



# Hanford Elementary School District

Parent Advisory Committee:

December 13, 2022

# Welcome & Introductions

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- Welcome to PAC Meeting #1
  - Name
  - School You Are Representing
  - What Grade Your Child is in
- Public Comments

# Business Items

- Approval of the PAC Bylaws
  - Make a motion:
  - Second the motion:
  - All in favor?
- [Distribution of Uniform Complaint Annual Notice](#)
- Elect Chairperson & Vice Chairperson
  - Nominations & Vote
    - Chairperson (per bylaws – Director of PDAA):
      - Seconded by:
    - Vice Chairperson:
      - Seconded by:
- [Distribution & Review Parent Involvement Policy BP6020](#)
- BP 6020 Discussion & Recommendations
  - Approve BP 6020 Recommendations
    - Motion:
    - Second:
    - All in favor?

The committee recommends that the Board of Trustees approve BP 6020.

# PAC Meeting Schedule 2022-2023

Training Session #1	October 25, 2022
Training Session #2	November 15, 2022
Meeting 1	December 13, 2022
Meeting 2	January 31, 2023
Meeting 3	March 21, 2023
Meeting 4	May 23, 2023



# California School Dashboard & The Local Control Accountability Plan

LCAP Goals, State Indicators, Local Indicators

# California School Dashboard

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

## Local Indicators

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

## State Indicators

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

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

# The California School Dashboard

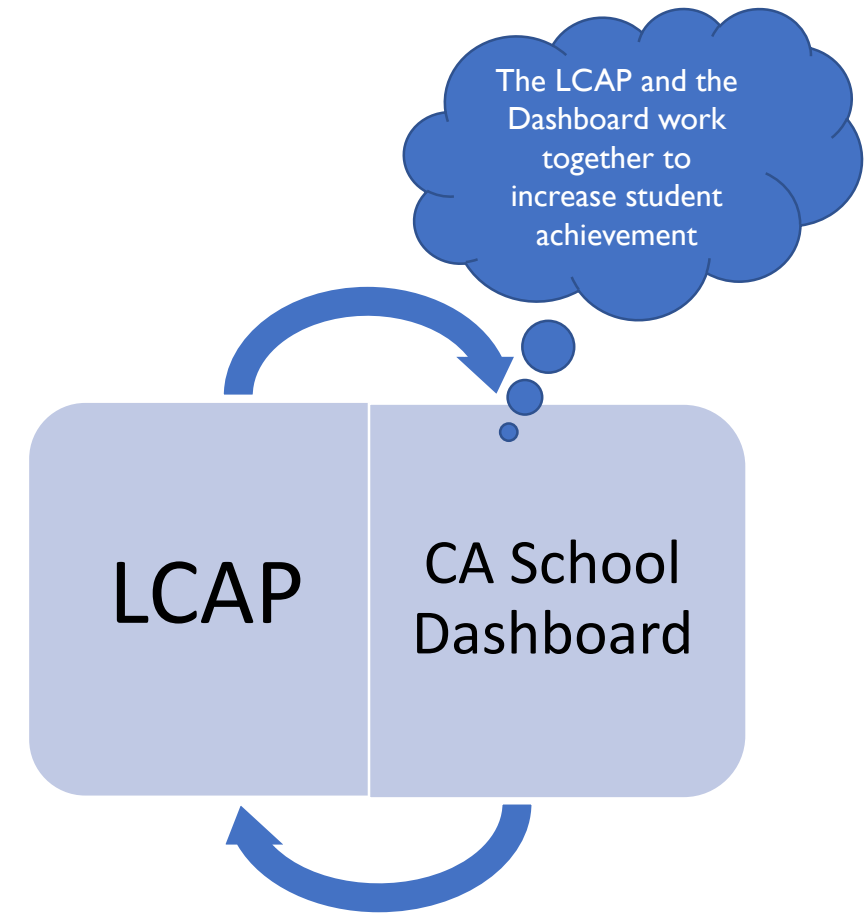


The California School Dashboard shows how schools and districts perform on a variety of metrics, called Multiple Measures:

- Academic Achievement
- The Progress of English Learners
- Suspension Rates
- Chronic Absenteeism
- School Facilities
- Parent Involvement
- Implementation of the State Standards

# Relationship between the Accountability system and the Local Control Accountability plan

- All planning begins with an analysis of how students are doing (Dashboard)
- Based on how students are doing, what are our needs/goals? (LCAP)
- What actions can we take to address these needs? (LCAP)
- Did we implement our actions as planned? (LCAP)
- Did our actions lead to improved achievement (Dashboard)
- LCAP is a three-year plan







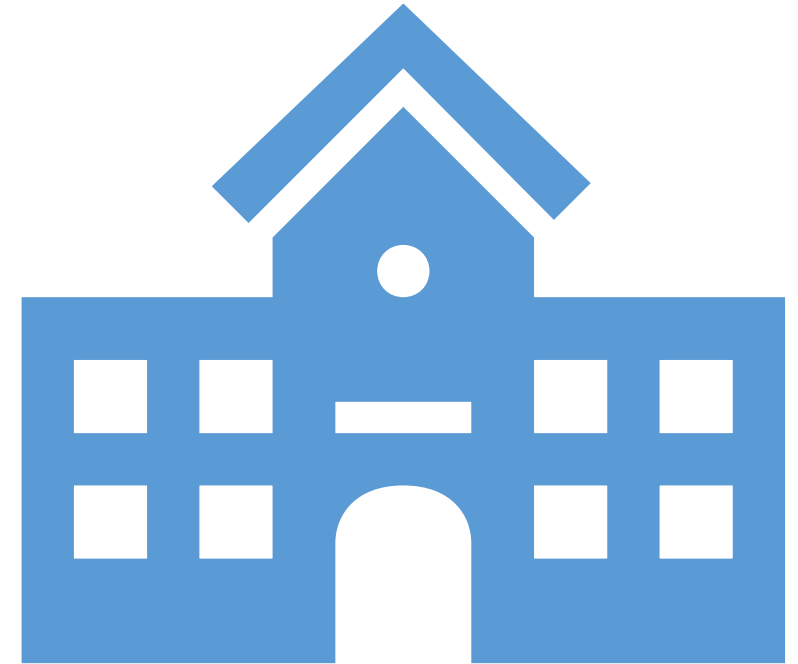
Hanford Elementary

# Local Control Accountability Plan (LCAP)

Introduction to the LCAP

# The Local Control accountability plan (LCAP)

- School Districts develop a plan called the Local Control Accountability Plan (LCAP). The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities.
- The funds are used to increase or improve services for **Unduplicated** Pupils (but may benefit all students).
- The Parent Advisory Committee provides input into the development of the district's Local Control Accountability Plan



# Unduplicated Pupils


How do we know how many UPs we have?

Hanford Elementary School District  
Confidential Family Survey 2019-2020  
PLEASE COMPLETE THIS FORM AND RETURN BY SEPTEMBER 27, 2019.

Dear Parent or Guardian,  
We need your help. The information you provide is **confidential**. It is used for the purpose of determining state funding that support learning at your child's school.

**PART I: Student Information**

Student ID	Student Name	School	Grade

 **CORRECT:** ☐ **INCORRECT:** ☐ ☐ ☐

**PART II: Fill in the following information for household size and household income**  
See additional information on the back of this form for assistance in determining your household size and annual household income.

Total number of people (children and adults) living in your household: (Please mark only one bubble)		Total annual household income: (Please mark only one bubble)	
2	<input type="radio"/>	Between \$0 - \$23,107	<input type="radio"/>
3	<input type="radio"/>	Between \$23,108 - \$31,284	<input type="radio"/>
4	<input type="radio"/>	Between \$31,285 - \$39,461	<input type="radio"/>
5	<input type="radio"/>	Between \$39,462 - \$47,638	<input type="radio"/>
6	<input type="radio"/>	Between \$47,639 - \$55,815	<input type="radio"/>
7	<input type="radio"/>	Between \$55,816 - \$63,992	<input type="radio"/>
8	<input type="radio"/>	Between \$63,993 - \$72,169	<input type="radio"/>
9	<input type="radio"/>	Between \$72,170 - \$80,346	<input type="radio"/>
10	<input type="radio"/>	Between \$80,347 - \$88,523	<input type="radio"/>
11	<input type="radio"/>	Between \$88,524 - \$96,700	<input type="radio"/>
12+	<input type="radio"/>	More than \$96,701	<input type="radio"/>

**Part III: Parent or Guardian Information and Signature**  
I certify (promise) that the information provided on this form is true and that I included all income. I understand that the school may receive state and federal funds based on the information I provide and that the information could be subject to review.

Parent or Guardian Printed Name	Parent or Guardian Signature	Date

DO NOT MAKE COPIES OF THIS FORM

- School districts receive additional funding, called supplemental and concentration funds, based on the numbers of **“Unduplicated Pupils”** (students who are low-income, English learners, or foster youth).
- Prior to 2018-2019 UPs were determined by the number of students who applied for and qualified for the National School Lunch Program (Free/Reduced Price lunch)
- In 2018-2019 the district began participation in the Community Eligibility Program. (All students eat breakfast and lunch for free—no free lunch applications.)
- Alternative Income Verification Forms

# The Local Control Accountability Plan (LCAP)

- **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	Robert Heugly Director, Program Development, Assessment, Accountability	rheugly@hanfordesd.org 5595853600

# The Local Control Accountability (LCAP) Goals



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



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



The district will support teachers and staff with professional development, training, and collaboration time.



Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school.



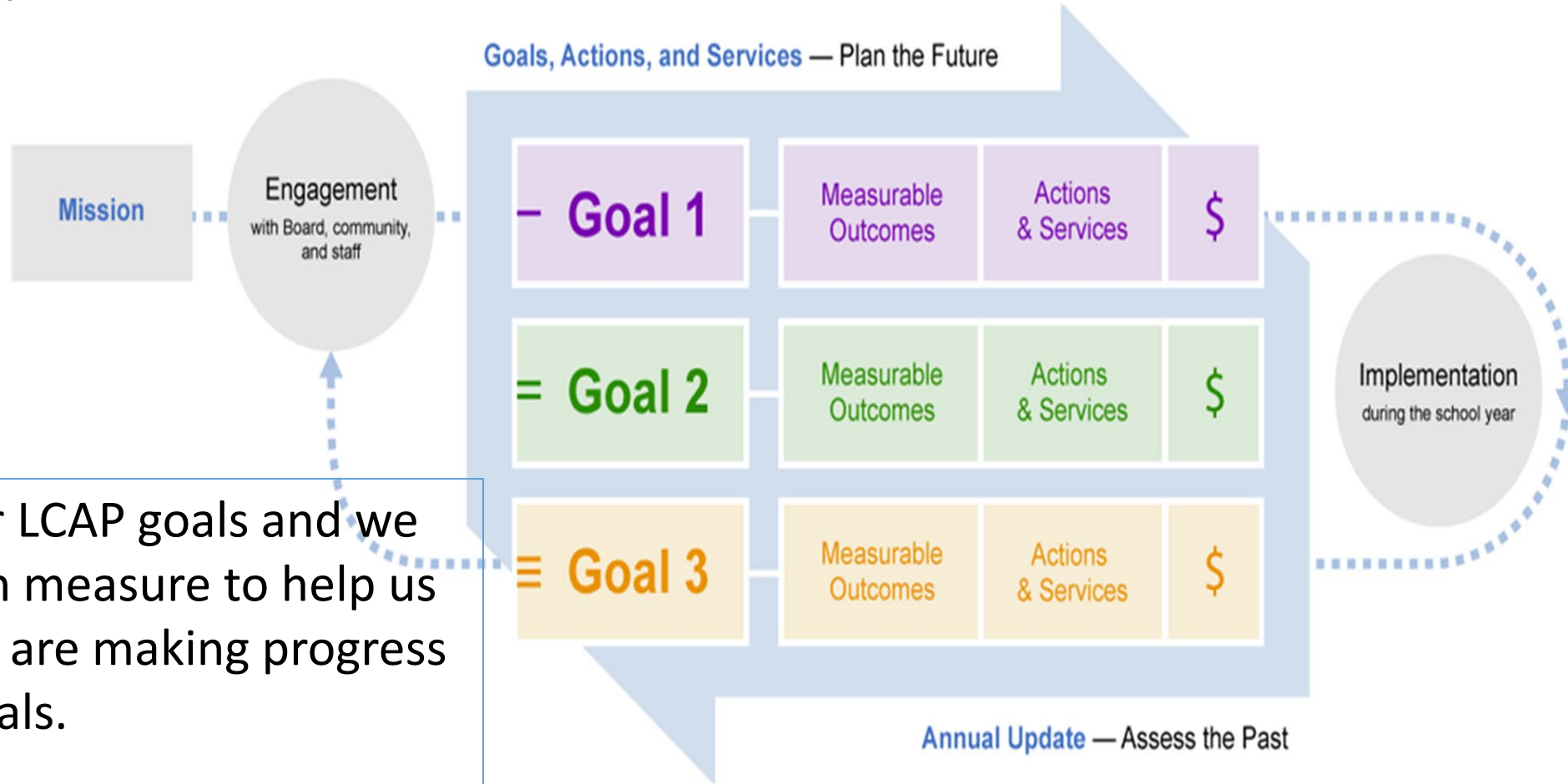
Communication between schools and home will be regular and meaningful.

# Goals and Expected Outcomes

- For each of the district's goals, there are a series of outcomes, aligned with the state priorities, that we expect to meet.

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.



# Goal 1

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

## State Priority 2:

Implementation of State Common Core Standards

## Expected Outcomes Goal 1

1.1 - School sites are provided with supplies and materials that support the programs and services in the LCAP including art, music, and physical education.

1.2 - 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.

1.3 - Students in grades 2-8 have access to laptop computers, TK-1 have access to an iPad, and TK-8 have access to standards-aligned digital content.

1.4 - Students in each grade level attend a study trip aligned with their grade's content standards.

1.5 - Art, music, and PE instruction is supported with staff, supplies, and materials.

1.6 - Students in grades 7-8 will have the opportunity to participate in an after-school enrichment.

## Services Related to Goal 1

Supplies Materials

Library Media Technicians

Library Information System

Technology

Technicians/Data Center

Study Trips

Art, Music, PE Teachers

Music Supplies/Instruments

7<sup>th</sup> & 8<sup>th</sup> Grade After School Athletics

Director of Curriculum (Supports programs for EL students)

# Goal 2

All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.

## State Priority 4: Student Achievement

- State Assessments
- EL's Progress Learning English
- EL Reclassification Rate

## Expected Outcomes Goal 2

- 2.1 - 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.
- 2.2 - Students at the district's junior high schools are supported with a robust summer program that includes both academics and enrichment.
- 2.3 - 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 support for English learners and struggling students.
- 2.4 - Designated and Integrated are supported with staff, supplies, and materials.

## Services Related to Goal 2

Elimination of Combination Classes  
Support for Foster Youth  
Curriculum Director/Specialist  
Clerical  
EL Aides (Jr High)  
Teacher Resource Specialist  
Learning Directors  
Program/Assessment Director



# Goal 3

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

## State Priority 1: Basic Services

- ***Teacher Assignments***
- ***Credentialed Teachers***
- Standards Aligned Materials
- School Facilities in Good Repair

## Expected Outcomes Goal 3

- 3.1 - Teachers are supported with leadership, training, and professional development.
- 3.2 - 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.
- 3.3 - 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.

## Services Related to Goal 3

Learning Directors  
Clerical  
Teacher Resource Specialist  
Supplies Materials  
Induction Program  
Professional Development Days

# Goal 4

**Students will attend a safe, well-maintained school and will have access to standards-aligned materials.**

## State Priority 1: Basic Services

- Teacher Assignments
- Credentialed Teachers
- ***Standards Aligned Materials***
- ***School Facilities in Good Repair***

## State Priority 5: Engagement

- Attendance Rates
- Chronic Absenteeism Rates
- Middle School Dropout Rates

## State Priority 6: School Climate

- Suspension Rates
- Expulsion Rates

## Expected Outcomes Goal 4

4.1 - Direct support for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support.

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

4.3 - Additional support staff provides direct services to students to promote a positive school climate, good citizenship, and school safety.

4.4 - 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.

## Services Related to Goal 4

Teacher Resource Center

Instructional Materials

Learning Directors

5 Nurses (RNs)

11 Health Care Assts. (LVNs)

5 Counselors

Social Workers

8 Student Specialists

2 Vice Principals

2 Resource Officers

Child Welfare & Support (Homeless/Foster Liaison)

Yard Supervision

Community School

Transportation

Custodians

# Goal 5

Communication between schools and home will be regular and meaningful.

## State Priority 3: Parent Involvement

- Parent Involvement
- Parent Input
- Parent Participation in Programs for Unduplicated Students

### Expected Outcomes Goal 5

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

5.2 - School sites and the district will provide parents with a variety of informational, training/educational, and social activities.

5.3 - The district and school sites will maintain the required committees for parent input.

### Services Related to Goal 5

Parent Liaison

Parent Education Ctr.  
(Planned)

Parent Advisory  
Committee

District English Learner  
Advisory Committee

# California School Dashboard

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## Local Indicators

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

## State Indicators

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



# Local Indicators: Instructional Materials and Facilities

- Instructional Materials:

*Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home*

- All students have access to their own copies of standards-aligned materials for use at school and home ([Link](#)).
  - Williams Inspection in September 2021 showed no findings. All students have access to the standards-aligned materials. No Williams inspection in 2022
  - Board Resolution #6-22 Sufficiency of Instructional Materials on 9/8/2021.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/9/20.				All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.

# Discussion & Recommendations: Instructional Materials

- Discussion
- Recommendations
- Approve Recommendations
  - Motion to Approve:
  - Second:
  - VoteAll in favor?

# Local Indicators: Instructional Materials and Facilities

- Facilities:

*Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)*

- All facilities meet the “Good Repair” Standard.
  - Williams Inspection with partners from the Kings County Office of Education in September 2021 showed no findings. There were no Williams inspection in 2022
  - Facilities Inspection Tool (FIT) in August 2021 showed the district’s facilities to be in “Exemplary” condition. ([Link](#))

From our LCAP:

<u>Measuring and Reporting Results</u>					
Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	All schools received a score of “Exemplary” on the California Facilities Inspection Tool (FIT)				All schools will receive a score of “Exemplary” on the California Facilities Inspection Tool (FIT)

# Discussion and Recommendations: Facilities

- Discussion
- Recommendations
- Approve Recommendations
  - Motion to Approve:
  - Second:
  - VoteAll in favor?



# California School Dashboard

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## Local Indicators

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

## State Indicators

- Test Scores in ELA and Math
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- Suspension Rate



# Teacher Credentials and Experience



How many teachers are fully credentialed?

How many teachers have two or fewer years of experience?

How are teachers without full credentials and inexperienced teachers distributed among the school sites?



# Local Indicators: Teacher Credentialing

## Teacher Credentialing (Labels Dictated by the US Department of Education)

- **Ineffective Teacher:** A teacher who does not possess a full teaching credential. This includes several types of emergency credentials.
- **Out of Field Teacher:** A teacher whose credential does not match the course(s) they are teaching. (An example would be a teacher with a history credential teaching a math class. Another example is a teacher who does not possess specific credentials for teaching English Learners—called CLAD)
- **Inexperienced Teacher:** A teacher with two or fewer years of teaching experience.

We look at the number/distribution of teachers without full credentials/more than two years of experience and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

# Ineffective Teachers & Low Income/Minority Students

## Ineffective & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers
Hamilton	435	385	88.5%	19	1	5.3%
Jefferson	486	422	86.8%	18	1	5.6%
King	625	584	93.4%	27	0	0.0%
Lincoln	366	356	97.3%	17	0	0.0%
Monroe	642	498	77.6%	28	0	0.0%
Richmond	410	380	92.7%	19	1	5.3%
Roosevelt	455	426	93.6%	20	0	0.0%
Simas	502	396	78.9%	23	0	0.0%
Washington	459	379	82.6%	20	0	0.0%
<b>LEA Total</b>	<b>4380</b>	<b>3826</b>	<b>87.4%</b>	<b>191</b>	<b>3</b>	<b>1.6%</b>

## Ineffective & Low-Income Students

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Ineffective/Misassigned Teachers	% Ineffective/Misassigned Teachers
Hamilton	435	371	85.3%	21	1	4.8%
Jefferson	486	234	48.1%	20	1	5.0%
King	625	508	81.3%	26	0	0.0%
Lincoln	366	351	95.9%	17	0	0.0%
Monroe	642	489	76.2%	29	0	0.0%
Richmond	410	373	91.0%	19	1	5.3%
Roosevelt	455	415	91.2%	21	0	0.0%
Simas	502	284	56.6%	24	0	0.0%
Washington	459	366	79.7%	22	0	0.0%
<b>LEA Total</b>	<b>4380</b>	<b>3391</b>	<b>77.4%</b>	<b>199</b>	<b>3</b>	<b>1.5%</b>

Note: There are no Ineffective teachers at the two junior high schools.

# Out-of-Field Teachers & Low Income/Minority Students

We look at the number of teachers without full credentials and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

## Out-of-Field & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	435	385	88.5%	21	0	0.0%
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## Out-of-Field & Low-Income Students

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School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	518	504	97.3%	26.08	1	3.8%
Wilson	569	474	83.3%	26.08	7	26.8%
<b>LEA Total</b>	<b>1087</b>	<b>978</b>	<b>90.0%</b>	<b>52.16</b>	<b>8</b>	<b>15.3%</b>

School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	518	450	86.9%	26.08	1	3.8%
Wilson	569	425	74.7%	26.08	7	26.8%
<b>LEA Total</b>	<b>1087</b>	<b>875</b>	<b>80.5%</b>	<b>52.16</b>	<b>8</b>	<b>15.3%</b>

# Inexperienced Teachers & Low Income/Minority Students

We look at the number of teachers without full credentials and determine whether these teachers are disproportionately placed at schools with higher numbers of minority and/or low-income students.

## Inexperienced & Minority Students

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
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# Distribution of Ineffective/Inexperienced Teachers

- Contributing factors to Ineffective, Out-of-Field, and Inexperienced Teachers
  - There is a severe and ongoing shortage of qualified teacher candidates in California
  - Staffing (teacher hiring) is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
    - We are hiring additional/extra teachers to keep class sizes lower placing an additional demand on the pool of available candidates
  - There are specific rules covering the transfer of teachers. This may affect the distribution of inexperienced teachers among the school sites.
  - The district is in close proximity to a large military base, and a significant number of teachers are spouses of active military personnel.
    - This may contribute to late resignations as active military are transferred.
    - This may contribute to some out-of-field teachers as military spouses who are experienced, and otherwise well-qualified teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).



# LCAP and Teacher Credentials

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	241 Teachers with Full Credential 15 Teachers without Full Credential	239 Teachers with Full Credential 12 Teachers without Full Credential			All teachers in the LEA will be appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.
HESD Teacher Survey	% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement. 78%	90% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.			80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.
New Teacher Induction Completion Rates	100% of teachers in the district's induction program successfully cleared their credential.	12 teachers in the district's induction program (100%) successfully cleared their credentials in 21-22.			100% of teachers in the district's induction program successfully cleared their credential.

Year 2 Outcome:

251 Teachers

3 Ineffective/Misassigned

10 Out of Field

(25 Inexperienced)

Note: The teacher survey has not been distributed yet. Induction completion rates will not be known until later in the year.

Note: Last year there were 251 teachers for 5,544 students. This year there are 251 teachers for 5,467 students





## Support for Teachers

- Three Full Day Professional Development Sessions
- Induction Program for New Teachers
- Team of Instructional Coaches
- School Site Based Professional Development
- Teacher Collaboration Each Wednesday

# Ineffective, Out-of-Field, Inexperienced

- **Discussion on Teacher Credentialling**

2021: Work to get ineffective and out-of-field teachers certified. All teachers need to have the proper certifications. We should work to provide and support these teachers to become certified as quickly as possible.

2021: (Question: What is the time frame for teacher to get certified? One to three years is the average.)

2021: There are a lot of good teachers who are in military families who come to us as excellent teachers with substantial experience. We do not want to lose these teacher because of specific California related credential requirements. We should hire these teachers and provide them with the support and training to finalize the California requirements in a timely manner.

- **Recommendations**

2021: Work to get ineffective and out of field teachers certified. All teachers need to have the proper certifications. We should work to provide and support these teachers to become certified as quickly as possible.

2021: There are a lot of good teachers who are in military families who come to us as excellent teachers with substantial experience. We do not want to lose these teacher because of specific California related credential requirements. We should hire these teachers and provide them with the support and training to finalize the California requirements in a timely manner.

- **Approve Recommendations**

All in favor.



Lucy will  
chart the  
committee's  
input

# Thank You!!!

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- Adjourn PAC Meeting #1
- Next PAC Meeting
  - Tuesday, January 31<sup>st</sup> @ 9:00 am