Local Performance Indicator Self-Reflection

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

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	4	1.7%
Total Teacher Misassignments	1	0.4%
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science			3		

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	1				
Health Education Content Standards			3		
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language		2			

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5

Building Relationships	1	2	3	4	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.					5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The district continues to expand upon its success in building relationships between school staff and families. The district's 2021-2022 annual LCAP Parent Survey indicates that parents are satisfied with the communication and support they receive from their child's school.

94.36% of parents agree/strongly agree with the statement: My child is receiving satisfactory instruction in Language Arts and Math.
93.42% of parents agree/strongly agree with the statement: My child receives adequate support so he/she can make satisfactory progress toward the Standards in Language Arts and/or Math.
84.58% of parents agree/strongly agree with the statement: I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math.
92.78% of parents agree/strongly agree with the statement: There are adequate opportunities for me to become informed about the school's programs.
95.17% of parents agree/strongly agree with the statement: When I have questions about my child's class work, I can ask for clarification and assistance from my child's school.

The district, school administration, and individual teachers make extensive use of the district's online communication tools including Remind, Zoom, and Teams to communicate with families. The district will upgrade it's online parent communication tools to Parent Square in 2022-2023.

The district plans to expand parent education/training opportunities in 2022-2023.

The District's (and school site) websites provide information about school operations, our instructional programs, and opportunities for involvement and participation in decision-making.
The district initiated a Facebook feed as another layer of communication.
The district surveys parents for feedback and input.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

1. In 2022-2023, the district will implement a new parent/family communication tool Parent Square. The district will work to provide families and staff information and training in the use of this application.

2. The district's Parent Advisory Committee and District English Learner Advisory Committee enthusiastically support the parent support and training programs that are currently being offered. The district will work to expand these programs in 2022-2023.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Expansion of the district's parent education and training programs will include classes that specifically address the needs of underrepresented families including English Learners, Long-Term English Learners (LTELS), and the families of other subgroups of students.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The district continues to work to develop partnerships with families to build partnerships for student outcomes. The HESD Parent Survey indicates that:

94.22% of parents strongly agree or agree with the statement, "The Report to Parents helps me to understand what my child is expected to achieve in ELA and math."
84.58% of parents strongly agree or agree with the statement, "I have been given suggestions/ideas to use at home to help my child meet grade level standards in ELA and math."
95.17% of parents strongly agree or agree with the statement, "When I have questions about my child's classwork, I can ask for clarification and assistance from my child's school."
Parent/teacher conferences were attended at a rate of 99.5%.

The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities including, Kinder Counts, First and Forward, Digital Literacy Project (partnership with CSU Fresno). There are versions of these popular parent education programs that are focused on the families of English learners and focused on all students. The committees also recommend expanding parent training

> opportunities to include those that are targeted to families of Long-Term English Learners and other lower achieving subgroups.
>
> The district plans to expand these programs and offer additional opportunities targeted to the families of subgroups.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

> The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities including, Kinder Counts, First and Forward, Digital Literacy Project (partnership with CSU Fresno). There are versions of these popular parent education programs that are focused on the families of English learners and focused on all students. The committees also recommend expanding parent training opportunities to include those that are targeted to families of Long-Term English Learners and other lower achieving subgroups.
>
> The district's in focus in Building Partnerships for Student Outcomes will be to expand upon the training and education offerings for parents. The expansion of parent education/training opportunities will necessitate additional outreach, staff, facilities, and materials. The district's planning will include provisions for these resources.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

> The district's parent committees (PAC and DELAC) both recommend the expansion of the popular parent training/education opportunities including, Kinder Counts, First and Forward, Digital Literacy Project (partnership with CSU Fresno). There are versions of these popular parent education programs that are focused on the families of English learners and focused on all students. The committees also recommend expanding parent training opportunities to include those that are targeted to families of Long-Term English Learners and other lower achieving subgroups.
>
> The district plans to expand the offering of parent education and training opportunities to underrepresented families that include families of underachieving student subgroups. These include families of English learners, Long-Term English Learners, African American, homeless and foster youth.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

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.

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.

95.92% of parents agree/strongly agree with the statement: I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations, on the HESD LCAP Parent Survey.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The district will continue to support committee members' understanding of the district's achievement, school climate and other metrics along with their the knowledge of the district's programs and services for students with the goal of leading them toward providing thoughtful, informed input and recommendations.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> The district will continue to include, on its committees, parent representatives of the district's student subgroups.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

> 1. DATA: Reflect on the key learnings from the survey results and share what the LEA learned.
> Students overwhelmingly support the district's efforts to deliver a broad educational program:
> - I think it is important to have physical education activities at my school. (92.74% of students Agree/Strongly Agree)
> - I think it is important to have music at my school. (81.62% Agree/Strongly Agree)
> - Participating in music enriches my experience at school. (85.84% Agree/Strongly Agree)
> - Participating in Art motivates me to come to school ever day. (65.07% Agree/Strongly Agree)
>
> Students feel safe at school and connected to their school:
> - I feel safe at school. (79.74% Agree/Strongly Agree)
> - There is an adult I can talk to if I have a problem at school. (76.48% Agree/Strongly Agree)
> - I plan to go to college. (88.7% Agree/Strongly Agree)
>
> Students have some concerns about bullying, but feel that adults at the school are able to prevent most bullying.
> - There is a lot of bullying at my school (44.55% Agree/Strongly Agree)
> - Teachers, principals, learning directors, student specialists, counselors or other adults are able to prevent bullying at my school. (68.31% Agree/Strongly Agree)
>
> MEANING: What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
>
> Students in grades 5 through 8, from all of the district's schools, participated in the survey. There were 1,664 responses. The survey was conducted online. Results are not disaggregated by subgroup.
> The data show that students overwhelmingly support the district's efforts to deliver a broad educational program and that students feel safe at school and connected to their school. Although students have some concerns about bullying, they feel supported by adults in the school and that adults at the school are able to prevent most bullying.
>
> 2. USE: What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were

seeking?
The district will continue to deliver a broad educational program to its students. The district's stakeholders have provided a mandate that says a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education.
The district will continue its efforts to ensure that students learn in a safe, well maintained school where they are supported, engaged, and connected to their school. The district will continue to provide health and social/emotional support to students with health professionals, counselors, student specialists, learning directors and vice principals, a social worker, and other personnel and non-personnel support.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
The following metrics are used to track a broad course of study:
- The number of minutes of physical education instruction
- The number of elementary students who receive art instruction
- The number of junior high students who select art as an elective
- The number of 5th and 6th graders who choose to participate in elementary band
- The number of junior high students who choose band as an elective
- The number of classes participating in academic study trips
- Results from the HESD parent and student surveys indicating parent and student satisfaction with the district's art, music, physical education and academic study trip programs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by every stakeholder group in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and

to have access to modern technology.
Prior to the onset of the COVID pandemic:

- Junior high and elementary school students received the required number of PE minutes.
- All students in the elementary grades received art instruction. In the junior high schools, 239 students chose art as an elective.
- 466 5th and 6th participated in band. 185 junior high students chose band as an elective.
- All elementary and junior high students participated in an academic study trip. (On hold due to covid--study trips resuming in spring 2022)
- Students and parents overwhelmingly express support and high levels of satisfaction for the districts' art, music, physical education programs as well as with academic study trips on district surveys.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
Note: The COVID 19 pandemic posed a significant barrier to a broad educational program. It is anticipated that the with the 2022-2023 school year, all students will participate in the district's programs and services that provide a broad instructional program.
The district's LCAP is designed to reduce/eliminate barriers to a broad educational program. The district's LCAP provides for supplies and materials for art, music, physical education, after school sporting events, and academic study trips. No fees are collected for participation or supplies for any district activity. Students who are unable to obtain musical instruments have them provided by the district.
Nevertheless, some barriers to a broad instructional program include:

- Three art teachers provide art instruction to all elementary students and to junior high students who choose art as an elective. This may limit the quantity of art instruction elementary students receive.
- A lack of museums, zoos, state and national parks in close proximity to the schools in the district mean that travel to major cities such as Los Angeles or San Francisco is often necessary. Long travel times can place strain on students, especially younger children, and school staff.
- While all students received English language arts, mathematics, science, history, visual and performing arts, and physical education, scheduling these activities so that students have choices, all instructional minutes requirements are met, and that there are no conflicts continues to be a challenge.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)
With the 2022-2023 school year, it is anticipated that all students will return to normal instruction and activities. The district will resume it's programs and services that provide students with a broad educational program. As the COVID pandemic subsides, concerts, sporting events, academic study trips, and art exhibits will resume.