



# 2024-25 Local Performance Indicator Self-Reflection

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## Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

## Performance Standards

The approved performance standards require an LEA to:

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

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

## Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

## **Implementation of State Academic Standards (LCFF Priority 2)**

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

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

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

### **School Climate (LCFF Priority 6)**

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2022-2023	270	241.7	1.6	17.2	6.4	2.4	0.7	0

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

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

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

## Implementation of State Academic Standards (LCFF Priority 2)

### OPTION 2: Reflection Tool

#### Recently Adopted Academic Standards and/or Curriculum Frameworks

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

## Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

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

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

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

## Instructions

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.



## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

The district continues to expand upon its success in building relationships between school staff and families. The district's 2023-2024 annual LCAP Parent Survey indicates that parents are satisfied with the communication and support they receive from their child's school.

97% of parents agree/strongly agree with the statement: My child is receiving satisfactory instruction in Language Arts and Math.

96% of parents agree/strongly agree with the statement: My child receives adequate support so he/she can make satisfactory progress toward the Standards in Language Arts and/or Math.

92% of parents agree/strongly agree with the statement: I have been given suggestions/ideas to use at home to help my child meet grade level standards in English Language Arts and Math.

96% of parents agree/strongly agree with the statement: There are adequate opportunities for me to become informed about the school's programs.

97% of parents agree/strongly agree with the statement: When I have questions about my child's class work, I can ask for clarification and assistance from my child's school.

The district, school administration, and individual teachers make extensive use of the district's online communication tools including Parent Square, Zoom, and Teams to communicate with families. The district upgraded its online parent communication tools to Parent Square in 2022-2023 and continues to be used in 2023-2024. Based on the 2023-2024 annual LCAP Parent Survey, 89% of the parents said they "regularly" use Parent Square and 10% "sometimes" use Parent Square.

The district plans to expand parent education/training opportunities in 2023-2024.

The District's (and school site) websites provide information about school operations, our instructional programs, and opportunities for involvement and participation in decision-making.

The district maintains a Facebook feed as another layer of communication.  
The district surveys parents for feedback and input.

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

1. In 2024-2025, the district will continue to implement the parent/family communication tool Parent Square. The district will look to expand opportunities for parent/family engagement and communication on other district-provided platforms.
2. The district's Parent Advisory Committee and District English Learner Advisory Committee enthusiastically support the parent support and training programs that are currently being offered. The district will work to expand these programs in the coming year.

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

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

**Section 2: Building Partnerships for Student Outcomes**

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

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

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

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

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

The district continues to work on developing partnerships with families to build partnerships for student outcomes. The 2023-2024 HESD Parent Survey indicates that:

98% of parents strongly agree or agree with the statement, "The Report to Parents helps me to understand what my child is expected to achieve in ELA and math."  
92% of parents strongly agree or agree with the statement, "I have been given suggestions/ideas to use at home to help my child meet grade level standards in ELA and math."  
97% of parents strongly agree or agree with the statement, "When I have questions about my child's classwork, I can ask for clarification and assistance from my child's school."  
Parent/teacher conferences were attended at a rate of 99.9%.

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

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

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

The district's focus on Building Partnerships for Student Outcomes will look to expand the training and education offerings for parents. The expansion of parent education/training opportunities will necessitate additional outreach, staff, facilities, and materials. The district's planning will include provisions for these resources.

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

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

The district plans to expand the offering of parent education and training opportunities to underrepresented families that include families of underachieving student subgroups. These include families of English learners, Long-Term English Learners, African American, homeless and foster youth.

### Section 3: Seeking Input for Decision-Making

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

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

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

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

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

The district maintains a Parent Advisory Committee (PAC) that meets regularly throughout the year, providing input into the districts' programs and services for students. Although the primary purpose of the Parent Advisory Committee is to provide input into the development of the district's Local Control Accountability Plan (LCAP), the recommendations made by the PAC go beyond the LCAP, supporting the needs of students across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The PAC is a well-informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs. Members of the PAC understand the opportunity gaps that were exacerbated by the COVID-19 pandemic. Members of the PAC are well-informed on the district's programs and services for students, also going beyond programs and services in the LCAP, and are active participants in the district's comprehensive strategic planning.

The District English Learner Advisory Committee (DELAC) is comprised of a majority of parents of students who are English learners. The DELAC meets regularly throughout the school year. Although the primary purpose of the DELAC is to provide input into the development of the district's federal Title I and Title III programs and services for English learners, the recommendations made by the DELAC go beyond these funding sources and plans, supporting the unique needs of students who are English learners across the district, regardless of specific plans or funding sources (although these funds were specifically discussed at these meetings). The DELAC is a well-informed group of parents who have received substantial training and support and have participated in analysis of the district's student achievement data, school climate data, and data showing students' social and emotional needs as they relate to students who are English learners. Members of the DELAC understand the opportunity gaps that were exacerbated by the COVID-19 pandemic. Members of the DELAC are well-informed on the district's programs and services for all students, with an emphasis on students who are English learners, and are active participants in the district's comprehensive strategic planning.

Based on the 2023-2024 annual LCAP Parent Survey, 98% of parents agree/strongly agree with the statement: I receive adequate information regarding parent meeting/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations.

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

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

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

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

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Students in 5th – 8th grade participate in a annual survey every March. The survey platform being used is anonymous to elicit honest feedback from all students, thus, the results can not be disaggregated by student groups. On the 2023-2024 Student Survey, students overwhelmingly support the district’s efforts to create a broad educational and safe experience:

- Physical education is important for good health. (95% of students Agree/Strongly Agree)
- Physical education activities enrich (improve my experience at school. (75% of students Agree/Strongly Agree)
- I think it is important to have music at my school. (77% Agree/Strongly Agree)
- Participating in music enriches (improves) my experience at school. (85 Agree/Strongly Agree)
- Participating in art enriches (improves) my experience at school. (67% Agree/Strongly Agree)
- Participating in Art motivates me to come to school every day. (66.3% Agree/Strongly Agree)

Students feel safe at school and connected to their school:

- I feel safe at school. (76% Agree/Strongly Agree)
- There is an adult I can talk to if I have a problem at school. (77% Agree/Strongly Agree)
- I enjoy learning at my school. (69% Agree/Strongly Agree)
- I plan to go to college. (87% Agree/Strongly Agree)

Students have some concerns about bullying but feel that adults at the school are able to prevent most bullying.

- There is a lot of bullying at my school (48% Agree/Strongly Agree)
- Teachers, principals, learning directors, student specialists, counselors or other adults are able to prevent bullying at my school. (67% Agree/Strongly Agree)

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Students in grades 5 through 8, from all of the district’s schools, participated in the survey. There were 1,887 responses. The survey was conducted using an anonymous online platform. Since respondents were completing the survey anonymously, results are not disaggregated by subgroup.

The data show that students overwhelmingly support the district’s efforts to deliver a broad educational experience and that students feel safe at school and connected to their school. Although students have some concerns about bullying, they feel supported by adults in the school and that adults at the school are able to prevent most bullying.



**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The district will continue to deliver a broad educational experience to its students. The district's educational partners have provided a mandate that says a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education.

The district will continue its efforts to ensure that students learn in a safe, well maintained school where they are supported, engaged, and connected to their school. The district will continue to provide health and social/emotional support to students with health professionals, counselors, student specialists, learning directors and vice principals, a social worker, and other personnel and non-personnel support.

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

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

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

The following metrics are used to track a broad course of study:

- The number of minutes of physical education instruction
- The number of elementary students who receive art instruction
- The number of junior high students who select art as an elective
- The number of 5th and 6th graders who choose to participate in elementary band
- The number of junior high students who choose band as an elective
- The number of classes participating in academic study trips
- Results from the HESD Parent Survey and the HESD Student Survey indicating parent and student satisfaction with the district's art, music, physical education, and academic study trip programs

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

One of the greatest successes of the HESD LCAP has been the district's efforts to provide students with a broad educational program. A continuing mandate, reiterated by every educational partner group in advisory committees, through surveys, and in student focus groups has been that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology.

- Junior high and elementary school students received the required number of PE minutes.
- All students in the elementary grades received art instruction. In junior high schools, 244 students chose art as an elective.
- 466 students in 5th and 6th grade participated in band. 312 junior high students chose band as an elective.
- All students in 4th students received music instruction.
- All elementary and junior high students participated in an academic study trip.
- Students and parents overwhelmingly express support and high levels of satisfaction for the districts' art, music, and physical education programs as well as with academic study trips on district surveys.

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

All students will participate in the district’s programs and services that provide a broad instructional program.

The district’s LCAP is designed to reduce/eliminate barriers to a broad educational program. The district’s LCAP provides supplies and materials for art, music, physical education, after-school sporting events, and academic study trips. No fees are collected for participation or supplies for any district activity. Students who are unable to obtain musical instruments have them provided by the district.

Nevertheless, some barriers to a broad instructional program include:

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

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

With the 2023-2024 school year, the district will continue it’s programs and services that provide students with a broad educational program, including concerts, sporting events, academic study trips, and art exhibits. The district will look to expand it's arts and band programs with additional staff.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					



<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					