abatement of hazardous materials previously undiscovered that pose an immediate threat to pupil or staff.
- Structural damage creating a hazardous or uninhabitable condition.

In regards to the resolution proffered by the principal, or the district superintendent or his or her designee, involving a condition of a facility that poses an emergency or urgent threat, the complainant shall comply with the appeal requirements of 5 CCR Section 4632.

A complainant may appeal the Decision of an emergency or urgent threat to the CDE by filing a written appeal within 15 days of receiving the Decision.

The complainant shall specify the basis for the appeal of the Decision and whether the facts are incorrect and/or the law is misapplied.

The appeal shall be accompanied by:

1. A copy of the original locally filed complaint; and
2. A copy of our Decision of this original locally filed complaint.

State Laws Cited:

California Education Code Sections 1240, 17592.72, 35186, 35292.5, 48985.
California Code of Regulations, Title 5 [5 CCR] Sections 4600–4694

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Doug Carlton

DATE: January 26, 2022

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: February 9, 2022

ITEM: Receive for Information BP 1312.3

PURPOSE:

Board Policy 1312.3 Uniform Complaint Procedures

Policy updated to add medical condition as a characteristic that is protected from discrimination, reflect NEW LAW (SB 75, 2019) which extends the use of uniform complaint procedures (UCP) to complaints alleging noncompliance with the physical education instructional minutes requirement for grades 7-12, and add an item indicating the use of the UCP for complaints regarding health and safety in a license-exempt California State Preschool Program (CSPP) consistent with CDE's Federal Program Monitoring Instrument.

FISCAL IMPACT: The district receives a series of state and federal grants which are impacted by this policy.

RECOMMENDATION: Approve BP1312.3

Board Policy Manual
Hanford Elementary School District

Policy 1312.3: Uniform Complaint Procedures

Status: ~~ADOPTED~~DRAFT

| Last Revised Date: 01/27/2021 | Last Reviewed Date: ~~07/12/15/~~2021

Hanford Elementary School District

714 N. White St Hanford

CA 93230

[https://www.hanfordesd.o](https://www.hanfordesd.org/)

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This document contains rules and instructions about the filing, investigation and resolution of a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by the Hanford Elementary School District (here and after "The District") of federal or state laws or regulations governing educational programs.

This document presents information about how we process UCP complaints concerning particular programs or activities that are subject to the UCP.

A UCP complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation or bullying. A signature may be handwritten, typed (including in an email) or electronically generated. Complaints may be filed anonymously. A UCP complaint filed on behalf of an individual student may only be filed by that student or that student's duly authorized representative.

A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation or bullying in programs and activities funded directly by the state or receiving any financial assistance from the state. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

~~The~~The Hanford Elementary School District developed the Uniform Complaint Procedures (UCP) process with policies and procedures adopted by the board.

According to state and federal codes and regulations, the programs and ~~activities~~activities subject to the UCP are:

- ~~Accommodations for Pregnant and Parenting Pupils~~
- ~~Adult Education~~
- ~~After School Education and Safety~~
- ~~Agricultural Career Technical Education~~
- ~~Career technical and technical education and career technical and technical training programs~~
- ~~Child care and development programs~~
- ~~Compensatory Education~~
- ~~Consolidated categorical aid programs~~
- ~~Course Periods without Educational Content~~
- ~~Discrimination, harassment, intimidation, or bullying against any protected group as identified under Education Code (EC) sections 200 and 220 and Government Code Section 11135, including any actual or perceived characteristic as set forth in Penal Code Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in EC Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.~~

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- ~~Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families military families and pupils formerly in Juvenile Court now enrolled in a school district~~

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- ~~Every Student Succeeds Act~~

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- ~~Local control and accountability plans (LCAP)~~

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- ~~Migrant Education~~

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- ~~Physical Education Instructional Minutes~~

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- ~~Pupil Fees~~

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- ~~Reasonable Accommodations to a Lactating Pupil~~

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- ~~Regional Occupational Centers and Programs~~

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- ~~School Plans for Student Achievement~~

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- ~~School Safety Plans~~

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- ~~Schoolsite Councils~~

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- ~~State Preschool~~

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- ~~State Preschool Health and Safety Issues in LEAs Exempt from Licensing~~

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~~And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.~~

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~~The programs and activities subject to the UCP in which *The District* operates are:~~

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~~Accommodations for Pregnant and Parenting Pupils~~

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~~After-School Education and Safety~~

~~Child care and development programs~~

~~Compensatory Education~~

~~Consolidated categorical aid programs~~

~~Discrimination, harassment, intimidation, or bullying against any protected group as identified under *Education Code (EC)* sections 200 and 220 and *Government Code* Section 11135, including any actual or perceived characteristic as set forth in *Penal Code* Section 422.55, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in *EC* Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.~~

~~Educational and graduation requirements for pupils in foster care, pupils who are homeless, pupils from military families and pupils formerly in Juvenile Court now enrolled in a school district~~

~~Every Student Succeeds Act~~

~~Local control and accountability plans (LCAP)~~

~~Migrant Education~~

~~Physical Education Instructional Minutes~~

~~Pupil Fees~~

~~Reasonable Accommodations to a Lactating Pupil~~

~~School Plans for Student Achievement~~

~~School Safety
Plans—Schoolsite
Councils~~

~~And any other state or federal educational program the State Superintendent of Public Instruction (SSPI) of the California Department of Education (CDE) or designee deems appropriate.~~

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The following complaints shall be referred to the specified agencies for appropriate resolution and are not subject to the ~~our~~ UCP complaint procedures set forth in this document:

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(a) Allegations of child abuse shall be referred to the applicable County Department of Social Services (DSS), Protective Services Division or appropriate law enforcement agency.

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(b) Health and safety complaints regarding licensed facilities operating a Child Development Program shall be referred to DSS.

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(c) Employment discrimination complaints shall be sent to the State Department of Fair Employment and Housing (DFEH). The complainant shall be notified in writing in a timely manner of any DFEH transferal.

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The Responsibilities of ~~The~~ The Hanford Elementary School District

We shall have the primary responsibility to ensure compliance with applicable state and federal laws and regulations. We shall investigate and seek to resolve, in accordance with our approved UCP process, complaints alleging failure to comply with applicable state and federal laws and regulations including, but not limited to, allegations of discrimination, harassment, intimidation, or bullying or noncompliance with laws relating to all programs and activities we implement that are subject to the UCP.

The UCP Annual Notice

We disseminate on an annual basis the UCP Annual Notice which is a written notice of ~~the~~ our approved UCP complaint procedures.

~~This notice may be made available on our website and shall include the following:~~

~~addresses to~~ all of our students, employees, parents or guardians of its students, school and district advisory committee members, appropriate private school officials or representatives, and other interested parties;

~~This notice may be made available on our website and shall include the following:~~

- ~~information regarding allegations about discrimination, harassment, intimidation, or bullying;~~
- ~~the list of all federal and state programs within the scope of the UCP;~~
- ~~the title of the position whose occupant is responsible for processing complaints, and the identity(ies) of the person the person(s) currently occupying that position, if known;~~
- ~~a statement that the occupant responsible for processing complaints is knowledgeable about the laws and programs and programs that they are assigned to investigate;~~

Filing UCP Complaints

All UCP complaints shall be filed no later than one year from the date the alleged violation occurred.

Complaints within the scope of the UCP are to be filed with the person responsible for processing complaints;

Superintendent

PO Box 1067

Hanford, CA 93230

559-585-3600

A pupil fee includes a purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.

A pupil fees complaint may be filed with the principal of a school or with our ~~superintendent~~ or their designee. A pupil fees complaint may be filed anonymously, that is, without an identifying signature, if the

complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

For complaints relating to Local Control and Accountability Plans (LCAP), the date of the alleged violation is the date when the reviewing authority approves the LCAP or annual update that we adopted. An LCAP complaint may be filed anonymously, that is, without an identifying signature, if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance.

We advise complainants of the right to pursue civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, including, but not limited to, injunctions, restraining orders, or other remedies or orders that may also be available to complainants.

Investigating UCP Complaints

The UCP complaint investigation is our administrative process for the purpose of gathering data regarding the complaint. We provide an opportunity for complainants and/or representatives to present evidence or information. Refusal by the complainant to provide the investigator with documents or other evidence related to the allegations in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegations.

Refusal by ~~the~~The Hanford Elementary School District to provide the investigator with access to records and/or other information related to the allegation in the complaint, or to otherwise fail or refuse to cooperate in the investigation or engage in any other obstruction of the investigation, may result in a finding based on evidence collected that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

We ensure that complainants are protected from retaliation.

We investigate all allegations of unlawful discrimination, harassment, intimidation or bullying against any protected group. Unlawful discrimination, harassment, intimidation or bullying complaints shall be filed no later than six months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or six months from the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

UCP Complaint Resolution

We will thoroughly investigate the UCP complaint and issue a written Investigation Report to the complainant within 60 calendar days from the date of the receipt of the complaint, unless the complainant agrees in writing to an extension of time.

This Investigation Report will contain the following elements:

- ~~the~~ findings of fact based on the evidence gathered;
- ~~a~~ conclusion that provides a clear determination for each allegation as to whether we are in compliance with ~~the relevant~~the relevant law;
- ~~corrective~~ actions if we find merit in a complaint:
- ~~including for~~ complaints ~~of~~regarding Pupil Fees; LCAP; Physical Education Instructional Minutes, or Course Periods without Educational Content, the remedy shall go to all affected pupils, parents, and guardians,
- for all other complaints within the scope of the Uniform Complaint Procedures the remedy shall go to the affected pupil,
- With respect to a ~~pupil fees~~Pupil Fees complaint, corrective actions shall include ~~a remedy where in good faith, by engaging in reasonable efforts, an attempt to identify and fully reimburse ensure full reimbursement to~~ all pupils, parents and guardians who paid a pupil fee within one year prior to the filing of the complaint;
- ~~a~~ notice of the complainant's right to appeal our Investigation Report to the Department of Education (CDE); and

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- the procedures to be followed for initiating an appeal to the CDE.

UCP Complaint Appeal Process

An appeal is a written and signed request by the complainant to the CDE seeking review of an LEA Investigation Report that was issued in response to a properly-filed complaint. A signature may be handwritten, typed (including in an email) or electronically-generated.

The complainant may appeal our Investigation Report of a UCP complaint to the CDE by filing a written appeal within 30 calendar days of the date. In order to request an appeal, the complainant must specify and explain the basis for the appeal, including at least one of the following: ~~The District failed to follow its complaint procedures, and/or~~

- ~~The Hanford Elementary School District failed to follow its complaint procedures, and/or~~
- the Investigation Report lacks material findings of fact necessary to reach a conclusion of law, and/or
- ~~the material findings of fact in the Investigation Report are not supported by substantial evidence, and/or~~
- ~~the legal conclusion in the Investigation Report is inconsistent with the law, and/or~~
- ~~in a case in which we were found in noncompliance, the corrective actions fail to provide a proper remedy.~~

The appeal shall be sent with: (1) a copy of the locally filed complaint; and (2) a copy of the LEA Investigation Report. ~~All complaints and responses are public records.~~

Legal References

20 United States Code [20 U.S.C.] Section 6301 et seq.

34 Code of Federal Regulations [34 CFR] Sections 106.8, 34 CFR 299.10-11

California Education Code [EC] Sections 200, 201, 210.1, 210.3, 220, 221.1, 222, 234.1, 260, 3031, 8200-8498,

8235.5, 8235-8239.1, 8261, 8482-8484.65, 8500-8538, 17002(d), 17592.72, 32280-32289, 32289,

33126(b)(5)

(A), 33126(b)(5)(B), 33315, 35161, 35186, 46015, 48645.7, 48853, 48853.5, 48987, 49010-49013,

49069.5, 49531, 49556, 51210, 51222, 51223, 51225.1-3, 51228.1-51228.3, 52059, 52075, 52300-52462,

52334.7,

52355, 52451, 52460-52462, 52500-52617, 54440-54445, 54445, 56100(a), 56100(j), 60010, 64001,

65000.

California Government Code [GC] Sections 11135, 11136, 12960

California Penal Code [PC] Section 422.55, 11166

California Code of Regulations Title 5 (5 CCR) Sections 4600-4640,

4690-4694

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

2 CCR 11023

5 CCR 15580-15584

5 CCR 3200-3205

5 CCR 4600-4670

5 CCR 4680-4687

Description

Harassment and discrimination prevention and correction -

<https://simbli.eboardsolutions.com/SU/haAgKnrQhVJbslsh34hY5zslsh5Q==>

Child nutrition programs complaint procedures

Special education compliance complaints

Uniform complaint procedures

Williams uniform complaint procedures

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5 CCR 4690-4694	Complaints regarding health and safety issues in license-exempt preschool programs
5 CCR 4900-4965	Nondiscrimination in elementary and secondary education programs
Ed. Code 200-262.4	Educational equity; prohibition of discrimination on the basis of sex https://simbli.eboardsolutions.com/SU/ytTLslshoozWGUAbNL6kKkgxQ==
Ed. Code 18100-18203	School libraries
Ed. Code 32221.5	Insurance for athletic team members
Ed. Code 32280-32289	School safety plans
Ed. Code 35186	Williams uniform complaint procedures
Ed. Code 46015	Parental leave for students
Ed. Code 48853-48853.5	Foster youth
Ed. Code 48985	Notices in language other than English
Ed. Code 49010-49014	Student fees
Ed. Code 49060-49079	Student records
Ed. Code 49069.5	Records of foster youth
Ed. Code 49490-49590	Child nutrition programs
Ed. Code 49701	Interstate Compact on Educational Opportunity for Military Children
Ed. Code 51210	Courses of study grades 1-6
Ed. Code 51222	Physical education
Ed. Code 51223	Physical education, elementary schools
Ed. Code 51225.1-51225.2	Foster youth, homeless children, former juvenile court school students; course credits; graduation requirements
Ed. Code 51226-51226.1	Career technical education
Ed. Code 51228.1-51228.3	Course periods without educational content
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52075	Complaint for lack of compliance with local control and accountability plan requirements
Ed. Code 52300-52462	Career technical education
Ed. Code 52500-52616.24	Adult schools
Ed. Code 54400-54425	Compensatory education programs
Ed. Code 54440-54445	Migrant education
Ed. Code 54460-54529	Compensatory education programs
Ed. Code 59000-59300	Special schools and centers
Ed. Code 64000-64001	Consolidated application process; school plan for student achievement
Ed. Code 65000-65001	School site councils
Ed. Code 8200-8498	Child care and development programs
Ed. Code 8500-8538	Adult basic education
Gov. Code 11135	Nondiscrimination in programs or activities funded by state
Gov. Code 11135	Discrimination - https://simbli.eboardsolutions.com/SU/PcUFWeMcJnzBrKAL0EtfQ==
Gov. Code 12900-12996	Fair Employment and Housing Act
H&S Code 1596.792	California Child Day Care Act; general provisions and definitions
H&S Code 1596.7925	California Child Day Care Act; health and safety regulations
Pen. Code 422.55	Definition of hate crime

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Civil rights; crimes

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Description

20 USC 1221

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20 USC 1232g

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20 USC 1681-1688

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20 USC 6301-6576

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20 USC 6801-7014

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28 CFR 35.107

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29 USC 794

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34 CFR 100.3

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34 CFR 104.7

Designation of responsible employee for Section 504

34 CFR 106.1-106.82

Nondiscrimination on the basis of sex in education programs

34 CFR 106.8

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34 CFR 106.9

Notification of nondiscrimination on basis of sex

34 CFR 110.25

Notification of nondiscrimination on the basis of age

34 CFR 99.1-99.67

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42 USC 11431-11435

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42 USC 12101-12213

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42 USC 2000d-2000e-17

Title VI and Title VII Civil Rights Act of 1964, as amended

42 USC 2000h-2-2000h-6

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42 USC 6101-6107

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Website <https://simbli.eboardsolutions.com/SU/os2jq5DcA2RawmY2VZ5FZQ==>

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Citizen Advisory Committees -

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Visitors/Outsiders -

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Complaints Concerning District Employees -

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1312.2 <https://simbli.eboardsolutions.com/SU/kQicBxhJilmvORIK4cq9A==>
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Special Education Staff -

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Employee Notifications -

4112.9 <https://simbli.eboardsolutions.com/SU/AUVlgv79F9WePkK4EA8G7w==>
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Dismissal/Suspension/Disciplinary Action -

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4118 <https://simbli.eboardsolutions.com/SU/dQQsexA4kmlAldMgu59tcA==>
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4119.1 <https://simbli.eboardsolutions.com/SU/GpGoBO1MGLNMj4Vhlovl5g==>
Sexual Harassment -

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Sexual Harassment -

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Staff Development -

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Employee Notifications -

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Student Records -

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Student Records -

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Tobacco -

5131.62 <https://simbli.eboardsolutions.com/SU/ijbc54VhcaHUL8HJpluslcsFg==>

Positive School Climate -

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Child Abuse Prevention And Reporting -

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5145.3	Nondiscrimination/Harassment -	https://simbli.eboardsolutions.com/SU/4K1w1cplusH8plusG4l9sn9y8lrQ==
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5145.6	Parental Notifications -	https://simbli.eboardsolutions.com/SU/SVh9c5vAppvZXDhQ9LvEsQ==
5145.6-E(1)	Parental Notifications -	https://simbli.eboardsolutions.com/SU/1tnmC4RSauktplus5IQACGBpA==
5145.7	Sexual Harassment -	https://simbli.eboardsolutions.com/SU/w54cGnAoRucplusHhS2dplusrK5Q==
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5146	Married/Pregnant/Parenting Students -	https://simbli.eboardsolutions.com/SU/NSAu7PDPmfOn3TydPrv2uA==
5148	Child Care And Development -	https://simbli.eboardsolutions.com/SU/cjIC5QJ7pZfadmTiKpVlVg==
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5148.2	Before/After School Programs -	https://simbli.eboardsolutions.com/SU/Okh5ypR1BQEOXiflctXZg==
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6142.1	Sexual Health And HIV/AIDS Prevention Instruction -	https://simbli.eboardsolutions.com/SU/Q8tVuLnGZzKk1KhXhtY1qA==
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6142.7	Physical Education And Activity -	https://simbli.eboardsolutions.com/SU/jiplusZmGslshHkm74v5p7Jm2beQ==
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6145	Extracurricular And Cocurricular Activities -	https://simbli.eboardsolutions.com/SU/pluswaCfGCSRjuJLQcIQ5StRg==

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Athletic Competition -
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Class Assignment -
- 6159 Individualized Education Program -
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- 6159.3 <https://simbli.eboardsolutions.com/SU/COZPD5l6SqN6LoWTL4lz7A==>
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- 6159.3 <https://simbli.eboardsolutions.com/SU/xGPm9Ja5iHNKe9Hf9bAHig==>
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Education For Homeless Children -
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Education For Foster Youth -
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Education For Foster Youth -
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- Education Of Children Of Military Families -

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- 6173.2 <https://simbli.eboardsolutions.com/SU/iGiLCqplusjhgePoer5hCHSuA==>
Education For Juvenile Court School Students -
- 6173.3 <https://simbli.eboardsolutions.com/SU/HgMqKqogel5dy54S6ujO6Q==>
Migrant Education Program -
- 6175 <https://simbli.eboardsolutions.com/SU/3CZSEioKUpGLHu0yUJDwew==>
Migrant Education Program -
- 6175 <https://simbli.eboardsolutions.com/SU/yTUCOQj3HdeY92mXtHslshOgg==>
Role Of The Board -
- 9000
<https://simbli.eboardsolutions.com/SU/NA2meCbJWoCoA6XkibraCg==>
Disclosure Of Confidential/Privileged Information -
- 9011 <https://simbli.eboardsolutions.com/SU/iPslsh49wfl7rplus6FxQf3IM70A==>
Board Member Electronic Communications -
- 9012 <https://simbli.eboardsolutions.com/SU/10YwZYZuyBC3eCwYASVayQ==>
Attorney -
- 9124 <https://simbli.eboardsolutions.com/SU/7yB3IazhrkbPhYV9u78nQ==>
Limits Of Board Member Authority -
- 9200 <https://simbli.eboardsolutions.com/SU/t8SiURwUcGcsGXslsh4LhcSjw==>
Agenda/Meeting Materials -
- 9322
<https://simbli.eboardsolutions.com/SU/xe0zAnoLaAkgciBqslsh8T57Q==>

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HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Jaime Martinez 

DATE: January 31, 2022

RE: (X) Board Meeting
 () Superintendent's Cabinet
 () Information
 (X) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **February 9, 2022**

ITEM: Consider approval of personnel transactions and related matters.

PURPOSE:

a. Employment

Classified

- Ariana De Soto, READY Program Tutor – 4.5 hrs., Richmond, effective 1/20/22
- Shelby Alcaraz, Special Education Aide – 5.0 hrs., Wilson, effective 1/10/22

Temporary Employees/Substitutes

- Lori Urrutia, Substitute Yard Supervisor, effective 1/20/22
- Kim Cole, Substitute Yard Supervisor, effective 1/26/22

Short Term

- Adriana Canchola, Short-Term Yard Supervisor – 2.5 hrs., Hamilton, effective 1/10/22-2/25/22
- Veronica Cerrillo, Short-Term Bilingual Clerk Typist I – 5.0 hrs., Wilson, effective 1/10/22-5/17/22

b. Resignations

- Isabella Garcia, Special Education Aide – 5.0 hrs., Monroe, effective 1/27/2022
- Stacie Johnson, Curriculum Specialist, C&I Department, effective 6/10/22
- Audrey Navarro, Yard Supervisor – 2.75 hrs., Monroe, effective 1/27/2022
- Ashley Perico, Teacher, King, effective 6/3/22
- Jonathan Stevens, READY Tutor – 4.5 hrs., Lincoln, effective 2/11/22
- Cheyenne Zimmerman, Yard Supervisor – 3.5 hrs., Monroe, effective 1/21/2022

c. Retirement

- Sherri Gordon, Teacher, Kennedy, effective 6/3/22
- Lupe Yadeta, Teacher, Jefferson, effective 6/3/22

d. Employment and Certification of Temporary Athletic Team Coaches pursuant to Title 5 CCR 5594

- Kevin Alexander, Girls Soccer Athletic Coach, Wilson, effective 11/8/21-2/9/22

RECOMMENDATION: Approve.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 01/31/2022

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 02/09/2022

ITEM:

Consider adoption of Resolution #16-22 Commitment of Fund Balance

PURPOSE:

The Governing Board is the highest level of decision-making authority, and has the authority to commit, assign, or evaluate existing fund balance classifications and identify the intended uses of committed or assigned funds. The District has identified funds that need to be committed for the purposes listed on the resolution.

FISCAL IMPACT:

The commitment of the listed funds restricted the use of the funds for only the purposes listed on the resolution.

RECOMMENDATIONS:

Adopt Resolution #16-22 Commitment of Fund Balance

President, Board of Trustees

Secretary/Clerk, Board of Trustees

Print Name

Print Name

PROPOSED COMMITTED RESERVES RELATED TO DECLINING ENROLLMENT

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	2022-23 LCFF Calculations based on 21-22 protected funding levels (19-20 ADA)							2022-23 LCFF Calculations based on 21-22 projected ADA levels						
Calculation Factors	<u>COLA & Augmentation</u>		Base Grant Proration		<u>Unduplicated Pupil Percentage</u>			<u>COLA & Augmentation</u>		Base Grant Proration		<u>Unduplicated Pupil Percentage</u>		
	5.33%		0.00%		78.59%		78.59%	5.33%		0.00%		78.59%		78.59%
	ADA	Base	Grade Span	Supplemental	Concentration	Total		ADA	Base	Grade Span	Supplemental	Concentration	Total	
Grades TK-3	2,581.06	\$ 8,524	\$ 886	\$ 1,479	\$ 1,443	\$ 31,829,493		2,223.04	\$ 8,524	\$ 886	\$ 1,479	\$ 1,443	\$ 27,414,409	
Grades 4-6	1,941.77	8,653		1,360	1,327	22,019,451		1,712.24	8,653		1,360	1,327	19,416,607	
Grades 7-8	1,301.82	8,909		1,400	1,366	15,199,240		1,143.75	8,909		1,400	1,366	13,353,714	
Grades 9-12	-	10,324	268	1,665	1,624	-		-	10,324	268	1,665	1,624	-	
Subtract Necessary Small School ADA and Funding	-	-	-			-		-	-	-			-	
Total Base, Supplemental, and Concentration Grant		\$50,401,005	\$2,286,820	\$ 8,281,472	\$ 8,078,887	\$ 69,048,184			\$43,954,875	\$1,969,613	\$ 7,218,411	\$ 7,041,831	\$ 60,184,730	
NSS Allowance			-			-			-				-	
TOTAL BASE	5,824.65	\$50,401,005	\$2,286,820	\$ 8,281,472	\$ 8,078,887	\$ 69,048,184		5,079.03	\$43,954,875	\$1,969,613	\$ 7,218,411	\$ 7,041,831	\$ 60,184,730	
ADD ONS:														
Targeted Instructional Improvement Block Grant						\$	308,432						\$	308,432
Home-to-School Transportation							281,357							281,357
Small School District Bus Replacement Program							-							-
ECONOMIC RECOVERY TARGET PAYMENT							-							-
LCFF ENTITLEMENT						\$	69,637,973						\$	60,774,519



State of California
Energy Resources Conservation
and Development Commission
1516 Ninth Street
Sacramento, California 95814-5512

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Exhibit B-Attachment 1 Estimated Amortization Schedule

Loan Number:	006-20-ECG	Number of Payments:	36
Recipient:	Hanford Elementary School District	Estimated Disbursement Date:	7/30/2022
Loan Amount:	\$2,473,151.00	Estimated Project Completion Date:	7/30/2022
Interest Rate:	0.00 %	Annual Energy Savings:	\$140,082.00

Transaction Date	Payment Number	Invoice Number	Receipt Number	Disbursement Amount	Billing Invoice Interest Amount	Repay Principal Amount	Repay Interest Amount	Unscheduled Principal Amount	Unscheduled Interest Amount
Trans #	Payment Date	Accrued Interest	Payment Amount	Interest Payment	Principal Payment	Principal Balance			
Disbursement 1	7/30/2022	\$0.00	(\$2,473,151.00)	\$0.00	(\$2,473,151.00)	\$2,473,151.00			
Payment 1	12/22/2023	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$2,404,452.36			
Payment 2	6/22/2024	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$2,335,753.72			
Payment 3	12/22/2024	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$2,267,055.08			
Payment 4	6/22/2025	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$2,198,356.44			
Payment 5	12/22/2025	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$2,129,657.80			
Payment 6	6/22/2026	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$2,060,959.16			
Payment 7	12/22/2026	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,992,260.52			
Payment 8	6/22/2027	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,923,561.88			
Payment 9	12/22/2027	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,854,863.24			
Payment 10	6/22/2028	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,786,164.60			
Payment 11	12/22/2028	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,717,465.96			
Payment 12	6/22/2029	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,648,767.32			
Payment 13	12/22/2029	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,580,068.68			
Payment 14	6/22/2030	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,511,370.04			
Payment 15	12/22/2030	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,442,671.40			
Payment 16	6/22/2031	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,373,972.76			
Payment 17	12/22/2031	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,305,274.12			
Payment 18	6/22/2032	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,236,575.48			
Payment 19	12/22/2032	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,167,876.84			
Payment 20	6/22/2033	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,099,178.20			
Payment 21	12/22/2033	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$1,030,479.56			
Payment 22	6/22/2034	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$961,780.92			
Payment 23	12/22/2034	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$893,082.28			
Payment 24	6/22/2035	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$824,383.64			
Payment 25	12/22/2035	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$755,685.00			
Payment 26	6/22/2036	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$686,986.36			



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Payment 27	12/22/2036	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$618,287.72
Payment 28	6/22/2037	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$549,589.08
Payment 29	12/22/2037	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$480,890.44
Payment 30	6/22/2038	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$412,191.80
Payment 31	12/22/2038	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$343,493.16
Payment 32	6/22/2039	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$274,794.52
Payment 33	12/22/2039	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$206,095.88
Payment 34	6/22/2040	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$137,397.24
Payment 35	12/22/2040	\$0.00	\$68,698.64	\$0.00	\$68,698.64	\$68,698.60
Payment 36	6/22/2041	\$0.00	\$68,698.60	\$0.00	\$68,698.60	\$0.00