



Hanford Elementary School District

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Dear Parent,

This letter is to inform you of the philosophy, reasoning, and contents of certain categorical programs that the Hanford Elementary School District (HESD) participates in. HESD participates in the following programs:

- Title I
- Title II
- Title III
- Title IV

The district, and school sites within the district, receive Title I, Title II, Title III, Title IV funds. To participate in these programs, HESD submits the Application for Funding Consolidated Categorical Aid Programs to the State of California Department of Education each year.

We encourage all parents to become involved with their child's education, both in the classroom and at the school-wide level. Each school, along with the School Site Council and English Learner Advisory Committee, develop a Comprehensive School Plan for Student Achievement that describes the educational programs in the various components and describes the categorical supplementary services. Parental involvement is a vital component of our Comprehensive School Plan. The following is an overview of the categorical funding and programs that each School participates in.

HESD Schools offer all students a rigorous, standards-based curriculum. Students with special needs are offered the same kinds of high quality learning opportunities and access to the core curriculum as all students. It is a priority to use funds from categorical programs for supplementary materials, personnel, and for professional development for teachers.

Supplemental services and materials are used to reinforce direct instruction from the classroom teacher. The regular classroom teacher has responsibility for, and control over, the overall educational experience of each student. High expectations, goals, and content and performance standards for success in the core curriculum are the same for all students.

Professional development activities are used to improve teaching to increase the ability of all teachers and other staff to challenge and assist all students to meet or exceed the standards.

General purpose funds are used to provide support for the core curriculum program. Some children have special needs, over and above that of the general school population. These additional needs affect these students' success in the core programs. Some of these students come from economically disadvantaged homes (they are poor). Some students lack English language proficiency because they speak a primary language other than English. Children, such as those described above, require extra services and materials not always provided through the core curriculum program.

Children's needs are identified and supplemental services and materials are planned and targeted to meet their special needs. Categorical funds are used to provide support to meet these students' extra needs.

The definitions that follow are provided to assist you in understanding the types of programs and funds your child's School receives, the types of students we serve, and the types of programs in which we participate:

Core Programs – Provide typical educational services and materials for each student in every school. General purpose revenues fund the core program. The core curriculum is district developed and reflects the essential elements of state frameworks and HESD grade level standards.

Categorical Funds – Funds earmarked for specifically identified categories of children for specific programs and purposes. In addition, categorical funds must be used for services and materials above and beyond those provided by the District's core program.

Identified Students - Children, identified through various methods, whose needs are met through supplementary services and materials. Supplementary programs are paid from categorical funds.

English Learner (EL) – Those students who speak a primary language that is not English. English language proficiency is determined by standardized tests approved by the California State Department of Education. EL students qualify for Title I services on the same basis as other students.

Primary Language – The first language heard, understood, and/or spoken.

School Plan for Student Achievement – A written plan for the utilization of categorical funds, that serves as the guide for implementing the planned categorical programs and services. It includes:

- School Data including Student Assessment Summaries
- Program Description
- An Action Plan with Goals and Objectives for Improving Student Achievement
- Professional Development
- Parent Involvement
- Means of Monitoring and Evaluation
- Budget
- School Committee Members (SSC and ELAC)
- School Site Assurances (signatures)

Title I – A federally funded program for the purpose of meeting the needs of Educationally Disadvantaged students in schools eligible to receive funds. Services and materials supplement the core programs.

Title II – A federally funded for the purpose of providing qualified teachers and principals to improve educational achievement for both regular and special needs children.

Title III - A federally funded program that provides support materials or services to English Learners to improve their English Language Development and academic achievement.

Schoolwide Program – A Schoolwide Program permits a school to use funds from Title I and other federal education programs to raise the academic achievement for all students and to improve the entire education program of the school.

The goal of the district, and of your child's school, is to create and maintain the best educational environment possible. We can only do this with your support and input. If you have any questions, concerns, or would like to become more involved the education process at your child's school, please contact the school office. To learn more about categorical programs you may want to become involved in the School Site Council (SSC), English Learner Advisory Committee (ELAC) and/or attend the Annual Title I Parent Meeting. Information about these activities will be sent home in September. We look forward to your involvement.