

Hanford Elementary School District

Parent Advisory Committee Meeting #3

Business

- Welcome
- Public Comments
- Approve Minutes from PAC Meeting #2

Local Control Accountability Plan

Continuing to Understand the LCAP

The Local Control Accountability Plan

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



Local Control Accountability Plan

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

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

Goals, Actions, and Services — Plan the Future

Mission

Engagement
with Board, community,
and staff

— Goal 1

Measurable
Outcomes

Actions
& Services

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= Goal 2

Measurable
Outcomes

Actions
& Services

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≡ Goal 3

Measurable
Outcomes

Actions
& Services

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Implementation
during the school year

Annual Update — Assess the Past

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

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

Local Control Accountability Plan (LCAP) Goals

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

Suspension Rate History

This district has made it a priority to lower suspension rates without lowering standards for citizenship and behavior.

The district has increased the services that support students' social wellbeing (discussed in detail on upcoming slide)

- Analysis of the district's suspension rate shows the following:
- Overall (All Students) Suspension Rates:
- 2013 (CDE Dataquest) 6.3%
- 2014 (CDE Dataquest) 5.0%
- 2015 (CDE Dataquest) 5.1%
- 2016 (CDE Dataquest) 4.3%
- 2017 (CA School Dashboard) 3.3%
- 2018 (CA School Dashboard) 3.1%
- 2019 (CA School Dashboard) 2.7%
- 2020 (CDE Dataquest) 2.9%
- 2021 (CDE Dataquest) 0.5% (School closures and extended periods of distance learning effected student suspensions and suspension rates in 2020-2021. Rates are much lower than they would be in a normal school year.)

State Indicators: Suspension Rate

2018-2019 Baseline	2020-2021 Results	Proposed Targets for 2023-2024
All Students: 2.8%	All Students: 0.5%	All Students: 1.9%
English Learners: 1.4%	English Learners: 0.3%	English Learners: 0.5%
Low-Income: 3.1%	Low Income: 0.6%	Low Income: 2.2%
Students with Disabilities: 6.0%	Students with Disabilities: 0.3%	Students with Disabilities: 3.3%
Hispanic: 2.3%	Hispanic: 0.5%	Hispanic: 1.4%
Asian: 1.9%	Asian: 0%	Asian: 1.0%
African American: 8.2%	African American: 1.1%	African American: 5.2%
Filipino: 0%	Filipino: 0%	Filipino: 0%
Two or More Races: 6.3%	Two or More Races: 0.5%	Two or More Races: 3.4%
White: 3.3%	White: 0.7%	White: 2.4%
Foster Youth: 12.1%	Foster Youth: 2.5%	Foster Youth: 5.9%
Homeless: 5.4%	Homeless: 1.6%	Homeless: 3.5%

Note that schools were closed and students were on distance learning for much of the 20-21 school year. The suspension rates for 20-21 are much lower than they would be in a normal year. We should not use 20-21 rates as our comparison or for target setting.

Suspension Rates

- Discussion and Recommendations
- Approve recommendations

Chronic Absenteeism

2018-2019 Baseline	2021 Results	Proposed Targets for 2023-2024
Overall: 7.9%	Overall: 12.3%	Overall: 7.4%
English Learners: 5.8%	English LearnersL: 9.1%	English Learners: 4.3%
Low-Income: 8.2%	Low Income: 14.7%	Low-Income: 6.7%
Students with Disabilities: 13.3%	Students with Disabilities: 16.8%	Students with Disabilities: 9.6%
Hispanic: 7.6%	Hispanic: 12.2%	Hispanic: 6.1%
Asian: 5.9%	Asian: 4.2%	Asian: 4.4%
African American: 10.9%	African American: 21.9%	African American: 5.5%
Filipino: 8.3%	Filipino: 2.4%	Filipino: 6.8%
Two or More Races: 8.6%	Two or More Races: 7.2%	Two or More Races: 7.1%
White: 8.2%	White: 11.6%	White: 6.7%
Foster Youth: 11.6%	Foster Youth: 29.7%	Foster Youth: 5.6%
Homeless: 22.6%	Homeless: 47.4%	Homeless: 9.8%
Native American: 18.9	Native American: 22.2%	Native American: 10%

The COVID pandemic caused dramatic increases in absenteeism in 20-21. These rates should be considered an abnormality.

Chronic Absenteeism

- Discussion/Recommendations

- Approve recommendations

Goal #4: LCAP Programs and Services

- The programs and services in the LCAP that support students' health and social-emotional wellbeing are designed to reduce or eliminate the barriers that keep students from coming to school every day or distract them from being focused on learning. They are designed to support good behavior and attendance.

Goal #4: LCAP Programs and Services

- Learning Directors (Coordinates support for students at school sites)
- Director of School Climate, Child Welfare and Attendance
 - Community Day School
- School Social Worker (3) (One funded in LCAP)
- 5 School Nurses (RNs)
- 11 School Nurses (LVNs) (One per school site—now full-time)
- 12 School Counselors
 - One counselor at each elementary school
 - Two counselors at each junior high
 - (Three counselors funded in LCAP)
- 8 Student Specialists & 2 Vice Principals
- 2 School Resource Officers
- Community Day School

Goal #4: LCAP Programs and Services

- Discussion/Recommendations
- Approve recommendations