

Hanford Elementary School District



2023-2024 LCAP Federal Addendum

Section 1: LCAP Federal Addendum (California Department of Education Approved 2018, Updated May 2023)

Section 2: Federal Program Planning Document and Spending Plan for 2023-2024 (Title I Part A, Title II Part A, Title III Part A, Title IV)

Section 3: Annual Evaluation/Review of the 2022-2023 Federal Programs (Title I Part A, Title II Part A, Title III Part A, Title IV)

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

School Year

2022-2023

Date of Board Approval

May 24, 2023

LEA Name

Hanford Elementary School District

CDS Code:

16639170000000

Link to the LCAP:

(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

DISTRICT & SCHOOL PLANNING:

Each year, district and school site leaders along with the PAC, DELAC, SSCs, develop and/or revise a series of goals that lead the way toward continuous improvement in each of the State's priority areas. These five goals are the foundation of the district's LCAP. These five goals are also the basis for all of the district's federally funded initiatives and priorities. State and federal funding sources work together, with federal funds from Titles I, II, III, and IV, supplementing the state funds, to achieve the district's 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.

RATIONALE/EVIDENCE

Under Goal 1, and funded with the LCFF, students are provided with materials, technology, activities, and courses of study that support and enrich their core instruction. Services that students receive through the LCAP include fully staffed libraries that are open every day; technology; instruction in art, music, and PE; academic study trips; an after-school program; and after-school athletic activities. Federal funds support/supplement by providing standards-aligned digital content for students, along with supplies, and materials.

Under Goal 2, 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, funded with the LCFF, include the elimination of combination classes, a summer academic and enrichment program, and supports for ELs and foster youth. Through the LCFF, the district provides a curriculum director who ensures that core academic instruction is raising achievement and that struggling students, ELs, and foster youth receive additional support. The curriculum director develops integrated and designated ELD and ensures its implementation. Federal funds are used to support student learning and achievement. Title III funds provide support that is specific to EL students. This includes after-school ELD, professional development specifically designed to increase the achievement of ELs, and a comprehensive program of education and support for the families of EL students. Federal funds also support the educational program at individual school sites through the School plans. Federal funds provide after-school instruction including enrichment and intervention, educational tutors, books, supplies, and materials.

Goal 3 supports students by ensuring that every student has a qualified, well-trained teacher. Funded with the LCFF, teachers are provided training and support that includes three full-days of PD. These PD days are the core training that all teachers receive and cover content, pedagogy, and addressing of students' social/emotional needs. Federal funds are used to supplement, extend, and individualize the core training that all teachers receive. Federally funded instructional coaches in ELA, mathematics, and technology provide ongoing support for the teaching staff. Teachers with preliminary credentials who are new to the profession participate in an induction program receiving additional training including one-on-one coaching and support for two years. The LCAP provides for the core of the induction program. Federal funds supplement induction by providing full-time, full-release induction coaches to work with new teachers.

Under Goal 4, and funded with the LCFF, 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 School provide an additional layer of supports for students with behavioral challenges. The initiatives under Goal 4 are primarily supported with the LCFF. Small amounts of federal funds are used by individual school sites, documented in their School Plans for Student Achievement, to provide additional supports, rewards, and or activities designed to keep students connected and engaged with their school and to support their social and emotional wellbeing.

Under Goal 5 families are provided with a variety of information, training, and support. Families provide insight and input into the district's programs and services through the PAC, DELAC, and SSCs. Federal funds support parent communication by providing software and other tools that enhance communication.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The discussion below, organized around each of the district's five overarching goals, demonstrates the alignment of state and federal resources supporting each of the goals.

Goal 1: A continuing mandate from all of the district's Educational Partner groups is that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. The district's Educational Partners support a well-rounded education for all students that includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The LCAP provides the foundation of the district's broad educational program. Federal funds supplement.

LCAP:

Library Media Technicians
Library Information System
Classroom Technology (SMART Boards)
Technicians to Support Technology
Art, Music, Physical Education Teachers
Study Trips
After School Program

TITLE I and TITLE I SWP

Supplies, materials, and enrichment activities for school sites, including virtual study trips, video conferences, science Olympiad etc.

Goal 2:

The information below illustrates how resources from the LCAP and from federal programs work in together to support students, including students who are English learners, as they work toward making progress on the state adopted content and ELD standards. The federal funds (Title I and III) add supplemental layers of academic supports for students as they move toward proficiency.

LCAP:

Elimination of Combination Classes
Summer Session (being funded through ELOP)
Support for Foster Youth
Designated and Integrated ELD
Director of Curriculum (Focus on EL Students)
Learning Directors (Academic Support for Unduplicated Students)
Director, Assessment & Accountability (Support and Technical Assistance for School Sites)

TITLE I and TITLE I SWP:

Standards-aligned Digital Content
After School Interventions for Struggling Students
Support for Homeless Students
Supplies and Materials for School Sites
Books and eBooks
Educational Tutors (Paraprofessionals)

Title III:

Supplemental (After-hours) English Language Development Instruction
Books, Supplies, Materials
Support for Parents/families of EL students

Goal 3:

Having teachers that are appropriately credentialed is the minimum. In order to best serve students, including students who are English learners, teachers require ongoing training, and support. The leadership and Educational Partners of HESD have made a significant commitment to ongoing teacher training.

LCAP

Three Professional Development Days for Teachers
Learning Directors (Professional Development/coaching at School Sites)
Induction Program (Support for Teachers New to the Profession) (Supplies, Materials, Secretarial)

Title I:
Instructional Coaches (ELA, Math, Technology)
Full-time Induction Coaches

Title II:
Teacher Overtime for Professional Development
Staff Developers from County Offices of Education
Substitutes for Teacher Release (Classroom Observations etc.)

Title III:
After-school ELD Instruction for EL Students
Professional Development Specifically for Supporting ELs, including:
Teacher Overtime for EL PD
Staff Developers from County Offices of Ed

Goal 4:
The actions and services under Goal 4 provide students with the supports and interventions that reduce the barriers to learning that many students from low income families, who are ELs, and/or foster youth experience.

LCAP:
LVNs & RNs (Student Health Support)
Social Workers (Social/emotional/behavioral Support)
Counselors (Social/emotional/behavioral Support)
Student Specialists/Vice Principals (Social/emotional/behavioral Support)
Learning Directors (Social/emotional/behavioral Support)
School Resource Officers (Social/emotional/behavioral Support)
Director of School Climate (Support and Technical Assistance to Schools)
Positive Behavioral Intervention and Supports (PBIS)
Standards Aligned Materials (Textbooks)

Title I (and SWP)
Professional Development for Counselors and Student Specialists
Supplies, Materials, Student Academic Rewards/activities at School Sites
Social Emotional Learning (SEL)

Goal 5:
The list below illustrates how the LCAP, along with federal programs supports the involvement of families in their children's education.

LCAP:
Parent Conferences
Report Cards
Electronic Communication
Band Performances/Concerts
Sporting Events
Parent Advisory Committee
Parent Liaison
Parent Education Center

Title I (and SWP)
Enhanced Technology for Parent Communication
School Site Parent Involvement Activities (e.g. Literacy Night, Math Night etc.)
Supplies Materials
School Site Council

Title III:
Parent Support and Education Specifically for Parents of EL Students
Parent Academies
Technology, Software (for Parent Use)
Spanish Library Books (for Parent Checkout)
District English Learner Advisory Committee

All state and federal resources are aligned, and work together to support the district's five goals, leading toward the development of students who achieve academically, who respect basic cultural values, who demonstrate ethical behavior including respect for others, and who value personal integrity, responsibility, and accountability.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.
The district will use eligibility for the National School Lunch Program (NSLP) as the poverty criteria.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDE's website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

THIS ESSA PROVISION IS ADDRESSED BELOW:

1. The LEA's process for identifying disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers:

HESD conducts a series of four staff planning meetings yearly. At these meetings, the district's needs for staffing and hiring for the upcoming school year are discussed. Part of this planning process includes an analysis of teacher experience, the ratios of inexperienced, ineffective, and out-of-field teachers to low-income and minority students, and comparability. The district uses a suite of reports from CALPADS along with internal data that include enrollment projections and facilities availability to review staffing for the current school year and to make estimates for the next school year. During this process, using all of the information discussed above, along with the California Department of Education's Step Two-Gap Analysis tool, the district identifies potential disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Once the school year is underway, the Assistant Superintendent of Human Resources along with the district's credential analyst, conduct ongoing monitoring of the district's staffing.

2. How the LEA will address any disparities found during the identification process:

If potential disparities are found during the annual staff planning process, (i.e. for the upcoming school year) schools with potential disparities have priority in receiving the most experienced newly hired teachers. If it is necessary to staff schools with teachers are classified as "ineffective," the placement of these teachers will be prioritized to cause the least disparity between low income and minority students and all students. Once the school year is underway, the Assistant Superintendent of Human Resources along with the district's credential analyst, conduct ongoing monitoring of the district's staffing.

Teachers who are classified as "ineffective" receive ongoing support that includes training, in-class coaching, and assistance preparing for exams required to meet the state's credentialing requirements.

The district used the chart templates provided by the California Department of Education's Step Two-Gap Analysis web page to conduct the analysis below.

INEFFECTIVE/OUT-OF-FIELD/LOW INCOME & MINORITY

* Are minority students taught at higher rates than other students by ineffective or out-of-field teachers?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2023-2024, there will be 268 teachers in HESD with classroom rosters (208 elementary and 30 junior high), 5 Itinerant PE teachers, 2 Itinerant Art teachers, and 7 Instructional Coaches. There are projected to be 0 ineffective teachers representing 0% of the district's teaching force, indicating no significant disparity.

* Are low-income students taught at higher rates than other students by ineffective or out-of-field teachers?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2023-2024, there will be 268 teachers in HESD with classroom rosters (208 elementary and 30 junior high), 5 Itinerant PE teachers, 2 Itinerant Art teachers, and 7 Instructional Coaches. There are projected to be 0 ineffective teachers representing 0% of the district's teaching force, indicating no significant disparity.

INEXPERIENCED TEACHERS & LOW-INCOME/MINORITY STUDENTS

* Are minority students taught at higher rates than other students by inexperienced teachers?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2023-2024, there will be 268 teachers in HESD with classroom rosters (208 elementary and 30 junior high), 5 Itinerant PE teachers, 2 Itinerant Art teachers, and 7 Instructional Coaches. There are projected to be 20 inexperienced teachers representing 7.46% of the district's teaching force. Six schools have percentages of inexperienced teachers that are above the district's overall percentage of 7.46%. Two of the six schools have percentages of minority students above the district's overall percentage of 88.8%. These are Lincoln and Roosevelt which indicates some disparity.

* Are low-income students taught at higher rates than other students by inexperienced teachers?

The district's analysis indicates the following:

(Note hiring and staffing is still underway at the time of this writing, therefore, the figures that follow are estimates.)

Based on pre-staffing projections for 2023-2024, there will be 268 teachers in HESD with classroom rosters (208 elementary and 30 junior high), 5 Itinerant PE teachers, 2 Itinerant Art teachers, and 7 Instructional Coaches. There are projected to be 20 inexperienced teachers representing 7.46% of the district's teaching force. Six schools have percentages of inexperienced teachers that are above the district's overall percentage of 7.46%. Five of the six schools have percentages of Low-Income students above the district's overall percentage of 76.69%. These are Hamilton, Lincoln, Roosevelt, Washington, and Kennedy which indicates some disparity.

EDUCATIONAL PARTNER ENGAGEMENT

Information from the California Department of Education's Equity Data Collection and Analysis Tools, the California School Dashboard's Local Indicators, and the School Accountability Report Cards, are shared and discussed with the district's Educational Partner groups during the development of the LCAP each year.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP)

	<ul style="list-style-type: none"> • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals
Ineffective teacher	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none"> • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

CSI PLAN & ATSI (SPSA) PLAN

The District has one school in CSI.

The District has 10 schools identified as ATSI

School Site Council (SSC)

All the schools maintain a school site council including our CSI and ATSI schools. The SSC is comprised of parents, teachers, and school staff. Parents make up 50% of the SSC with parents of EL students representing at least the same percentage on the committee as the percentage of EL students enrolled at the school. The school holds four school site council meetings each year in October, January, March, and May. During these meetings, student achievement is reviewed, the school's/students' needs are assessed, and based on this analysis the school plan, which includes the CSI plan, is developed. The school plan (with the CDS plan) is approved by the school site council each year in May (for the upcoming school year), and again the following March as an update. The Hanford Elementary School District Board of Trustees approves the school plan (including the CSI plan) after the school site council has given their approval.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans

2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district maintains a DELAC and a PAC. The DELAC advises the board on conducting a district-wide needs assessment on a school-by-school basis, advises the board on the district's plan for educational programs and services for ELs, takes into consideration the school plan; advises the board on the annual needs assessment. The PAC engages parents in the LCAP review and planning process, to elicit their input into the district's LCAP, and provide them the opportunity to voice priorities for their students. The PAC reviews data showing the district's performance in relation to the Dashboard and local metrics and the LCAP throughout the school year. The district conducts an annual survey of all parents. The parent-family engagement policy is reviewed at each school site's annual Title I Meeting & parents are provided an opportunity for input. The policy is reviewed again by each SSC at the 1st meeting. SSC members provide input & make recommendations on the policy. Revisions are made if requested. At the 2nd SSC meeting, each SSC votes to recommend that the district's board approve the policy. The DELAC reviews, provides input, and recommends the board for approval. A hard copy of the parent and family engagement policy is distributed to all parents and posted on the district web page.

HESD schedules 2 days for parent/teacher conferences, parents receive information on understanding standards, State and local assessments, how to monitor their child's progress, how to work with their child's teacher to improve achievement, and how to work with their child at home to improve achievement. Parent conference attendance is 99.8%. Parents can request and receive a conference with their child's teacher at any time. Each student receives a detailed Report to Parents 3 times each school year. Individual school sites conduct a variety of activities each year, focused on the various content areas, that are designed to assist and educate parents on how to work with their children to improve achievement. Individual school sites conduct a variety of activities each year, focused on the various content areas, including literacy training and using technology (including education about the harms of copyright piracy), that are designed to assist and educate parents on how to work with their children to improve achievement. The district provides monitoring and technical support. HESD distributes a document titled: Report Card Parent Resource which provides detailed information that describes the challenging state standards and explains what students should know and be able to do to master these standards. Teachers, admin, and support staff receive PD sessions and mentoring that provide specific training in the technical aspects of parent communication. Examples: how to prepare for parent conferences, what information to discuss at parent conferences, and how to complete the HESD Report to Parents. PD also covers working with parents as equal partners and building ties between parents and the school.

The district provides and coordinates with other state & federal programs (to include Title III, LCFF, ASES) a variety of parent involvement activities to support children and families. The district provides Parent Academies (funded with Title III) designed specifically to educate the parents of EL students in supporting their children in school. The district operates a Parent Outreach Center on a school campus (school site changes each year based on room availability). All documents and information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in English and Spanish. Parents have multiple opportunities to provide input into activities and support for students and families. Parent representatives provide input into activities and support parents through SSC, DELAC & PAC. Obtaining feedback on parent involvement/education activities is addressed on the agenda of each SSC at the first meeting. The district sets aside, as required, 1% of Title I Part A funds for parent involvement activities. The District Director of Program Development monitors school sites in the implementation of parent involvement activities, and provides technical assistance. Documents & information related to school and parent programs, meetings, and other activities are sent in English & Spanish. The district provides opportunities for informed participation by providing reasonable accommodations, including sign-language interpreters at all public meetings, having ADA compliant public facilities, and providing additional mobility/accessibility support & assistance to family members with special needs. The district, in partnership with the Migrant Education Program Region VIII, maintains a Migrant Parent Advisory Council, provides parent/teacher training series & conferences, and additional conferences upon request at any time, before and after families return from extended absences.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

The district operates 11 SCHOOLWIDE PROGRAM schools. Based on the results of comprehensive needs assessments, these schools provide opportunities for all students, including providing professional development for teachers and school staff to improve instruction and the use of data from academic assessments and by supplementing the core curriculum with supplies, materials, and digital content. The schoolwide program provides for the identification of students who are at risk of not meeting the challenging state academic standards by providing assessments and structured, dedicated time for teachers and school leaders to analyze these assessments. The schoolwide program uses strategies that strengthen the academic program and increase learning time by providing after-school instruction for students at risk of not meeting the challenging state academic standards. The schoolwide program provides for parent involvement, input, and engagement through school site councils and educational activities for parents.

The district operates one TARGETED ASSISTANCE PROGRAM at the Hanford Community Day School (CDS). The Targeted assistance program provides an instructional program that:

- * can be individualized to a student's academic level, that has the capability for both remediation and acceleration, that has assessment and progress monitoring tools, and that can follow a student as they transition back into regular school. (Specialized instructional materials and teacher training)
- * includes progress monitoring system that allows comparison of CDS students' achievement to students across the district. (District and state assessments--time for analysis)
- * incorporates a broad educational program that includes ELA, math, science, and history/SS along with instruction in art, music, and physical education. (Instruction from the district's art, music, and PE teachers)
- * provides professional development for teachers that includes collaboration and instructional coaching. (Specialized PD and services from district instructional coaches)
- * strengthens the relationships between CDS students and adults in the school. (counselors, psychologists, special activities and programs)
- * builds the relationships between the families of CDS students and the school. (principals, teachers, counselors, psychologists, special activities and programs)
- * builds CDS students' relationships with one another. (counselors, psychologists, special activities and programs)
- * provides students with the skills that will enable them to foster and support these relationships. (counselors, psychologists, special activities and programs)
- * provides ongoing support to students as they transition back to their home school. (Specialized instructional materials and teacher training ongoing monitoring and support)
- * provides families with education and support. (principals, teachers, counselors, psychologists, special activities and programs)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district operates one TARGETED ASSISTANCE school. This school is a Community Day School (CDS). CDS serves expelled students, students referred by a School Attendance Review Board or probation, and/or high-risk youth referred through a district-level process (which includes teachers, school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel) who need a separate setting that is better matched to their academic, social, and emotional development needs than what can be provided in a traditional school setting. Students attending CDS are, by definition, those who are most at risk of not meeting the challenging state academic standards. Therefore, all students attending CDS are identified as eligible for Title I services.

Homeless Children and Youth Services ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Enrollment and Attendance:

The Director of School Climate, Child Welfare, and Attendance (funded with the LCFF) is the district's homeless coordinator/liaison. The director oversees the identification, registration, placement, and transportation of homeless students. The director provides monitoring and technical assistance to school sites to ensure that homeless students are attending school each day, have transportation to school, and (using Title I funds) receive any other material supports that may be needed. The director monitors attendance of homeless students at the district level.

Success:

Learning Directors (funded with the LCFF) are the school site homeless coordinators at each site. Learning directors coordinate services that homeless students may require to ensure their success in school. Learning Directors coordinate services provided through the LCAP including nursing, counseling, attendance support, and social work. Learning Directors also coordinate services provided with Title I including supplies and materials and after school tutoring. The district has three school social workers (funded with LCFF). The social workers provide direct services to homeless students that are specifically designed to identify and reduce/eliminate the barriers to attendance and achievement that effect homeless students.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Students in elementary school are provided with a variety of activities and supports as they prepare to transition to junior high school. These include visits to the junior high school sites, parent notices and information, and parent/student tours. The district works with the local high school district in transitioning students to high school including placing students in the appropriate classes. The district works with the high school district to facilitate the transfer of records, and test scores. Each elementary school has a credentialed school counselor and each junior high school has two credentialed school counselors who assists students in planning their education path forward.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district does not operate a gifted and talented program.

The district has school libraries at each school that are staffed and open each day (detailed in the LCAP). The district maintains a library information system that provides research resources and eBooks for students. Library collections include books, periodicals, and eBooks (detailed in the LCAP). School library collections, including books and eBooks are supplemented using Title I funds. District and school site leadership meet regularly with Library Media Technicians to assess the needs of school libraries. Library Media Technicians provide students with information on the district's digital resources and the development of digital literacy skills.

The district will use/allocate Title I funds to meet the purposes of this part [1112(b)(13)(A-B)] as follows.

A professional development team consisting of a Curriculum Specialist in English Language Arts and a Curriculum Specialist in Mathematics along with five instructional coaches provide high-quality, research-based professional development to teachers and administrators. Instructional coaches specialize in reading, writing, mathematics/science, the integration of technology into the instructional program, and the development of digital literacy skills to improve academic achievement.

The professional development team provides district-wide, school-wide, and grade-level professional development sessions for teachers and administrators as well as in-class coaching for teachers and small groups of teachers. The professional development works with schools, grade-levels, and individual teachers in the development of assessments and interpretation of assessment results. The professional development team works with grade levels and individual teachers in developing and delivering instruction based on the analysis of assessment results.

Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data.

The district operates a CTC-accredited new teacher induction program with two full-time, full-release induction coaches and a CASC program for new administrators. New teachers receive induction support for two years and clear their credentials through the induction program. New administrators receive a Clear Administrative Services Credential.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not receive Title I Part D

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A The district does not participate in Title I Part D

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

PG3: The district's systems promote professional growth and ensure improvement by providing teachers, principals, and other school leaders with professional learning that is directly linked to students' needs and to educators' professional learning goals. Professional learning is designed around student needs that are identified from student achievement data analysis, school leadership classroom observations, and direct teacher input. Professional learning is focused on both content and pedagogy. The district's PD team of curriculum specialists and instructional coaches are experts in their content areas, specializing in ELA, ELD, Math, Science, or Technology. The teams are also master teachers with extensive knowledge of pedagogy. The PD team provides intensive, ongoing training by working with schools or grade levels in six-week training and coaching cycles that are focused on identified student learning gaps or teaching staff professional learning goals. During these cycles, coaches work with teachers after school collaborating with them on data analysis and supporting them in their content knowledge and lesson planning. During the school day, coaches work with teachers or groups of teachers, embedding training within the classroom work. This system ensures that professional growth goals are being met because student outcomes, which are measured, provide the basis for professional development foci. This system provides collaboration and delivers shared accountability because teachers and coaches work together, analyzing student work and achievement and developing and refining classroom instruction as part of the process. Principals and Learning Directors are provided opportunities for professional growth at the monthly Instructional Cabinet. During cabinet, site principals and LDs conduct analysis of student achievement data including CA School Dashboard, the CAASPP, the CAASPP IABs, benchmarks, district common assignments and performance tasks, curriculum-embedded formative assessments, and student work samples. Data is disaggregated by race, gender, EL status, special needs, foster/homeless, and economic status. The PD team guides and supports principals in their analysis of this data, building their capacity to plan and implement actions based on this analysis. Time is also set aside each month to engage in the study of instructional practices and problems that apply directly to the areas of need at their campuses. These inquiries usually incorporate a study of current professional texts. Some examples of topics include formative classroom walk-throughs, the formative assessment process, and guided reading.

MEASURING GROWTH AND IMPROVEMENT: Because professional learning goals are based upon identified student needs or learning gaps, students' growth is measured before/after coaching cycles. Formative and summative assessment tools are used (listed above). Because professional development is also based on teachers professional learning goals, teachers provide input and feedback through surveys and direct feedback to the PD team. The district's new teacher and CASC induction programs employ extensive analysis from surveys of participants, school, and district leadership as part of the accreditation process.

PG4: The district operates an accredited new teacher induction program. From the beginning of their careers, and for their first two-years of their practice, teachers are provided with professional learning and embedded classroom support from full-time induction coaches. The district's professional development team provides continuing support for teachers throughout their careers (as discussed above). As teachers develop in their profession and become school leaders, they are supported with the district's accredited Clear Administrative Service Credential Induction Program. This program provides developing leaders with intensive, ongoing, job-embedded professional growth and support.

PG5: The district conducts regular reviews that use data including student achievement and school climate data; feedback from participants including surveys and direct contact; observations from principals, school site leaders, and the district's professional development team; as well as input from Educational Partner groups. Data from these reviews are used to identify areas of strength and areas of need in all components of the professional learning system including content, pedagogy, equity, design and structure, and shared accountability. Based on the analysis of these data, real-time adjustments are made to the focus, content, and structure of professional learning to address identified areas of need. The district's team of instructional coaches are exceptionally well-suited to make such adjustments, as they work directly with teachers, conducting and analyzing formative assessment data and listening to the concerns/needs/learning goals of teachers as part of the job-embedded coaching cycles discussed above.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.

2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All Title II Part A funds are used to provide professional development to teachers, administrators, and other school staff as centralized services. Professional development services are directed to school sites, individual, or groups of staff members based on a comprehensive needs analysis that includes analysis of student achievement data (including the achievement of student subgroups and students counted under Section 1124(c)), surveys from teachers, input from school site administrators, and/or the implementation of district led initiatives.

The PD team works closely with district and school site leadership, including our CSI school, to make data-driven decisions regarding the foci of professional development including, but not limited to specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (e.g. mathematics or RSP), school administration, or other school staff (e.g. paraprofessionals, school counselors, Library Media Technicians, etc.).

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

DOC1: Note that the district uses Title II funding only for professional learning activities. The district conducts regular reviews of its Title II program using data discussed in DOC3 below. Data from these reviews are used to identify areas of strength and areas of need in all components of the professional learning system. Based on this information, the foci of professional learning including content, pedagogy, equity, design, structure, and shared accountability are developed, and if the data indicates, refined or updated.

DOC2: The district receives direct input from Educational Partner groups, all of which provide input on the district's professional learning needs, including a curriculum committee made up of a majority of teachers, a Parent Advisory Committee, a DELAC, SSCs and ELACs, an induction advisory committee, and a student focus group. Input from these groups is collected, reviewed, reported to the board of trustees, and incorporated into the district's goals, actions, and services, which are continually reviewed, refined, updated, and improved.

DOC3: The district collects, monitors, and analyzes multiple sources of data to continuously improve its programs, including Title II programs. Data from the CA School Dashboard, disaggregated data from the CAASPP, CAASPP Interim Assessment Blocks, District common assessments, performance tasks, and skills-based tests for young students who are not yet reading/writing are analyzed, as are school climate data from the CA School Dashboard, internal, real-time data on absenteeism, suspension, discipline incidents, and attendance. Data is monitored at a minimum, monthly. Teachers are surveyed regularly regarding their professional learning needs and goals. Teachers evaluate all district professional learning activities. Parents and students are surveyed on topics that are pertinent to the district's Title II programs annually.

DOC4: TEACHERS: Frequent surveys of professional development needs, evaluations of all professional development activities, curriculum committee (teachers are the majority of the committee) meets monthly for direct input on PD needs. Induction participants provide input into the induction programs through surveys. Teachers are provided with weekly minimum day for PLCs. During collaboration, teachers analyze achievement data, plan instruction, and identify professional learning needs. Students participate in an annual survey that produces data pertinent to Title II programs.

PRINCIPALS/LEADERS: Provide direct input at monthly Instructional Cabinet meetings conducting analysis of data and providing input on professional learning needs. Input is used to refine and/or update the current programs for continuous improvement.

SPECIALIZED INSTRUCTIONAL SUPPORT PERSONNEL: Special ed. teachers and aides, led by their director, meet 4 times/year. Input on professional learning needs is provided at these meetings.

PARENTS: The district receives direct input, from the unique vantage point of parents, on the district's professional development needs and activities. The district's parent committees provide input on the district, state, and federal programs including Title II. Input from these groups is collected, reviewed, reported to the board of trustees, and incorporated into the district's goals, actions, and services, which include Title II programs.

ORGANIZATIONS WITH EXPERTISE: The Induction Advisory committee, comprised of district leadership, teachers, induction coaches, and partners from institutions of higher learning, analyze data from surveys and provide input on the district's induction programs.

DOC5: Instructional Cabinet and curriculum committee meet monthly. DELAC and PAC meet 4 times per year plus two training sessions. School site councils/ELAC meet 4 times per year. Induction Advisory Committee meets 3 times per year. Teachers collaborate weekly. Student focus group meets annually.

DOC6: The district's LCAP, Title I, and Title I Schoolwide programs, Title II, and Title III programs all work together to address professional learning needs, supporting and delivering professional learning in the district. The LCAP provides professional training in the district's core programs, including training on district's instructional materials in ELA, math, science, social science/history as well as the district's designated ELD programs. Title I (as centralized services) and Title II provide for professional learning opportunities based on districtwide professional learning needs that have been identified through analysis of data and input from Educational Partner groups. Title I Schoolwide Program provides opportunities for schools to address professional learning needs that are specific to the individual site, based on analysis of data and input from SSCs and ELACs. Title III provides opportunities to address professional learning needs that are specific to the language development and achievement of English learners and that supplement the programs/services discussed above.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district provides professional development to teachers, school site leadership, and other school personnel that is specific to the academic achievement and to the English language development of students who are English learners. The district's team of curriculum directors, curriculum specialists, and instructional coaches provide teachers with research-based professional development designed to increase the English language development and the academic achievement of EL students.

All teachers and school site administrators are trained in the district's evidence-based designated ELD program. This training is of sufficient duration and intensity to have a positive and lasting impact on the teachers' performance in the classroom. All teachers and administrators receive an initial, in-depth multi-day, training in the district's designated ELD program. Teachers and administrators receive ongoing/follow-up training each year. This training builds upon their existing knowledge and skill. All teachers and administrators who are new to the district receive initial training in the designated ELD program before school begins each year, and ongoing/follow-up training thereafter. The district's ELA curriculum director, curriculum specialists, and ELA instructional coaches are certified staff developers in the district's designated ELD program.

All teachers and administrators receive professional development that is specific to integrated ELD. The district's research-based integrated ELD training, called English Learners Instructional Tools for Empowerment (ELITE), is closely aligned with California's 2012 ELD standards. This training, which demonstrates a significant investment, is of sufficient duration and intensity to have a positive and lasting impact on the teachers' performance in the classroom and is delivered across the entire school year.

The district's series of supplemental ELITE modules are designed to improve the instruction and assessment of English learners. The supplemental training provides teachers and administrators with an in-depth understanding of the ELD standards and the proficiency levels, which provide the basis for formative assessment of English learners. The training provides an understanding of the relationship between the ELD standards and the ELA standards, and in so doing, builds upon the ability of teachers and principals to understand and implement the district's curricula at each grade level with ongoing and effective supports for English learners across all subject areas. The training provides examples of specific instructional strategies that can be used in the classroom to support EL students in each content area. Moreover, this training provides teachers with level of understanding of language structures and their relationship to the grade level content that will allow them to develop their own effective strategies to provide scaffolds, set content goals and language objectives, and to eliminate barriers to achievement for EL students. In addition to the district's designated and integrated ELD professional development, and based on the needs assessment and input from teachers and principals, additional staff developers from the Kings or Tulare County Offices of Education may be utilized to provide high-quality, research-based professional development on topics where they have a particular level expertise to address a specific need that has been identified.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A HESD does not participate in the Title III Immigrant program.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
 - are focused on English learners and consistent with the purposes of Title III;
 - enhance the core program; and
 - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The foundation of the district's support for English learners are its core integrated and designated ELD programs. ELD instruction and EL support in academic content areas are provided to all EL students.

A Director of Curriculum (funded with LCFF) and an ELD Coach (funded with Educator Effectiveness Block Grant), whose focus are English Learners, working at the district level, provides leadership and monitoring of the district's core and supplemental programs for EL students. The Director of Curriculum and ELD Coach works with school site principals and learning directors to ensure that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III. Learning directors, funded with LCFF, implement and monitor core and supplemental ELD programs at each school site. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites and implement PD, along with the ELD Coach, that is targeted to individual school sites' needs.

Designated ELD

EL students are provided with consistent, effective, designated ELD 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 targeted to students' English proficiency levels. Each school implements a 30-minute block of time each day for ELD. The district leadership team, including the ELD Coach, will monitor and provide technical assistance and professional development for the implementation of ELD at school sites. Students' levels are appropriately and promptly identified. The district level leadership team, including the ELD Coach, provides school sites with PD & technical assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team monitors the implementation of deployment for supplemental ELD instruction.

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

Title III Activities: After-Hours ELD

English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction by credentialed teachers. The Director of Curriculum monitors attendance and progress and provides technical assistance to school sites in implementation.

Title III Activities: Parent Support, Training, and Resources

The district has developed and implemented a series of parent academies to improve parents' knowledge of the content students are learning, to provide them with strategies to help students in the content areas, to provide strategies to help students become proficient in English, and to improve attendance. The district operates an EL parent resource center to provide EL parents with access to technology, books, materials, supplies, and support in working with their students.

English Learner Parent and Community Participation

Parents of EL students receive information about the types of ELD instruction, services, and interventions their students are receiving along with information about how they can provide support at home that is aligned with the services and interventions that their students receive. The district provides written notifications for parents of EL students that explain the services/instruction students receive, and that contain strategies/activities for parents to support students. The district provides electronic resources including websites/electronic communication to provide parents of ELs with information, strategies, and activities that are aligned with ELD instruction at school to support students at home. The DELAC meets regularly in accordance with applicable regulations and governing board policies.

The district continues to provide all required notifications to parents meeting the required timelines in English and Spanish. The District reviews the required notifications along with templates provided by the CDE and makes revisions as needed, especially revisions that clarify language making documents easier for parents to understand.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

A Director of Curriculum (whose focus is English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the implementation and effectiveness of district's core integrated and designated ELD programs as well as the district's supplemental programs for EL students. The Director of Program Development, Assessment, and Accountability also provides monitoring of the implementation and effectiveness of programs for EL students. The two directors provide technical assistance to school sites in the implementation of instructional programs, analysis of achievement data, and assessment of needs for professional development. The two directors, along with the Assistant Superintendent of Curriculum and Instruction monitor the instructional programs for EL along with their achievement and make programmatic changes based on this analysis.

Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations. Once each trimester, teachers will upload documentation of each EL student's progress to a secure master database. School site leadership will access the master database to monitor the progress of EL students. The district will identify students at-risk of becoming LTEL (Long Term English Learners) and will monitor the progress of these students through their elementary and junior high school years. Data, including local scoring of ELPAC, information from the master EL database, and district benchmark and formative assessments will be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL. Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs. The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

4106(c)(1)

The district's Parent Advisory Committee, DELAC, SSCs, ELACs, curriculum committee (majority of teachers), Special Ed Collaboration (specialized instructional support personnel), Instructional Cabinet (principals and other school leaders), induction advisory committee (which includes university partners with relevant and demonstrated expertise), and student focus group all provide input into the district's needs assessment and plans, which address (A) access to, and opportunities for, a well-rounded education for all students; (B) school conditions for student learning in order to create a healthy and safe school environment; and (C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. Input from these groups is collected, analyzed, reported to the board of trustees, and incorporated into the district's goals, actions, and services, which are continually reviewed, refined, updated and improved.

4106(d)

A continuing mandate from all Educational Partner groups, coupled with analysis of the data points discussed above, is that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education along with opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Because HESD has a large number of students from low income families, and students from low income families sometimes lack the resources to experience the types of enrichment activities that have been shown to increase academic achievement, there is a need to provide students with an educational program that includes these activities and areas of study. Because students from low income families don't always have access to the technology that is essential in developing skills needed for success in college and in today's workplaces, there is a need to provide students with technology to be used in their classrooms each day along with instruction in its use. Although the district's suspension rate continues to fall (pre-covid), the number of students who are suspended each year remains high. There is a need to reduce the number of students who are suspended. Although the district met its targets for attendance (pre-covid) and chronic absenteeism (pre-covid), there continues to be subgroups of students who are chronically absent. There is a continuing need to reduce or eliminate the barriers that keep students from attending school every day.

4107

The district implements a Curriculum Specialists in the area of ELA, and Math and Science. These specialized personnel work in classrooms, along-side of teachers, with students, developing and implementing lessons, strategies, and activities that support access to a well-rounded education, specifically providing hands-on learning and exposure to science, technology, engineering, and mathematics. The district conducts STEM activities that involve the community and include community based organizations such as the US Forest Service, National Weather Service Hanford, National Park Service etc. that are designed to enhance the students' understanding of the STEM subjects.

4108

The district's schools implement a system of schoolwide positive behavioral interventions and supports to improve academic outcomes and school conditions for student learning. This system includes a strong professional development/training component. The district, and each school site, have designated a resource coordinator who ensures that students who need services from the team of student specialists, nurses, counselors, psychologists, and/or social workers receive them. The district implements social workers who work with students, their families, and community organizations. An essential part of the social worker's mandate is to establish partnerships between the community, schools, and families that provide for students' material, social/emotional, and academic needs.

4109

Students are provided with a suite of digital resources, aligned with the academic content standards in ELA, math, science, and history/social science. These supplemental resources, along with classroom instruction and professional development (see 4107 above) provide students with the means to improve their academic achievement, academic growth, and digital literacy.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022

Contents Section 3: LCAP Federal Addendum Federal Spending Plan 2022-2023

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District Goal #1

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

(Note: Goal #1 is addressed and funded through the Local Control Accountability Plan. Federal funds are not used to support Goal 1.)

District Goal #2

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

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.1 Monitor schools and provide technical assistance in the continued implementation of the district's Title I program.	All students in all grade levels will have instruction that is aligned with the Common Core Standards. This instruction is supported/supplemented with the Title I program All schools will continue to fully implement CCS aligned ELA and mathematics instruction that uses the state adopted text and follows the district pacing calendars. All schools' schedules allocate the appropriate daily instructional time in the SBE adopted core materials.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Director; Principals; Learning Directors	Site and district administrator focused walks, analysis of local student achievement data	Director, Program Development, Assessment Accountability	1000-1999 Certificated Personnel Salaries	Title I	95,848
				Clerical Admin. Support	Classified Personnel Salaries	Title I	115,168
				Office Equipment	4000-4999 Books/Supplies	Title I	5,000
				Office Supplies	4000-4999 Books/Supplies	Title I	5,000
				Copier Maintenance	5000-5999 Services/Other Operating Expenditures	Title I	500

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.2 Monitor schools and provide technical assistance in the continued identification of students who may be at risk for academic failure.	<p>The district leadership team will conduct meetings with school sites to analyze student achievement data from both state and internal assessments. Using this analysis, the district leadership team will provide school site leaders with technical assistance in identifying individual students who may be at risk for academic failure.</p> <p>The district's instructional cabinet will continue to provide school site leadership teams with professional development on using formative assessments to guide instruction and intervention. Individual school sites, through their individual site plans, will deliver intervention and support to identified students. The delivery of intervention will be monitored by the district leadership team.</p>	<p>District Leadership Team: Assistant Superintendent, Curriculum & Instruction; Director of Curriculum EL; the Director of Assessment & Accountability</p> <p>School Site Principals & Learning Directors</p>	California School Dashboard Academic Indicator (ELA, math)	Director, Program Development, Assessment Accountability See 2.1			
				Director of Curriculum EL See 2.7			
				Site Learning Directors See 2.7			
				School City Student Assessment Data Management System See 2.11			

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.3 Revise the district's pacing calendars in ELA and mathematics	<p>The district's pacing calendars in ELA and math will be revised and aligned to both the Common Core Standards and the districts core instructional materials.</p> <p>Areas of instructional pacing that require additional focus, greater amounts of time, and/or additional resources are identified and incorporated into the current year's pacing calendars.</p> <p>Pacing calendars are aligned with input from teacher groups.</p>	Assistant Superintendent of Curriculum and Instruction; Curriculum Director/Specialists	Instruction at all grade levels follows the pacing calendar as evidenced by student achievement on pacing calendar aligned local assessments.	<p>Director of Curriculum EL See 2.7</p> <p>Curriculum Specialist (2) See 3.1</p>			
2.4 Provide support for homeless students.	<p>Enrollment and Attendance: The Director of School Climate, Child Welfare, and Attendance (funded with the LCFF) is the district's homeless coordinator/liaison. The director oversees the identification, registration, placement, and transportation of homeless students. The director provides monitoring and technical assistance to school sites to ensure that homeless students may attend their school of origin, are attending school each day, have transportation to school, and (using Title I funds and ARP-HCY) receive any other material supports that may be needed. The director monitors attendance of homeless students at the district level. The Director supervises the school social workers who coordinate school</p>	<p>Director of Program Development, Assessment & Accountability; Director of School Climate, Student Welfare, and Attendance Social Worker</p> <p>(Note: Director of School Climate, Child Welfare & Attendance is the District Homeless Liaison. Learning Directors are school site liaisons.)</p>	Enrollment and financial records Attendance/Chronic Absenteeism for Homeless Students	Supplies, Materials, Transportation for Homeless Students	4000-4999 Books and Supplies	Title I ARP-HCY II	50,000 9,000
				Services for Homeless Students (Temporary Shelter)	5000-5999 Services/Other Operating Expenditures	ARP-HCY II	13,990
				Director of School Climate, Student Welfare, and Attendance (District Homeless Liaison)	1000-1999 Certificated Personnel Salaries	LCFF	
				Site Learning Directors See 2.7 (School Homeless Liaisons)		LCFF	
				School Social Worker (1) School Social Worker (2) (Total of 3 social workers)	1000-1999 Certificated Personnel Salaries	LCFF ELOG	

	<p>and community based services. Learning Directors (funded with the LCFF) are the school site homeless coordinators at each site. Learning directors coordinate services that homeless students may require to ensure their success in school. Learning Directors coordinate services provided through the LCAP including nursing, counseling, attendance support, and social work. Learning Directors also coordinate services provided with Title I including supplies and materials and after school tutoring.</p> <p>Three social workers (funded with LCFF & ELOG) provide direct support to homeless students, including procuring necessities (clothing, shelter, city transportation etc.) along with referrals and assistance connecting with outside agencies.</p> <p>Note: Funding sources outside of Title I are shown here to demonstrate the district's comprehensive system of supports for homeless students/families.</p>					
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.5 Monitor and support schools in the implementation of the ESSA	Provide monitoring and technical assistance to schools with the implementation of the ESSA	Director of Program Development, Assessment & Accountability	Records from technical assistance meetings with school site leaders	Prog. Monitoring Materials	4000-4999 Books and Supplies	Title I	
				Training for Program Monitoring (CDE etc.)	5000-5999 Services/Other Operating Expenditures	Title I	12,000
				Mileage for Training	5700-5799 Transfers of Direct Costs	Title I	1,000
				Materials From Teacher Resource Center (TRC)	5700-5799 Transfers of Direct Costs	Title I	1,500
2.6 Monitor and provide support to schools in the implementation of supplemental technological resources.	<p>Supplement the school's board approved instructional materials in ELA, math, science, and history/social science with a suite of digital/online tools and subscriptions that are aligned with the State standards, are accessible at school and home, are adaptive (able to remediate and/or accelerate learning), can identify and target missing skills or gaps in skills/knowledge/understanding, and that provide data on students' progress.</p> <p>Supplemental digital content through centralized services includes: (Examples, not comprehensive list)</p> <p><i>Lexia Learning (Greenfield Learning)</i></p> <p><i>Kahn Academy</i></p> <p><i>Discover Education</i></p> <p><i>Seesaw Learning</i></p> <p><i>School City (Illuminate)</i></p>	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Director; Principals; Learning Directors; Chief Technology Officer	Site and district administrator focused walks, analysis of local student achievement data, financial records	Standards Aligned Digital Content (e.g. Discovery Education, Khan Academy, Smart Notebook)	5800 Software License Renewals	Title I	211,692

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
<p>2.7 Integrated ELD Core Program ELD/EL Support</p> <p>The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state- adopted content standards in ELA, mathematics, science, and history social science.</p> <p>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.</p> <p>Integrated ELD: Includes intentional supports and scaffolds</p>	Provide all EL students with ELD instruction and EL support using the State adopted materials. This is the district's core program of integrated ELD.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Director; Principals; Learning Directors	District Instructional Cabinet focus walks, school site focus walks, CA School Dashboard EL Indicator	Director of Curriculum (EL)	1000-1999 Certificated Personnel Salaries	LCFF	
	ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving language instruction that supports access to the state-adopted content standards in ELA and mathematics.			10 Learning Directors	1000-1999 Certificated Personnel Salaries	LCFF	
	A Director of Curriculum (English Learners), working at the district level and funded with LCFF, provides leadership and monitoring of the district's integrated and designated ELD programs. The Director of curriculum works with school site principals and learning directors ensuring that implementation of ELD is in place and that teaching staff receive professional development in ELD instruction. The Director of Curriculum develops, implements, supervises, and monitors all activities funded with Title III.			Actions from LCAP included here to show components of core programs for EL students.			
	A learning director at each school site, funded with						

<p>that happen by design</p> <p>Is planned as part of the lesson to eliminate barriers to learning</p> <p>Often includes a preview or pre-teach to build background knowledge for the topic</p> <p>May include small group</p> <p>Provides connections to what students already know</p> <p>Often includes hands on activity and discussion (with language supports as needed)</p> <p>May include the use of charts and graphic organizers</p>	<p>LCFF, provides leadership and monitoring of ELD instruction at the school site level.</p> <p>Learning directors ensure that both integrated and designated ELD are in place and are effective. Learning directors provide leadership and support to teaching staff in identifying EL students requiring interventions. Learning directors monitor the implementation of interventions at their sites. Learning directors, working with the Director of Curriculum, assess the ELD professional development needs of their individual school sites, and, working together, implement PD that is targeted to individual school sites' needs.</p>						
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
<p>2.8 Designated ELD Core Program</p> <p>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</p>	<p>Students will receive ELD instruction at their English language development level during the ELD instructional block. This is the districts core designated ELD program.</p> <p>Dedicated ELD Time 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.</p> <p>Identify Students' ELD Level: Students' ELD level will be appropriately and promptly identified. All school sites will locally score the ELPAC annually.</p> <p>EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, and district formative assessments to plan deployments to ensure that Els are instructed at their ELD level.</p> <p>EL Deployment LEA: District level leadership</p>	<p>Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Director; Principals; Learning Directors</p>	<p>District Instructional Cabinet focus walks, school site focus walks, CA School Dashboard EL Indicator</p>	<p>Director of Curriculum (EL)</p> <p>10 Learning Directors See 2.7 Above</p>			

assistance in developing deployment schedules so that all students are provided with ELD instruction at their ELD level. The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.	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. Monitor ELD Deployment: The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.						
<p>2.9 Supplemental ELD</p> <p>English learners who are identified as making insufficient progress in learning English are provided with supplemental, after-hours ELD instruction.</p> <p>These students will be provided with after-hours intervention and enrichment with an English Language Development focus. Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.) The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the</p>	<p>After-School ELD: Deliver supplemental, after- hours ELD instruction to students identified as making insufficient progress in learning English that is aligned to students' proficiency levels, the ELD standards, and is research/evidence-based. Recommendations found in: California Department of Education. (2010). Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.</p> <p>EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.</p> <p>Recruit Teachers:</p>	Curriculum Director; Principals; Learning Directors	Rosters Teacher time-cards CA School Dashboard EL Indicator	Teacher Overcontract for Supplemental After-Hours ELD	1000-1999: Certificated Personnel Salaries	Title III	150,000
				Printing for Supplemental ELD (District Print Shop)	5700-5799 Transfers of Direct Costs	Title III	10,000
				Scholastic Books to Students for After-School Instruction	4000-4999 Books and Supplies	Title III	25,000
				Supplies Materials for After-School Instruction	4000-4999 Books and Supplies	Title III	90,000
				Digital Content for Students	5800 Professional Consulting Services and Operating Expenditures	Title III	8,843
				Teacher Resource Center (supplies, copies, etc.) to Support Supplemental	5700-5799 Transfers of Direct Costs	Title III	10,000

school sites in implementing supplemental ELD.	<p>Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)</p> <p>Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in implementing supplemental ELD.</p>			ELD			
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.10 Trimester Monitoring of ELs (Core Program)	<p>Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations.</p> <p>Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database.</p> <p>School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.</p> <p>Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years.</p> <p>Data Analysis Data, including local scoring of ELPAC, information from the master EL database, and district benchmark and formative assessments will</p>	Curriculum Director, Principals, Learning Directors	Once each trimester teachers will upload documentation of each EL student's progress to a master database.	<p>Director of Curriculum (EL)</p> <p>10 Learning Directors See 2.7 Above</p>			

	<p>be used to develop a timely analysis of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p>						
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Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.11 Monitor and support schools in the use of the district's formative and summative assessment system.	<p>All teachers at all school sites implement all assessments specified in the HESD Assessment Calendar.</p> <p>The district will provide technical assistance to schools in using the student achievement data systems and analyzing student achievement data. Administrators and teachers will use the School City system to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction, including interventions.</p>	Assistant Superintendent of Curriculum and Instruction; Curriculum Director, Curriculum Specialist	Site and district administrator focused walks, analysis of student achievement data, teacher collaboration and lesson planning documents	School City Student Data Assessment Management System	See 2.6		
2.12 HESD will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs	<p>Implement a systematic procedure for receiving records regarding children, transferred with parental consent from a Head Start program. Preschool and Head Start programs are notified in March each year.</p> <p>Communicate with Head Start school staff and their counterparts. Parents of students in preschool or Head Start programs are notified in March. Parents of these students are provided with early kindergarten registration and opportunities for</p>	<p>Director of Program Development, Assessment & Accountability</p> <p>Director of School Climate, Child Welfare and Attendance</p> <p>Principals</p>	Preschool Notification Letters	Postage and Printing	See 5.7		

	consultation with school personnel.						
Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
2.13 HESD will implement strategies to facilitate effective transitions for students from middle grades to high school.	HESD will facilitate transitions of students to Hanford High School through planning meetings, transfers of student records including assessment data.	Director of Program Development, Assessment & Accountability Director of School Climate, Child Welfare and Attendance Jr. High Principals	Meeting Records, Notices	Postage and Printing	See 5.1		
2.14 Indirect Costs	Indirect Costs			Indirect Costs	7000-7439 Indirect	Title I	196,982

District Goal #3

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

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
3.1 Professional Development Team and Instructional Coaching	<p>A professional development team consisting of a curriculum specialist in English language arts, a curriculum specialist in math, and five instructional coaches provide high quality, research/evidence-based professional development to teachers and administrators.</p> <p>Decisions are made regarding the types of professional development that will be delivered based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in- class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data.</p> <p>Based on needs assessment, additional professional development will be provided by outside staff developers (e.g. Tulare County Office of Ed.). The PD team works closely with school site leadership to make data-driven decisions regarding the foci of professional development including, but not limited to</p>	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	<p>The numbers of teachers who request/receive in-class coaching</p> <p>Survey results from teacher PD surveys</p> <p>Academic achievement</p>	Curriculum Specialist (2)	1000-1999 Certificated Personnel Salaries	Title I	432,871
				Instructional Coaches (5)	1000-1999 Certificated Personnel Salaries	Title I	616,425
				Mileage for Coaches	5700-5799 Transfers of Direct Costs	Title I	20,000
				Note: The services above are Title I Centralized Services and included in individual school plans.			
				Instructional Supplies for PD	4000-4999 Books and Supplies	Title II Part A	9,360
				Staff Developers (e.g. Kings/Tulare County Office of Ed.) to support PD for teaching staff.	5800 Professional Consulting Services	Title II Part A	50,000
				Online PD Sessions/Video PD	5200 Travel Conferences	Title II Part A	6,000
				Travel/Conference	5200 Travel Conferences	Title II Part A	7,854

3.1.1 Instructional Coach(es) to support ELD instruction	specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or group of grade levels, a specific teacher or group of teachers (e.g. mathematics or RSP), or school administration.			Mileage for PD (Teachers traveling to TCOE etc.)	5700-5799 Transfers of Direct Costs	Title II Part A	1,000
	Teacher Stipends/Overcontract for PD			1000-1999 Certificated Personnel Salaries	Title II Part A	39,129	
	ASCD Activate			5000-5999 Other Services and Operating Expenditures	Title II Part A	30,000	
	Copier, TRC, Print Shop, Postage				Title II Part A	1,050	
	Books for PD			4000-4999 Books and Supplies	Title II Part A	10,500	
	ELD Instructional Coach(es)			1000-1999 Certificated Personnel Salaries	Educator Effectiveness Block Grant	286,525	
	Implement instructional coach(es) who provide support, professional development, and in-class coaching to support teachers and improve designated and integrated language development instruction. (Either one or two coaches depending on funding and the ability to secure qualified candidates.)	Assistant Superintendent Curriculum & Instruction, Director of Curriculum ELs, Director Program Development, Assessment & Accountability	The numbers of teachers who request/receive in-class coaching Survey results from teacher PD surveys Academic achievement				

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
3.2 New Teacher Induction Program	<p>The district will operate a CTC accredited new teacher induction program with two full-time, full-release induction coaches. New teachers will receive induction support for two years and will clear their credentials through the induction program.</p> <p>Beginning with the 2018-2019 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.</p>	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Clear Credentials	Director Curriculum: Induction/PD	1000-1999 Certificated Personnel Salaries	Title II Part A	217,182
				Induction Coaches (2)	1000-1999 Certificated Personnel Salaries	Title I	301,363
				Induction Fees, BTSA Support, TCOE Support	5800 Professional Consulting Services	Title II Part A	12,737
3.3 Weekly Teacher Collaboration	<p>Provide weekly collaboration time for teachers.</p> <p>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, including interventions.</p>	Director of Curriculum (EL), Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist	Collaboration/lesson planning docs.				

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
3.4 Professional Development for Instructional Coaches	The professional development team will continually expand their knowledge of the Common Core Standards along with instructional strategies, techniques, and best practices related to the implementation of the standards	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Sign-ins for PD for Coaches	Staff Developers (e.g. Kings/Tulare County Office of Ed.) to support ongoing PD for Inst. Coaches	5800 Professional Consulting Services	Title II Part A	18,000
3.5 District Monitoring of School-Site Professional Development	The district will monitor professional development expenditures and activities at schools. School sites will utilize their instructional leadership teams, made up of the principal and learning director, to maintain focus on the school plan and to provide systematic professional development targeted at building teacher's capacity to provide standards aligned instruction and intervention that uses SBE approved materials.	Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist	This is evidenced by schools' monthly submission of PD records to the Assistant Superintendent of Curriculum and Instruction.			Core Pgm.	
3.6 Training and Support for Designated ELD	All teachers receive training in the district's designated ELD program. Newly hired teachers receive a full training in the district's designated ELD program that begins before the first day of school and includes follow-up training during the school year. Teachers continuing employment with the district (who received the full training program in a prior school year) receive ongoing training and support from their school site learning director and/or principal as well as	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	Sign-ins for PD			Core Pgm.	

	from the district's team of instructional coaches.						
Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
3.7 Supplemental Professional Development Specific to English Learners See 3.11 for Implementation of instructional coaches to support integrated and designated ELD	High-Quality, Research/evidence-Based Professional Development Specific to ELD Instruction The district's team of curriculum directors, curriculum specialists, and instructional coaches will provide teachers with research-based professional development designed to increase the English language development and the academic achievement of EL students. Based on the needs assessment additional staff developers (e.g. Tulare County Office of Education) will provide high-quality, research- based professional development.	Assistant Superintendent of Curriculum and Instruction; Director of Program Development, Assessment & Accountability; Curriculum Directors/Specialist, Principals, Learning Directors	PD Records/Sign-ins	Substitutes for Release Time PD	1000-1999 Certificated Personnel Salaries	Title III	10,000
				Staff Developers (e.g. Kings/Tulare County Office of Ed.)	5800 Professional Consulting Services	Title III	25,000
				Teacher Stipend/ Overcontract PD	1000-1999 Certificated Personnel Salaries	Title III	40,000
				Books for EL PD	4000-4999 Books and Supplies	Title III	10,000
				Travel /Conference PD	5000-5999: Services And Other Operating Expenditures	Title III	30,000
				Mileage PD	5700-5799 Transfers of Direct Costs	Title III	5,000
				Books for Students (Spanish)	4000-4999	Title III	75,000
3.8 Provide equitable participation of nonprofit private school teachers and other educational personnel for St. Rose McCarthy private school, located within the boundaries of HESD	Provide professional development to teaching staff at McCarthy based on identified needs and regular consultation between the leadership at both of the private school and the Hanford Elementary School District Director of Program Development, Assessment and Accountability.	Director of Program Development, Assessment & Accountability	PD Records/Sign-ins Purchase Orders	Staff Developers Conference Registration	5800 Professional Consulting Services	Title II Part A	4,287

3.9 Indirect Costs	Indirect Costs			Indirect Costs	7000-7439 Other Outgo	Title II Part A	
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District Goal #4

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

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
<p>Note: The district's Local Control Accountability Plan documents approximately \$6.5 million in services and programs for students that are designed to increase attendance, lower suspension rates, and support a positive, healthy school climate. The district's school climate initiatives are documented in the LCAP and funded by the LCFF.</p>							

District Goal #5

Communication between schools and home will be regular and meaningful.

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
5.1 Monitor School Site Parent Involvement Activities	Monitor parent school site outreach and parent involvement activities. School sites will conduct ongoing parent outreach and parent involvement activities and will utilize at least 1% of their Title I Part A allocation for this purpose.	Director of Program Development, Assessment & Accountability	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes	Printing	5700-5799 Transfers of Direct Costs	Title I	2,000
				Postage	5700-5799 Transfers of Direct Costs	Title I	2,349
5.2 Technological Systems for Parent Communication	The district will maintain the technological systems for parent communication. Parents, students, and community members will use technological tools and resources that provide access to information, promote safety, and facilitate communication with schools and the district.	Director of Program Development, Assessment & Accountability	Usage of communication systems.	Digital Subscription for Enhanced Parent/School/Teacher Communication	5000-5999: Services And Other Operating Expenditures	Title I	35,000
5.3 Parent Training Academies for Parents of Kindergarten Students Kinder Counts Kinder Cuenta	<p>The district will implement a series of “Kinder Counts” parent academies for the parents of EL Kindergarten students.</p> <p>Kinder Counts Academies will consist of twice-monthly 1 ½ hour sessions that are designed to provide EL parents with activities they can use with their children at home. Parent training will support both ELA and math. Supplies, materials, and books will be provided for participants.</p> <p>Examples of skills that will be addressed:</p>	Director of Curriculum (EL)	Achievement of children whose parents participate will be measured and compared to “All Students”	<p>Teacher Overcontract for Evening Parent Academy Sessions</p> <p>Books and Supplies for Evening Parent Academy Sessions</p>	<p>1000-1999 Certificated Personnel Salaries</p> <p>2000-2999 Classified Personnel Salaries for Clerical</p> <p>4000-4999 Books and Supplies</p>	LCFF	

	<p>Recognize and write letters of the alphabet (lower and upper case)</p> <p>Learn vowel and consonant sounds</p> <p>Recognize rhyming words</p> <p>Sort and classify objects</p> <p>Recognize and write numbers to 30</p> <p>Count out loud by ones, fives, and tens</p> <p>Name ordinal numbers first through tenth</p> <p>Add and subtract using manipulatives</p> <p>Identify sight words</p> <p>Retell a story with details</p> <p>Write simple sentences</p>			Other Operating expenses/Resource Center for Evening Parent Academy Sessions	5700-5799 Transfers of Direct Costs		
<p>5.4 Parent Training Academies for Parents First Grade Students First and Forward</p>	<p>First and Forward Academies will consist of twice-monthly 1 ½ hour sessions that are designed to provide parents with activities they can use with their children at home. Parent training will support both ELA and math. Supplies, materials, and books will be provided for participants.</p> <p>Examples of skills that will be addressed:</p> <p>Ask and answer questions about key details in a text</p> <p>Retell stories including details and understanding central messages etc.</p> <p>Apply grade level phonics and word analysis skills</p> <p>Read with accuracy and fluency</p> <p>Write opinion pieces</p> <p>Write informative/explanatory text</p> <p>Write narratives</p> <p>Represent and solve addition/subtraction problems</p> <p>Add/subtract within 20</p> <p>Understand place value</p> <p>Tell and write time</p>	Director of Curriculum (EL)	Achievement of children whose parents participate will be measured and compared to "All Students"	Teacher Overcontract for Evening Parent Academy Sessions	<p>1000-1999 Certificated Personnel Salaries</p> <p>2000-2999 Classified Personnel Salaries for Clerical</p> <p>4000-4999 Books and Supplies</p>	Title I	See 5.3

Implement a Digital Literacy Workshop for Parents of 6 th - 8 th Graders (Through CSU Fresno)	Offer a 4-week virtual course in digital literacy for parents of 6 th to 8 th grade students. Examples of skills that will be addressed: Basics of computer use Typing skills Create an email account School/Parent portal Google Apps Trouble shooting Basics of video conferencing (Zoom etc.)	Director of Curriculum (EL)	Survey of participants	Instructional Consultant (CSU Fresno)	5800 Professional Consulting Services	Title I	6,000
5.3 School Site Councils and English Learner Advisory Committees	Monitor and provide technical assistance to school sites in implementation of school site councils (SSC) and English language advisory committees (ELAC)	Director of Program Development, Assessment & Accountability	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes	School Plan Software	5800 Professional Consulting Services	Title I	3,000
5.4 District Level Advisory Committees	The district maintains a DELAC & a PAC. The DELAC advises the board on conducting a district-wide needs assessment on a school by school basis, advises the board on the district's plan for educational programs & services for ELs , takes into consideration the school plan; advises the board on the annual needs assessment. The PAC engages parents in the LCAP review & planning process, to elicit their input into the district's LCAP, provide them the opportunity to voice priorities for their students.	Director of Program Development, Assessment & Accountability Director of Curriculum: EL	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes				

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
5.5 English Learner Parent Training/Education	<p>Parent Support, Training, and Resources Parent Academies: Develop and implement a series of parent academies improve parents' knowledge of the content students are learning, to provide parents with specific strategies to help students in the content areas, to provide parents with specific strategies to help students become proficient in English, and to improve attendance.</p> <p>Training Modules: Develop and implement series of modules, each covering a specific language learning or academic topic, to train parents to work with students in various academic areas. Parents will work through these modules at both parent academies and at home.</p> <p>EL Parent Resource Center: Develop and implement an EL parent resource center to provide EL parents with access to technology, books, materials, supplies, and support in working with their students.</p> <p>Books for Parent/Student Check-Out: Provide school libraries with books, including Spanish language books, for parents to check-out and implement reading activities with their children. (Parents receive training as discussed above.)</p>	Director of Curriculum: EL	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes	Teacher Resource Center	5700-5799: Transfers Of Direct Costs	Title III	30,000
				District Print Shop	5700-5799: Transfers Of Direct Costs	Title III	30,000
				Software to Support EL Parent Academies	5800 Professional Consulting Services	Title III	10,000
				Teacher Overcontract to Present at EL Parent Academies	1000-1999 Certificated Personnel Salaries	Title III	20,000
				Child Care for EL Parent Academies	2000-2999 Classified Personnel Salaries	Title III	10,000
				Classified Overtime	2000-2999 Classified Personnel Salaries	Title III	10,000
				Books for Parent Education Center	4000-4999 Books and Supplies	Title III	50,000
				Supplies for EL Parent Academies	4000-4999 Books and Supplies	Title III	75,000
				Spanish Books for School Libraries (Parent/Student Checkout)	4000-4999 Books and Supplies	Title III	25,000
				Consultant for Parent Academies	5800 Professional Consulting Services	Title III	44,000

Action Strategy	Expected Outcome	Responsibility	Method to Measure Success Of Action Strategy/Implementation	Description of Expenditure	Type	Funding	Amount
5.6 English Learner/Immigrant Parent and Community Participation	<p>Parents of EL students will receive information about the types of ELD instruction, services, and interventions their students are receiving along with information about how they can provide support at home that is aligned with the services and interventions that their students receive.</p> <p>Develop Notifications for EL Parents: Develop written notifications for parents of EL students that are targeted to individual ELD levels, that explain the services/instruction students receive, and that contain strategies/activities for parents to support students.</p> <p>Utilize Electronic Resources: Utilize the districts electronic resources including web sites/social media to provide parents of ELs with information, strategies, activities that are aligned with ELD instruction at school to support students' at home.</p> <p>DELAC: The district will establish a DELAC annually and conduct a series of meetings in accordance with applicable regulations and governing board policies.</p>	<p>Director of Program Development, Assessment & Accountability</p> <p>Director of Curriculum: EL</p>	Parent participation/ Involvement at district and school activities, meeting sign-in sheets, minutes	Postage	5700-5999 Transfers of Direct Costs	Title III	10,000
5.7 Required Notifications	<p>Parent Notifications: The district will continue to provide all required notifications to parents meeting the required timelines in English and Spanish.</p> <p>The District will review the required notifications along with templates provided by the CDE and make revisions as needed, especially</p>	<p>Director of Program Development, Assessment & Accountability</p> <p>Director of Curriculum: EL</p>	Copies of Notices Mailing Records	Postage and Printing	Core Program		

	revisions that clarify language making documents easier for parents to understand						
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HANFORD ELEMENTARY SCHOOL DISTRICT

Evaluation/Needs Assessment of Consolidated Programs

2022-2023

Title I, Title II, Title III



Promoting Excellence

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The District's Needs Assessment/Program Evaluation Process

District Planning

For 2022-2023, Hanford Elementary School District (HESD) Board of Trustees adopted the LCAP Federal Addendum Update along with the Federal Spending Plan. Together, these documents listed a set of goals and a series of actions that the district would take to increase student achievement. The goals and their related actions focus on five main areas that are aligned with The District's LCAP Goals and California's Eight State Priorities.

District Goals (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.*

In addition to guiding the district's planning and budgeting, these goals provide a framework to support individual school sites' planning and budgeting. Each school site has developed a set of goals that are aligned with the district's goals.

School Planning

School planning is an ongoing process. Each year, school leadership teams and school site councils (SSC), along with input from English learner advisory committees (ELAC), review schools' progress toward achieving their established goals. This is done through a thoughtful analysis of student achievement data and monitoring of the school's implementation of action strategies in their school plans. Each school continually maintains, reviews, and revises the School Plan for Student Achievement (school plan), which documents this process and includes an evaluation of schools' progress toward achieving their established goals. Additionally, each school site completes, and the school site council approves, the *School Plan for Student Achievement: Evidence-Based Title I Funded Program Evaluation*, which analyzes the implementation and effectiveness of each action in the school plan.

The graphic below illustrates the planning process.

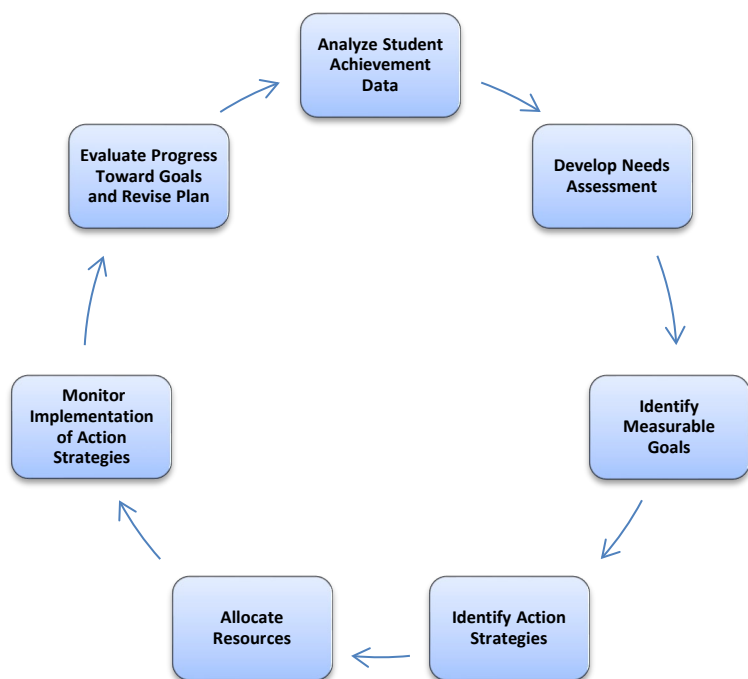


Figure 1: School and District Planning Process

The school plan documents the planning process for each school site:

- Analysis of student achievement data
- Areas in which the school plans were well implemented and led to increases in student achievement
- Areas of need (specific areas of focus that are required to further improve student achievement)

In the Title I Evaluation at the district level, action strategies in the LCAP Federal Addendum and Federal Addendum Spending Plan are analyzed as to their effectiveness, degree of implementation, and effect on student achievement. Next, modifications are made to these action strategies that will be incorporated into the next school year's update of the LCAP Federal Addendum. This information is shared with the HESD Board of Trustees, the District English Learner Advisory Committee (DELAC), individual school site councils (SSC) and English learner advisory committees (ELAC).

Overview of Consolidated Application Programs to Be Evaluated

Title I, Part A Basic Grant Low Income

Title II Part A Teacher Quality

Title III Part A LEP

Title IV Part A Student Support and Academic Enrichment (Transferred to Title III)

Professional Development

Each year, the district, along with teachers, paraprofessionals, principals, and with input from parents, assesses the professional development needs of staff. Instructional staff receive district-led professional development, school site based professional development, and in-class coaching from a team of instructional coaches. Teachers are provided with a “minimum-day” each Wednesday to collaborate around student assessment data and to plan instruction and intervention.

Teachers in HESD receive specialized training that is designed to provide them with techniques and strategies to improve the language development and academic achievement of students who are English learners. Hanford Elementary operates a new teacher/new administrator induction program that is accredited by the California Commission on Teacher Credentialing.

Educational Partner Collaboration/Input in Professional Development

Hanford Elementary collaborates with teachers and other school and district staff in the planning of professional development. This is done through surveys, a series of online discussion boards, and the district’s curriculum committee. The district collaborates with parents and community members through the District English Learner Advisory Committee, Parent Advisory Committee and individual school site councils.

Surveys, Discussion Boards, Online Communication

The district conducts regular online surveys of teachers to obtain input on professional development needs. These surveys are conducted using various online tools that allow for timely input from teaching staff. The district operates a series of online discussion boards (accessible inside the district’s computer network) that allow teaching staff to provide specific, detailed input on several topics including professional development needs. Each entry on the discussion boards are brought before the district’s curriculum committee for further discussion.

District Instructional Cabinet

District leadership along with teachers, parents, and other relevant educational partner collaborate in planning the professional development activities detailed in the federal addendum. The District Instructional Cabinet, which includes district curriculum leadership, principals, and learning directors, meet regularly to analyze student achievement data with a focus on determining professional development needs. Data analysis is followed up with school-site classroom observations that provide information on areas of strength and areas where professional development may be indicated.

Curriculum Committee

The district’s curriculum committee is one of the means by which teachers provide input on professional development needs. The curriculum committee consists of district leadership and a teacher representative from each school. Classroom teachers comprise a majority of members of the committee. One of the key Roles and Functions of the Hanford Elementary School District Curriculum Committee is to, “advise the district regarding district sponsored professional development.”

SSC, ELAC, DELAC, PAC

Individual school site councils and English learner advisory committees (ELAC), along with the District English Learner Advisory Committee (DELAC) and Parent Advisory Committee (PAC) provide the parent/community collaboration and input into the district’s professional development needs. SSCs, ELACs, along with DELAC and PAC review student achievement data, receive information from district leadership, and hear input from teacher members. Using this information, these committees provide advice and input to both the district and individual school sites on professional development needs.

Overview of State, School, and District Assessments

Hanford Elementary School District uses several assessment tools to monitor student achievement and to evaluate the effectiveness of educational programs. District benchmark assessments in language arts mathematics are administered once each trimester to all students K-2. Students in kindergarten are administered a series of assessments through the year that measure and track progress in language and mathematics skills. Essential Skills Assessments in Math, and Common Assignments in Reading are administered to students in grades 3-8 as formative assessments.

Teachers develop classroom and grade level formative assessments and use assessment tools provided by publishers of State Board of Education (SBE) approved texts. Teachers use running record inventories of reading fluency, comprehension, oral language, and phonemic awareness. Additionally, teachers use their judgment, checking for understanding, to determine which students need additional teaching of concepts or skills.

Each school year, in April/May, all students' grades 3 through 8 take standardized tests in language arts and mathematics as part of the California Assessment of Student Performance and Progress (CAASPP).

Students who are English Learners take the State English Language Assessment (ELPAC) annually. English Learners who are new to California schools are assessed with the within 30 days of enrollment.

Data from all of these assessments are used to monitor the achievement and progress of individual students and groups of students as well as to evaluate the effectiveness of the district's educational programs and to evaluate individual schools' progress toward meeting stated goals.

Data from State and District assessments are available to parents, teachers, and administrators from one of the district's data systems including, Edupoint Synergy® and School City®. CAASPP score reports are also available to parents through the district's ParentVue portal.

Technical Assistance, Data Meetings, and School Site Observations

A continuous, year-long process, in which school site leadership teams were provided with technical assistance from district office leadership in data analysis, needs assessment, and program evaluation is conducted each year. This process consisted of data analysis meetings with the Instructional Cabinet followed up by school-site classroom observations with district and school site teams. Data from the CAASPP along with ELPAC, district benchmark, and formative assessment data was reviewed and analyzed for specific areas of strength and areas of need. Following this analysis, a series of classroom visits designed to provide school site leadership with feedback on the alignment of instruction with the Common Core Standards and evidence of integrated ELD took place. This process, combining the analysis of data along with classroom observations, assisted schools in conducting thoughtful, in-depth analysis to identify areas of strength and areas of need in the instructional their programs. Additionally, this process provided district-level leadership with information to analyze the overall instructional program for areas of strength and areas of need.

Comprehensive Support and Improvement

The district has one school eligible for Comprehensive Support and Improvement (CSI), the Hanford Elementary Community Day School (CDS). CDS is eligible for CSI for Suspension Rate and Chronic Absenteeism on the 2022 California School Dashboard.

Chronic Absenteeism Analysis

Chronic absenteeism is one of the root causes negatively impacting the achievement of students who are placed at CDS. Students at CDS miss school at a rate that is much higher than students across the district. Chronic absenteeism is a contributing factor to students falling behind academically and to their weakening connection to school.

There is need to provide students with activities, experiences, and relationships that increase their interest in learning and foster engagement with school.

- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.

Suspension Rate Analysis

Students are placed at CDS either through expulsion or administrative placement. Students are placed at CDS because of behavior issues at their home school. These behavior issues are often long-standing. Students who are placed at CDS often come with significant social/emotional challenges that contribute to their behavior challenges. Missed school due to suspensions is one of the root causes negatively impacting the achievement of students who are placed at CDS.

Many of the same needs that are addressed under chronic absenteeism also apply to suspensions for students at CDS.

- There is a need to strengthen the relationships between CDS students and adults in the school.
- There is a need to build the relationships between the families of CDS students and the school.
- There is a need to build CDS students' relationships with one another.
- There is a need to provide students with the skills that will enable them to foster and support these relationships.
- There is a need to provide ongoing support to students as they transition back to their home school.
- There is a need to provide families with education and support.

CDS Monitoring and Technical Assistance

The CSI team met regularly during the 2022-2023 school year. The CSI team consists of The Kings County Office of Education Coordinator, The Hanford Elementary Assistant Superintendent of Curriculum and Instruction, Director of Program Development, Assessment and Accountability, Learning Director on Special Assignment, and CDS Principal. During these meetings, student attendance, behavior, and academic achievement were reviewed. The actions and strategies in the school's CSI plan were reviewed for implementation and effectiveness. The school's CSI budget was reviewed. Based on the review/analysis recommendations for modifications to the schools' actions and services were proposed.

The California School Dashboard

Beginning with the 2016-2017 school year the California Department of Education began implementing a new accountability system for schools. This new accountability system displays district and school

student achievement information along with information on how well schools meet metrics aligned with the State's eight priorities on a website called the California School Dashboard (<https://caschooldashboard.org/#/Home>). The California School Dashboard includes information in the following areas:

- Academic Indicator (reported separately for English language arts and mathematics assessments)
- English Learner Progress
- Chronic Absenteeism
- Graduation Rate
- Suspension Rate

Report of Findings 2022 California School Dashboard and 2022 CAASPP

2022 Dashboard: Areas of Progress/ Areas of Need

Results from the 21-22 CAASPP, information from the California School Dashboard Academic Indicators, along with local formative and summative assessment data show that students' test scores increased compared to 2021, with English language arts surpassing pre-pandemic levels, however, mathematics continues to lag behind the 2019 pre-pandemic results.

Students' test scores in English language arts were in the Low category (Orange equivalent) on the CA Dashboard ELA Indicator. Students With Disabilities were in the Very Low (Red equivalent) and Homeless students were in the Low (Orange equivalent) category on the ELA indicator. English learners (Low), students with disabilities, and homeless students continue to be an area of need.

Students' test scores in mathematics were also in the Low category (Orange equivalent). Students With Disabilities were in the Very Low (Red equivalent) category on the mathematics indicator. Students With Disabilities, Homeless students (Low), and African American (Very Low) are an area of need.

Additionally, based on classroom observations and surveys of teaching staff, there is a need for additional professional development designed to provide teaching staff with instructional strategies to support the learning of all pupils, including English learners, pupils with disabilities, and underperforming pupils; instructional strategies that promote creativity, innovation, critical thinking, problem solving, collaboration, and communication skills in all academic content areas; and the integration of subject content knowledge and technology.

English Learners

There is a persistent achievement gap between ELs and the overall student body. There is a continuing need to provide English learners with language support across all academic subjects. This support, called integrated English language development instruction, ensures that all EL students, regardless of their language level, are able to access the core academic content. There is a continuing need to provide English learners with specific instruction in learning the English language. With this instruction, called designated English language development instruction, all English learners are provided with lessons at their own language development level each day. There is a need for timely identification of ELs, progress monitoring of all ELs, and for early identification and interventions for students at risk of becoming long term English learners (LTEL).

2021-2022 CAASPP

Even though the 2022 CAASPP scores in both ELA and Math increase compared to 2021, data comparing the 2022 CAASPP to the (pre-COVID) 2018-2019 CAASPP indicate mixed reviews with levels just passing pre-COVID results in ELA, but test scores in math are still below those 2019 results. It is important to note that declines in State test scores shown in the 2020-2021 CAASPP results are determined to be due

to COVID pandemic related school closures, extended periods of distance learning, and significant student absences due to quarantine, testing positive, or being symptomatic with COVID when schools were open for in-person learning. Based 2022 CAASPP data and anecdotal evidence and data from local assessments in 22-23, with students making gains in achievement, the declines in state test scores do not indicate a need to make significant changes to the instructional program; rather, they indicate a need to continue to build upon an strengthen the district's existing instructional programs.

CAASPP ELA Percent Proficient					
	2017-18	2018-19	2019-20	2020-21	2021-22
Overall-All Student	45.73%	45.03%		39.22%	45.51%
Students with Disabilities	12.88%	16.10%		5.77%	10.66%
Low Income	40.49%	39.41%		33.45%	39.68%
English Learner	16.00%	15.17%		15.22%	25.03%
Asian	47.22%	50.00%		40.74%	62.07%
African American	39.43%	32.55%		26.77%	28.22%
Hispanic	41.94%	41.90%		35.81%	43.60%
White	62.85%	62.61%		59.11%	60.57%
Two or More Races	60.38%	57.29%		47.62%	51.86%
Homeless	N/A	24.70%		34.78%	27.12%

Figure 2: CAASPP ELA Comparison

CAASPP MATH Percent Proficient					
	2017-18	2018-19	2019-20	2020-21	2021-22
Overall-All Students	37.82%	38.03%		25.74%	29.97%
Students with Disabilities	10.05%	13.69%		4.79%	8.26%
Low Income	32.65%	32.49%		20.84%	24.90%
English Learner	15.50%	16.46%		8.95%	14.60%
Asian	38.88%	38.89%		29.17%	48.28%
African American	26.29%	23.22%		12.12%	13.50%
Hispanic	34.86%	35.01%		22.91%	28.02%
White	53.17%	56.73%		43.19%	43.32%
Two or More Races	50.00%	43.76%		33.33%	41.67%
Homeless	N/A	17.44%		13.64%	17.24%

Figure 3: CAASPP Math Comparison

Suspension Rate

Although the actions and associated expenditures that support the reduction in suspension rates are primarily funded through LCFF and detailed in the district's Local Control Accountability Plan (LCAP), a brief discussion of the district's efforts is included below.

The district scored in the Green category on the 2019 California School Dashboard Suspension Rate Indicator. The suspension rate decreased again in the 18-19 school year.

The district's efforts to reduce suspension rates are focused in two main strands that align with the LCAP goals creating a climate where students want to come to school, are eager, and able to learn. With this model, students participate in a rich, engaging, interesting educational program that is designed to develop a love for learning and a desire for achievement. At the same time, students are thoroughly supported with programs and services designed to reduce barriers to learning and school attendance.

The district's suspension rate has declined by more than fifty percent between 2013 and 2019 (the last data set prior to the pandemic). 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 (CDE Dataquest) 3.4%

2018 (CDE Dataquest) 3.1%

2019 (CDE Dataquest) 2.8%

2020 (CDE Dataquest) 2.9%

2021 (CDE Dataquest) 0.5% (School closures and extended periods of distance learning affected student suspensions and suspension rates in 2020-2021.)

2022 (CDE Dataquest) 4.5%

Even though suspension rates did increase in 2021-2022, they are still lower than were prior to 2016 and school sites will re-incorporate the strategies and supports that were in place prior to COVID.

Although the district has made significant progress in reducing its suspensions, reducing the numbers of students suspended by more than fifty percent since 12-13, and doing so without lowering standards for behavior and citizenship, suspension rates continue to be an area of need, especially for vulnerable subgroups. Foster youth, students with disabilities, and homeless students continue to be suspended at rates that are greater than for "All Students".

Chronic Absenteeism

- In 18-19, the district's chronic absenteeism rate was 7.9%. This compares to Kings County with 9.7% and California overall with 12.0% ([CDE Dataquest](#)).

The district continues to face challenges, similar to Kings County and the State of California, with Chronic Absenteeism as the COVID pandemic lingers. Anecdotal information and internal student absenteeism from the 2022-2023 school year indicate that the COVID pandemic continues to have a negative impact on students' social and emotional wellbeing. In 2022-2023, there were significant numbers of students testing positive, quarantined, or symptomatic with COVID who missed many days of school. The data measuring absenteeism are significantly impacted by the COVID pandemic, and do not accurately reflect

the impact that the district's programs and services have had on absenteeism. The district's programs and services for students, leading up to the pandemic, have been effective and have led to significant and steady declines in chronic absenteeism. There is a need to re-establish practices that had HESD Chronic Absenteeism rates lower than both the county and state.

Parent Involvement: Evaluation of the District's Parent Involvement Policy

The district provided monitoring and technical assistance to school sites to build the capacity of schools to develop and implement effective parent outreach, involvement, and training activities. School sites, at a minimum, used 1% of their Title I allocation for parent involvement activities. A variety of parent education activities for parents of EL students were developed and delivered at the district level using Title III funds. Parent education activities for all parents were implemented using Title I funds. Parents, through the District English Learner Advisory Committee (DELAC), School Site Councils (SSC) and English Learner Advisory Committees (ELAC) were involved in the decision-making process regarding parent involvement activities at both the district and school site levels. The district implemented several electronic tools to facilitate easy communication between homes and schools. These include Parent Square, Backboard Connect, a district website and a Facebook feed.


The results of the district's LCAP/Title I Parent Survey, as it pertains to the district's Parent Involvement Policy (BP6020) indicate that parents are overwhelmingly satisfied with the instruction and support that their students receive. Survey results further indicate that parents are overwhelmingly satisfied with the communication from their school sites and the district and with the opportunities for participation. (See [Appendix 9](#), for Parent Survey Results)

The bullet points below show statements in the district's Parent Involvement Policy (BP 6020) and results from the HESD LCAP Parent Survey that pertain to these policy statements:

- *The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels...(BP 6020)*
 - 96% of parents who responded to the HESD LCAP Parent Survey agree/strongly agree with the statement: There are adequate opportunities for me to become informed about the school's programs.
- *Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. (BP6020)*
 - 97% of parents who responded to the HESD LCAP Parent Survey agree/strongly agree with the statement: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.
 - 98% of parents who responded to the HESD LCAP Parent Survey agree/strongly agree with the statement: The Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.
 - The district's parent/teacher conference attendance rate was 99.6%.
 - 98% of parents who responded to the HESD LCAP Parent Survey 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.

- 92% of parents who responded to the HESD LCAP Parent Survey 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.
- *The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (BP6020)*
 - 96% of parents who responded to the HESD LCAP Parent Survey 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.

Promoting Equitable Access to Teachers

The [Every Student Succeeds Act \(ESSA\) Section 1112\(b\)\(2\)](#)  requires each LEA receiving ESSA funds to submit a plan to the state educational agency that describes how it will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers; also referred to as equity gaps.

HESD conducts a series of four staff planning meetings yearly. At these meetings, the district's needs for staffing and hiring for the upcoming school year are discussed. Part of this planning process includes an analysis of teacher experience, the ratios of inexperienced, ineffective, and out-of-field teachers to low-income and minority students, and comparability. The district uses a suite of reports from CALPADS along with internal data that include enrollment projections and facilities availability to review staffing for the current school year. During this process, using all of the information discussed above, the district identifies potential disparities that may result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Once the school year is underway, the Assistant Superintendent of Human Resources along with the district's credential analyst, conduct ongoing monitoring of the district's staffing.

If potential disparities are found during the annual staff planning process, (i.e. for the upcoming school year) schools with potential disparities have priority in receiving the most experienced newly hired teachers. If it is necessary to staff schools with teachers are classified as "ineffective," the placement of these teachers will be prioritized to cause the least disparity between low income and minority students and all students. Once the school year is underway, the Assistant Superintendent of Human Resources along with the district's credential analyst, conduct ongoing monitoring of the district's staffing. Teachers who are classified as "ineffective" receive ongoing support that includes training, in-class coaching, and assistance preparing for exams required to meet the state's credentialing requirements. The district used the chart templates provided by the California Department of Education's Step Two-Gap Analysis web page to conduct the analysis below

Teacher Equity Findings for 2022-2023

Information from the California School Dashboard's Local Indicators, the School Accountability Report Cards, along with the district's low-income, and minority enrollment and teacher equity data are shared

and discussed with the district's educational partner groups during the development of the LCAP/LCAP Federal Addendum each year.

See [Appendix: LCAP Federal Addendum Data Collection Tools \(PEAT\)](#) for the data tables on teacher equity.

Ineffective/Misassigned Teachers and Minority Students

There are currently 3 "ineffective" teachers at our elementary schools, one at Hamilton, one at Jefferson, and one at Richmond. Neither of these schools are among those with the highest percentages of minority students. The overall rate of "ineffective" teachers is 1.6%, which is very low. There are no "ineffective" teachers at the district's two junior high schools. This distribution does not indicate an inequity in "ineffective" teachers teaching minority students. Conditions that may have contributed to the equity data include:

- An ongoing shortage of qualified teacher candidates in California
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- 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.

Inexperienced Teachers & Minority Students

Martin Luther King Elementary has the highest number, while Jefferson has the highest percentage in distribution of inexperienced teachers. MLK is at the higher end in terms of the percentage of minority students ranking 3rd highest among HESD elementary schools. Jefferson is in the middle of the elementary schools for the percentage of minority students. For the district's two junior high schools, there are two inexperienced teachers at JFK and one at Wilson. This distribution does not indicate an inequity in the distribution of inexperienced teachers. Conditions that may have contributed to the equity data include:

- An ongoing shortage of qualified teacher candidates in California
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of inexperienced teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)

- 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 also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

Ineffective/Misassigned Teachers and Low-Income Students

There are currently 3 "ineffective" teachers at our elementary schools, one at Hamilton, one at Jefferson, and one at Richmond. These schools are not among those with the highest percentages of low-income students. The overall rate of "ineffective" teachers is 1.5%, which is very low. This distribution does not indicate an inequity in "ineffective" teachers teaching low-income students. The percentage of low-income at Hamilton is 85.3%, at Jefferson 48.1%, and Richmond at 91.0% (3rd highest among HESD elementary schools). There are no "ineffective" teachers at the district's two junior high schools. Conditions that may have contributed to the equity data include:

- An ongoing shortage of qualified teacher candidates in California
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- 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 also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

Inexperienced Teachers & Low-Income Students

There are 22 inexperienced teachers in the district. This represents 11% of the district's classroom teachers. Each elementary school has at least one inexperienced teacher. The school with the highest number of inexperienced teachers is Martin Luther King and Roosevelt (4), while the school with the highest percentage of inexperienced teachers is Jefferson (20.2%). The average percentage of low-income students across the elementary schools is 77.4%. The percentage of low-income students at Jefferson 28.1%, well below the average. The percentage of low-income students at King is 81.3% and Roosevelt is 91.2%, which is above the average. For the district's two junior high schools, There are two inexperienced teachers at JFK and one at Wilson. This distribution does not indicate an inequity in the distribution of inexperienced teachers. Conditions that may have contributed to the equity data include:

- An ongoing shortage of qualified teacher candidates in California

- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of inexperienced teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- 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 also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

Out-of-Field Teachers and Minority Students

Jefferson Academy operates a Dual Language Immersion Program for students in grades 2-8. The Jefferson teacher came to us from another state and is currently working on their BLCAD credential. The Simas teacher is a new teacher on an emergency clad. The district's two junior high schools operate on a "core" schedule" with most teachers having multiple subject credentials. The junior high schools offer elective classes to students. Not all teachers with multiple subject credentials have the necessary supplements to teach some of the electives, and are teaching these classes under "local assignment options." Conditions that may have contributed to the equity data include:

- An ongoing shortage of qualified teacher candidates in California
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- 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 also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

Out-of-Field Teachers and Low-Income Students

Jefferson Academy operates a Dual Language Immersion Program for students in grades 2-8. The Jefferson teacher came to us from another state and is currently working on their BLCAD credential. The Simas teacher is a new teacher on an emergency clad. The district's two junior high schools operate on a "core" schedule" with most teachers having multiple subject credentials. The junior high schools offer

elective classes to students. Not all teachers with multiple subject credentials have the necessary supplements to teach some of the electives, and are teaching these classes under "local assignment options." Conditions that may have contributed to the equity data include:

- An ongoing shortage of qualified teacher candidates in California
- The teachers' collective bargaining agreement contains very specific language governing both the voluntary and involuntary transfer of teachers from one school to another and may effect the distribution of ineffective/out-of-field teachers among the school sites.
- Staffing is based on estimates of student enrollment. Actual enrollment may differ from estimates requiring movement of teaching staff among schools.
- The timeline for staffing schools. (Late resignations may necessitate hiring from a diminished pool of candidates.)
- 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 also contribute to some out-of-field teachers as military spouses who are experienced teachers sometimes do not meet some of California's specialized credential requirements (such as CLAD).

Analysis of the Effectiveness and Implementation of HESD LCAP Addendum and Spending Plan for 2022-2023

The section that follows provides a detailed analysis of the HESD LCAP Federal Addendum and Federal Spending Plan. In this section, each component of the plan is analyzed for effectiveness, based on student achievement data, and for implementation, based on empirical evidence. Areas of progress as well as areas of need are identified. Changes for next year's plan are documented.

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

HESD's first goal primarily addresses State Priority 7A, that students receive a broad course of study. A continuing mandate from all of the district's educational partner groups is that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. The district's educational partner support a well-rounded education for all students that includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. The actions and services under Goal #1 are primarily supported with LCFF funds and described in the district's LCAP. Federal funds are not used to support Goal #1.

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
<p>Goal 2</p> <p>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.</p>	<p>2.1 Monitor schools and provide technical assistance in the continued implementation of standards-based instruction.</p>	<p>2.1 The district monitored schools and provided technical assistance in the continued implementation of standards-based instruction using SBE adopted ELA and mathematics materials. All schools fully implemented standards-based ELA and mathematics instruction. (All students including ELs, SWDs, and advanced learners in all grade levels were provided the SBE-adopted core instructional program materials in ELA and mathematics. Materials are in use daily in all classrooms.)</p> <p>This is evidenced by school site technical assistance Instructional Cabinet schedules and agendas including school site visits Williams visit documentation for adequate materials; site-level administration focused-walk records; teacher collaboration and lesson planning records for classroom implementation; and records of pacing calendar and benchmark assessments.</p>	<p>2.1 The district's focus on Common Core Standards aligned instruction using SBE approved materials has led to significant gains in student achievement (up to the onset of the COVID pandemic); however, there is a need to continue fine-tuning implementation of the Common Core. There is a need to continue developing instructional strategies and techniques that support the Common Core ensuring that all students including ELs, migrant students and SWDs receive strong core instruction in ELA and math.</p> <p>Note: Declines in State test scores shown in the 2020-2021 CAASPP results are determined to be due to COVID pandemic related school closures, extended periods of distance learning, and significant student absences when schools were open for in-person learning. These declines do not indicate a need to make significant changes to the instructional program—rather they indicate a need to continue to strengthen the instructional program as discussed above.</p>	<p>2.1 District level administration will continue to provide schools with technical assistance and monitoring of the implementation of their instructional program ensuring the continued implementation of CCS aligned mathematics and ELA instruction using the state adopted text. Supplemental materials will be implemented by school sites as needed using categorical funds.</p>

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
	<p>2.2 Monitor schools and provide technical assistance in the continued identification of students who may be at risk for academic failure.</p> <p>2.3 Revise the district's pacing calendars in ELA and mathematics including full implementation of the Common Core Standards</p>	<p>2.2 The district leadership team conducted meetings with school sites to analyze student achievement data from both state and internal assessments. Using this analysis, the district leadership team supported school site leaders with technical assistance in identifying individual students who may be at risk for academic failure.</p> <p>The district's instructional cabinet provided school site leadership teams with professional development on using formative assessments to guide instruction and intervention.</p> <p>Individual school sites, through their individual site plans, delivered intervention and support to identified students. The delivery of intervention was monitored by the site leadership teams.</p> <p>2.3 Under the direction of the Assistant Superintendent of Curriculum and Instruction, curriculum specialists in ELA and math, working with groups of teachers from each school site, made detailed, specific revisions to pacing calendars in both subject areas. These</p>	<p>2.2 There continue to be significant numbers of students who are at risk of academic failure. There is a need to continue assisting and monitoring schools in identifying these students and developing and implementing appropriate interventions.</p> <p>2.3 Revision and of pacing in the core academic areas is a continuous process. There is a continuing need to fine-tune pacing calendars.</p>	<p>2.2 Continue to monitor schools and provide technical assistance for students who may be at risk of academic failure.</p> <p><i>Continue to provide additional services, both during and after the regular instructional day, to students who have experienced learning loss, using remaining COVID relief funds along with other state and federal funding sources.</i></p> <p>2.3 District pacing calendars will continue to be fine-tuned based on assessment data and teacher input.</p>

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
	<p>Areas of instructional pacing that require additional focus, greater amounts of time, and/or additional resources are identified and incorporated into the current year's pacing calendars.</p> <p>Pacing calendars are aligned with input from teacher groups.</p> <p>2.4 Provide support for homeless students.</p>	<p>revisions, based on teacher feedback and results of student achievement data, provided greater focus/ additional time to identified areas of need. This is evidenced by revisions to the calendars and meeting schedules from the work groups.</p> <p>2.4 The district and school sites monitored enrollment records for homeless students.</p> <p>The Homeless Liaison assisted schools in identifying homeless students and in monitoring their progress and needs.</p> <p>A school social worker (funded with LCFF) provides direct support to homeless students along with referrals and assistance connecting with outside agencies. The school social worker has access to the Title I homeless set-aside to support homeless students with supplies and services to reduce their barriers to attending school and learning. Two additional school social workers were</p>	<p>2.4 There continue to be students who are homeless enrolling in schools throughout the district. There is a significant need to provide monitoring and support for school attendance for homeless students. There is a need for continued monitoring of enrollment. There is a need to provide homeless students with academic and non-academic support. There is a continuing need to provide school staff with information and training on the rights and regulations that support homeless students.</p>	<p>2.4 The district will continue to assist schools in identifying and supporting homeless students.</p> <p>The Director of School Climate, Child Welfare, and Attendance (homeless liaison) and the district social worker(s) will develop and implement a program to work with school sites to implement daily attendance monitoring and interventions including home visits for homeless students who are absent from school.</p>

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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	<p>2.5 Monitor and support schools in the implementation of the ESSA.</p> <p>2.6 Monitor and provide support to schools in the implementation of supplemental technological resources.</p>	<p>added using COVID relief funds (for a total of three school social workers district wide.) Additional support for homeless students, including provision of some emergency housing (in motels) was provided through ARP-HCY funding.</p> <p>Support was provided to homeless students. This is evidenced by purchase orders and documentation from the Homeless Liaison.</p> <p>2.5 The district provided monitoring and technical assistance to schools in the implementation of the ESSA. This includes technical assistance with school site councils, state testing, school plans and supplement/not supplant etc.</p> <p>2.6 All schools utilized technology to provide students with additional access to the State approved instructional materials, a highly engaging learning experience, and an increased ability to work effectively with technology. All schools used technology to provide English learners with additional access to the State approved instructional</p>	<p>2.5 There is a continuing need to provide assistance and monitoring to school sites in the implementation of the ESSA.</p> <p>2.6 There is a significant need to provide teachers with professional development and in-class coaching in the integration of technology resources with classroom instruction and the work students do.</p>	<p>2.5 The district will continue to monitor schools and provide technical assistance in the implementation of the ESSA.</p> <p>2.6 Instructional coaches, both in ELA and Math, focus on the integration of technology into the core subjects and will continue.</p> <p>The district's curriculum committee (majority teacher membership) will conduct an evaluation of supplemental online</p>
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District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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		materials, academic content. (e.g. using technology to provide enhanced visual and auditory support for academic vocabulary, content area concepts etc.)	There remains a need to continue to support teachers in the use of technology tools. An evaluation of the online materials will be needed to determine which should receive ongoing funding and which can be discontinued.	instructional materials to determine which are effective in increasing student achievement and should be continued.
	<p>2.7 Integrated ELD (Core Program)</p> <p>Integrated ELD Core Program ELD/EL Support</p> <p>The foundation of the district's support for English learners are its integrated and designated English language development instruction programs. These are the district's core ELD programs. ELD instruction and EL support in academic content areas will be provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving</p>	<p>2.7 Integrated ELD/EL Support (Core Program)</p> <p>A director of curriculum whose focus is on the achievement of EL students, the instruction they receive, and professional development for teachers in the area of ELD is in place (Funded with LCFF). The Director provides leadership, technical assistance, and monitoring of the ELD programs.</p> <p>EL students were provided with ELD instruction and EL support using the State adopted materials. This is the district's core program. ELD instruction and EL support in academic content areas are provided to all EL students using the state adopted core and ancillary materials ensuring that English learners are receiving both ELD and language instruction that supports</p>	<p>2.7 There is a need to continue to provide students with a core EL program along with state adopted materials. The district scored in the Green category on the CA School Dashboard's EL Indicator, but EL students scored in the Orange categories in both ELA and math. This indicates a continuing need to improve integrated ELD in the district.</p>	<p>2.7 Core program ELD/EL support will be monitored by the Director of Curriculum (EL).</p>

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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	<p>language instruction that supports access to the state-adopted content standards in ELA, mathematics, science, and history social science.</p> <p>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.</p> <ul style="list-style-type: none"> • 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 	<p>access to the state-adopted language arts program standards in English.</p>		
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District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
	<ul style="list-style-type: none"> • 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 <p>2.8 Designated ELD (Core Program)</p> <p>Students will receive ELD instruction at their English language development level during the ELD instructional block.</p> <p>Dedicated ELD Time Block: Each school will implement a 30 minute block of time each day for English language development instruction.</p>	<p>2.8 Supplemental, Research-based Systematic ELD Instruction (Designated ELD)</p> <p>A director of curriculum whose focus is on the achievement of EL students, the instruction they receive, and professional development for teachers in the area of ELD is in place (Funded with LCFF). The Director provides leadership, technical assistance, and monitoring of the ELD programs.</p> <p>A minimum of 30 minutes of designated ELD instruction is in place in all classrooms providing EL students with consistent, effective, research-based</p>	<p>2.8 There is a need to continue monitor and support school sites in the implementation of designated ELD. There is a need to support sites in maintaining and managing instructional materials for designated ELD. There is a need to provide school sites with technical assistance in developing differentiated scheduling/deployment models for moving/grouping student during the designated ELD time block.</p>	<p>2.8 The district will continue to support school sites in the implementation of the designated ELD program.</p>

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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	<p>The district leadership team will monitor and provide technical assistance and professional development for the implementation of ELD at school sites.</p> <p>Identify Students' ELD Level: Students' ELD level will be appropriately and timely identified. All school sites will locally score the ELPAC annually.</p> <p>EL Deployment School Site: School site leadership teams will use the results of assessments including local scoring of the ELPAC, and district formative assessments to plan deployments to ensure that EIs are instructed at their ELD level.</p> <p>EL Deployment LEA:</p>	English language development instruction.		
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District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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	<p>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.</p> <p>Monitor ELD Deployment The district leadership team will continue to monitor the implementation of deployment for supplemental ELD instruction.</p> <p>2.9 Supplemental ELD Instruction</p> <p>Deliver supplemental, after-hours ELD instruction that is aligned to students' proficiency levels, the ELD standards, and the research-based recommendations found in: California Department of Education. (2010).</p>	<p>2.9 EL students in grades 2-6 who did not make annual progress on the ELPAC received supplemental after-school ELD instruction through the school year. These students received after school ELD instruction specifically addressing the ELPAC domains.</p>	<p>2.9 There is a need to continue expanding the availability supplemental after-school ELD instruction to EL students at all schools and all grade levels.</p> <p>There is a need to expand after school ELD instruction to the junior high schools.</p>	<p>2.9 After-school ELD instruction will be made available to students at all schools. Additional Title III resources will be allocated to after school supplemental ELD.</p>
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District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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	<p>Improving Education for English Learners: Research Based Approaches. Sacramento: California Department of Education.</p> <p>After-School ELD: EL students will be provided with after-hours intervention and enrichment with an English Language Development focus.</p> <p>Recruit Teachers: Teachers will be recruited to from school sites to provide after-school ELD to EL students. (Teacher will provide instruction to EL students at their own school site.)</p> <p>Monitor After School ELD: The Director of Curriculum will monitor students' attendance and progress and will provide technical assistance to the school sites in</p>			
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District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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	<p>implementing supplemental ELD.</p> <p>2.10 Trimester Monitoring of ELs</p>	<p>2.10 Once each trimester, all teachers will document the progress of each of their EL students. This documentation will be aligned to the 2012 ELD standards and will be based on ELPAC scores, results of district benchmark and formative assessments, student work samples, and teacher observations.</p> <p>Upload EL Documentation: Once each trimester teachers will upload documentation of each EL student's progress to a master database.</p> <p>School Site Progress Monitoring School site leadership will access the master database to monitor the progress of EL students.</p> <p>Identify Students At Risk of LTEL: The district will identify students at-risk of becoming LTEL and will monitor the progress of these students through their elementary and junior high school years.</p> <p>Data Analysis Data, from local and state assessments will be used to develop a timely analysis</p>	<p>2.10 There is a continuing to carefully and consistently monitor the progress of EL students, to identify students making inadequate progress, and to implement interventions to students who are not making progress.</p>	<p>2.10 Continue to carefully and consistently monitor the progress of EL students, to identify students making inadequate progress, and to implement interventions to students who are not making progress.</p>
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District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
	<p>2.11 Monitor schools' and provide technical assistance in the use of the district's formative and summative assessment system. All teachers at all school sites implement all assessments specified in the HESD Assessment Calendar.</p>	<p>of students' progress and used to identify students at risk of becoming LTEL.</p> <p>Intervention for At Risk LTEL: Once identified, students at risk of becoming LTEL will be provided with both language and academic interventions based on their language and academic needs.</p> <p>Monitor Progress LTEL: The progress of students identified as being at risk of becoming LTEL will be monitored at both the school site and LEA level.</p> <p>2.11 All teachers at all school sites implemented all assessments specified in the HESD Assessment Calendar.</p> <p>The district provided technical assistance to schools in using the student achievement data systems and analyzing student achievement data. Administrators and teachers use the School City system to conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use</p>	<p>2.11 There is a continuing need to provide technical assistance to schools in using the student achievement data systems and analyzing student achievement data.</p>	<p>2.11 Continue to monitor schools' and provide technical assistance in the use of the district's formative and summative assessment system.</p>

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
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	<p>2.12 HESD will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs.</p> <p>2.13 HESD will implement strategies to facilitate effective transitions for students from middle grades to high school.</p>	<p>information gained from this analysis to plan instruction, including interventions.</p> <p>2.12 Systematic procedures for receiving records regarding children, transferred with parental consent from a Head Start program. Preschool and Head Start programs are notified in March each year. Parents of students in preschool or Head Start programs are notified in March. Parents of these students are provided with early kindergarten registration and opportunities for consultation with school personnel.</p> <p>2.13 HESD will facilitate transitions of students to Hanford High School through planning meetings, transfers of student records including assessment data.</p>	<p>2.12 There is a continuing need to support, coordinate, and integrate services provided under this part with early childhood education programs.</p> <p>2.13 There is a continuing need to work with the high school to ensure effective transitions and to ensure HESD students</p>	<p>2.12 HESD will support, coordinate, and integrate services provided under this part with early childhood education programs</p> <p>2.13 HESD staff will continue to work with the high school to ensure effective transitions from 8th grade to high school.</p>
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District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
<p>Goal 3</p> <p>The District will hire, support, and retain qualified teachers, support staff, and administrators.</p> <p>(Aligned with LCAP Goal 3; State Priority 1)</p>	<p>3.1 Professional Development Team and Instructional Coaching</p>	<p>3.1 A professional development team consisting of a curriculum specialist in English language arts, a curriculum specialist in math/science, and five instructional coaches provides high quality, research-based professional development to teachers and administrators.</p> <p>Decisions regarding the types of professional development delivered is based on analysis of data including student achievement data, site leadership, and teacher input. These include, but are not limited to whole-group professional development, in-class coaching, coaching during weekly collaboration, lesson development and planning, backward-mapping, and analysis of formative and summative student achievement data.</p> <p>The PD team works closely with school site leadership to make data-driven decisions regarding the foci of professional development including, but not limited to specific content areas, standards within content areas, strands within standards, or specific lessons that are within or that supplement the SBE adopted materials. Professional development may focus on the entire school staff, a specific grade level or</p>	<p>3.1 District surveys of teachers and site administrators, classroom observations, and test scores from the CAASPP all indicate a need for further professional development related to the implementation of the Common Core Standards.</p> <p>There is a need to provide teaching staff with PD to build upon the analysis of student achievement data by studying the work of individual students, especially their written work, and diagnosing specific areas of strength and areas of need. There is a need to develop instructional planning based on this analysis.</p> <p>There is a need for instructional support in the analysis of achievement data, lesson planning, and delivery in both integrated and designated ELD.</p>	<p>3.1 The PD team will continue to provide professional development going forward.</p> <p>The district's professional development programs will continue with the full team of instructional coaches providing PD to teaching staff. The district will provide professional development focused on mitigating students' learning loss, while at the same time, providing grade-level standards aligned instruction.</p> <p>Research and evaluate progress around the implementation of instructional coach who provides support for designated and integrated ELD.</p>

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		group of grade levels, a specific teacher or group of teachers (e.g. mathematics or RSP), or school administration.		
	3.2 New Teacher Induction Program	<p>3.2 The district operated a CTC accredited new teacher induction program with a director and two full-time, full-release induction coaches. New teachers receive induction support for two years and clear their credentials through the induction program.</p> <p>Beginning with the 2019-2020 school year, the district will implement a Clear Administrative Services Credential Induction Program (CASC) for new administrators.</p>	<p>3.2 There is a need to continue providing new teachers with induction support. There is a continuing need to supplement the induction program with two full-release induction coaches.</p> <p>There is a continuing need to provide prospective school leaders with an administrator induction program. The district will work toward CTC approval of an administrator induction program.</p>	3.2 The district will continue to support new teachers with an induction program. The district will continue to implement the newly accredited administrator induction program (CASC).
	3.3 Weekly Teacher Collaboration	3.3 Teachers were provided with weekly collaboration time. 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, including interventions.	<p>3.3 While there is a continuing need to provide teacher collaboration, the process is well established in the district and no categorical funds are required to sustain the activity.</p>	3.3 Continue to provide weekly teacher collaboration.

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	<p>3.4 Professional Development for Instructional Coaches</p> <p>3.5 District Monitoring of School-Site Professional Development</p> <p>3.6 Professional Development in the District's Core Designated ELD Program</p>	<p>3.4 Instructional coaches were provided with ongoing professional development in content areas and pedagogy.</p> <p>3.5 The district monitored professional development expenditures and activities at schools. School sites will continue to utilize their instructional leadership teams, made up of the principal and learning director, to maintain focus on the school plan and to provide systematic professional development that is aligned with the district and school site goals and is targeted at building teacher's capacity to provide standards aligned instruction and intervention.</p> <p>3.6 All teachers received training in the district's designated ELD program. Newly hired teachers received a full training in the district's designated ELD program that begins before the first day of school and includes follow-up training during the school year.</p>	<p>3.4 There is a continuing need to provide instructional coaches with ongoing training and support in the content areas, pedagogy, and leadership.</p> <p>3.5 There is a continuing need to provide school sites with monitoring and leadership to maintain focus on the school plan and to provide systematic professional development.</p> <p>3.6 There is a continuing need to train new teachers in the district's ELD program and to provide ongoing follow-up training to all staff.</p>	<p>3.4 Coaches will continue to seek out and participate in professional development.</p> <p>3.5 School sites will continue to supplement district provided professional development. The Assistant Superintendent of Curriculum and Instruction, Director of Program Development, and Curriculum Director and Specialist will provide school sites with monitoring and assistance with their professional development planning.</p> <p>3.6 The district will continue to provide training in the district's ELD program.</p>

District Goal	Action Strategies	Action Implementation/Areas of Strength	Action Implementation/ Areas of Need	Changes to Next Year's Plan
	<p>(This is the district core EL professional development.</p> <p>3.7 Professional Development Specific to English Learners</p>	<p>Teachers continuing employment with the district (who received the full training program in a prior school year) receive ongoing training and support from their school site learning director and/or principal as well as from the district's team of instructional coaches.</p> <p>3.7 High-Quality, Research-Based Professional Development Specific to ELD Instruction. The district's team of curriculum directors, curriculum specialists, and instructional coaches provided teachers with research-based professional development designed to increase the English language development and the academic achievement of EL students.</p> <p>Based on the needs assessment additional staff developers (e.g. Tulare County Office of Education) provided high-quality, research-based professional development.</p>	<p>3.7 There is a continuing need for professional development in supporting English learners. There is a continuing need to support teachers in both integrated and designated ELD.</p> <p>See 3.1 above regarding implementation of instructional coach(es) providing support for ELD.</p>	<p>3.7 The district will continue to provide professional development specifically designed to support English learners.</p> <p>See 3.1 above regarding implementation of instructional coach(es) providing support for ELD.</p>
School Climate Goal 4		(Note: The district's Local Control Accountability Plan documents over \$4 million in services and programs for students that are designed to lower suspension rates and support a positive,		

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Students will attend a safe, well maintained school and will have access to standards aligned materials.		healthy school climate. The district's school climate initiatives are fully documented in the LCAP. LCFF funds, rather than federal funds, are primarily used to support the district's school climate initiatives.)		
Goal 5 Communication between schools and home will be regular and meaningful.	5.1 Monitor School Site Parent Involvement Activities 5.2 Technological Systems for Parent Communication	5.1 The district monitored school site parent outreach and involvement activities. School sites conducted parent outreach and parent involvement activities utilizing at least 1% of their Title I Part A allocations. 5.2 The district maintained the technological systems for parent communication Parents ensuring that parents, students, and community members have the ability to use technological tools and resources that provide access to information, promote safety, and facilitate communication with schools and the district. This is evidenced by district and school web pages, Blackboard Connect, Signal Kit, and the Synergy ParentVue system.	5.1 There is a need to continue to provide outreach and parent involvement activities. 5.2 There is a need to continue to maintain the technological systems for parent communication.	5.1 Continue to monitor and provide technical assistance with parent outreach and involvement activities at school sites. 5.2 Continue to maintain the technological systems for parent communication.

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	5.3 School Site Councils and English Learner Advisory Committees	5.3 The district monitored and provided technical assistance to school sites in implementation of school site councils (SSC) and English language advisory committees (ELAC).	5.3 There is a need to continue to monitor and provide technical assistance to school sites in implementation of school site councils (SSC) and English language advisory committees (ELAC).	5.3 Continue monitoring and technical support of SSC and ELAC.
	5.4 District Level Advisory Committees	The district maintains a DELAC & a PAC. The DELAC advises the board on conducting a district-wide needs assessment on a school-by-school basis, advises the board on the district's plan for educational programs & services for ELs , takes into consideration the school plan; advises the board on the annual needs assessment. The PAC engages parents in the LCAP review & planning process, to elicit their input into the district's LCAP, provide them the opportunity to voice priorities for their students.		
	5.5 English Learner Parent Training/Education	<p>5.5 Parent Support, Training, and Resources</p> <p>Parent Academies:</p> <p>The district developed and implemented a series of parent academies designed to</p>	5.5 These activities were well attended and well-received by parents of EL students. There is a continuing need to provide parents of EL students with	5.5 The district will continue to provide a variety of EL parent training and education activities.

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		<p>improve parents' knowledge of the content students are learning, to provide parents with specific strategies to help students in the content areas, to provide parents with specific strategies to help students become proficient in English, and to improve attendance.</p> <p>Training Modules:</p> <p>Develop and implement series of modules, each covering a specific language learning or academic topic, to train parents to work with students in various academic areas. Parents will work through these modules at both parent academies and at home.</p> <p>EL Parent Resource Center:</p> <p>Develop and implement an EL parent resource center to provide EL parents with access to technology, books, materials, supplies, and support in working with their students.</p> <p>Books for Parent/Student Check-Out:</p> <p>Provide school libraries with books, including Spanish language books, for parents to check-out and implement reading activities with their children.</p>	<p>support and strategies to help their children become proficient in English and to achieve academically.</p>	
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		(Parents receive training as discussed above.)		
	5.6 English Learner/Immigrant Parent and Community Participation	<p>5.6 Parents of EL students received information about the types of ELD instruction, services, and interventions their students are receiving along with information about how they can provide support at home that is aligned with the services and interventions that their students receive</p> <p>Utilize the districts electronic resources including web sites/social media to provide parents of ELs with information, strategies, activities that are aligned with ELD instruction at school to support students' at home.</p> <p>DELAC:</p> <p>The district implemented a DELAC that met five times in the 17-18 school year. DELAC meetings were conducted in accordance with applicable regulations and governing board policies.</p>		
	5.7 Required Notifications	<p>5.7 Parent Notifications:</p> <p>The district continued to provide all required notifications to parents meeting the required timelines.</p>		

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		The District reviewed the required notifications along with templates provided by the CDE and made revisions as needed, especially revisions that clarify language making documents easier for parents to understand. All notices were provided in English and Spanish.		
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2022-2023 Title II Part A Private School Evaluation and Needs Assessment

St. Rose McCarthy private school, located within the boundaries of HESD, participated in Title II programs in 2022-2023. Professional development was provided to teaching staff at McCarthy based on identified needs and regular consultation between the leadership at both of the private school and the Hanford Elementary School District Director of Program Development, Assessment and Accountability.

St. Rose McCarthy

Professional Development Report for 2022-2023

Teachers from St. Rose McCarthy participated in the Title II professional development in 2022-2023. Assessment of teachers' professional development needs is conducted through conversations between the principal and individual teachers, through collaborations between teachers, and through classroom observations and focused walks conducted by the principal, and in consultation with the Hanford Elementary Director of Program Development, Assessment and Accountability.

A need was identified for professional development in classroom activities that support the Common Core Standards. While implementation of the Common Core Standards is not required for private schools, teachers and administrators at McCarthy nevertheless identified a need to understand and implement some of the analytical thinking, writing, and problem solving that students do with the Common Core. Teachers also identified a need to learn classroom strategies that support the types of work students do around the Common Core Standards.

Changes/Professional Development Implementation for 2023-2024

Teachers from St. Rose McCarthy will continue to be provided with professional development in the implementation of classroom strategies that support the Common Core Standards, in math, science and technology. With guidance from HESD, administration at McCarthy will seek out professional development offered by the Kings and Tulare County offices of education.

Conclusion & Overall Findings

Students in HESD have shown steady continuous gains in achievement. Test scores in ELA and mathematics continued to rise, albeit gradually *prior to the onset of the COVID pandemic. Declines in State test scores shown in the 2020-2021 CAASPP results are determined to be due to COVID pandemic related school closures, extended periods of distance learning, and significant student absences when schools were open for in-person learning.* Even though the 2022 CAASPP scores in both ELA and Math increased compared to 2021, data comparing the 2022 CAASPP to the (pre-COVID) 2018-2019 CAASPP indicate mixed reviews with levels just passing pre-COVID results in ELA, but test scores in math are still below those 2019 results. Based 2022 CAASPP data and anecdotal evidence and data from local assessments in 22-23, with students making gains in achievement, the declines in state test scores do not indicate a need to make significant changes to the instructional program; rather, they indicate a need to continue to build upon an strengthen the district's existing instructional programs.

Areas of Progress

- Student achievement results, including CAASPP results, show students making progress in ELA and math comparing 2022 to 2021.
- Between the 2012-2013 and 2020-2021 school years, the district has reduced its suspension rate by nearly fifty percent. This has been achieved by providing supports to students, and without lowering standards for behavior and citizenship.
- HESD has fully implemented the Common Core Standards in all schools, at all grades, and in all classrooms across the district.
- Integrated ELD is in place across the district in all grade levels and across all subject areas.
- A minimum of 30 minutes each day of designated ELD is in place at all school sites and is supported with materials, professional development, and in-class coaching.
- District and school site administration, along with classroom teachers study student achievement data, and use information from this data to plan instruction and intervention.
- Parents continue to have meaningful interaction with their schools and are satisfied with their students' education.

Areas of Need

While HESD has achieved significant increases in student achievement as a result of implementing the goals and actions documented in the LCAP Federal Addendum, Title III Action Plan, and individual school plans, there continue to be areas where goals require revision, strategies require refinement, or actions require a more precise level of implementation.

- There is a need to maintain a rigorous focus on standards aligned instruction ensuring that all students including ELs, migrant students, and SWDs receive strong core instruction in ELA and mathematics.
- There is a persistent achievement gap between ELs and English only students. There is a need for consistent, effective, research-based English language development instruction that is specifically targeted to students' English proficiency levels in all classrooms with all EL students.
- There is a need to build upon the analysis of student achievement data by studying the work of individual students, especially their written work, and diagnosing specific areas of strength and areas of need. There is a need to develop instructional planning based on this analysis. There is a need to provide individual students with feedback from this analysis and to give them opportunities to revise their work and their learning.
- There is a need to develop students' ability to explain and discuss their thinking and problem solving processes both in the spoken word and in writing. There is a need to develop students' ability to synthesize information from text, cite evidence supporting their thinking, and to explain how the evidence supports their thinking.
- There is a continuing need for professional development targeted at building teacher's capacity to provide standards aligned instruction and interventions that are aligned with the Common Core standards.
- Homeless students performed as follows on the 2019 California School Dashboard:
 - Academic Indicator ELA: Red
 - Academic Indicator Math: Orange
 - Chronic Absenteeism: Yellow
 - Suspension Rate: Yellow

Homeless students are one of the district's most vulnerable groups of students. There is a continuing need to provide academic and non-academic support to homeless students.

Appendix 1: Training Specific to English Learners



HANFORD ELEMENTARY SCHOOL DISTRICT EL Achieve - Systematic ELD Training Calendar 2022-2023

Rev. 10/11/22

Session	Date	Time	Location Teacher Resource Center
Day 1	August 1, 2022	8:30 a.m.-3:30 p.m.	JFK Cafeteria
Day 2	September 21, 2022	1:30-3:30 p.m. Minimum Day	TRC
Day 3	October 19, 2022	1:30-3:30 p.m. Minimum Day	District Office Boardroom
Day 4	December 7, 2022	1:30-3:30 p.m. Minimum Day	TRC
Day 5	January 18, 2023	1:30-3:30 p.m. Minimum Day	TRC
Day 6	March 8, 2023	1:30-3:30 p.m. Minimum Day	TRC

Teacher Participants	School	Grade Level
Amy Neumann	Hamilton	K
Melissa Nelson	Hamilton	3
Gladys Cruz	Jefferson	K
Gizel Ramos-Ramirez	Jefferson	1st
Lupe Rangel-Lemus	Jefferson	6 th
Mario Zaragoza	Jefferson	6 th
Mayra Naranjo	King	K
Guadalupe Mangandi	King	1 st
Joshua Johnson	King	2 nd
Kelli Ribera	King	6 th
Victoria Ponessa	Lincoln	TK-6 th RSP
Madison Garcia	Richmond	TK-3 SDC
Margarita Royal	Roosevelt	K
April Tamayo-Alatorre	Roosevelt	SDC 4 th -6 th
Sherrie Thompson-Pedro	Roosevelt	6 th
Erin Shanahan	Simas	TK
Kathryn Sippel	Washington	K
Gabriela Lopez Gonzalez	Washington	6 th

Appendix 2: HESD Collaboration Calendar 21-22

HANFORD ELEMENTARY SCHOOL DISTRICT COLLABORATION CALENDAR 2022-2023

Date	Participants	Function	Focus	Location	Time	Subgroups
8/4	TK - 8 Teachers & Leadership Teams	★ HESD Welcome Back Opening and PD Day: Teachers' 1 st Day Back on Contract ★	District-Wide PD	JFK Jr. High School	8:00 - 3:30 p.m.	EL Imbedded
8/5	TK-8 Teachers & Leadership Teams	Training School Site Meetings Led by Site Administration Teams	School Site Focus	School Sites	8:00 - 3:00 p.m.	-
8/8	TK - 8 Teachers & Leadership Teams	Preparation Day	Preparing for First Day of School	School Sites	8:00 - 3:00 p.m.	-
8/9	TK - 8 Teachers & Leadership Teams	★ First Day of School ★				
8/10	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	-
8/17	TK - 8 Teachers & Leadership Teams	Collaboration	School Site Focus	School Sites	1:30-3:30 p.m.	Subgroup Data Disaggregated
8/24	TK - 8 Teachers & Leadership Teams	Collaboration	School Site Focus	School Sites	1:30 - 3:30 p.m.	-
8/31	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
9/7	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
9/14	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
9/21	TK-8 Teachers & Leadership Teams	Collaboration EL Achieve Training Day 2 for new to HESD K-6 teachers *Location TBD	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
9/28	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
10/5	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
10/12	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
10/17	TK - 8 Teachers & Leadership Teams	★ HESD District-Wide PD Day ★	District-Wide PD	TBD	8:00-3:30 p.m.	EL Embedded
10/19	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Training Day 3 for new to HESD K-6 teachers *Location TBD	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
10/26	TK-8 Teachers & Leadership Teams	Report Cards	Report Cards	School Sites	1:30 - 3:30 p.m.	ELD Rubrics Updated

HANFORD ELEMENTARY SCHOOL DISTRICT COLLABORATION CALENDAR 2022-2023

Date	Participants	Function	Focus	Location	Time	Subgroups
11/2	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:00 – 3:30 p.m.	EL Rubrics Updated
11/2	TK - 8 Teachers & Leadership Teams	Trimester 1 Report Cards Due to Principals				
11/9	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
11/16	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:00-3:30 p.m.	-
11/21-11/22	Site Staff	Parent Conferences				
11/30	TK - 8 Teachers & Leadership Teams	Collaboration	School Site Focus	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
12/7	TK-8 Teachers & Leadership Teams	Collaboration EL Achieve Training Day 4 for new to HESD K-6 teachers *Location TBD	ELA, ELD and/or Mathematics	School Sites	1:30 – 3:30 p.m.	Subgroup Data Disaggregated
12/14	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	-
1/11	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
1/18	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Training Day 5 for new to HESD K-6 teachers *Location TBD	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
1/25	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
1/27	TK - 8 Teachers & Leadership Teams	*HESD District-Wide PD Day*	District-Wide PD	TBD	8:00-3:30 p.m.	EL Embedded
2/1	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
2/8	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
2/15	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
2/22	TK-8 Teachers & Leadership Teams	Report Cards	Report Cards	School Sites	1:30 - 3:30 p.m.	EL Rubrics Updated
3/1	TK-8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	-
3/1		Trimester 2 Report Cards Due to Principals				

HANFORD ELEMENTARY SCHOOL DISTRICT COLLABORATION CALENDAR 2022-2023

Date	Participants	Function	Focus	Location	Time	Subgroups
3/8	TK - 8 Teachers & Leadership Teams	Collaboration EL Achieve Training Day 6 for new to HESD K-6 teachers *Location TBD	ELA, ELD and/or Mathematics	School Sites	1:00 – 3:30 p.m.	Subgroup Data Disaggregated
3/15	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:00 – 3:30 p.m.	Subgroup Data Disaggregated
3/22	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:00 – 3:30 p.m.	Subgroup Data Disaggregated
3/29	TK-8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:00 – 3:30 p.m.	Subgroup Data Disaggregated
4/3-4/10	SPRING BREAK					
4/12	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
4/19	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
4/26	TK - 8 Teachers & Leadership Teams	Collaboration	ELA, ELD and/or Mathematics	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated
5/3	TK - 8 Teachers & Leadership Teams	Collaboration	Teacher Directed	School Sites	1:30 - 3:30 p.m.	-
5/10	TK - 8 Teachers & Leadership Teams	At-Risk Conferences	At-Risk Conferences	School Sites	1:30 - 3:30 p.m.	-
5/17	HESD Employees	Employee Recognition	HESD Employee Rec. Event	TBD	1:30 - 3:30 p.m.	-
5/24	TK - 8 Teachers & Leadership Teams	Report Cards	Report Cards	School Sites	1:30 - 3:30 p.m.	-
5/25	TK-8 Teachers & Leadership Teams	Trimester 3 Report Cards Due to Principals				
5/31	TK-8 Teachers & Leadership Teams	Collaboration	Looking ahead to 2023-24	School Sites	1:30 - 3:30 p.m.	Subgroup Data Disaggregated

Appendix 3: Curriculum Committee Role and Function



HANFORD ELEMENTARY SCHOOL DISTRICT

Curriculum Committee Goals 2022-2023

1. Provide input and feedback on the yearlong TK – 8 Pacing Calendars in English Language Arts, Mathematics, Science, and History Social Science to ensure delivery of an instructional program that is aligned with California Common Core State Standards (CCSS) and State Board of Education approved instructional materials and technology standards.
2. Provide input and review feedback on:
 - HESD district assessments in ELA and Mathematics
 - Curriculum Committee will conduct its annual Trimester 1 & 2 Surveys.
 - Trimester 2 survey will include PD questions for PD planning purposes.
 - Curriculum Committee Representatives will review the surveys and provide recommendations based on input.
 - District focus of English Learners and students with disabilities as it relates to curriculum and professional development
 - Technology—Receive updates from TAG and support TAG members in promoting purposeful integration of technology for 21st Century Learning.
3. Curriculum Committee Members will stay abreast of and share relevant information regarding:
 - California Common Core Standards
 - Next Generation Science Standards
 - English Language Development Standards
 - SMARTER Balanced assessments
 - Upcoming adoptions

HANFORD ELEMENTARY SCHOOL DISTRICT

Role and Function of the Curriculum Committee

The Curriculum Committee was formed to provide a method by which district administrators and HETA representatives could work together to improve instruction in the district. Following are some of the key elements of the Committee:

1.0 Major Purposes

- 1.1 Advise the district in defining educational objectives
- 1.2 Advise the district in the design of curriculum
- 1.3 Advise the district in selecting state adopted instructional materials
- 1.4 Advise the district in planning district assessments
- 1.5 Advise the district regarding district sponsored professional development

2.0 Members

- 2.1 Teacher Members
 - 2.1.1 One teacher representative from each school in the district (11 sites)
 - 2.1.2 One Special Education Teacher at large
 - 2.1.3 Co-chair representing HETA (The district's teacher bargaining unit)
- 2.2 Management members
 - 2.2.1 Permanent co-chair representing management –
Assistant Superintendent of Curriculum, Instruction and Professional Development
 - 2.2.2 ELA Curriculum Specialist
 - 2.2.3 Director of Categorical Programs
 - 2.2.4 Director of Curriculum & Instruction – ELD/Parent Outreach
 - 2.2.5 Director of Curriculum & Instruction - Mathematics
 - 2.2.6 Principal (2 year term)
 - 2.2.7 K – 6 Learning Director (2 year term)
 - 2.2.8 JHS Learning Director (2 year term)

3.0 Term of Office

- 3.1 Teacher Members
 - 3.1.1 School site representatives shall each serve two (2) academic years (vacancies shall be filled to complete only the unexpired portion of the term).
- Site representatives shall begin their two year terms in the Fall as follows:

1. Even Years: Hamilton, Lincoln, Wilson, King, Richmond, and Kennedy
2. Odd Years: Roosevelt, Monroe, Simas, Jefferson, and Washington
- 3.1.2 Co-chair representing HETA (hereafter called HETA co-chair): serves a two (2) year term and is elected by the general membership.
- 3.2 Management Members
 - 3.2.1 Co-chair representing the district (hereafter called Management co-chair), as well as all other managers are appointed by the Superintendent.

4.0 Authority

- 4.1 When acting within local, state, or federal policy and regulations, the Curriculum Committee shall have the power to make decisions and direct implementation of those decisions. (It is the intent of the Curriculum Committee, then, to function as a truly "representative" body that has the freedom to act with a minimum of "going back" to get more input from the groups they represent -- this brings home the need for each member to know what his/her constituencies want.)
- 4.2 When acting before local board policy, the Curriculum Committee shall act in an advisory capacity to the Board of Trustees.

5.0 Specific Duties

- 5.1 Determine curricular priorities within the limits of existing board policy.
- 5.2 Propose curricular policy development recommendations to the Board.
- 5.3 May establish AD HOC COMMITTEES to accomplish specified tasks:
 - 5.3.1 Management co-chair appoints managers; HETA co-chair appoints chairs.
 - 5.3.2 Set minimum guidelines for the ad hoc committees to provide reasonable direction to the committee(s). (We intend on minimizing prescriptiveness - while maximizing the opportunity for them to be creative.) Ad hoc committees will often have the authority to make decisions without the approval of any other group when they are working within district policy. Any such committee, however, may submit a request to have proposals reviewed by the Curriculum Committee when they feel it important to check (ten school days advance notice to Management co-chair), or may be required to only recommend, not decide.
 - 5.3.3.1 Ad hocs organized to select instructional materials (state adoptions) shall be constituted by a size necessary to do business.

- 5.3.3.2 All other ad hocs shall be limited to ten (10) teacher members, except as provided below..

5.4 Establish STANDING COMMITTEES as needed.

- 5.5 Establish Task Groups to accomplish tasks too narrow in scope to require the formation of an ad hoc committee. The C.C. co-chairs shall be empowered to establish such a group if they mutually agree.
- 5.6 The selection process for teacher representation on District established committees are as follows.
 - 5.6.1 The Association shall appoint all teacher members to committees with teacher representation. HETA will make a good faith effort to have a mix of appointees – grade levels, special education, experienced and new teachers, literacy coaches, and nurses. HETA site representative shall consult with principal before appointing members.

6.0 Meetings, etc.

- 6.1 Reorganization meeting shall be held in September. Regular meetings shall normally be held on a Monday of each month beginning in October.
- 6.2 Special meetings can be called by mutual agreement between the co-chairs. Such meetings shall be held at times determined by them.
- 6.3 An agenda, co-determined by HETA co-chair and Management co-chair, shall be prepared in advance of a regular meeting, and one day in advance of special meetings. Management co-chair's office shall type and distribute agendas to members.
- 6.4 An Outlook Invite will serve as the only reminder of the meeting.
- 6.5 Minutes shall be kept and distributed to members of the C.C. Co-chairs shall be responsible for the content; Management co-chair's office will type and distribute.

7.0 Communications

- 7.1 Agenda shall be presented to the HETA co-chair by the Management co-chair's office prior to each regularly scheduled Curriculum Committee meeting.
- 7.2 Minutes of meetings shall be posted on the Curriculum and Instruction intranet portal / Curriculum Committee folder.
- 7.3 Report to Sites developed by the Curriculum Committee will be reported at school site faculty meetings and will be posted on the Curriculum and Instruction intranet portal / Curriculum Committee folder.

8.0 Conference Committees

8.1 Resolving Disputes

- 8.1.1 The Curriculum Committee Co-Chairs shall ask the Superintendent and the President of HETA to schedule a Conference Committee meeting to attempt to resolve the dispute.
- 8.1.2 The Conference Committee discusses the positions of the parties and the Superintendent decides.

Appendix 4: LCAP Federal Addendum Data Collection Tools (PEAT)22-23

Data from 2022-2023 Information Day

Ineffective / Misassigned Teachers and Minority Students: Elementary Schools

Ineffective / Misassigned Teachers and Minority Students: Elementary Schools						
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%
LEA Total	4380	3826	87.4%	191	3	1.6%

Ineffective / Misassigned Teachers and Minority Students: Middle Schools

Ineffective / Misassigned Teachers and Minority Students: Middle Schools						
School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers
Kennedy	518	458	88.4%	26.08	0	0.00%
Wilson	569	487	85.6%	26.08	0	0.00%
LEA Total	1087	945	86.9%	52.16	0	0.00%

Inexperienced Teachers and Minority Students: Elementary Schools

Inexperienced Teachers and Minority Students: Elementary Schools						
School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	435	385	88.5%	21	2	9.5%
Jefferson	486	422	86.8%	20	4	20.0%
King	625	584	93.4%	26	5	19.2%
Lincoln	366	356	97.3%	17	1	5.9%
Monroe	642	498	77.6%	29	1	3.4%
Richmond	410	380	92.7%	19	2	10.5%
Roosevelt	455	426	93.6%	21	4	19.0%
Simas	502	396	78.9%	24	1	4.2%
Washington	459	379	82.6%	22	2	9.1%
LEA Total	4380	3826	87.4%	199	22	11.1%

Inexperienced Teachers and Minority Students: Middle Schools

Inexperienced Teachers and Minority Students: Middle Schools						
School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Kennedy	518	504	97.3%	26.08	2	7.7%
Wilson	569	474	83.3%	26.08	1	3.8%
LEA Total	1087	978	90.0%	52.16	3	5.8%

Ineffective / Misassigned Teachers and Low-Income Students: Elementary Schools

Ineffective / Misassigned Teachers and Low-Income Students: Elementary Schools						
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%
LEA Total	4380	3391	77.4%	199	3	1.5%

Ineffective / Misassigned Teachers and Low-Income Students: Middle Schools

Ineffective / Misassigned Teachers and Low-Income Students: Middle Schools						
1. Sch	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Ineffective/ Misassigned Teachers	% Ineffective/ Misassigned Teachers
Kennedy	518	450	86.9%	26.08	0	0.0%
Wilson	569	425	74.7%	26.08	0	0.0%
LEA Total	1087	875	80.5%	52.16	0	0.0%

Inexperienced Teachers and Low-Income Students: Elementary Schools

Inexperienced Teachers and Low-Income Students: Elementary Schools						
School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	435	371	85.3%	21	2	9.5%
Jefferson	486	234	48.1%	20	4	20.0%
King	625	508	81.3%	26	5	19.2%
Lincoln	366	351	95.9%	17	1	5.9%
Monroe	642	489	76.2%	29	1	3.4%
Richmond	410	373	91.0%	19	2	10.5%
Roosevelt	455	415	91.2%	21	4	19.0%
Simas	502	284	56.6%	24	1	4.2%
Washington	459	366	79.7%	22	2	9.1%
LEA Total	4380	3391	77.4%	199	22	11.1%

Inexperienced Teachers and Low-Income Students: Middle Schools

Inexperienced Teachers and Low-Income Students: Middle Schools						
School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Kennedy	518	450	86.9%	26.08	2	7.7%
Wilson	569	425	74.7%	26.08	1	3.8%
LEA Total	1087	875	80.5%	52.16	3	5.8%

Out-of-Field Teachers and Minority Students: Elementary Schools

Out-of-Field Teachers and Minority Students: Elementary Schools						
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%
Jefferson	486	422	86.8%	20	1	5.0%
King	625	584	93.4%	26	0	0.0%
Lincoln	366	356	97.3%	17	0	0.0%
Monroe	642	498	77.6%	29	0	0.0%
Richmond	410	380	92.7%	19	0	0.0%
Roosevelt	455	426	93.6%	21	0	0.0%
Simas	502	396	78.9%	24	1	4.2%
Washington	459	379	82.6%	22	0	0.0%
LEA Total	4380	3826	87.4%	199	2	1.0%

Out-of-Field Teachers and Minority Students: Middle Schools

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%
LEA Total	1087	978	90.0%	52.16	8	15.3%

Out-of-Field Teachers and Low-Income Students: Elementary Schools

Out-of-Field Teachers and Low-Income Students: Elementary Schools						
School Site	Total Enrollment	Low-Income Enrollment	% Low-Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	435	371	85.3%	21	0	0.0%
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	0	0.0%
Roosevelt	455	415	91.2%	21	0	0.0%
Simas	502	284	56.6%	24	1	4.2%
Washington	459	366	79.7%	22	0	0.0%
LEA Total	4380	3391	77.4%	199	2	1.0%

Out-of-Field Teachers and Low-Income Students: Middle Schools

Out-of-Field Teachers and Low-Income Students: Middle Schools						
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%
LEA Total	1087	875	80.5%	52.16	8	15.3%

Appendix 5: Teacher Survey Notice/Results (Professional Development)

Teacher surveys are given either on MS. Teams/MS. Forms. Teachers were notified of the surveys via email. Survey responses were submitted either by individual teachers, or as collaboration of school site grade-level teams.

Survey Notice Example:

From: Gallegos, Carol
Sent: Wednesday, January 27, 2021 11:40 AM
To: 2nd Grade Teachers <2teach@hanfordesd.org>
Cc: Rubalcava, Jill <jrubalcava@hanfordesd.org>; Johnson, Stacie <sjohnson@hanfordesd.org>
Subject: 2nd Grade Feedback Form

Hi Everyone,

As you heard yesterday, we are looking ahead to 2021-2022 and would like to have your input regarding pacing, programs, and PD opportunities. We intend to make major revisions to the 2021-2022 pacing calendars to address both the grade level standards and the anticipated needs of students, so we want everyone's input. We would like a team response, but we know sometimes a member of a team also has input separate or different from that of the team. For that reason, you may also give an individual response. We will also be happy to hear from you personally (via phone or email) as we want to try to take all input into account.

You will find the link below. You may choose to respond to the email as a team or as an individual today or next Wednesday during collaboration. The survey is due no later than Friday, 2/5, at the end of the work day.

https://forms.office.com/Pages/ResponsePage.aspx?id=lr6f5_9kbU25Z9o8xS0KxpxvEX1_XIxPjYqbfKRxGclUNFRZSzhDSk9NMUxSSVNLUI3MjhXNEtOOS4u

Carol and Stacie

Carol Gallegos, Ph.D.
Curriculum and Professional Development Specialist, ELA & H/SS
Hanford Elementary School District
cgalligos@hanfordesd.org
559-585-3691 (3691)

"Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning." —Albert Einstein

Survey Results Example:

1:35-3:30: Session 4: Consisted of the following: Please mark what you did for session 4.										
F	G	H	I	J	K	L	M	N	O	
Please self rate on a scale of 1 to 5 stars for the following statement: I entered the October 17th District-wide PD sessions highly motivated and open to learning and/or refreshing my knowledge.	Please mark your grade level or role.	8:00-9:20: Session 1: I attended the following session	You marked OTHER: Session 1: What did you attend/do during session 1?	8:00-9:20: Session 1: Please rate this session for overall relevance, clarity, and quality.	8:20-11:10: Session 1-2: Math 180: Please rate this session for overall relevance, clarity, and quality.	9:50-11:10: Session 2: I attended the following session	You marked OTHER: Session 2: What did you attend/do during session 2?	9:50-11:10: Session 2: Please rate this session for overall relevance, clarity, and quality.	11:15-12:35: Session 3: I attended:	
5 2nd Grade Teacher	TK-2nd Grade: De-escalation:			5		2nd Grade: ELD Session			5 TK-2nd Grade: Genius Lab	
5 2nd Grade Teacher	TK-2nd Grade: De-escalation:			5		2nd Grade: ELD Session			5 TK-2nd Grade: Genius Lab	
5 2nd Grade Teacher	TK-2nd Grade: De-escalation:			5		2nd Grade: ELD Session			5 TK-2nd Grade: Genius Lab	

1:35-3:30: Session 4: Consisted of the following: Please mark what you did for session 4.							
O	P	Q	R	S	T	U	V
11:15-12:35: Session 3: I attended:	You marked OTHER: Session 3: What did you attend/do during session 3?	11:15-12:35: Session 3: Please rate this session for overall relevance, clarity, and quality.	1:35-3:30: Session 4: Consisted of the following: Please mark what you did for session 4.	You marked OTHER: Session 4: What did you attend/do during session 4?	1:35-3:35: Session 4: COLLABORATION TIME: Please rate on a scale of 1-5 stars, how useful/relevant was this structure for you?	We would love to hear about any key learnings, strategies, or insights from your day. All comments are reviewed by the C//PD department as well as the Curriculum Committee. We value your insight...	Feel free to provide any constructive comments or feedback. All comments are reviewed in the C//PD department as well as Curriculum Committee. We value your insights and feedback.
5 TK-2nd Grade: Genius Lab			2 Site Collaboration			5 Loved the de-escalation session. Great information and strategies to help behaviors from escalating.	
5 TK-2nd Grade: Genius Lab			5 Site Collaboration			5	
5 TK-2nd Grade: Genius Lab			4 Site Collaboration			5 This is one of the better PD days. I have been wanting more information to assist me in working with kids with issues. The De-escalation session was fabulous. I think it should be one that everyone hears every other year to teach and remind us how to interact with the kids that are having issues. Stephanie must be an	The ELD again was needed to help me understand and know what to do with the kids in this population. Lucy was excellent.

Appendix 6: Teacher Survey Notice (Assessments)

Note: Teacher regularly provide input on the district's assessment system. The document below is an example of how input is collected.

The Curriculum committee advises and provides input on assessments (see: [Appendix: Curriculum Committee Role and Function](#)).

Appendix 7: Assessment Schedule

Note: The COVID related school closures caused significant disruption to the district's assessment system/schedule.

HANFORD ELEMENTARY SCHOOL DISTRICT 2022-2023 Assessment Schedule DISTRICT ASSESSMENTS

ASSESSMENT WINDOW	ASSESSMENT	STUDENTS ASSESSED	SCORES DUE	SCORE METHOD
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[Grade Level View Link](#)

August 11-26	Letters and Sounds Pre-assessment (Coach assist if requested)	TK, K	September 9	Key-in
September 12-14	ELA CAR 1 (p.p.)	1	September 28	Key-in
September 12-16	Math Essential Skills Test Unit 1 Version A	4, 5, 6	N/A	Administered in School City
September 30	Math Essential Skills Test Unit 1 Version B	4, 5, 6	N/A	Administered in School City
September 19-23	Math Essential Skills Test Unit 1 Version A	7	N/A	Administered in School City
October 7	Math Essential Skills Test Unit 1 Version B	7	N/A	Administered in School City
September 26-30	EL Achieve Systematic ELD Unit 1 Assessment	3,4,5,6	7-Oct	Key-in
September 29-October 5	ELA Benchmark 1A (p.p.)	2	October 19	Key-in
October 20-26	ELA Benchmark 1B (p.p.)	2	November 9	Key-in
October 3-7	EL Achieve Systematic ELD Unit 1 Assessment	TK-2	October 14	Key-in
October 3-7	Math Essential Skills Test Unit 1 (p.p.)	1	October 21	Key-in
October 3-26	TK Assessments (Letters and sounds; Phonological awareness, Sight words-Pretest not on RTP T1)	TK	November 9	Key-in
October 3-26	K Assessments (Letters and sounds; Phonological awareness, Sight words)	K	November 9	Key-in
October 3-5	ELA Benchmark 1A	3	N/A	Administered in School City
October 18-25	ELA Benchmark 1B	3	N/A	Administered in School City
October 10-12	ELA Benchmark 1A	4, 5, 6, 7, 8	N/A	Administered in School City
October 27-28	ELA Benchmark 1B	4, 5, 6, 7, 8	N/A	Administered in School City
October 10-21	ELA Sight Words	1	October 28	Key-in
October 10-14	Math Essential Skills Test Unit 1 Version A	8	N/A	Administered in School City
October 28	Math Essential Skills Test Unit 1 Version B	8	N/A	Administered in School City
October 18-21	ELA Benchmark 1 (p.p.)	1	October 28	Key-in
October 18-21	Math Benchmark 1 (p.p.)	TK, K	November 4	Key-in
October 18-21	Math Essential Skills Test Unit 1 Version A	2, 3	N/A	Administered in School City
November 4	Math Essential Skills Test Unit 1 Version B	2, 3	N/A	Administered in School City
October 18-21	Performance Task, Math (p.p.)	5, 6, 7	11/4	Key-in
Oct 31-Nov 4	EL Achieve Systematic ELD Unit 2 Assessment	3,4,5,6	14-Nov	Key-in
November 7-11	Math Essential Skills Test Unit 2 Version A	5, 6	N/A	Administered in School City
December 2	Math Essential Skills Test Unit 2 Version B	5, 6	N/A	Administered in School City
November 14-18	EL Achieve Systematic ELD Unit 2 Assessment	TK-2	December 2	Key-in
November 14-18	Math Essential Skills Test Unit 2 Version A	4	N/A	Administered in School City
December 5-9	Performance Task, Math (p.p.)	4	1/13	Key-in
December 16	Math Essential Skills Test Unit 2 Version B	4	N/A	Administered in School City
November 29-Dec 14	Alphabetic Principle 1 (K Reading and Writing CVC, TK Writing Sounds)	TK, K	December 16	Key-in
December 5-7	ELA CAR 2 (p.p.)	1	December 16	Key-in
December 12-16	EL Achieve Systematic ELD Unit 3 Assessment	3,4,5,6	13-Jan	Key-in

* = LITERACY COACH BLITZ

+ = LITERACY COACH ASSISTANCE

REVISED: 2.2.22

HANFORD ELEMENTARY SCHOOL DISTRICT
2022-2023 Assessment Schedule
DISTRICT ASSESSMENTS

ASSESSMENT WINDOW	ASSESSMENT	STUDENTS ASSESSED	SCORES DUE	SCORE METHOD
December 12-16	Math Essential Skills Test Unit 2 Version A	7	N/A	Administered in School City
January 20	Math Essential Skills Test Unit 2 Version B	7	N/A	Administered in School City
January 16-February 10	TK/K Assessments (Letters and sounds; Phonological awareness, Sight words)	TK, K	February 24	Key-in
January 16-20	Math Essential Skills Test Unit 2 (p.p.)	1	February 3	Key-in
January 16-20	Math Essential Skills Test Unit 2 Version A	2	N/A	Administered in School City
February 3	Math Essential Skills Test Unit 2 Version B	2	N/A	Administered in School City
January 23-27	EL Achieve Systematic ELD Unit 3 Assessment	TK-2	February 3	Key-in
January 23-27	Performance Task, Math (p.p.)	3	February 10	Key-in
January 30-February 3	Performance Task, Math (p.p.)	8	N/A	Key-in
January 30-February 1	ELA Benchmark 2A	3, 7, 8	N/A	Administered in School City
February 15-17	ELA Benchmark 2B	3, 7, 8	N/A	Administered in School City
January 30-February 1	ELA Benchmark 2A	4, 5, 6	N/A	Administered in School City
February 15-22	ELA Benchmark 2B	4, 5, 6	N/A	Administered in School City
January 30-February 10	ELA Sight Words	1	February 17	Key-in
February 1- May 31	ELPAC Summative Assessment State Testing Window	TK-8	n/a	n/a
February 1-8	ELA Benchmark 2A	2	N/A	Administered in School City
February 21-24	ELA Benchmark 2B	2	N/A	Administered in School City
February 6-10	Math Benchmark 2 (p.p.)	TK-K	February 24	Key-in
February 6-10	ELA Benchmark 2 (p.p.)	1	February 24	Key-in
February 6-10	Math Essential Skills Test Unit 2 Version A	8	N/A	Administered in School City
February 24	Math Essential Skills Test Unit 2 Version B	8	N/A	Administered in School City
February 14-March 17	Alphabetic Principle 2 Optional Retest Window (K Reading and Writing CVC, TK Writing Sounds) (Contact the tester to schedule)	TK, K	March 31	Key-in
February 14-17	Math Essential Skills Test Unit 3 Version A	4, 5, 6	N/A	Administered in School City
March 3	Math Essential Skills Test Unit 3 Version B	4, 5, 6	N/A	Administered in School City
March 6-10	EL Achieve Systematic ELD Unit 4 Assessment	3,4,5,6	17-Mar	Key-in
March 6-10	Math Essential Skills Test Unit 3 (p.p.)	1	March 24	Key-in
March 6-10	Math Essential Skills Test Unit 3 Version A	2	N/A	Administered in School City
March 24	Math Essential Skills Test Unit 3 Version B	2	N/A	Administered in School City
March 6-10	Math Essential Skills Test Unit 2 Version A	3	N/A	Administered in School City
March 24	Math Essential Skills Test Unit 2 Version B	3	N/A	Administered in School City
March 13-15	ELA PT with Short Response (no Form B)	3, 4, 5, 6, 7, 8	March 29	Administered and scored in School City
March 13-17	Math Essential Skills Test Unit 3 Version A	7	N/A	Administered in School City
March 31	Math Essential Skills Test Unit 3 Version B	7	N/A	Administered in School City
March 20-22	ELA CAR 3 (p.p.)	1	April 12	Key-in
March 27-31	EL Achieve Systematic ELD Unit 4	TK-2	April 14	Key-in
April 10-14	Math Essential Skills Test Unit 4 Version A	6	N/A	Administered in School City
April 28	Math Essential Skills Test Unit 4 Version B	6	N/A	Administered in School City
April 13-19	2nd Grade Writing On Demand Informational Task (no printing-email pdf presentation; site choice for writing paper)	2	May 3	Key-in
April 17-19	ELA Benchmark 3 with Short Response (no Form B)	3, 4, 5, 6, 7, 8	N/A	Administered in scored in School City

* = LITERACY COACH BLITZ
 + = LITERACY COACH ASSISTANCE

REVISED: 2.2.22

HANFORD ELEMENTARY SCHOOL DISTRICT
2022-2023 Assessment Schedule
DISTRICT ASSESSMENTS

ASSESSMENT WINDOW	ASSESSMENT	STUDENTS ASSESSED	SCORES DUE	SCORE METHOD
April 17-21	EL Achieve Systematic ELD Unit 5	3,4,5,6	28-Apr	Key-in
April 24-May 19	TK/K Assessments (Letters and sounds; Phonological awareness, Sight words)	TK, K	June 1	Key-in
April 24-May 3	ELA Benchmark 3A	2	N/A	Administered in School City
May 15-24	ELA Benchmark 3B	2	N/A	Administered in School City
May 2-May 12	Alphabetic Principle (K Reading and Writing CVC, TK Writing Sounds)	TK, K	May 31	Key-in
May 1-May 26	SBAC TESTING WINDOW (specific GI/Subject windows TBD)	3,4,5,6,7,8	n/a	n/a
May 1-12	ELA Sight Words	1	May 31	Key-in
May 1-19	IRLs (Independent Reading Levels)	K,1,2,3,4,5,6	May 24	Key-in
May 8-12	Math Essential Skills Test Unit 4 (p.p.)	1	May 26	Key-In
May 8 - June 2	Math Essential Skills Test Unit 4 Version A (no Version B)	2, 4	N/A	Administered in School City
May 15-19	Math Benchmark 3	TK, K	May 31	Key-in
May 15-19	ELA Benchmark 3 (p.p.) (option to administer early)	1	May 31	Key-in
May 15-June 2	Math Essential Skills Test Unit 3 Version A (no Version B)	3	N/A	Administered in School City
May 15-June 2	Math Essential Skills Test Unit 4 Version A (no Version B)	5	N/A	Administered in School City
May 22-May 26	EL Achieve Systematic ELD Unit 5 Assessment	TK-2	31-May	Key-in
May 22-May 26	EL Achieve Systematic ELD Unit 6 Assessment	3,4,5,6	31-May	Key-in

Appendix 8: Title III Parent Involvement/Training



Hanford Elementary
School District
714 N. White St.
Hanford, CA 93230
(559) 585-3657

PARENT ACADEMY



& Forward
Primero y Adelante

Dear Parents:

We are inviting parents of first graders to join HESD's First and Forward, virtual parent academy. The academy consists of two--1½ hour monthly sessions. One session is devoted to English Language Art and the other to Math. The goal is to provide parents with monthly activities they can use with their child at home. Free books, supplies and learning materials in English will be provided monthly. The activities are aligned with the Common Core Standards and what children are being taught at school.

Enrollment is limited to thirty First Grade Parents. Please call Cruz Chavez, Parent Liaison Specialist at (559) 585-3657 to register. When leaving a message, please provide your name, phone number, and the name of your first grader.

Calendar

English sessions

Thursday's 5:00-6:30 pm

MONTH	DATES
September	22
October	6 & 20
November	3 & 17
December	8
January	19 & Monday 30
February	2 & 16
March	2 & 16 & 30
April	20
May	4

STANDARDS

READING: LITERATURE

Reading: Literature	<ul style="list-style-type: none"> Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details.
Reading: Informational Text	<ul style="list-style-type: none"> Ask and answer questions about key details in a text. Identify the main topic and retell key details of a text. Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Reading: Foundational Skills	<ul style="list-style-type: none"> Demonstrate understanding of the organization and basic features of print. Demonstrate understanding of spoken words, syllables, and sounds. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. Read with sufficient accuracy and fluency to support comprehension.
Writing	<ul style="list-style-type: none"> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Write informative/explanatory text in which they name a topic, supply facts about the topic, and provide some sense of closure. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event orders, and provide some sense of closure.
Speaking and Listening	<ul style="list-style-type: none"> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says, in order to gather additional information or clarify something that is not understood.
Language	<ul style="list-style-type: none"> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

MATH

Operations and Algebraic Thinking	<ul style="list-style-type: none"> Represent and solve problems involving addition and subtraction. Add and subtract within 20. 	<ul style="list-style-type: none"> Work with addition and subtraction equations. Understand and apply properties of operations and the relationship between addition and subtraction.
Number and Operations in Base Ten	<ul style="list-style-type: none"> Extend the counting sequence Understand place value. 	<ul style="list-style-type: none"> Use place value understanding and properties of operations to add and subtract.
Measurement and Data	<ul style="list-style-type: none"> Measure lengths indirectly and by iterating length units. Tell and write time. 	<ul style="list-style-type: none"> Represent and interpret data.
Geometry	<ul style="list-style-type: none"> Reason with shapes and their attributes. 	

FREE 4-week virtual course



Start of classes : Monday September 26
Tuesday September 27

Hanford Elementary School District
TIME: 6:30-8:30 pm.
Contact: (559) 202-3775



FINANCIAL LITERACY 1

The Financial Literacy class is intended to provide parents with essential money management skills that includes: budgeting, smart spending, borrowing, credit and FICO scores, buying power, banking and saving, tax-advantage college saving programs including the 529 plan.

DAYS: Monday & Wednesdays
Click to register



FINANCIAL LITERACY 2

The Financial Literacy II is designed for those students who have completed Financial Literacy I. The course teaches intermediate approach to money management: budgeting, saving, debt, investing, giving and more.

DAYS: Tuesday & Thursdays
Click to register



SOCIAL & EMOTIONAL WELLNESS

This course includes guest speakers (identified experts in the field) who speak to parents about strategies for nurturing emotional intelligent children. Additionally, parents learn best practices in managing stress strategies.

DAYS: Tuesday & Thursdays
Click to register



HEALTH & WELLNESS

The purpose of this course is to promote a Healthy Lifestyle to maintain the body and mind in an adequate manner in relation to mental health, nutrition, physical activity, and health prevention.

DAYS: Tuesday & Thursdays
Click to register



DIGITAL LITERACY 1

The Digital Literacy I class is intended to teach program participants the solid foundation in Basic Computer Skills, Video Conferencing Software, Gmail, Google Apps, Internet, Search Engine, E-Safety, Telehealth, online Job Search, and online College.

DAYS: Monday & Wednesdays
Click to register



DAYS: Tuesday & Thursdays
Click to register



DIGITAL LITERACY 2

The Digital Literacy II course is intended for parents to be able to distinguish the characteristics and capabilities of the different computing devices to choose the most convenient for their family, according to their needs and financial situation.

DAYS: Monday & Wednesdays
Click to register



DAYS: Tuesday & Thursdays
Click to register



DIGITAL LITERACY 3

The Digital Literacy III course is designed for parents who already have an understanding of basic computing tools. Our goal is to teach parents to design and create a website in a simple way to apply them to any topic of their choice.

DAYS: Monday & Wednesdays
Click to register



DAYS: Tuesday & Thursdays
Click to register



DIGITAL LITERACY 4

Manage a set of applications to optimize task and activities by preparing documents, databases, spreadsheets and creating animated sequences for the purpose of developing a business plan and/or applying to jobs that require such knowledge.

DAYS: Monday & Wednesdays

Click to register



**Hanford Elementary
School District**

714 N. White St.
Hanford, CA
93230
(559) 585-3657



Kinder Counts Parent Academy

Dear Kinder Families:

We are inviting parents with students in kindergarten to join HESD's Kinder Counts, virtual parent academy. The academy consists of two 1½ hour monthly sessions. One session is devoted to English Language Art and the other to Math. The goal is to provide parents with monthly activities they can use with their child that mirrors the classroom learning throughout the year. Free books, supplies and learning materials in English will be provided monthly.

Calendar

ENGLISH Sessions

Wednesday's 5:00-6:30 pm

MONTH	DATE
September	21
October	5 & Tuesday 18
November	2 & 16
December	7
January	18 & Monday 23
February	1 & 15
March	1 & 15 & 29
April	19
May	3

Enrollment is limited to thirty Kindergarten parents. Please call Cruz Chavez, Parent Liaison Specialist at (559) 585-3657 to register. When leaving a message, please provide your name, phone number, and the name of your Kinder student.

Skills Your Child Will Learn During Their Kindergarten Experience

Language Arts	
<ul style="list-style-type: none"> Recognize and write all of the letters of the alphabet in upper- and lowercase forms Learn sounds corresponding to vowels and consonants Use initial consonant sounds and sound patterns to read words Recognize and use rhyming words. 	<ul style="list-style-type: none"> Identify several sight words, including names of colors. Retell a story with details. Put event of a story in order Write simple sentences using sight words and phonics skills.
Listening and Communication	
<ul style="list-style-type: none"> Listen attentively Raise hand or wait to speak. Act on instruction and repeat spoken directions 	<ul style="list-style-type: none"> Engage in question-and-answer dialogue with classmates and teachers. Work as a team on projects or problem-solving
Math	
<ul style="list-style-type: none"> Sort and classify objects using one or more attributes Recognize and write numbers to 30. Count out loud by ones, fives, and tens. Name ordinal numbers first through tenth. Add and subtract using manipulatives. Understand spatial relationships (top/bottom, near/far, ahead/behind). 	<ul style="list-style-type: none"> Compare quantities by estimating, weighing, and measuring. Use graphs to gather information. Recognize patterns and shapes. Tell time to the nearest hour Count coins. Recite the days of the week and months of the year
Other Skills	
<ul style="list-style-type: none"> Grip a pencil, crayon, or marker correctly (with thumb and forefinger supporting the tip). Speak using complete sentences. Recognize sight words. Identify rhyming words Follow directions Listen to a story without interrupting 	<ul style="list-style-type: none"> Write first name using upper- and lower letters. Classify objects according to their size, shape, and quantity. Use scissors, glue, paint, and other art materials with relative ease. Clean up after self Play independently or focus on one activity with classmates

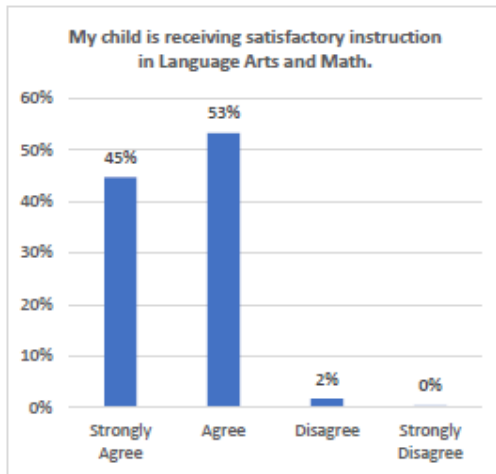
Article from: [The Skills Kids Need for Kindergarten Readiness | Scholastic | Parents](#)



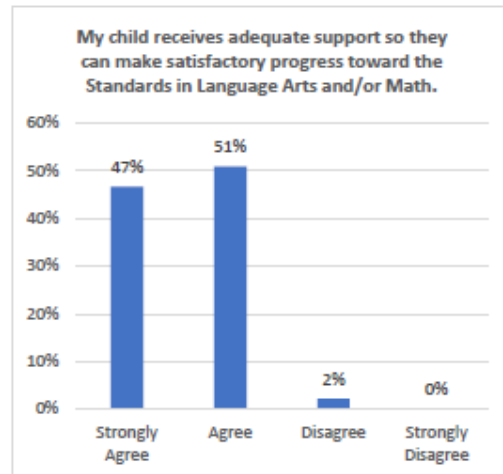
Appendix 9: HESD LCAP Parent Survey

Parent Survey Results from 2022-2023 LCAP Parent Survey

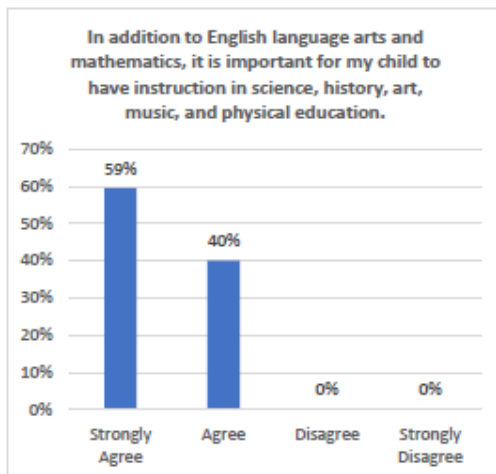
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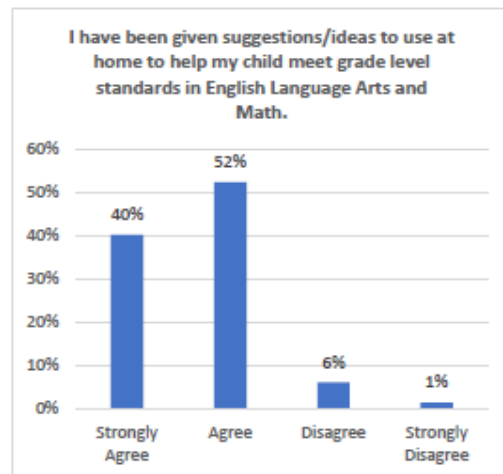
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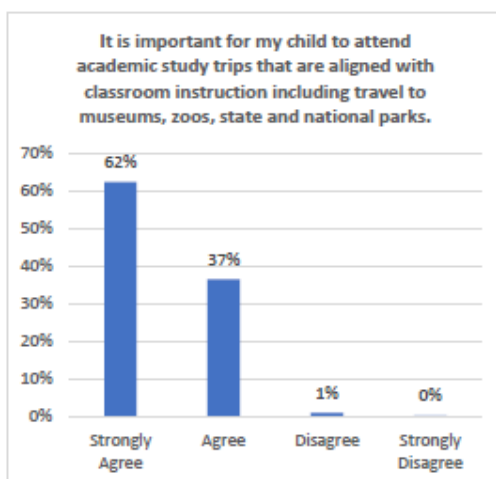
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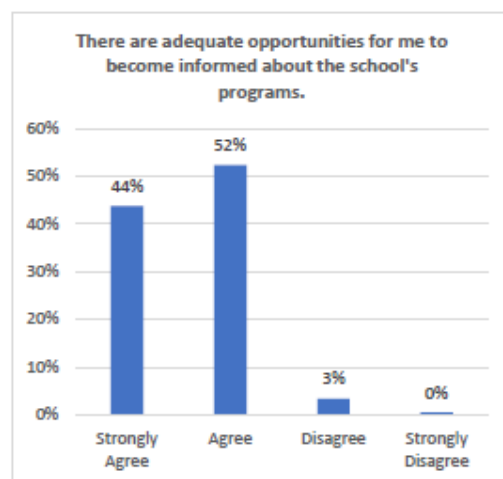
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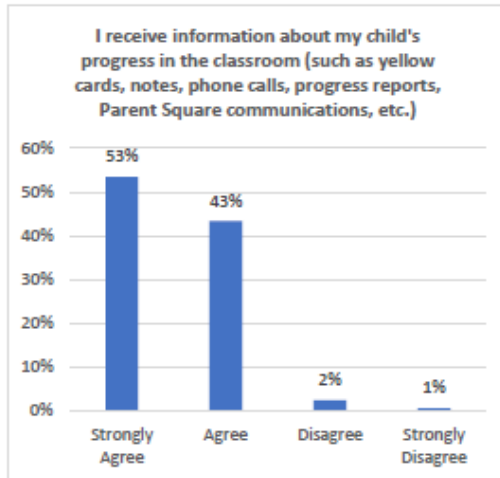
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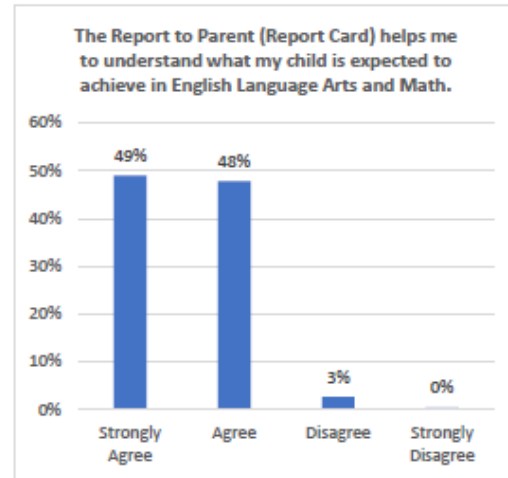
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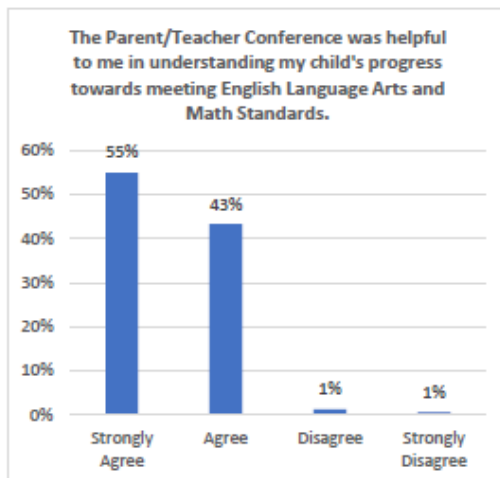
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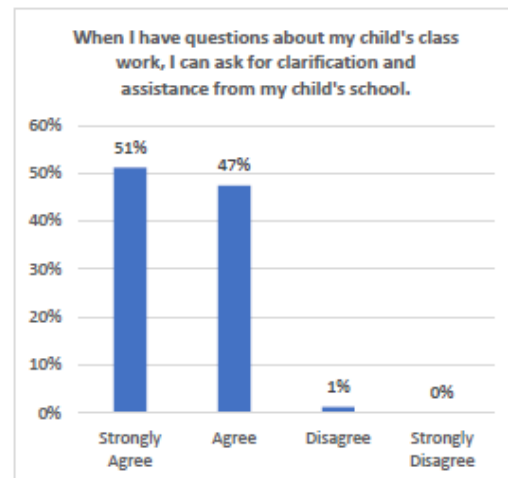
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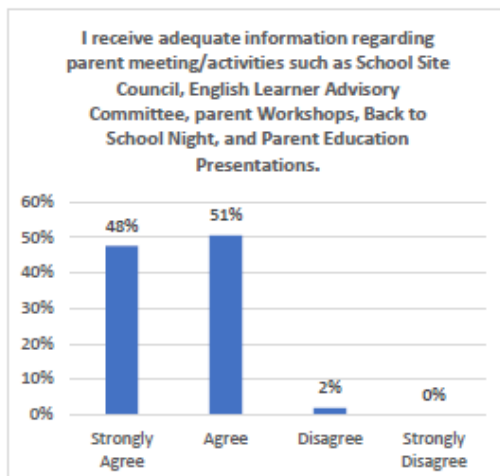
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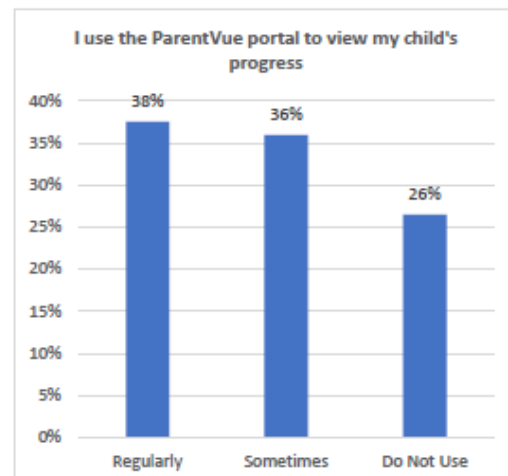
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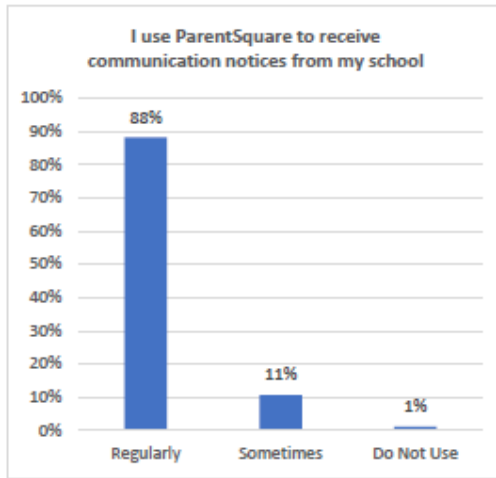
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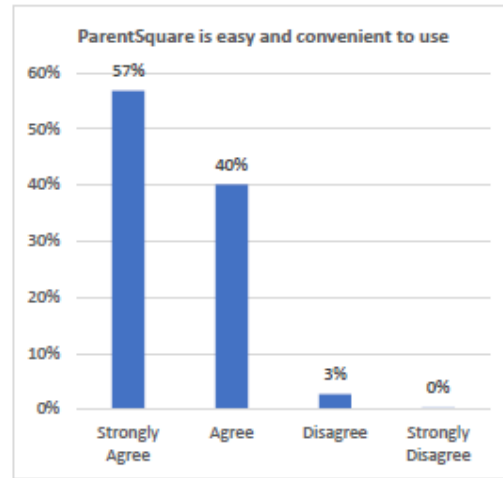
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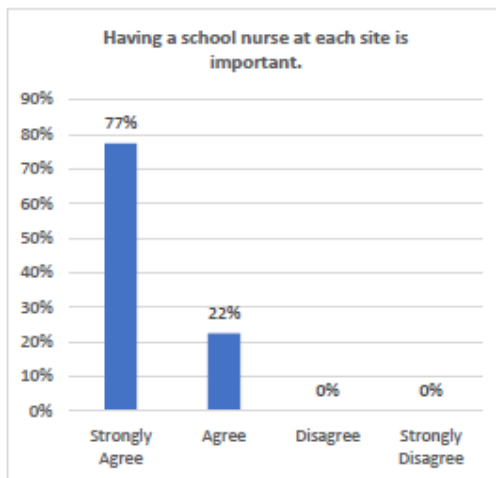
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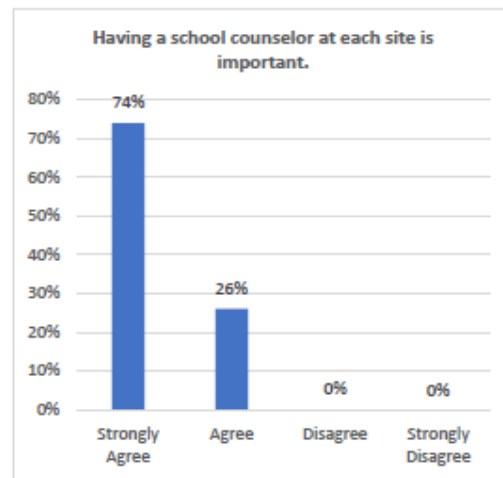
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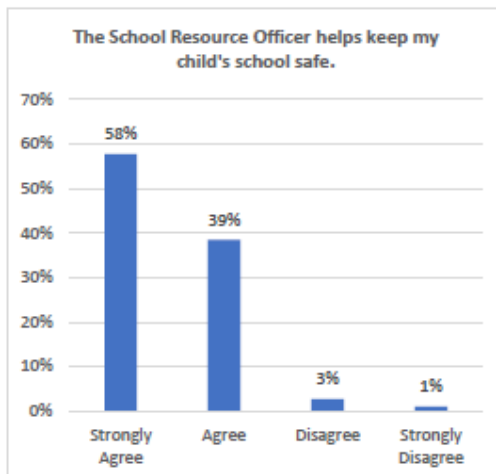
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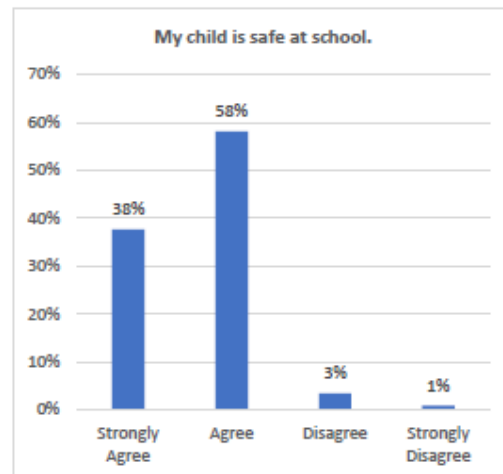
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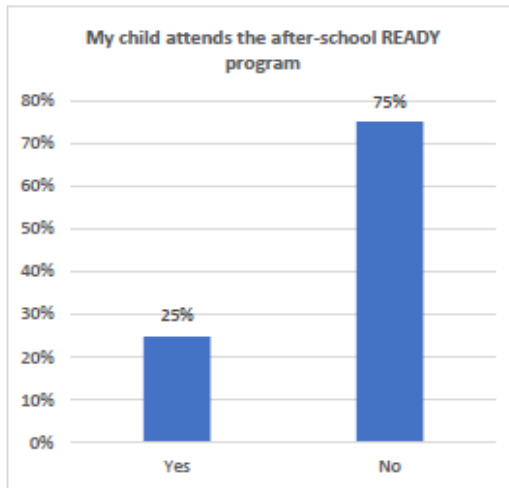
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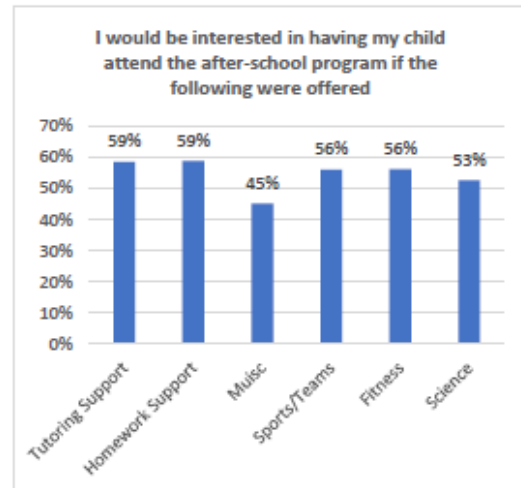
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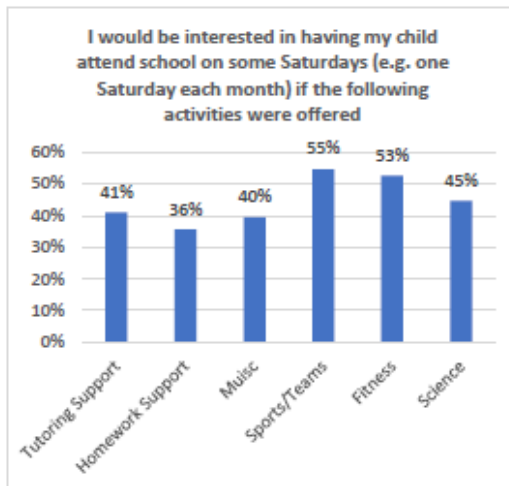
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ACAH



AJAO



AP

