

Hanford Elementary School District

REGULAR BOARD MEETING AGENDA

Wednesday, February 26, 2025
HESD District Office Board Room
714 N. White Street, Hanford, CA

OPEN SESSION

5:30 p.m.

- Call to Order
- Members Present
- Pledge of Allegiance

1. PRESENTATIONS, REPORTS AND COMMUNICATIONS

(In order to ensure that members of the public are provided an opportunity to address the Board on agenda items or non-agenda items that are within the Board's jurisdiction, agenda items may be addressed either at the public comments portion of the agenda, or at the time the matter is taken up by the Board. A person wishing to be heard by the Board shall first be recognized by the President and identify themselves. Individual speakers are allowed three minutes to address the Board. The Board shall limit total time for public input on each item to 20 minutes.)

- a) Public comments
- b) Board and staff comments
- c) Review Dates to remember

2. CONSENT ITEMS

(Items listed are considered routine and may be adopted in one motion. If discussion is required, a particular item may be removed upon request by any Board member and made a part of the regular business.)

- a) Accept warrant listings dated February 5, 2025; February 7, 2025; February 12, 2025; and February 14, 2025.
- b) Approve minutes of the Regular Board Meeting held on February 12, 2025.
- c) Approve interdistrict transfers as recommended.
- d) Approve donation of \$1,000.00 from the Wonderful Company.

3. INFORMATION ITEMS

- a) Receive for information the financial reports for the period of 07/01/2024 – 01/31/2025 (Endo)
- b) Receive for information the LCAP Mid-Year Update and LCFF BOP (Heugly)
- c) Receive for information a report from the District Parent Advisory Committee for the meeting held on February 4, 2025 (Heugly)
- d) Receive for information a report from the District English Learner Advisory Committee for the meeting held on February 6, 2025 (Heugly)

4. BOARD POLICIES AND ADMINISTRATION

- a) Consider approval of Portable Classroom Lease (Gabler)
- b) Consider approval of Architectural/Engineering Services – Relocatable Classroom at Simas Elementary (Gabler)

- *Materials related to an item on this agenda submitted to the Board after distribution of the agenda packet are available for public inspection at the Superintendent's Office located at 714 N. White Street, Hanford, CA during regular business hours.*
- *Any individual who requires disability-related accommodations or modifications, including auxiliary aides and services, in order to participate in the Board meeting should contact the Superintendent's Office at least 48 hours prior to the meeting.*

- c) Consider ratification of Change Order 4, 5, 6, 8, 9 for Woodrow Wilson New Admin Building (Gabler)
- d) Consider approval of the Transportation Plan (Endo)
- e) Consider declaration of Surplus Items (Endo)
- f) Consider approval of the Comprehensive Safety Plan (Strickland)
- g) Consider approval of revised Board Policy and Administrative Regulation – 0460 Local Control Accountability Plan (Heugly)
- h) Consider approval of revised Board Policy and Administrative Regulation – 6020 Parent Involvement (Heugly)

5. PERSONNEL (Martinez)

a) Employment

Classified

- Angelique Amador, Yard Supervisor – 3.5 hrs., Richmond, effective 2/3/25
- Maria Martin, READY Program Tutor – 4.5 hrs., Hamilton, effective 2/4/25
- Martin Mulverhille, Heating, Ventilation & Air Conditioning Specialist – 8.0 hrs., DSF-Warehouse, effective 2/10/25
- Erika Lynn West, Food Service Worker I – 3.0 hrs., Monroe, effective 2/3/25

Classified Temps/Subs

- Wylee Barajas, Substitute Yard Supervisor, effective 2/13/25
- Alissandra Cortez, Substitute READY Program Tutor, effective 2/11/25
- Jessica Sweeden, Substitute READY Program Tutor, effective 2/3/25

Short Term Classified

- Hannah Barajas, Short-Term Licensed Vocational Nurse – 6.5 hrs., Washington, effective 1/25/25-4/24/25

Extra Help Classified Management

- Gerry Mulligan, Extra Help Director, Facilities & Operations – 8.0 hrs., DO, effective (as needed) 2/13/25-11/1/2025

b) Retirements

Classified

- Maria Rodriguez, Bilingual Clerk Typist II – 8.0 hrs., Washington, effective 6/13/25

Certificated

- Nina Schaffer, Teacher, Hamilton, effective 6/6/25

c) Volunteers

Name

Providence Escalera
Kenneth Stout
Carmen Alvarez Vargas (HESD EE)
Martiza Meza
Celia Zamora
Janessa Salinas
Kailee Cancio
Sictlali Huaracha
Tia Jones (HESD EE)
Claudia Mosqueda
Edith Rubio Del Rios (HESD EE)

School

Hamilton
Hamilton
Jefferson
King
King
Monroe
Richmond
Richmond
Richmond
Richmond
Richmond

Name

Nicole Zeno

Conner Costello

Mishaelynn Stephens (HESD EE)

Jasmine Vidal (HESD EE)

Jaiden Willhite

School

Richmond

Simas

Simas

Simas

Wilson

6. FINANCIAL (Endo)

NONE

ADJOURN MEETING

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/17/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 02/26/2025

ITEM:

Consider approval of warrants.

PURPOSE:

The administration is requesting the approval of the warrants as listed on the registers dated: 02/05/25, 02/07/25, 02/12/25 and 02/14/25.

FISCAL IMPACT:

See attached.

RECOMMENDATIONS:

Approve the warrants.

**Warrant Register For Warrants
Dated 02/05/2025**

Warrant Number	Vendor Number	Vendor Name	Amount
12768192	91	AUTOMATED OFFICE SYSTEMS – Services/Repair	\$2,988.45
12768193	6552	CHILDREN'S STORYBOOK GARDEN – Study Trips	\$3,420.00
12768194	4629	LOWE'S OF HANFORD – Materials/Supplies	\$92.01
Total Amount of All Warrants:			\$6,500.46

Warrant Register For Warrants

Dated 02/07/2025

Warrant Number	Vendor Number	Vendor Name	Amount
12768288	8180	AIRGAS INC. – Materials/Supplies	\$103.39
12768289	1142	MICHELE ALEXANDER – Reimburse-Mileage	\$30.80
12768290	6306	KAREN ALVARADO – Reimburse-Mileage	\$57.89
12768291	6431	AMAZON.COM – Materials/Supplies	\$6,734.10
12768292	7690	ANDREA MONIQUE AUGUSTO – Materials/Supplies	\$150.00
12768293	4119	KRISTINA BALDWIN – Advance-Travel/Conference, Mileage	\$503.90
12768294	1690	BATTERY SYSTEMS – Materials/Supplies	\$655.78
12768295	8531	ANGELA BAYER – Other Services	\$3,750.00
12768296	6658	BRICKS4KIDZ – Other Services	\$1,170.00
12768297	4841	STATE OF CALIFORNIA – Other Services	\$125.00
12768298	3465	CATHERINE A CASTANEDA – Reimburse-Materials/Supplies	\$200.00
12768299	304	NICK CHAMPI ENTERPRISES INC. – Materials/Supplies	\$286.23
12768300	7099	CHARGEPOINT INC. – Materials/Supplies	\$252.55
12768301	3973	DANIELLE DARPLI – Reimburse-Mileage	\$68.18
12768302	405	DASSEL'S PETROLEUM INC. – Materials/Supplies	\$3,600.63
12768303	8514	DJ RICKY YANEZ – Other Services	\$540.00
12768304	4001	JENNIFER FAUNTLEROY – Reimburse-Materials/Supplies	\$63.59
12768305	5590	PRISCILLA GARIVAY – Reimburse-Materials/Supplies	\$200.00
12768306	2687	JONI R. GARNER – Reimburse-Materials/Supplies	\$190.50
12768307	3862	SHELLY GARRETT – Reimburse-Materials/Supplies	\$200.00
12768308	1393	GAS COMPANY – Utilities	\$2,633.24
12768309	7673	STEPHEN L. HAHN INSPECTIONS – Monroe TK/K & WW Admin Projects	\$8,700.00
12768310	669	HAWTHORNE EDUCATIONAL SERVICES – Materials/Supplies	\$119.81
12768311	3660	ROBERT HEUGLY – Advance-Travel/Conference, Mileage	\$503.20
12768312	5893	MONICA JACOBSEN – Reimburse-Travel/Conference	\$214.00
12768313	8237	THE KARATE SCHOOL – Other Services	\$3,525.00
12768314	793	KINGS ART CENTER FOUNDATION INC. – Other Services	\$3,470.00
12768315	3494	KINGS COUNTY BOWL – Woodrow Field Trips	\$835.00
12768316	796	KINGS COUNTY OFFICE OF ED – Other Services	\$27,162.00
12768317	806	KINGS COUNTY TROPHY – Materials/Supplies	\$2,813.71
12768318	8536	KINGS COUNTY VOLLEYBALL – Refund Facilities	\$97.92
12768319	838	LAWRENCE TRACTOR COMPANY – Materials/Supplies	\$102.88
12768320	4579	LEGO EDUCATION – Materials/Supplies	\$3,838.42
12768321	3048	CYNTHIA LEWIS – Reimburse-Mileage	\$19.04
12768322	8550	GABRIELA LOPEZ GONZALEZ – Reimburse-Materials/Supplies	\$58.17
12768323	912	MANGINI ASSOCIATES INC. – Mon TK & Mod, WW Admin Projects	\$95,600.48
12768324	977	ORAL MICHAM INC – Monroe TK/K Project	\$924,658.72
12768325	8015	MISSION BANK – Monroe TK/K Project	\$48,666.24
12768326	8100	NAPA AUTO PARTS – Materials/Supplies	\$1,061.33
12768327	2909	MARCELA NICOLE NASH – Reimburse-Mileage	\$35.91
12768328	5510	NEWEGG.COM – Materials/Supplies	\$110.45
12768329	4188	CHAD NIELSEN – Reimburse-Materials/Supplies	\$85.73
12768330	2649	PEGGY NOBLE – Advance-Travel/Conference	\$191.00
12768331	8210	PACIFIC SHREDDING – Services	\$210.00
12768332	5934	PEARSON - CLINICAL ASSESSMENT – Other Services	\$1,485.00
12768333	3689	PIONEER VALLEY ED. PRESS – Books, Other Services	\$24,406.35
12768334	5620	ANGELA PROTZMAN – Reimburse-Mileage	\$67.06
12768335	7580	PRUDENTIAL OVERALL SUPPLY – Other Services	\$4,043.86

Warrant Register For Warrants

Dated 02/07/2025

Warrant Number	Vendor Number	Vendor Name	Amount
12768336	1182	JULIE PULIS – Advance-Travel/Conference	\$191.00
12768337	8548	ANASOFIA QUEZADA – Reimburse-Other Services	\$39.00
12768338	8372	RAISING CANE'S RESTAURANTS LLC – Materials/Supplies	\$3,225.28
12768339	2646	JILL RUBALCAVA – Advance-Travel/Conference, Mileage	\$462.20
12768340	6574	MARIBEL SANTIAGO – Reimburse-Materials/Supplies	\$17.75
12768341	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$269.94
12768342	1327	SCHOOL SPECIALTY LLC – Warehouse Inventory	\$784.49
12768343	3168	SCHOOLWORKS INC. – Other Services	\$3,625.00
12768344	7292	SCREENPAL – Other Services	\$504.00
12768345	3131	SHERWIN-WILLIAMS CO – Materials/Supplies	\$484.87
12768346	1356	SILVAS OIL COMPANY INC. – Materials/Supplies	\$782.93
12768347	1374	SMART & FINAL STORES (HFD DO) – Materials/Supplies	\$344.04
12768348	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$269.38
12768349	1392	SOUTHERN CALIFORNIA EDISON CO. – Utilities	\$2,159.54
12768350	1404	STANISLAUS FOUNDATION – ADMIN – Health/Welfare Benefits	\$2,949.04
12768351	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$14,499.30
12768352	7872	EMILY THOMPSON – Reimburse-Materials/Supplies	\$109.00
12768353	2176	TOLEDO PHYSICAL EDUCATION – Materials/Supplies	\$351.64
12768354	5758	LINA TUON – Reimburse-Materials/Supplies	\$200.00
12768355	1521	UNITED REFRIGERATION INC. – Materials/Supplies	\$2,300.85
12768356	8245	VALLEY PAINT & SUPPLY LLC – Materials/Supplies	\$125.87
12768357	1554	SONIA VELO – Reimburse-Mileage	\$62.51
12768358	21	VISALIA ADVENTURE PARK – READY Field Trip	\$788.00
12768359	2790	GINA YOUNG – Reimburse-Materials/Supplies	\$200.00

Total Amount of All Warrants:

\$1,208,342.69

Credit Card Register For Payments
Dated 02/07/2025

Document Number	Vendor Number	Vendor Name	Amount
14040893	3089	COMMITTEE FOR CHILDREN – Materials/Supplies	\$1,156.16
14040894	5184	DRISKELL'S APPLIANCE – Materials/Supplies	\$1,478.95
14040895	509	EWING IRRIGATION PRODUCTS – Materials/Supplies	\$1,133.44
14040896	4092	FITNESS FINDERS INC – Materials/Supplies	\$155.42
14040897	1111	J W PEPPER & SON INC – Books	\$149.96
14040898	1002	MORGAN & SLATES INC. – Materials/Supplies	\$45.41
14040899	5397	SCHOLASTIC EDUCATION – Books	\$2,858.26
14040900	5929	TOUCHMATH LLC – Materials/Supplies	\$2,660.34

Total Amount of All Credit Card Payments:**\$9,637.94**

**Warrant Register For Warrants
Dated 02/12/2025**

Warrant Number	Vendor Number	Vendor Name	Amount
12768796	8549	ED DENA'S AUTO CENTER - Equipment	\$50,540.34
12768797	1393	GAS COMPANY – Utilities	\$15,061.88
12768798	7881	INNOVED – Simas Study Trip	\$4,165.00
12768799	8529	DESTINY SANTIAGO – Materials/Supplies	\$125.00
12768800	2031	SOUTHWEST SCH & OFFICE SUPPLY – Warehouse Inventory	\$8,121.80
Total Amount of All Warrants:			\$78,014.02

Warrant Register For Warrants

Dated 02/14/2025

Warrant Number	Vendor Number	Vendor Name	Amount
12768881	8311	CYDNE ANDERSON – Reimburse-Materials/Supplies	\$102.38
12768882	8553	JOSE ANDRADE JR – Reimburse-Other Services	\$39.00
12768883	8315	CARSON ARNOLD – Reimburse- Materials/Supplies	\$125.59
12768884	7399	BIMBO BAKERIES USA – Food Services-Food	\$4,669.35
12768885	8406	BRIGAD LLC – Food Services-Other Services	\$14,583.33
12768886	176	BSN SPORTS – Warehouse Inventory	\$471.36
12768887	8554	ALISSANDRA CORTEZ – Reimburse-Other Services	\$39.00
12768888	8551	CONNER COSTELLO – Reimburse-Other Services	\$25.00
12768889	405	DASSEL'S PETROLEUM INC. – Food Services-Materials/Supplies	\$731.54
12768890	8063	FIDELITY SECURITY LIFE INSURANCE CO. – Health/Welfare Benefits	\$11,095.48
12768891	8063	FIDELITY SECURITY LIFE INSURANCE CO. – Health/Welfare Benefits	\$222.81
12768892	556	JOY GABLER – Reimburse-Mileage, Other Services	\$143.85
12768893	591	GOLD STAR FOODS – Food Services-Food	\$24,653.83
12768894	8556	JANNA HALL – Reimburse-Materials/Supplies	\$200.00
12768895	5946	THE HARTFORD – Health/Welfare Benefits	\$1,493.64
12768896	8313	SIERRAH HEUGLY – Reimburse-Materials/Supplies	\$200.00
12768897	8555	SICTLALI HUARACHA – Reimburse-Other Services	\$39.00
12768898	5052	IMAGINE U CHILDRENS MUSEUM – Monroe Study Trip	\$400.00
12768899	8257	IMPERIAL BAG & PAPER CO LLC – Food Services-Materials/Supplies	\$10,135.17
12768900	3494	KINGS COUNTY BOWL – Jefferson Field Trip	\$300.00
12768901	876	SHARON LOPEZ – Reimburse-Materials/Supplies	\$200.00
12768902	7732	METLIFE SMALL MARKET – Health/Welfare Benefits	\$4,653.92
12768903	8435	N HARRIS COMPUTER CORPORATION – Food Services-Other Services	\$71.25
12768904	1058	ODP BUSINESS SOLUTIONS LLC – Materials/Supplies	\$384.74
12768905	7086	CARLOS PEREZ-REYNA – Reimburse-Materials/Supplies	\$178.60
12768906	8530	NICOLE PIMENTEL – Reissue Payroll	\$872.86
12768907	1168	PRODUCERS DAIRY PRODUCTS – Food Services-Food	\$15,461.14
12768908	7580	PRUDENTIAL OVERALL SUPPLY – Food Services-Other Services	\$244.30
12768909	6747	CARIN RAY – Reimburse-Materials/Supplies	\$198.34
12768910	5898	ANNELIESE ROA – Food Services-Food	\$180.00
12768911	1303	SAVE MART SUPERMARKETS – Food Services-Food	\$39.99
12768912	8148	CAITLYN SCHULTZE – Reimburse-Materials/Supplies	\$153.44
12768913	6364	MELISA SCOTT-MCCALLION – Reimburse-Materials/Supplies	\$200.00
12768914	1367	SISC III – Health/Welfare Benefits	\$734,786.75
12768915	1801	SMART & FINAL STORES (HFD KIT) – Food Services-Food	\$528.87
12768916	3800	SONITROL OF FRESNO – Services/Repair	\$195.12
12768917	1403	STANISLAUS FOUNDATION – DENTAL – Health/Welfare Benefits	\$32,637.20
12768918	4381	STAPLES - BUSINESS ADVANTAGE – Materials/Supplies	\$431.87
12768919	5622	JOANNA STONE – Reimburse-Mileage	\$61.25
12768920	1444	SYSCO FOODSERVICES OF MODESTO – Food Services-Food	\$47,106.81
12768921	7229	LEANN WILLIAMSON – Advance-Mileage	\$2.00

Total Amount of All Warrants:

\$908,258.78

Credit Card Register For Payments
Dated 02/14/2025

Document Number	Vendor Number	Vendor Name	Amount
14040948	827	LA TAPATIA TORTILLERIA INC. – Food Services-Food	\$1,272.00
14040949	1747	TERMINIX INTERNATIONAL – Food Services-Other Services	\$40.00
Total Amount of All Credit Card Payments:			\$1,312.00

Hanford Elementary School District
Minutes of the Regular Board Meeting
February 12, 2025

Minutes of the Regular Board Meeting of the Hanford Elementary School District Board of Trustees on February 12, 2025, at the District Office Board Room, 714 N. White Street, Hanford, CA.

Call to Order President Garcia called the meeting to order at 5:30 p.m. Trustee Revious and Strickland were present. Trustee Garner and Hernandez were absent.

HESD Managers Present Joy C. Gabler, Superintendent, and the following administrators were present: Kristina Baldwin, Cristy Goins, David Endo, Lindsay Hastings, Robert Heugly, Jaime Martinez, Cynthia Pursell, Jill Rubalcava, Cruz Sanchez-Leal, and Jay Strickland.

Closed Session Trustees adjourned to closed session at 5:30 p.m. for the purpose of discussing:

- Personnel pursuant to Government Code 54957

Open Session Trustees returned to open session at 5:49 p.m.

Personnel No action was taken by the Board.

PRESENTATION, REPORTS AND COMMUNICATIONS

Public Comments None

Board and Staff Comments None

Dates to Remember President Garcia reviewed dates to remember: Mat Classic (Wrestling) – February 13th; Jefferson Basketball Games – February 14th; League Wrestling Tourney – February 15th.

CONSENT ITEMS

Trustee Revious made a motion to take consent items "a" through "c" together. Trustee Strickland seconded; motion carried 3-0:

Garcia – Yes
 Garner – Absent
 Hernandez – Absent
 Revious – Yes
 Strickland – Yes

Trustee Revious then made a motion to approve consent items "a" through "c". Trustee Strickland seconded; motion carried 3-0:

Garcia – Yes
 Garner – Absent
 Hernandez – Absent

Revious – Yes
Strickland – Yes

The items approved are as follows:

- a) Warrant listings dated January 17, 2025; January 24, 2025; January 29, 2025 and January 31, 2025.
- b) Minutes of the Regular Board Meeting held on January 22, 2025.
- c) Interdistrict transfers as recommended.

INFORMATION ITEMS

Comprehensive Safety Plan a) Jay Strickland, Assistant Superintendent, presented for information the Comprehensive Safety Plan for Hanford Elementary School District. He stated that the Comprehensive Safety Plan has been reviewed and revised, all information is up to date.

BP/AR 0460 b) Robert Heugly, Director of Program Development, Assessment and Accountability, presented for information the Board Policy and Administrative Regulation 0460 – Local Control Accountability Plan.

BP/AR 6020 c) Robert Heugly, Director of Program Development, Assessment and Accountability, presented for information the Board Policy and Administrative Regulation 6020 - Parent Involvement.

BOARD POLICIES AND ADMINISTRATION

iCook a) Trustee Strickland made a motion to approve the Instructional Consultant Contract with iCook and Lincoln Elementary. Trustee Revious seconded; motion carried 3-0:
Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

MOU – West Hills b) Trustee Revious made a motion to approve a Memorandum of Understanding with West Hills Community College District. Trustee Strickland seconded; motion carried 3-0:
Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

Funding Categorical Aid Program c) Trustee Revious made a motion to approve a Consolidated Application for Funding Categorical Aid Program (Winter Release). Trustee Strickland seconded; motion carried 3-0:
Garcia – Yes
Garner – Absent
Hernandez – Absent

Revious – Yes
Strickland – Yes

**2024-2025
School Plans**

- d) Trustee Revious made a motion to approve the updated 2024-2025 School Plans for Student Achievement. Trustee Strickland seconded; motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

InnovEd

- e) Trustee Strickland made a motion to approve a Consultant Contract with InnovEd. Trustee Revious seconded; motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

**Urbanists
Collective**

- f) Trustee Strickland made a motion to approve a Consultant Contract with Urbanists Collective to work with Hamilton Elementary and Richmond Elementary. Trustee Revious seconded; motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

**San Joaquin
County Office of
Education**

- g) Trustee Revious made a motion to approve a Service Agreement with San Joaquin County Office of Education (BeyondSST). Trustee Strickland seconded; motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

**Change Order
1 – Monroe**

- h) Trustee Strickland made a motion to ratify Change Order 1 for new TK/Kinder building at Monroe Elementary School to replace a Christy box. Trustee Revious seconded; motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

**Change Order
2 – Monroe**

- i) Trustee Revious made a motion to ratify Change Order 2 for new TK/Kinder building at Monroe Elementary School to reroute unmarked gas line. Trustee Strickland seconded; motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

**Surplus
Property**

- j) Trustee Strickland made a motion to approve declaration of surplus property.
Trustee Revious seconded; motion carried 3-0:
Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

PERSONNEL

Trustee Strickland made a motion to take Personnel items "a" through "c" together.
Trustee Revious seconded; the motion carried 3-0:
Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

Trustee Strickland then made a motion to approve Personnel items "a" through "c".
Trustee Revious seconded; the motion carried 3-0:
Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

***Item "a" –
Employment***

The following items were approved:
Classified

- Vanessa Banderas, READY Program Tutor – 4.5 hrs., Jefferson, effective 1/13/25
- Galen Dominguez, Custodian II – 8.0 hrs., Monroe/King, effective 1/21/25
- Kimberly Gutierrez, READY Program Tutor – 4.5 hrs., Simas, effective 1/27/25
- AnaSofia Quezada, READY Program Tutor – 4.5 hrs., Roosevelt, effective 1/30/25
- Madison Stewart, READY Program Tutor – 4.5 hrs., Lincoln, effective 1/28/25

Classified Temps/Subs

- Christie Alcalá, Substitute Yard Supervisor, effective 1/27/25
- Devin Leal, Substitute READY Program Tutor, effective 1/28/25
- Elizabeth Martinez, Coach, effective 1/24/25
- Juana Martinez Leon, Substitute Yard Supervisor, effective 1/29/25
- Irving Pacheco Saavedra, Athletic Coach, effective 1/14/25

More Hours/Days

- Aubreyanna Teague-Reeves, from Yard Supervisor – 1.5 hrs., Washington, to Yard Supervisor – 3.5 hrs., Washington, effective 12/13/24

Employment and Certification of Temporary Athletic Team Coaches pursuant to Title 5 CCR 5594

- Irving Pacheco Saavedra, 6-8th Boys Basketball, effective 1/14/25-2/28/25

**Item "b" –
Resignations**

More Hours/Days

- Emily Bush, READY Program Tutor – 4.5 hrs., Washington, effective 1/24/25
- Vicky Pulido-Valdovinos, Substitute READY Program Tutor, effective 12/18/24
- Nora Saleh, Paraprofessional (TK/K) – 7.0 hrs., Simas, effective 2/17/25

Classified Management

- William Potter, Director, Facilities & Operations, DO, effective 2/5/25

Retirement

- Kathaleen Carri, Teacher, Kennedy, effective 6/6/25

**Item "c" –
Volunteers**

<u>Name</u>	<u>School</u>
Rhonda Avalos	Hamilton
Kylie Holladay	Jefferson
Alyssa Reyes	Jefferson
Teresa Goodwin	King
Eduardo Pacheco De Leon	King
Mariza Flores	Lincoln
Shyanne Bilbrey	Richmond
Jillian Coelho	Simas
Cecilia Gomez	Simas
Joslin Woods	Simas

FINANCIAL

**2nd Interim
Report**

David Endo, Chief Business Official, presented a PowerPoint on the 2nd Interim Report, summarizing the District's budget through January 31, 2025. He reviewed the Local Control Funding Formula (LCFF) and the District's current enrollment trend. While enrollment has increased, attendance has declined. David presented an Enrollment/Attendance Trends chart, showing the attendance decrease. Next, he reviewed an Average Daily Attendance (ADA) chart, showing a \$903,856 difference between Budgeted ADA and Funded ADA. Currently, the District is overfunded due to temporary funding protections implemented during the pandemic. A general budget comparison between the 1st interim and the 2nd interim was reviewed. David highlighted the total general fund includes \$23 million in restricted funds, including \$8 million from the Learning Recovery Grant, which was allocated during the pandemic and has been spent by the District. The District could face a \$3 million deficit, but the 11.85% Unrestricted Reserve can help with the rough times ahead. David also reviewed: other HESD District Funds, multi-year projection assumptions, LCFF revenue and funded ADA trends, the multiyear financial projections. Lastly, he reviewed what the District can look forward to: enrollment declined 107 students compared to last year's census day, year-to-date ADA rate was at 95.5% through Month 5, funded COLA is projected at 2.43% for 2025-2026, the Governor's

proposed budget is underfunded by \$1.6 billion under Proposition 98, one time grants are proposed for 2025-2026, Transitional Kindergarten eligibility will expand by two additional months, this will cause the staff to student ratio decrease to 10:1 starting in 2025-2026, projected Step/Column salary increases will total \$1,305 million increase, and over \$4.9 million in one-time grant revenue in 2024-25.

- a) Trustee Strickland made a motion to approve the Audit Report. Trustee Revious seconded; the motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

- Resolution #22-25** b) Trustee Revious made a motion to adopt Resolution #22-25: 2024-2025 Budget Revisions – 2nd Interim Report. Trustee Strickland seconded; the motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

**Kings County
Treasurer's
Report**

- c) Trustee Strickland made a motion to approve the Kings County Treasurer's Quarterly Compliance Report. Trustee Revious seconded; the motion carried 3-0:

Garcia – Yes
Garner – Absent
Hernandez – Absent
Revious – Yes
Strickland – Yes

- Adjournment** There being no further business, President Garcia adjourned the meeting at 6:27 p.m.

Respectfully submitted,

Joy C. Gabler,
Secretary to the Board of Trustees

Approved:

Robert 'Bobby' Garcia, President

Lupe Hernandez, Clerk

No	A/D	Sch Req'd	Home Sch	Date
I-263	A	Simas	Pioneer	2/18/2025
I-264	A	Simas	Pioneer	2/18/2025
I-265	A	Jefferson	Armona	2/18/2025
I-266	A	Jefferson	Armona	2/18/2025

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler, Superintendent

FROM: Lindsey Calvillo, Principal

DATE: February 13, 2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: February 26, 2025

ITEM: Consider approval of The Wonderful Company Check.

PURPOSE: Office Supplies

FISCAL IMPACT: Addition of \$1,000.00 to account 0100-1100-0-0000-2700-430000-025-0000

RECOMMENDATIONS: Approve

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/17/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☒ Information
☐ Action

Date you wish to have your item considered: 02/26/2025

ITEM:

Receive for information monthly financial reports for the period of 07/01/2024-01/31/2025.

PURPOSE:

Attached are financial summaries for all of the District funds for the period of 07/01/2024-01/31/2025.

FISCAL IMPACT:

The financial reports are informational only.

RECOMMENDATIONS:

Receive the monthly financial reports.

13 Hanford Elementary School District
Fiscal Year: 2025
Requested by dendo

Fiscal Position Report

January 2025

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Fund: 0100 General Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$54,620,284.29	\$54,620,284.29		
REVENUES						
1) LCFF Sources	8010-8099	\$8,776,427.56	\$44,375,285.05	\$76,931,896.00	57.68	42.32
2) Federal Revenues	8100-8299	\$1,442,771.00	\$6,119,071.80	\$7,821,683.65	78.23	21.77
3) Other State Revenues	8300-8599	\$1,051,994.00	\$17,660,476.32	\$16,952,112.29	104.18	(4.18)
4) Other Local Revenues	8600-8799	\$1,312,386.37	\$3,359,584.31	\$6,236,923.27	53.87	46.13
5) Total, Revenues		\$12,583,578.93	\$71,514,417.48	\$107,942,615.21	66.25	33.75
EXPENDITURES						
1) Certificated Salaries	1000-1999	\$3,508,393.37	\$22,011,244.42	\$40,283,284.44	54.64	45.36
2) Classified Salaries	2000-2999	\$1,293,290.83	\$9,454,341.53	\$16,708,816.70	56.58	43.42
3) Employee Benefits	3000-3999	\$2,070,268.53	\$12,317,896.33	\$27,893,912.33	44.16	55.84
4) Books and Supplies	4000-4999	\$232,180.11	\$3,560,896.43	\$6,332,803.64	56.23	43.77
5) Services, Oth Oper Exp	5000-5999	\$371,188.03	\$4,236,302.32	\$8,143,539.25	52.02	47.98
6) Capital Outlay	6000-6999	\$144,628.99	\$1,691,672.00	\$5,609,097.50	30.16	69.84
7) Other Outgo(excl. 7300`s)	7100-7499	\$84,594.00	\$716,249.39	\$3,756,331.59	19.07	80.93
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	(\$100,000.00)	0.00	100.00
9) Total Expenditures		\$7,704,543.86	\$53,988,602.42	\$108,627,785.45	49.70	50.30
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$0.00	\$800,000.00	0.00	100.00
B) Transfers Out	7610-7629	\$0.00	\$301,759.00	\$301,759.00	100.00	0.00
2) Other Sources/Uses						
A) Sources	8930-8979	\$286,335.92	\$605,710.60	\$605,710.60	100.00	0.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$286,335.92	\$303,951.60	\$1,103,951.60	53.15	46.85
NET INCREASE (DECREASE) IN FUND BALANCE		\$4,879,035.07	\$17,829,766.66	\$418,781.36		
ENDING FUND BALANCE			\$72,450,050.95	\$55,039,065.65		

13 Hanford Elementary School District
Fiscal Year: 2025
Requested by dendo

Fiscal Position Report
January 2025

Fund: 0800 Student Activity Special Revenue Fund

	January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE					
Net Beginning Balance 9791-9795		\$25,365.81	\$25,365.81		
NET INCREASE (DECREASE) IN FUND BALANCE					
	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		
ENDING FUND BALANCE		<u>\$25,365.81</u>	<u>\$25,365.81</u>		

13 Hanford Elementary School District
Fiscal Year: 2025
Requested by dendo

Fiscal Position Report
January 2025

Fund: 0900 Charter Schools Fund

	January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE					
Net Beginning Balance 9791-9795		\$63.44	\$63.44		
NET INCREASE (DECREASE) IN FUND BALANCE					
	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>		
ENDING FUND BALANCE		<u>\$63.44</u>	<u>\$63.44</u>		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

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Fund: 1300 Cafeteria Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$4,445,781.13	\$4,445,781.13		
REVENUES						
2) Federal Revenues	8100-8299	\$498,619.53	\$1,247,600.52	\$3,922,297.00	31.81	68.19
3) Other State Revenues	8300-8599	\$141,543.54	\$353,661.06	\$1,275,407.00	27.73	72.27
4) Other Local Revenues	8600-8799	\$31,170.62	\$83,570.35	\$172,153.00	48.54	51.46
5) Total, Revenues		\$671,333.69	\$1,684,831.93	\$5,369,857.00	31.38	68.62
EXPENDITURES						
2) Classified Salaries	2000-2999	\$126,958.83	\$807,577.82	\$1,516,414.00	53.26	46.74
3) Employee Benefits	3000-3999	\$55,622.53	\$325,359.88	\$631,000.00	51.56	48.44
4) Books and Supplies	4000-4999	\$156,258.77	\$1,118,341.26	\$2,552,088.21	43.82	56.18
5) Services, Oth Oper Exp	5000-5999	(\$8,369.45)	\$32,434.41	\$167,142.00	19.41	80.59
6) Capital Outlay	6000-6999	\$0.00	\$0.00	\$228,000.00	0.00	100.00
8) Direct/Indirect Support	7300-7399	\$0.00	\$0.00	\$100,000.00	0.00	100.00
9) Total Expenditures		\$330,470.68	\$2,283,713.37	\$5,194,644.21	43.96	56.04
NET INCREASE (DECREASE) IN FUND BALANCE		\$340,863.01	(\$598,881.44)	\$175,212.79		
ENDING FUND BALANCE			\$3,846,899.69	\$4,620,993.92		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

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Fund: 1400 Deferred Maintenance Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$232,523.66	\$232,523.66		
REVENUES						
1) LCFF Sources	8010-8099	\$0.00	\$300,000.00	\$300,000.00	100.00	0.00
4) Other Local Revenues	8600-8799	\$3,394.77	\$5,692.18	\$6,825.00	83.40	16.60
5) Total, Revenues		\$3,394.77	\$305,692.18	\$306,825.00	99.63	0.37
EXPENDITURES						
5) Services, Oth Oper Exp	5000-5999	\$0.00	\$92,019.95	\$320,250.52	28.73	71.27
6) Capital Outlay	6000-6999	\$0.00	\$176,327.04	\$185,300.00	95.16	4.84
9) Total Expenditures		\$0.00	\$268,346.99	\$505,550.52	53.08	46.92
NET INCREASE (DECREASE) IN FUND BALANCE		\$3,394.77	\$37,345.19	(\$198,725.52)		
ENDING FUND BALANCE			\$269,868.85	\$33,798.14		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

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Fund: 1500 Pupil Transportation Equip

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$475,593.10	\$475,593.10		
REVENUES						
4) Other Local Revenues	8600-8799	\$3,075.41	\$7,034.10	\$14,000.00	50.24	49.76
5) Total, Revenues		\$3,075.41	\$7,034.10	\$14,000.00	50.24	49.76
EXPENDITURES						
6) Capital Outlay	6000-6999	\$0.00	\$258,380.59	\$321,763.99	80.30	19.70
9) Total Expenditures		\$0.00	\$258,380.59	\$321,763.99	80.30	19.70
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$100,000.00	\$100,000.00	100.00	0.00
4) Total, Other Financing Sources/Uses		\$0.00	\$100,000.00	\$100,000.00	100.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE						
		<u>\$3,075.41</u>	<u>(\$151,346.49)</u>	<u>(\$207,763.99)</u>		
ENDING FUND BALANCE						
			<u>\$324,246.61</u>	<u>\$267,829.11</u>		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

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Fund: 2000 SPECIAL RESERVE FUND FOR OTHER POSTE

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$14,428,373.42	\$14,428,373.42		
REVENUES						
4) Other Local Revenues	8600-8799	\$117,799.00	\$240,060.82	\$500,000.00	48.01	51.99
5) Total, Revenues		\$117,799.00	\$240,060.82	\$500,000.00	48.01	51.99
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$201,759.00	\$201,759.00	100.00	0.00
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$800,000.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$201,759.00	(\$598,241.00)	20.14	79.86
NET INCREASE (DECREASE) IN FUND BALANCE		\$117,799.00	\$441,819.82	(\$98,241.00)		
ENDING FUND BALANCE			\$14,870,193.24	\$14,330,132.42		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

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Fund: 2140 Building Funds - Local 4

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
REVENUES						
4) Other Local Revenues	8600-8799	\$0.00	\$0.00	\$70,000.00	0.00	100.00
5) Total, Revenues		\$0.00	\$0.00	\$70,000.00	0.00	100.00
EXPENDITURES						
5) Services, Oth Oper Exp	5000-5999	\$0.00	\$0.00	\$225,000.00	0.00	100.00
9) Total Expenditures		\$0.00	\$0.00	\$225,000.00	0.00	100.00
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$400,000.00	0.00	100.00
2) Other Sources/Uses						
A) Sources	8930-8979	\$0.00	\$0.00	\$7,925,000.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$0.00	\$7,525,000.00	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE						
		<u>\$0.00</u>	<u>\$0.00</u>	<u>\$7,370,000.00</u>		
ENDING FUND BALANCE						
			<u>\$0.00</u>	<u>\$7,370,000.00</u>		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

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Fund: 2500 CapitalFacilities Fund

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$2,296,680.84	\$2,296,680.84		
REVENUES						
4) Other Local Revenues	8600-8799	\$92,368.48	\$733,533.03	\$750,000.00	97.80	2.20
5) Total, Revenues		\$92,368.48	\$733,533.03	\$750,000.00	97.80	2.20
EXPENDITURES						
5) Services, Oth Oper Exp	5000-5999	\$0.00	\$55,860.00	\$80,000.00	69.83	30.18
9) Total Expenditures		\$0.00	\$55,860.00	\$80,000.00	69.83	30.18
OTHER FINANCING SOURCES/USES						
1) Transfers						
B) Transfers Out	7610-7629	\$0.00	\$788,128.94	\$788,128.94	100.00	0.00
4) Total, Other Financing Sources/Uses		\$0.00	(\$788,128.94)	(\$788,128.94)	100.00	0.00
NET INCREASE (DECREASE) IN FUND BALANCE		\$92,368.48	(\$110,455.91)	(\$118,128.94)		
ENDING FUND BALANCE			\$2,186,224.93	\$2,178,551.90		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

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Fund: 3500 SCHOOL FACILITY PROGRAM

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$4,747,489.93	\$4,747,489.93		
REVENUES						
3) Other State Revenues	8300-8599	\$0.00	\$0.00	\$3,360,231.00	0.00	100.00
4) Other Local Revenues	8600-8799	\$36,965.49	\$80,882.21	\$70,000.00	115.55	(15.55)
5) Total, Revenues		\$36,965.49	\$80,882.21	\$3,430,231.00	2.36	97.64
EXPENDITURES						
5) Services, Oth Oper Exp	5000-5999	\$0.00	\$0.00	\$0.00	0.00	100.00
6) Capital Outlay	6000-6999	\$1,249,515.15	\$3,246,586.70	\$9,415,581.70	34.48	65.52
9) Total Expenditures		\$1,249,515.15	\$3,246,586.70	\$9,415,581.70	34.48	65.52
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$788,128.94	\$12,274,758.35	6.42	93.58
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$788,128.94	\$12,274,758.35	6.42	93.58
NET INCREASE (DECREASE) IN FUND BALANCE		(\$1,212,549.66)	(\$2,377,575.55)	\$6,289,407.65		
ENDING FUND BALANCE			\$2,369,914.38	\$11,036,897.58		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

2/14/2025 8:42:36AM

Fund: 4000 Special Reserve - Capital Outlay

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$10,996,629.41	\$10,996,629.41		
REVENUES						
4) Other Local Revenues	8600-8799	\$88,680.10	\$181,604.86	\$300,000.00	60.53	39.47
5) Total, Revenues		\$88,680.10	\$181,604.86	\$300,000.00	60.53	39.47
EXPENDITURES						
6) Capital Outlay	6000-6999	\$0.00	\$103,580.32	\$103,580.32	100.00	0.00
9) Total Expenditures		\$0.00	\$103,580.32	\$103,580.32	100.00	0.00
OTHER FINANCING SOURCES/USES						
1) Transfers						
A) Transfers In	8910-8929	\$0.00	\$0.00	\$0.00	0.00	100.00
B) Transfers Out	7610-7629	\$0.00	\$0.00	\$11,086,629.41	0.00	100.00
3) Contributions	8980-8999	\$0.00	\$0.00	\$0.00	0.00	100.00
4) Total, Other Financing Sources/Uses		\$0.00	\$0.00	(\$11,086,629.41)	0.00	100.00
NET INCREASE (DECREASE) IN FUND BALANCE		\$88,680.10	\$78,024.54	(\$10,890,209.73)		
ENDING FUND BALANCE			\$11,074,653.95	\$106,419.68		

13 Hanford Elementary School District
 Fiscal Year: 2025
 Requested by dendo

Fiscal Position Report

January 2025

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Fund: 6720 Self-Insurance/Other

		January Amount	YTD Amount	Revised Budget	% of Budget	% Remain
BEGINNING BALANCE						
Net Beginning Balance	9791-9795		\$962,944.61	\$962,944.61		
REVENUES						
4) Other Local Revenues	8600-8799	\$155,450.29	\$443,368.71	\$867,200.00	51.13	48.87
5) Total, Revenues		\$155,450.29	\$443,368.71	\$867,200.00	51.13	48.87
EXPENDITURES						
5) Services, Oth Oper Exp	5000-5999	\$60,678.67	\$353,671.79	\$820,000.00	43.13	56.87
9) Total Expenditures		\$60,678.67	\$353,671.79	\$820,000.00	43.13	56.87
NET INCREASE (DECREASE) IN FUND BALANCE		\$94,771.62	\$89,696.92	\$47,200.00		
ENDING FUND BALANCE			\$1,052,641.53	\$1,010,144.61		

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 14, 2024

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☒ Information
☐ Action

Date you wish to have your item considered: February 26, 2025

ITEM: Receive for Information the LCAP Mid-Year Update and LCFF BOP

PURPOSE:

All school districts are required to present a mid-year update of the LCAP and the LCFF Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board or body of the LEA.

The mid-year report must include the following:

- all available mid-year outcome data related to metrics identified in the current year's LCAP, and
- all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)

FISCAL IMPACT: The fiscal impact is detailed in the LCAP and is included in the document slides.

RECOMMENDATION: This item is informational only

MidYear LCAP Update

The logo for Hanford Elementary School District is a circular seal. It features a red outer ring with the text "HANFORD ELEMENTARY" at the top and "SCHOOL DISTRICT" at the bottom. Inside the ring is a blue circle containing a large yellow star with a smaller yellow circle in its center. The words "Promoting Excellence" are written in a red arc across the bottom of the blue circle. There are three small yellow stars on the right side of the blue circle.

February 26, 2025

Hanford Elementary School District

All school districts are required to present a report on the annual update to the LCAP and the LCFF Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board or body of the LEA.

The mid-year report must include the following:

- all available mid-year outcome data related to metrics identified in the current year's LCAP, and
- all available mid-year expenditure and implementation data on all actions identified in the current year's LCAP. (EC sections 47606.5, 52062, and 52068)

BOP (LCFF Budget Overview for Parents)

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Projected General Fund Revenue for the 2024-25 School Year		Amount
Total LCFF funds	\$	76,673,151
LCFF supplemental & concentration grants	\$	18,799,741
All other state funds	\$	16,172,115
All local funds	\$	4,941,075
All federal funds	\$	4,256,215
Total Projected Revenue	\$	102,042,556
Total Budgeted Expenditures for the 2024-25 School Year		Amount
Total Budgeted General Fund Expenditures	\$	102,297,285
Total Budgeted Expenditures in the LCAP	\$	19,724,501
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	19,636,082
Expenditures not in the LCAP	\$	82,572,784
Expenditures for High Needs Students in the 2023-24 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	20,921,741
Actual Expenditures for High Needs Students in LCAP	\$	20,135,807

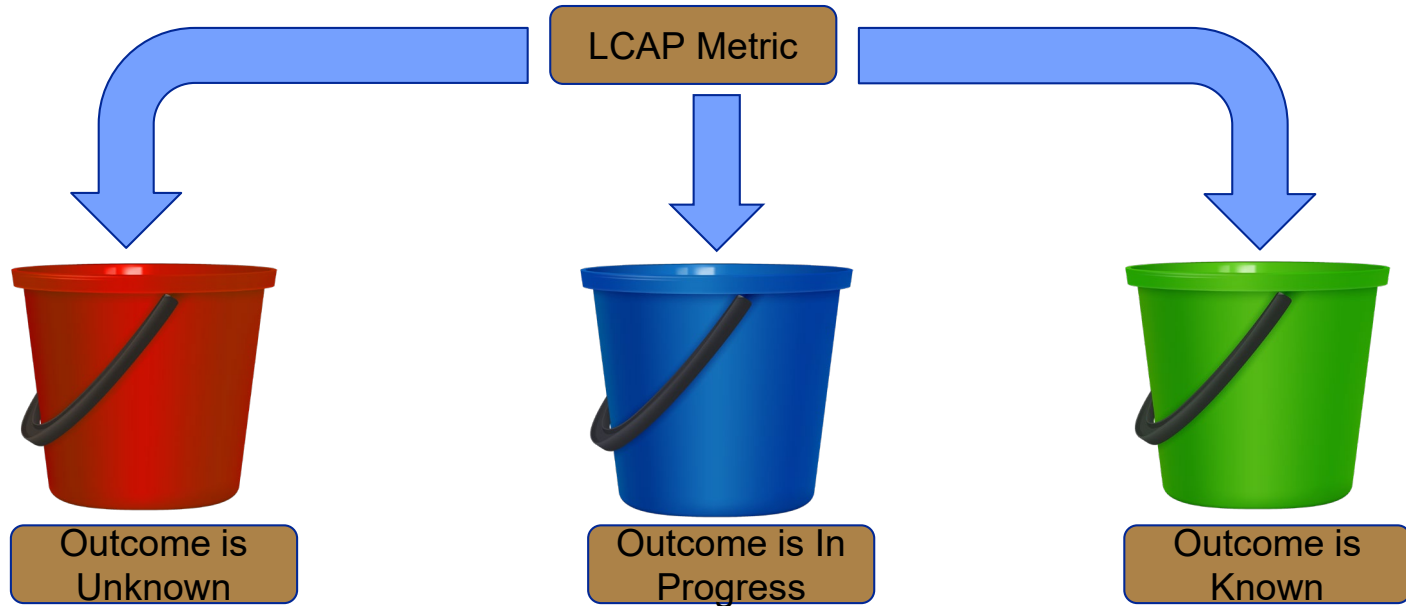
Metrics Implementation Expenditures

- Mid-year outcome data related to metrics identified in the current year's LCAP
 - Mid-year expenditure and implementation data on all actions identified in the current year's LCAP
-

Midyear Update: LCAP Metrics Outcome Data

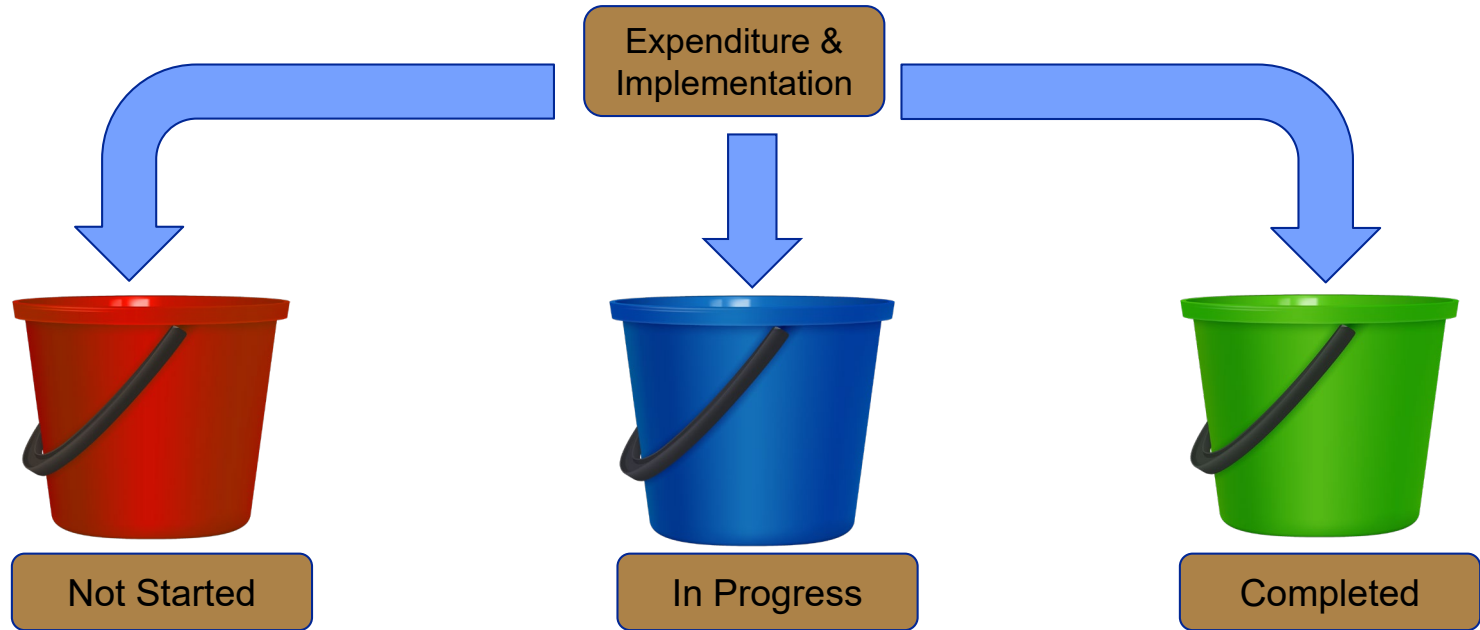
37

Metrics: The things we can measure to determine whether we are making progress toward meeting our goals.



At this point in the school year, some metric outcomes are Unknown, some are In Progress, and some are Known. The metrics for each LCAP goal will be shared on the following slides.

Midyear Update: LCAP Expenditures and Implem³⁸



Similarly, at this point in the school year, some LCAP actions have Not Started, some are In Progress, and some have been Completed. An update of LCAP actions will be shared with expenditures through the First Interim budget update.

LCAP Goal 1

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



A Broad Educational Program

LCAP Goal Metric 1.1

40

Metric: Priority 2A: Implementation of State Standards addresses:

A. The implementation of state board-adopted academic content and performance standards for all students, which are:

- a. English Language Arts – Common Core State Standards for English Language Arts
- b. Mathematics – Common Core State Standards for Mathematics
- c. English Language Development
- d. Career Technical Education
- e. Health Education Content Standards
- f. History-Social Science
- g. Model School Library Standards
- h. Physical Education Model Content Standards
- i. Next Generation Science Standards
- j. Visual and Performing Arts
- k. World Language;

Baseline: The District received a score of "Met" on the 2023 CA School Dashboard: Implementation of Academic Standards Local Indicator.

(A score of "Met" on the CA School Dashboard: Implementation of Academic Standards Local Indicator shows that the district has met all of the metrics (a-k) under Priority 2.)

Mid-Year Outcome: The District received a score of "Met" on the 2024 CA School Dashboard: Implementation of Academic Standards Local Indicator.

Metric: Priority 2B: How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Baseline: English Learner Progress was Blue at 62.8% making progress towards English Language Proficiency on the 2023 CA School Dashboard. Goal 2: "All students will make progress toward proficiency on the state-adopted standards and English learners will make progress learning the English language" addresses English Learner programs.

Mid-Year Outcome: English Learner Progress was Orange at 48.2% making progress towards English Language Proficiency on the 2024 CA School Dashboard. Goal 2: "All students will make progress toward proficiency on the state-adopted standards and English learners will make progress learning the English language" addresses English Learner programs.

LCAP Goal Metric 1.1

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Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA

Baseline		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>SED: 40.46%</p> <p>EL: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p> <p>Foster: 36.36%</p>	<p>Priority 4: English Language Arts (per 2023 CA Dashboard):</p> <p>Overall: 16.4 points Below (Orange)</p> <p>EL: 36.5 points Below (Yellow)</p> <p>SED: 28.2 points Below (Yellow)</p> <p>SWD: 104.1 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 50.2 points Below (Yellow)</p> <p>Hispanic: 20.6 points Below (Orange)</p> <p>Two or More: 5.8 points Below (Orange)</p> <p>White: 14.9 points Above (Green)</p> <p>Foster: 19.9 points Below (Orange)</p> <p>American Indian: 53.1 points Below (No Color)</p> <p>Asian: 26.0 points Above (No Color)</p> <p>Filipino: 61.0 points Above (No Color)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP ELA (per Data Quest)</p> <p>Overall: 45.10%</p> <p>SWD: 12.44%</p> <p>SED: 41.14%</p> <p>EL: 16.08%</p> <p>LTEL (Long-Term EL): 3.45%</p> <p>Asian: 75.86%</p> <p>African American: 31.12%</p> <p>Hispanic: 42.96%</p> <p>White: 57.99%</p> <p>Two or More: 55.83%</p> <p>Homeless: 25.00%</p> <p>Foster: 13.33%</p>	<p>Priority 4: English Language Arts (per 2024 CA Dashboard):</p> <p>Overall: 15.8 points Below (Orange)</p> <p>EL: 37.6 points Below (Orange)</p> <p>SED: 27.3 points Below (Orange)</p> <p>SWD: 104.6 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 48.8 points Below (Orange)</p> <p>Hispanic: 20.1 points Below (Orange)</p> <p>Two or More: 6.9 points Above (Green)</p> <p>White: 9.4 points Above (Yellow)</p> <p>Foster: 44.7 points Below (Orange)</p> <p>American Indian: 100.3 points Below (No Color)</p> <p>Asian: 59.8 points Above (No Color)</p> <p>Filipino: 56.8 points Above (No Color)</p>
<p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> Hamilton: SWD: 115.7 points below Monroe: SWD: 100 points below Simas: SWD: 82.7 points below Kennedy: SWD: 132.4 points below Woodrow: SWD: 124.9 points below 		<p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> Hamilton: SWD: 139.3 points below Roosevelt: SWD: 109.0 points below Simas: SWD: 101.8 points below Kennedy: LTEL: 85.7 points below Woodrow: SWD: 132.5 points below 	

LCAP Goal Metric 1.1

42

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: Math

Baseline		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest)</p> <p>Overall: 33.66%</p> <p>SWD: 8.60%</p> <p>SED: 29.12%</p> <p>English Learners: 12.50%</p> <p>LTEL (Long-Term EL): 3.57%</p> <p>Asian: 51.72%</p> <p>African American: 23.78%</p> <p>Hispanic: 31.32%</p> <p>White: 46.33%</p> <p>Two or More: 46.43%</p> <p>Homeless: 19.42%</p> <p>Foster: 36.36%</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: EL: 97.4 points below • Hamilton: SWD: 157.0 points below • Simas: SWD: 116.3 points below • Kennedy: SWD: 174.9 points below • Woodrow: SWD: 144 points below 	<p>Priority 4: Mathematics (per 2023 CA Dashboard):</p> <p>Overall: 45.8 points Below (Yellow)</p> <p>EL: 65.9 points Below (Yellow)</p> <p>SED: 57.6 points Below (Yellow)</p> <p>SWD: 126.5 points Below (Red)</p> <p>Homeless: 77.0 points Below (Orange)</p> <p>African American: 78.7 points Below (Yellow)</p> <p>Hispanic: 49.9 points Below (Yellow)</p> <p>Two or More: 23.6 points Below (Yellow)</p> <p>White: 18.4 points Below (Green)</p> <p>Foster: 73.0 points Below (Yellow)</p> <p>American Indian: 70.3 points Below (No Color)</p> <p>Asian: 7.1 points Above (No Color)</p> <p>Filipino: 7.2 points Above (No Color)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP Math (per Data Quest)</p> <p>Overall: 37.67%</p> <p>SWD: 13.62%</p> <p>SED: 34.43%</p> <p>English Learners: 13.69%</p> <p>LTEL (Long-Term EL): 1.72%</p> <p>Asian: 55.17%</p> <p>African American: 21.71%</p> <p>Hispanic: 35.57%</p> <p>White: 51.85%</p> <p>Two or More: 48.34%</p> <p>Homeless: 16.30%</p> <p>Foster: 6.67%</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math Academics on the 2024 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: EL: 103.7 points below • Monroe: SWD: 102.6 points below • Richmond: SWD: 125.4 points below • Roosevelt: SWD: 140.5 points below • Kennedy: LTEL: 129.0 points below 	<p>Priority 4: Mathematics (per 2024 CA Dashboard):</p> <p>Overall: 38.2 points Below (Yellow)</p> <p>EL: 59.9 points Below (Yellow)</p> <p>SED: 49.5 points Below (Yellow)</p> <p>SWD: 117.4 points Below (Orange)</p> <p>Homeless: 98.3 points Below (Red)</p> <p>African American: 81.7 points Below (Orange)</p> <p>Hispanic: 42.6 points Below (Yellow)</p> <p>Two or More: 14.8 points Below (Green)</p> <p>White: 8.58 points Below (Green)</p> <p>Foster: 68.2 points Below (Yellow)</p> <p>American Indian: 67.6 points Below (No Color)</p> <p>Asian: 31.5 points Above (No Color)</p> <p>Filipino: 7.1 points Above (No Color)</p>

LCAP Goal Metric 1.2

<p>Metric: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:</p> <p>A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;</p> <p>B. Programs and services developed and provided to unduplicated pupils</p> <p>C. Programs and services developed and provided to individuals with exceptional needs.</p>
<p>Baseline: The District received a score of "Met" on the 2023 CA School Dashboard: Access to a Broad Course of Study Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>
<p>Mid-Year Outcome: The District received a score of "Met" on the 2024 CA School Dashboard: Access to a Broad Course of Study Local Indicator.</p> <p>(A score of "Met" on the CA School Dashboard: Implementation of Access to a Broad Course of Study Local Indicator shows that the district has met all of the metrics (A, B, C) under Priority 2.)</p>

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA & Math	
<p>Baseline: Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>SED: 40.46%</p> <p>EL: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p> <p>Foster: 36.36%</p>	<p>Mid-Year Outcome: Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP ELA (per Data Quest)</p> <p>Overall: 45.10%</p> <p>SWD: 12.44%</p> <p>SED: 41.14%</p> <p>EL: 16.08%</p> <p>LTEL (Long-Term EL): 3.45%</p> <p>Asian: 75.86%</p> <p>African American: 31.12%</p> <p>Hispanic: 42.96%</p> <p>White: 57.99%</p> <p>Two or More: 55.83%</p> <p>Homeless: 25.00%</p> <p>Foster: 13.33%</p>
<p>English Language Arts (per 2023 CA Dashboard):</p> <p>Overall: 16.4 points Below (Orange)</p> <p>EL: 36.5 points Below (Yellow)</p> <p>SED: 28.2 points Below (Yellow)</p> <p>SWD: 104.1 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 50.2 points Below (Yellow)</p> <p>Hispanic: 20.6 points Below (Orange)</p> <p>Two or More: 5.8 points Below (Orange)</p> <p>White: 14.9 points Above (Green)</p> <p>Foster: 19.9 points Below (Orange)</p> <p>American Indian: 53.1 points Below (No Color)</p> <p>Asian: 26.0 points Above (No Color)</p> <p>Filipino: 61.0 points Above (No Color)</p>	<p>English Language Arts (per 2024 CA Dashboard):</p> <p>Overall: 15.8 points Below (Orange)</p> <p>EL: 37.6 points Below (Orange)</p> <p>SED: 27.3 points Below (Orange)</p> <p>SWD: 104.6 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 48.8 points Below (Orange)</p> <p>Hispanic: 20.1 points Below (Orange)</p> <p>Two or More: 6.9 points Above (Green)</p> <p>White: 9.4 points Above (Yellow)</p> <p>Foster: 44.7 points Below (Orange)</p> <p>American Indian: 100.3 points Below (No Color)</p> <p>Asian: 59.8 points Above (No Color)</p> <p>Filipino: 56.8 points Above (No Color)</p>

LCAP Goal Metric 1.3

Metric: Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

B. Programs and services developed and provided to unduplicated pupils

California Education Code Section 42238.02(b) (1) For purposes of this section unduplicated pupil means a pupil enrolled in a school district or a charter school who is either classified as an English learner, eligible for a free or reduced-price meal, or is a foster youth.

C. Programs and services developed and provided to individuals with exceptional needs.

Baseline

Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art and music along with the number of PE minutes students receive.

All students received at least the required number of minutes of PE.

Elementary Schools:

Art: All Students received art Instruction.

Music: 5th and 6th grade students self-select participation in band:

5th Grade: 270

6th Grade: 196

(Total 466)

All students in 4th grade received music instruction. (The schools with the highest #s of low-income students were prioritized) (655 students)

Junior High

244 students chose art.

312 students chose music.

Mid-Year Outcome

Students (including with exceptional needs) received instruction in art, music, and physical education, and participate in these subjects as evidenced by the numbers of students in art and music along with the number of PE minutes students receive.

All students received at least the required number of minutes of PE.

24-25 data not available yet

~~Elementary Schools:~~

~~Art: All Students received art Instruction.~~

~~Music: 5th and 6th grade students self-select participation in band:~~

~~5th Grade: 270~~

~~6th Grade: 196~~

~~(Total 466)~~

~~All students in 4th grade received music instruction. (The schools with the highest #s of low-income students were prioritized) (655 students)~~

~~Junior High~~

~~244 students chose art.~~

~~312 students chose music.~~

LCAP Goal Metric 1.4

45

Metric: Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described

Baseline

Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.

% Agree/Strongly Agree:

Physical education activities enrich (improve) my experience at school: 82%

Participating in physical education motivates me to come to school every day: 64%

Participating in music enriches (improves) my experience at school: 91%

Participating in music motivates me to come to school every day: 77%

Learning about music will help me in the future: 80%

Participating in art enriches (improves) my experience at school: 74%

Participating in art motivates me to come to school every day: 66%

Learning about art will help me in the future: 67%

Mid-Year Outcome

Students are enriched by art, music, and physical education, feel more engaged in school, and are motivated to achieve as a result of participating in these activities as evidence by survey results.

24-25 data not available yet

% Agree/Strongly Agree:

~~Physical education activities enrich (improve) my experience at school: 82%~~

~~Participating in physical education motivates me to come to school every day: 64%~~

~~Participating in music enriches (improves) my experience at school: 91%~~

~~Participating in music motivates me to come to school every day: 77%~~

~~Learning about music will help me in the future: 80%~~

~~Participating in art enriches (improves) my experience at school: 74%~~

~~Participating in art motivates me to come to school every day: 66%~~

~~Learning about art will help me in the future: 67%~~

LCAP Goal Actions

Action Title	Budgeted Expenditure	Actuals February 2025	Implementation Note
Supplies/Materials School Sites	\$186,289.74	\$68,096.28	School sites are using these funds to support student learning.
School Libraries	\$954,966.00	\$406,721.40	LMTs are full-time. School libraries are supporting student learning.
Technology	\$1,942,710.24	\$885,460.77	All students currently have a device. Seven technicians continue working to keep devices and systems operational.
Study Trips	\$310,000.00	\$130,008.07	Academic Study Trips are ongoing.
Art, Music, PE	\$2,320,659.76	\$943,955.93	These programs are up and running—students are participating.
After School Program	\$800.00	\$0.00	Elementary After School READY program funded through ELOP. Junior high after-school activities are ongoing.

LCAP Goal 2

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



Academic Achievement

LCAP Goal Metric 2.1

48

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA

Baseline		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>SED: 40.46%</p> <p>EL: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p> <p>Foster: 36.36%</p>	<p>Priority 4: English Language Arts (per 2023 CA Dashboard):</p> <p>Overall: 16.4 points Below (Orange)</p> <p>EL: 36.5 points Below (Yellow)</p> <p>SED: 28.2 points Below (Yellow)</p> <p>SWD: 104.1 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 50.2 points Below (Yellow)</p> <p>Hispanic: 20.6 points Below (Orange)</p> <p>Two or More: 5.8 points Below (Orange)</p> <p>White: 14.9 points Above (Green)</p> <p>Foster: 19.9 points Below (Orange)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP ELA (per Data Quest)</p> <p>Overall: 45.10%</p> <p>SWD: 12.44%</p> <p>SED: 41.14%</p> <p>EL: 16.08%</p> <p>LTEL (Long-Term EL): 3.45%</p> <p>Asian: 75.86%</p> <p>African American: 31.12%</p> <p>Hispanic: 42.96%</p> <p>White: 57.99%</p> <p>Two or More: 55.83%</p> <p>Homeless: 25.00%</p> <p>Foster: 13.33%</p>	<p>Priority 4: English Language Arts (per 2024 CA Dashboard):</p> <p>Overall: 15.8 points Below (Orange)</p> <p>EL: 37.6 points Below (Orange)</p> <p>SED: 27.3 points Below (Orange)</p> <p>SWD: 104.6 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 48.8 points Below (Orange)</p> <p>Hispanic: 20.1 points Below (Orange)</p> <p>Two or More: 6.9 points Above (Green)</p> <p>White: 9.4 points Above (Yellow)</p> <p>Foster: 44.7 points Below (Orange)</p>
<p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: SWD: 115.7 points below • Monroe: SWD: 100 points below • Simas: SWD: 82.7 points below • Kennedy: SWD: 132.4 points below • Woodrow: SWD: 124.9 points below 	<p>The student groups within the district that received the lowest performance level (Red) on Priority Area 4 ELA academic indicator on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> * Students with Disabilities (SWD) subgroup (Red) in ELA: 104.1 points below standard (Declined 6.2 pts) 	<p>Schools within the district that received the lowest performance level (Red) in Priority 4: ELA Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: SWD: 139.3 points below • Roosevelt: SWD: 109.0 points below • Simas: SWD: 101.8 points below • Kennedy: LTEL: 85.7 points below • Woodrow: SWD: 132.5 points below 	<p>The student groups within the district that received the lowest performance level (Red) on Priority Area 4 ELA academic indicator on the 2024 Dashboard are:</p> <ul style="list-style-type: none"> * Long Term English Learners (LTEL) subgroup (Red) in ELA: 80.6 points below standard (Declined 7.7 pts) * Students with Disabilities (SWD) subgroup (Red) in ELA: 104.6 points below standard (Maintained -0.5 pts) * Homeless subgroup (Red) in ELA: 78.4 points below standard (Declined 31.6 pts)

LCAP Goal Metric 2.2

49

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: Math

Baseline		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest)</p> <p>Overall: 33.66%</p> <p>SWD: 8.60%</p> <p>SED: 29.12%</p> <p>English Learners: 12.50%</p> <p>LTEL (Long-Term EL): 3.57%</p> <p>Asian: 51.72%</p> <p>African American: 23.78%</p> <p>Hispanic: 31.32%</p> <p>White: 46.33%</p> <p>Two or More: 46.43%</p> <p>Homeless: 19.42%</p> <p>Foster: 36.36%</p>	<p>Priority 4: Mathematics (per 2023 CA Dashboard):</p> <p>Overall: 45.8 points Below (Yellow)</p> <p>EL: 65.9 points Below (Yellow)</p> <p>SED: 57.6 points Below (Yellow)</p> <p>SWD: 126.5 points Below (Red)</p> <p>Homeless: 77.0 points Below (Orange)</p> <p>African American: 78.7 points Below (Yellow)</p> <p>Hispanic: 49.9 points Below (Yellow)</p> <p>Two or More: 23.6 points Below (Yellow)</p> <p>White: 18.4 points Below (Green)</p> <p>Foster: 73.0 points Below (Yellow)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP Math (per Data Quest)</p> <p>Overall: 37.67%</p> <p>SWD: 13.62%</p> <p>SED: 34.43%</p> <p>English Learners: 13.69%</p> <p>LTEL (Long-Term EL): 1.72%</p> <p>Asian: 55.17%</p> <p>African American: 21.71%</p> <p>Hispanic: 35.57%</p> <p>White: 51.85%</p> <p>Two or More: 48.34%</p> <p>Homeless: 16.30%</p> <p>Foster: 6.67%</p>	<p>Priority 4: Mathematics (per 2024 CA Dashboard):</p> <p>Overall: 38.2 points Below (Yellow)</p> <p>EL: 59.9 points Below (Yellow)</p> <p>SED: 49.5 points Below (Yellow)</p> <p>SWD: 117.4 points Below (Orange)</p> <p>Homeless: 98.3 points Below (Red)</p> <p>African American: 81.7 points Below (Orange)</p> <p>Hispanic: 42.6 points Below (Yellow)</p> <p>Two or More: 14.8 points Below (Green)</p> <p>White: 8.58 points Below (Green)</p> <p>Foster: 68.2 points Below (Yellow)</p>
<p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math Academics on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: EL: 97.4 points below • Hamilton: SWD: 157.0 points below • Simas: SWD: 116.3 points below • Kennedy: SWD: 174.9 points below • Woodrow: SWD: 144 points below 	<p>The student groups within the district that received the lowest performance level (Red) on Priority Area 4 Math academic indicator on the 2023 Dashboard are:</p> <p>* Students with Disabilities (SWD) subgroup (Red) in Math: 126.5 points below standard (Maintained 0.4 pts)</p>	<p>Schools within the district that received the lowest performance level (Red) in Priority 4: Math Academics on the 2024 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: EL: 103.7 points below • Monroe: SWD: 102.6 points below • Richmond: SWD: 125.4 points below • Roosevelt: SWD: 140.5 points below • Kennedy: LTEL: 129.0 points below 	<p>The student groups within the district that received the lowest performance level (Red) on Priority Area 4 Math academic indicator on the 2024 Dashboard are:</p> <p>* Long Term English Learners (LTEL) subgroup (Red) in Math: 113.8 points below standard (Maintained 2.7 pts)</p> <p>* Homeless subgroup (Red) in Math: 98.3 points below standard (Declined 21.3 pts)</p>

LCAP Goal Metric 2.3, 2.4, 2.5

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M#	Priority	Baseline	Mid-Year Update
2.3	Priority 4: Pupil Achievement as measured by: A: Statewide Assessments CAST Data	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAST (per Data Quest) Overall: 24.33% SWD: 3.15% SED: 20.25% EL: 4.58% L-TEL (Long-Term EL): 0.00% African American: 13.33% Hispanic: 22.24% White: 39.10% Two or More: 37.93% Homeless: 25.00%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAST (per Data Quest) Overall: 23.25% SWD: 5.04% SED: 19.27% EL: 1.62% L-TEL (Long-Term EL): 0.00% African American: 4.76% Hispanic: 18.67% White: 27.45% Two or More: 14.29% Homeless: 15.00%
2.4	Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Progress CA Dashboard score	English Learner Progress was Blue at 62.8% making progress towards English Language Proficiency on the 2023 CA School Dashboard.	English Learner Progress was Orange at 48.2% making progress towards English Language Proficiency on the 2024 CA School Dashboard.
2.5	Priority 4: Pupil Achievement as measured by all of the following, as applicable: E. The percentage of English learner pupils who make progress toward English proficiency as measured by the Summative ELPAC (CDE DataQuest)	23.77% making progress towards English language proficiency (22-23 CDE DataQuest)	16.82% making progress towards English language proficiency (23-24 CDE DataQuest)

LCAP Goal Metric 2.6, 2.7

51

M#	Priority	Baseline	Mid-Year Update
2.6	<p>Priority 4: Pupil Achievement as measured by all of the following, as applicable:</p> <p>A. LTEL Achievement as measured by State Assessment per Data Quest</p> <p>E. The English learner reclassification rate</p>	<p>A: Percentage of EL Students, including LTELs Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Assessments (per Data Quest):</p> <p>ELA:</p> <p>ELs: 20.41% proficient</p> <p>LTEL (Long-Term EL): 5.00% proficient</p> <p>Math:</p> <p>ELs: 12.50% proficient</p> <p>LTEL (Long-Term EL): 3.57% proficient</p> <p>E: The English learner reclassification rate: 17% (2022-2023: 205 reclassified out of 1412 EL students)</p>	<p>A: Percentage of EL Students, including LTELs Scoring Proficient (Exceeded or Met) on the 2024 CAASPP Assessments (per Data Quest):</p> <p>ELA:</p> <p>ELs: 16.08% proficient</p> <p>LTEL (Long-Term EL): 3.45% proficient</p> <p>Math:</p> <p>ELs: 13.69% proficient</p> <p>LTEL (Long-Term EL): 1.72% proficient</p> <p>E: The English learner reclassification rate: 24% (2023-2024: 316 reclassified out of 1331 EL students)</p>
2.7	<p>Priority 1: Basic Services addresses the degree to which:</p> <p>B. Pupils in the school district have sufficient access to the standards-aligned instructional materials</p>	<p>All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/27/23.</p>	<p>All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/11/24.</p>

LCAP Goal Actions

52

Action Title	Budgeted Expenditure	Actuals February 2025	Implementation Note
Eliminate Combination Classes Grades 1-8	\$2,695,959.26	\$896,562.99	Currently no combination classes.
Summer Program	\$15,266.12	\$27,144.41	Junior High Summer Program. Elementary School Program funded through ELOP \$
Instructional Materials	\$289,610.00	\$240,444.62	Purchases ongoing.
Allocations to support lowest Performing Groups	\$92,000.00	\$205.12	Support the lowest performing student groups on the CA Dashboard (RED)
Supporting Designated and Integrated ELD	\$902,056.73	\$333,745.26	Support for designated and integrated ELD are in place.
Supporting for LTELs	\$31,000.00	\$750.00	Additional Support for our Long-Term English Learners

LCAP Goal 3:

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



Support for Teachers & Staff

LCAP Goal Metric 3.1, 3.2, 3.3

54

M#	Priority	Baseline	Mid-Year Update
3.1	Priority 1: Basic Services addresses the degree to which: A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	Based on 2023-2024 School Year 249 Teachers with Full Credentials (92.91%) 19 Teachers without Full Credentials (7.09%) 267 Teachers Assigned Appropriately (99.63%) 1 Teacher Misassigned (0.37%)	Based on 2024-2025 School Year 255 Teachers with Full Credentials (93.75%) 17 Teachers without Full Credentials (6.25%) 272 Teachers Assigned Appropriately (100%) 0 Teacher Misassigned (0%)
3.2	Priority 1: Basic Services addresses the degree to which: A: HESD Teacher Survey	78% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.	24-25 data not available yet 78% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.
3.3	Priority 1: Basic Services addresses the degree to which: A. New Teacher Induction Completion Rates	100% of the teachers in year 2 of the district's induction program will complete the program.	24-25 data not available yet 100% of the teachers in year 2 of the district's induction program will complete the program.

LCAP Goal Metric 3.4

55

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA

Baseline		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>SED: 40.46%</p> <p>EL: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p> <p>Foster: 36.36%</p>	<p>Priority 4: English Language Arts (per 2023 CA Dashboard):</p> <p>Overall: 16.4 points Below (Orange)</p> <p>EL: 36.5 points Below (Yellow)</p> <p>SED: 28.2 points Below (Yellow)</p> <p>SWD: 104.1 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 50.2 points Below (Yellow)</p> <p>Hispanic: 20.6 points Below (Orange)</p> <p>Two or More: 5.8 points Below (Orange)</p> <p>White: 14.9 points Above (Green)</p> <p>Foster: 19.9 points Below (Orange)</p> <p>American Indian: 53.1 points Below (No Color)</p> <p>Asian: 26.0 points Above (No Color)</p> <p>Filipino: 61.0 points Above (No Color)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP ELA (per Data Quest)</p> <p>Overall: 45.10%</p> <p>SWD: 12.44%</p> <p>SED: 41.14%</p> <p>EL: 16.08%</p> <p>LTEL (Long-Term EL): 3.45%</p> <p>Asian: 75.86%</p> <p>African American: 31.12%</p> <p>Hispanic: 42.96%</p> <p>White: 57.99%</p> <p>Two or More: 55.83%</p> <p>Homeless: 25.00%</p> <p>Foster: 13.33%</p>	<p>Priority 4: English Language Arts (per 2024 CA Dashboard):</p> <p>Overall: 15.8 points Below (Orange)</p> <p>EL: 37.6 points Below (Orange)</p> <p>SED: 27.3 points Below (Orange)</p> <p>SWD: 104.6 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 48.8 points Below (Orange)</p> <p>Hispanic: 20.1 points Below (Orange)</p> <p>Two or More: 6.9 points Above (Green)</p> <p>White: 9.4 points Above (Yellow)</p> <p>Foster: 44.7 points Below (Orange)</p> <p>American Indian: 100.3 points Below (No Color)</p> <p>Asian: 59.8 points Above (No Color)</p> <p>Filipino: 56.8 points Above (No Color)</p>

LCAP Goal Metric 3.5

56

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: Math

Baseline		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest)</p> <p>Overall: 33.66%</p> <p>SWD: 8.60%</p> <p>SED: 29.12%</p> <p>English Learners: 12.50%</p> <p>LTEL (Long-Term EL): 3.57%</p> <p>Asian: 51.72%</p> <p>African American: 23.78%</p> <p>Hispanic: 31.32%</p> <p>White: 46.33%</p> <p>Two or More: 46.43%</p> <p>Homeless: 19.42%</p> <p>Foster: 36.36%</p>	<p>Priority 4: Mathematics (per 2023 CA Dashboard):</p> <p>Overall: 45.8 points Below (Yellow)</p> <p>EL: 65.9 points Below (Yellow)</p> <p>SED: 57.6 points Below (Yellow)</p> <p>SWD: 126.5 points Below (Red)</p> <p>Homeless: 77.0 points Below (Orange)</p> <p>African American: 78.7 points Below (Yellow)</p> <p>Hispanic: 49.9 points Below (Yellow)</p> <p>Two or More: 23.6 points Below (Yellow)</p> <p>White: 18.4 points Below (Green)</p> <p>Foster: 73.0 points Below (Yellow)</p> <p>American Indian: 70.3 points Below (No Color)</p> <p>Asian: 7.1 points Above (No Color)</p> <p>Filipino: 7.2 points Above (No Color)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP Math (per Data Quest)</p> <p>Overall: 37.67%</p> <p>SWD: 13.62%</p> <p>SED: 34.43%</p> <p>English Learners: 13.69%</p> <p>LTEL (Long-Term EL): 1.72%</p> <p>Asian: 55.17%</p> <p>African American: 21.71%</p> <p>Hispanic: 35.57%</p> <p>White: 51.85%</p> <p>Two or More: 48.34%</p> <p>Homeless: 16.30%</p> <p>Foster: 6.67%</p>	<p>Priority 4: Mathematics (per 2024 CA Dashboard):</p> <p>Overall: 38.2 points Below (Yellow)</p> <p>EL: 59.9 points Below (Yellow)</p> <p>SED: 49.5 points Below (Yellow)</p> <p>SWD: 117.4 points Below (Orange)</p> <p>Homeless: 98.3 points Below (Red)</p> <p>African American: 81.7 points Below (Orange)</p> <p>Hispanic: 42.6 points Below (Yellow)</p> <p>Two or More: 14.8 points Below (Green)</p> <p>White: 8.58 points Below (Green)</p> <p>Foster: 68.2 points Below (Yellow)</p> <p>American Indian: 67.6 points Below (No Color)</p> <p>Asian: 31.5 points Above (No Color)</p> <p>Filipino: 7.1 points Above (No Color)</p>

LCAP Goal Actions

Action Title	Budgeted Expenditure	Actuals February 2025	Implementation Note
Teacher Professional Development	\$1,220,371.98	\$365,430.35	Three PD days for 24-25: <ul style="list-style-type: none"> • 8/24/2024 • 11/01/2024 • 1/31/2025
Teacher Collaboration Time	\$110,219.00	\$54,500.42	Teachers are provided with collaboration time each Wednesday.
New Teacher Induction	\$136,906.00	\$64,861.43	Induction program is supporting new teachers.

LCAP Goal 4:

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



Supports for Students

LCAP Goal Metric 4.1

59

Metric: Priority 6: School Climate as measured by: A. Pupil suspension rates

Baseline		Mid-Year Outcome	
<p>The district's suspension rate was 5.4% (2023 CA Dashboard).</p> <p>All Students: 5.4% (Orange)</p> <p>EL: 4.6% (Orange)</p> <p>SED: 6.1% (Red)</p> <p>SWD: 6.3% (Red)</p> <p>Hispanic: 5.1% (Orange)</p> <p>Asian: 0% (Blue)</p> <p>African American: 11.6% (Red)</p> <p>Filipino: 0% (Blue)</p> <p>Two or More: 6.0% (Orange)</p> <p>White: 5.4% (Orange)</p> <p>Foster: 8.2% (Red)</p> <p>Homeless: 7.9% (Orange)</p>	<p>Schools within the district that received the lowest performance level (Red) in Priority 6: Suspension Rate on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: White: 6.9% suspended (Red) • Lincoln: AA: 7.1% suspended (Red) • Lincoln: SWD: 10.7% suspended (Red) • Roosevelt: White: 8.1% suspended (Red) • Kennedy: Overall (All Students): 17.6% suspended (Red) • Kennedy: EL: 18.5% suspended (Red) • Kennedy: SED: 18.4% suspended (Red) • Kennedy: Hispanic: 16.3% suspended (Red) • Woodrow: SED: 19.4% suspended (Red) • Woodrow: Hispanic: 17.3% suspended (Red) 	<p>The district's suspension rate was 4.2% (2024 CA Dashboard).</p> <p>All Students: 4.2% (Yellow)</p> <p>EL: 4.1% (Yellow)</p> <p>SED: 4.7% (Yellow)</p> <p>SWD: 6.7% (Red)</p> <p>Hispanic: 3.8% (Yellow)</p> <p>Asian: 2.0% (Orange)</p> <p>African American: 10.1% (Orange)</p> <p>Filipino: 1.9% (Orange)</p> <p>Two or More: 5.3% (Yellow)</p> <p>White: 4.7% (Yellow)</p> <p>Foster: 15.7% (Red)</p> <p>Homeless: 8.9% (Red)</p>	<p>Schools within the district that received the lowest performance level (Red) in Priority 6: Suspension Rate on the 2024 Dashboard are:</p> <ul style="list-style-type: none"> • Hamilton: SWD: 6.6% suspended (Red) • Lincoln: AA: 10.3% suspended (Red) • Monroe: SWD: 6.3% suspended (Red) • Simas: AA: 10.0% suspended (Red) • Washington: EL: 6.4% suspended (Red) • Kennedy: Homeless: 27.3% suspended (Red) • Kennedy: SWD: 15.6% suspended (Red)
<p>The student groups within the district that received the lowest performance level (Red) in Priority 6: Suspension Rate on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> * African American (AA) subgroup (Red): 11.6% suspended (Increased 2.5% pts) * Socially Economically Disadvantaged (SED) subgroup (Red): 6.1% suspended (Increased 1.1% pts) * Students with Disabilities (SWD) subgroup (Red): 6.3% suspended (Maintained -0.1% pts) * Foster subgroup (Red): 8.2% suspended (Increased 3.7% pts) 		<p>The student groups within the district that received the lowest performance level (Red) in Priority 6: Suspension Rate on the 2024 Dashboard are:</p> <ul style="list-style-type: none"> * Students with Disabilities (SWD) subgroup (Red): 6.7% suspended (Increased 0.4% pts) * Foster subgroup (Red): 15.7% suspended (Increased 7.4% pts) * Homeless subgroup (Red): 8.9% suspended (Increased 1.1% pts) 	

LCAP Goal Metric 4.2, 4.3, 4.5, 4.7

60

M#	Priority	Baseline	Mid-Year Update
4.2	Priority 6: School Climate as measured by: B. Pupil expulsion rates	The district's expulsion rate for 2022-2023 was 0.6% (per Dataquest)	The district's expulsion rate for 2023-2024 was 0.4% (per Dataquest)
4.3	Priority 5: Pupil Engagement as measured by: A. School attendance rate	The district's school attendance rate for 2022-2023 was 92.8% (per local SIS system)	The district's school attendance rate for 2023-2024 was 96.99% (per local SIS system)
4.5	Priority 5: Pupil Engagement as measured by: C. Middle school dropout rates	The district's middle school dropout rate for 2022-2023 was 0% (per local data)	The district's middle school dropout rate for 2023-2024 was 0% (per local data)
4.7	Priority 1: Basic Services addresses the degree to which: C. School facilities are maintained in good repair	2023-24: Most schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). These schools received a score of "Good": Monroe, Roosevelt, and Woodrow	2024-25: Five schools received a score of "Exemplary" on the California Facilities Inspection Tool (FIT). These seven schools received a score of "Good": Jefferson, MLK, Lincoln, Monroe, Simas, Kennedy, Woodrow

LCAP Goal Metric 4.4

61

M#	Priority	Baseline	Mid-Year Update
4.4	Priority 5: Pupil Engagement as measured by: B. Chronic absenteeism rates	<p>The District's chronic absenteeism rate was 22.1% (2023 CA Dashboard)</p> <p>Overall: 22.1% (Yellow)</p> <p>EL: 18.1% (Yellow)</p> <p>SED: 24.3% (Yellow)</p> <p>SWD: 29.6% (Yellow)</p> <p>Hispanic: 22.3% (Yellow)</p> <p>Asian: 6.4% (Green)</p> <p>African American: 29.3% (Yellow)</p> <p>Filipino: 9.1% (Green)</p> <p>Two or More: 23.6% (Yellow)</p> <p>White: 19.7% (Yellow)</p> <p>Foster Youth: 17.6% (Yellow)</p> <p>Homeless: 36.8% (Yellow)</p> <p>American Indian: 23.8% (Orange)</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2023 Dashboard are:</p> <ul style="list-style-type: none"> Kennedy: White: 36.8% Chronically Absent (Red) 	<p>The District's chronic absenteeism rate was 13.7% (2024 CA Dashboard)</p> <p>Overall: 13.7% (Yellow)</p> <p>EL: 10.1% (Yellow)</p> <p>SED: 15.3% (Yellow)</p> <p>SWD: 23.6% (Yellow)</p> <p>Hispanic: 13.9% (Yellow)</p> <p>Asian: 2.0% (Yellow)</p> <p>African American: 16.1% (Yellow)</p> <p>Filipino: 5.6% (Green)</p> <p>Two or More: 11.9% (Yellow)</p> <p>White: 13.5% (Yellow)</p> <p>Foster Youth: 23.5% (Red)</p> <p>Homeless: 34.1% (Orange)</p> <p>American Indian: 16.1% (Yellow)</p> <p>Schools within the district that received the lowest performance level (Red) in Priority 5: Chronic Absenteeism on the 2024 Dashboard are:</p> <ul style="list-style-type: none"> Monroe: SWD: 24.7% Chronically Absent (Red) Kennedy: Homeless: 58.1% Chronically Absent (Red) Kennedy: SWD: 36.9% Chronically Absent (Red)

LCAP Goal Metric 4.6

62

M#	Priority	Baseline	Mid-Year Update
4.6	Priority 6: School Climate as measured by: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p>24-25 data not available yet</p> <p>SENSE OF SAFETY</p> <p>Per 2023-2024 HESD PARENT SURVEY</p> <p>94% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>97% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>Per 2023-2024 HESD STUDENT SURVEY</p> <p>75.91% of students agree or strongly agree with the statement, "I feel safe at school."</p> <p>77.11% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>66.55% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."</p> <p>85.77% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."</p> <p>70.37% of students agree or strongly agree with the statement, "The school resource officer is an adult that i can talk to if I have a problem at school."</p> <p>81.90% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."</p>	

LCAP Goal Metric 4.6 (cont.)

63

M#	Priority	Baseline	Mid-Year Update
4.6	Priority 6: School Climate as measured by: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p><i>24-25 data not available yet</i></p> <p>SCHOOL CONNECTEDNESS: Per 2023-2024 HESD PARENT SURVEY:</p> <p>96% of parents agree or strongly agree with the statement, "There are adequate opportunities for me to become informed about the school's programs."</p> <p>98% of parents agree or strongly agree with the statement, "I receive information about my child's progress in the classroom....."</p> <p>98% of parents agree or 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."</p> <p>97% of parents agree or strongly agree with the statement, "When I have a question about my child's class work, I can ask for clarification and assistance from my child's teacher."</p> <p>98% of parents agree or strongly agree with the statement, "I receive adequate information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations."</p>	

LCAP Goal Metric 4.6 (cont.)

64

M#	Priority	Baseline	Mid-Year Update
4.6	<p>Priority 6: School Climate as measured by:</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>Per 2023-2024 HESD STUDENT SURVEY</p> <p>74.71% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."</p> <p>84.78% of students agree or strongly agree with the statement, "Participating in band enriches (improves) my experience at school."</p> <p>67.06% of students agree or strongly agree with the statement, "Participating in art enriches (improves) my experience at school."</p> <p>69.17% of students agree or strongly agree with the statement, "I enjoy learning at my school."</p> <p>Teacher Sense of Safety & School Connectedness:</p> <p>Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their HETA bargaining unit. For example, in September HETA Meet and Consult, topic 4: Teacher Safety (HETA/District): HETA is requesting training for de-escalating student behavior. District Assistance Superintendent shared there is a "choice" training opportunity at the upcoming professional development day in October. In addition, school psychologists can be invited to follow up at individual staff meetings. There may also be training available through our Keenan website for school administrators to schedule as needed.</p> <p>92% Agree/Strongly Agree:</p> <p>The three district-wide professional development days are an important with open-ended comments saying they appreciated the training de-escalation techniques.</p> <p>94% of teachers Agree/Strongly Agree: "I feel safe at school."</p> <p>88% of teachers Agree/Strongly Agree: "Parent events help staff and community to connect"</p>	

LCAP Goal Actions

65

Action Title	Budgeted Expenditure	Actuals February 2025	Implementation Note
Coordination of Student Support (LDs, CWA, Social Worker(s), Foster Youth)	\$1,086,565.97	\$425,547.45	All services being provided to students.
Health Professionals (Nurses, Counselors)	\$2,733,729.00	\$1,193,834.56	All services being provided to students. LVNs are full-time. Counselor at every site (two at jr. highs).
School Support Staff (Specialists, VPs, SROs, CDS)	\$3,510,297.74	\$1,682,828.92	All services being provided to students.
Allocations to support lowest Groups	\$16,365.50	\$16,365.50	Support the lowest groups on the CA Dashboard (RED) (Absenteeism & Suspensions)
Transportation	\$500,000.00	\$0.00	All services being provided to students.

LCAP Goal 5:

Communication between schools and home will be regular and meaningful.



Parent Engagement & Communication

LCAP Goal Metric 5.1

67

M#	Priority	Baseline	Mid-Year Update	
5.1	Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.	<p>"Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2023-2024: Parent/teacher attendance rate: 99.9%.</p> <p>2023-2024 HESD Parent Survey: 97% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>98% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>98% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports). "</p>	<p><i>24-25 data not available yet</i></p> <p>"Parents (including parents of unduplicated pupils and pupils with exceptional needs) received meaningful and timely communication on their students' progress/achievement as evidenced by district reviews of the numbers of parents attending conferences and parent survey responses.</p> <p>2024-2025: Parent/teacher attendance rate: 99.8%.</p> <p>2023-2024 HESD Parent Survey: 97% Agree/Strongly Agree: Parent/Teacher Conference was helpful to me in understanding my child's progress towards meeting English Language Arts and Math Standards.</p> <p>98% Agree/Strongly Agree: The Report to Parent helps me to understand what my child is expected to achieve in English Language Arts and Math.</p> <p>98% Agree/Strongly Agree: I receive information about my child's progress in the classroom (such as yellow cards, notes, phone calls, progress reports). "</p>	
5.2	Priority 3: Parental Involvement addresses: B. How the school district will promote parental participation in programs for unduplicated pupils C. How the school district will promote parental participation in programs for individuals with exceptional needs.		The District received a score of "Met" on the 2023 California School Dashboard local indicator for Parent Engagement.	The District received a score of "Met" on the 2024 California School Dashboard local indicator for Parent Engagement.

LCAP Goal Metric 5.2

68

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: ELA

Baseline		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest)</p> <p>Overall: 44.77%</p> <p>SWD: 11.14%</p> <p>SED: 40.46%</p> <p>EL: 20.41%</p> <p>LTEL (Long-Term EL): 5.00%</p> <p>Asian: 65.52%</p> <p>African American: 34.15%</p> <p>Hispanic: 42.87%</p> <p>White: 57.11%</p> <p>Two or More: 54.47%</p> <p>Homeless: 31.06%</p> <p>Foster: 36.36%</p>	<p>Priority 4: English Language Arts (per 2023 CA Dashboard):</p> <p>Overall: 16.4 points Below (Orange)</p> <p>EL: 36.5 points Below (Yellow)</p> <p>SED: 28.2 points Below (Yellow)</p> <p>SWD: 104.1 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 50.2 points Below (Yellow)</p> <p>Hispanic: 20.6 points Below (Orange)</p> <p>Two or More: 5.8 points Below (Orange)</p> <p>White: 14.9 points Above (Green)</p> <p>Foster: 19.9 points Below (Orange)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP ELA (per Data Quest)</p> <p>Overall: 45.10%</p> <p>SWD: 12.44%</p> <p>SED: 41.14%</p> <p>EL: 16.08%</p> <p>LTEL (Long-Term EL): 3.45%</p> <p>Asian: 75.86%</p> <p>African American: 31.12%</p> <p>Hispanic: 42.96%</p> <p>White: 57.99%</p> <p>Two or More: 55.83%</p> <p>Homeless: 25.00%</p> <p>Foster: 13.33%</p>	<p>Priority 4: English Language Arts (per 2024 CA Dashboard):</p> <p>Overall: 15.8 points Below (Orange)</p> <p>EL: 37.6 points Below (Orange)</p> <p>SED: 27.3 points Below (Orange)</p> <p>SWD: 104.6 points Below (Red)</p> <p>Homeless: 46.8 points Below (Yellow)</p> <p>African American: 48.8 points Below (Orange)</p> <p>Hispanic: 20.1 points Below (Orange)</p> <p>Two or More: 6.9 points Above (Green)</p> <p>White: 9.4 points Above (Yellow)</p> <p>Foster: 44.7 points Below (Orange)</p>

LCAP Goal Metric 5.2

69

Metric: Priority 4: Pupil Achievement as measured by: CAASPP Data: Math

Baseline		Mid-Year Outcome	
<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP Math (per Data Quest)</p> <p>Overall: 33.66%</p> <p>SWD: 8.60%</p> <p>SED: 29.12%</p> <p>English Learners: 12.50%</p> <p>LTEL (Long-Term EL): 3.57%</p> <p>Asian: 51.72%</p> <p>African American: 23.78%</p> <p>Hispanic: 31.32%</p> <p>White: 46.33%</p> <p>Two or More: 46.43%</p> <p>Homeless: 19.42%</p> <p>Foster: 36.36%</p>	<p>Priority 4: Mathematics (per 2023 CA Dashboard):</p> <p>Overall: 45.8 points Below (Yellow)</p> <p>EL: 65.9 points Below (Yellow)</p> <p>SED: 57.6 points Below (Yellow)</p> <p>SWD: 126.5 points Below (Red)</p> <p>Homeless: 77.0 points Below (Orange)</p> <p>African American: 78.7 points Below (Yellow)</p> <p>Hispanic: 49.9 points Below (Yellow)</p> <p>Two or More: 23.6 points Below (Yellow)</p> <p>White: 18.4 points Below (Green)</p> <p>Foster: 73.0 points Below (Yellow)</p>	<p>Priority 4: Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP Math (per Data Quest)</p> <p>Overall: 37.67%</p> <p>SWD: 13.62%</p> <p>SED: 34.43%</p> <p>English Learners: 13.69%</p> <p>LTEL (Long-Term EL): 1.72%</p> <p>Asian: 55.17%</p> <p>African American: 21.71%</p> <p>Hispanic: 35.57%</p> <p>White: 51.85%</p> <p>Two or More: 48.34%</p> <p>Homeless: 16.30%</p> <p>Foster: 6.67%</p>	<p>Priority 4: Mathematics (per 2024 CA Dashboard):</p> <p>Overall: 38.2 points Below (Yellow)</p> <p>EL: 59.9 points Below (Yellow)</p> <p>SED: 49.5 points Below (Yellow)</p> <p>SWD: 117.4 points Below (Orange)</p> <p>Homeless: 98.3 points Below (Red)</p> <p>African American: 81.7 points Below (Orange)</p> <p>Hispanic: 42.6 points Below (Yellow)</p> <p>Two or More: 14.8 points Below (Green)</p> <p>White: 8.58 points Below (Green)</p> <p>Foster: 68.2 points Below (Yellow)</p>

LCAP Goal Metric 5.3

70

M#	Priority	Baseline	Mid-Year Update
5.3	<p>Priority 3: Parental Involvement addresses:</p> <p>A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site</p>	<p>Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2023-2024 HESD Parent Survey: 98% Agree/Strongly Agree: 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.</p> <p>96% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.</p>	<p>24-25 data not available yet</p> <p>Parents(including parents of unduplicated pupils and pupils with exceptional needs) have input in programs and services, both district-wide and at the school-site level, based on district reviews of parent attendance at School Site Council meetings, District English Learner Advisory Committee meetings, Parent Advisory Committee meetings, and response to parent surveys.</p> <p>All schools maintained a school site council and the council met regularly. The district maintained a Parent Advisory Committee and a district English Learner Advisory Committee which met regularly.</p> <p>2023-2024 HESD Parent Survey: 98% Agree/Strongly Agree: 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.</p> <p>96% Agree/Strongly Agree: There are adequate opportunities for me to become informed about the school's programs.</p>

LCAP Goal 5 Actions

Action Title	Budgeted Expenditure	Actuals February 2025	Implementation Note
Parent/Family Communication	\$0.00	\$0.00	Funded with Title I
Parent. Inv. Activities	\$340,996.88	\$132,369.69	Parent involvement activities are being provided.
Required Committees	\$0.00	\$0.00	Committees are in place.

LCAP Goal Metric 6.1

72

M#	Priority	Baseline	Mid-Year Update
6.1	Priority 6: School Climate as measured by: A. Pupil suspension rates, including SED students at CDS	<p>A. Pupil suspension rates</p> <p>District 2023 CA Dashboard Suspension rate shows</p> <ul style="list-style-type: none"> • All Students had a suspension rate of 5.4% • Socio-Economically Disadvantaged students: 6.1% suspension rate <p>School Site Identified for Equity Multiplier Funds:</p> <ul style="list-style-type: none"> • Community Day School Suspension Rate on the 2023 CA Dashboard <ul style="list-style-type: none"> • Overall: 25% suspension rate (Orange) • Socio-Economically Disadvantaged students: 24.4% suspension rate (Orange) 	<p>A. Pupil suspension rates</p> <p>District 2024 CA Dashboard Suspension rate shows</p> <ul style="list-style-type: none"> • All Students had a suspension rate of 4.2% • Socio-Economically Disadvantaged students: 4.7% suspension rate <p>School Site Identified for Equity Multiplier Funds:</p> <ul style="list-style-type: none"> • Community Day School Suspension Rate on the 2024 CA Dashboard <ul style="list-style-type: none"> • Overall: 28.1% suspension rate (Red) • Socio-Economically Disadvantaged students: 28.3% suspension rate (Red)

LCAP Goal Metric 6.1 (cont.)

73

M#	Priority	Baseline	Mid-Year Update
6.1	Priority 6: School Climate as measured by: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p>24-25 data not available yet</p> <p>SENSE OF SAFETY</p> <p>Per 2023-2024 HESD PARENT SURVEY</p> <p>94% of parents agree or strongly agree with the statement, "My child is safe at school"</p> <p>97% of parents agree or strongly agree with the statement, "The School Resource Office helps keep my child's school safe."</p> <p>Per 2023-2024 HESD STUDENT SURVEY</p> <p>75.91% of students agree or strongly agree with the statement, "I feel safe at school."</p> <p>77.11% of students agree or strongly agree with the statement, "There is an adult that I can talk to if I have a problem at school."</p> <p>66.55% of students agree or strongly agree with the statement, "Teachers, principals, learning directors, student specialists, counselors, or other adults are able to prevent bullying at my school."</p> <p>85.77% of students agree or strongly agree with the statement, "The school resource officer has a good relationship with students at my school."</p> <p>70.37% of students agree or strongly agree with the statement, "The school resource officer is an adult that i can talk to if I have a problem at school."</p> <p>81.90% of students agree or strongly agree with the statement, "The school resource officer makes my school safer."</p>	

LCAP Goal Metric 6.1 (cont.)

74

M#	Priority	Baseline	Mid-Year Update
6.1	Priority 6: School Climate as measured by: C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness	<p><i>24-25 data not available yet</i></p> <p>SCHOOL CONNECTEDNESS: Per 2023-2024 HESD PARENT SURVEY: 96% of parents agree or strongly agree with the statement, "There are adequate opportunities for me to become informed about the school's programs." 98% of parents agree or strongly agree with the statement, "I receive information about my child's progress in the classroom....." 98% of parents agree or 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." 97% of parents agree or strongly agree with the statement, "When I have a question about my child's class work, I can ask for clarification and assistance from my child's teacher." 98% of parents agree or strongly agree with the statement, "I receive adequate information regarding parent meetings/activities such as School Site Council, English Learner Advisory Committee, parent Workshops, Back to School Night, and Parent Education Presentations."</p>	

LCAP Goal Metric 6.1 (cont.)

75

M#	Priority	Baseline	Mid-Year Update
6.1	<p>Priority 6: School Climate as measured by:</p> <p>C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness</p>	<p>Per 2023-2024 HESD STUDENT SURVEY</p> <p>74.71% of students agree or strongly agree with the statement, "Physical Education activities enrich (improve) my experience at school."</p> <p>84.78% of students agree or strongly agree with the statement, "Participating in band enriches (improves) my experience at school."</p> <p>67.06% of students agree or strongly agree with the statement, "Participating in art enriches (improves) my experience at school."</p> <p>69.17% of students agree or strongly agree with the statement, "I enjoy learning at my school."</p> <p>Teacher Sense of Safety & School Connectedness:</p> <p>Teachers will provide their input and voice on school climate and their "sense of school connectedness" through monthly meetings with their HETA bargaining unit. For example, in September HETA Meet and Consult, topic 4: Teacher Safety (HETA/District): HETA is requesting training for de-escalating student behavior. District Assistance Superintendent shared there is a "choice" training opportunity at the upcoming professional development day in October. In addition, school psychologists can be invited to follow up at individual staff meetings. There may also be training available through our Keenan website for school administrators to schedule as needed.</p> <p>92% Agree/Strongly Agree:</p> <p>The three district-wide professional development days are an important with open-ended comments saying they appreciated the training de-escalation techniques.</p> <p>94% of teachers Agree/Strongly Agree: "I feel safe at school."</p> <p>88% of teachers Agree/Strongly Agree: "Parent events help staff and community to connect"</p>	

LCAP Goal Actions

Action Title	Budgeted Expenditure	Actuals February 2025	Implementation Note
Student Support at CDS	\$88,419.00	\$62,034.85	Direct support for students, School health professionals, Counselors, Psychologists, and other professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. (1 FTE position)

Questions?

77



HANFORD ELEMENTARY SCHOOL DISTRICT**AGENDA REQUEST FORM**

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 14, 2025

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☒ Information
☐ Action

Date you wish to have your item considered: February 26, 2025

ITEM: Receive for information a report from the District Parent Advisory Committee for the meeting held on February 4, 2025 (For PAC Meeting #2)

PURPOSE: The PAC advises the board on the educational programs and services included in the Local Control Accountability Plan.

FISCAL IMPACT: PAC is a requirement of the Local Control Funding Formula.

Hanford Elementary School District

Hanford Elementary School District (HESD)
 Parent Advisory Committee
 Meeting #2 Report to the HESD Board of Trustees

Date of Meeting: February 4, 2025
 Starting Time: 9:00 a.m. to 10:30 a.m.

Purpose of the Meeting: To consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

The PAC received information on the following topics:

The Local Control Accountability Plan (LCAP)

- LCAP Structure/Organization & Goals

The California School Dashboard

- CA School Dashboard State Indicators
 - Test Scores in ELA and Math
 - English Learner Progress

Programs and Services (LCAP Actions) to support academic achievement

- Review of Programs and Services (Under LCAP Goals 1 & 2)
-

The PAC made the following recommendations:

1. Recommendations were made on ways to get more communication out to families including:
 - a. Facebook “promotions”
 - b. Paper Flyers
 - c. Thursday Night Market
 - d. Face to Face Tables at School sites
 - e. QR Code place on Progress Reports (yellow cards)
 2. Recommendations around Math Help:
 - a. Utilizing extra staff to pull out students in small groups for assistance
 - b. Utilizing recess and lunch to offer tutoring/help rooms
 - c. Promoting the HESD Public Math Help site
 - d. Replicating a Math Night to teach parents how to teach their student math (like Richmond did.)
 3. Recommendation for After-School activities
 - a. Boys & Girls Club that is new in Hanford and how HESD can partner with them for afterschool activities
-

The Superintendent Responds:

1. The Superintendent supports the recommendation of looking into various avenues of parent communication from the district and school sites to keep parents informed on programs and events. The parent Advisory Committee’s recommendation will be shared with the School Site Leadership Teams.
2. The Superintendent supports the idea of looking to leverage additional assistance and ways to provide greater supports to students. The hiring of additional paraprofessionals is challenging due to the limited number of candidates seeking employment in addition to the ongoing funding of such positions.
3. The Superintendent supports sharing the information on the newly formed Boys & Girls Club with parents, especially at the Junior High level as well as sharing the recommendation with our after-school program supervisor.

HANFORD ELEMENTARY SCHOOL DISTRICT
AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 14, 2025

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☒ Information
☐ Action

Date you wish to have your item considered: February 26, 2025

ITEM: Receive for information a report from the District English Learner Advisory Committee for the meeting held on February 6, 2025 (For DELAC Meeting #2)

PURPOSE: The DELAC advises the board on the educational programs and services for English Learners including services that are part of the Local Control Accountability Plan.

FISCAL IMPACT: DELAC is a requirement of the Local Control Funding Formula and several Federally funded programs.

Hanford Elementary School District

Hanford Elementary School District (HESD) District English Language Advisory Committee Meeting (DELAC) Meeting #2 Report to the HESD Board of Trustees

Date of Meeting: February 6, 2025

Starting Time: 9:00 a.m. to 10:30 a.m.

Purpose of the Meeting: To consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

The DELAC received information on the following topics:

Consolidated Application for Funding

The Local Control Accountability Plan (LCAP)

- LCAP Structure/Organization & Goals

The California School Dashboard

- CA School Dashboard State Indicators
 - Test Scores in ELA and Math
 - English Learner Progress

Programs and Services (LCAP Actions) to support academic achievement & English Learner Progress

- Review of Programs and Services (Under LCAP Goals 1 & 2)
-

The DELAC made the following recommendations:

1. Recommendations were given to encourage more parent participation:
 - a. Parent meetings with raffles as an incentive that would benefit the student this way the child is pushing the parent to go.
 - b. Monthly parent workshops after a PTC meeting. Holding the meetings after school instead of during the school day since most parents work during the day.
 - c. Short meetings 30 minutes at most.
 - d. Encouraging the parents of students who have low academic achievement to come to the meetings.
 - e. Holding in-person meetings rather than virtual
 - f. Having "Pep days"-A parent explained that at Lee Richmond they have a Pep Day 3 times a year. The parents are invited to come and participate in a quick 10-minute activity with their child, and she recommends adding a short 20-minute workshop on whatever is pertinent at the time.
 2. To inform parents about what is on the ELPAC and CAASPP assessments so that they will know how to better prepare their students. For example, on how to access practice tests.
-

The Superintendent Responds:

1. The Superintendent supports the recommendation of looking into various avenues of encouraging more parent participation. The DELAC's recommendation will be shared with the School Site Leadership Teams.
2. The Superintendent supports the recommendation of looking into more ways of informing parents about ELPAC and CAASPP including online generated practice assessments. This recommendation will be shared with the Curriculum and Instruction department.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 02/17/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 02/26/2025

ITEM:

Consider approval of portable classroom lease

PURPOSE:

Simas Elementary School is out of classroom space and will be impacted by the recent number of residential building permits. The District is interested in leasing two portable classrooms for the next four years to help mitigate any immediate impacts.

FISCAL IMPACT:

The cost of the lease is \$720/month per a classroom and an installation cost of \$32,088.

RECOMMENDATIONS:

Approve the portable classroom lease.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: 02/18/25

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 02/26/25

ITEM: Architectural/Engineering Services – Relocatable Classrooms at Simas Elementary

PURPOSE: Enter into work with Gonzalez Architects for architectural and engineering services to place relocatable classrooms at Simas Elementary by August 2025.

FISCAL IMPACT: \$50,000

RECOMMENDATIONS: Approve



February 10, 2025

Ms. Joy Gabler
District Superintendent
Hanford Elementary School District
714 N. White Street
Hanford, CA 93230

**Re: Architectural / Engineering Services Proposal
Relocatable Classrooms Addition at Simas Elementary School
Hanford Elementary School District
G.A. No. 2504**

Dear Joy:

Per our recent conversation with Bill Potter and Doug Rose below is our proposal to provide Architectural & Engineering Design and Construction Administration Services for the Relocatable Classrooms at Simas Elementary School. The portables are being leased from Mobile Modular for two years. Anticipated total Conceptual Estimated Project Construction Cost is \$275,000.

See attached Conceptual Site Plan.

Construction Documents and Specifications for DSA Approval, Estimates,
Bidding and Construction Administration:
Includes Arch'l, Electrical, Telecommunications, Civil and Landscaping.

Architectural & Engineering Fee: \$50,000

Project Schedule: Complete plans by end of March, obtain DSA approval by mid-April, bid and award by late April and early May; construction in June and July with occupancy in August.

Thank you for allowing us the opportunity to submit our proposal for review and approval.
We look forward to working with the District on your facilities.

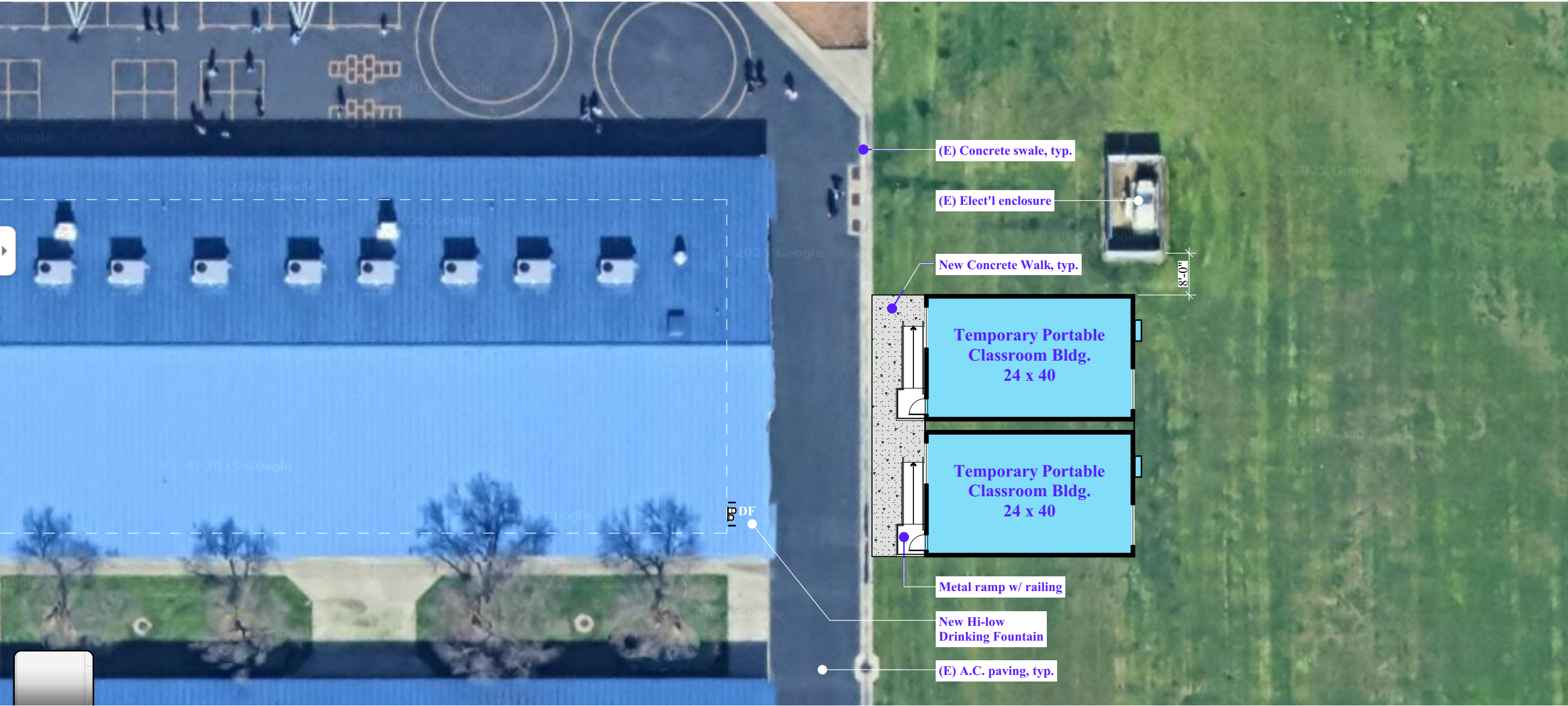
Should you have any questions, please call me.

Sincerely,

GONZALEZ ARCHITECTS

Juan M. Gonzalez,
Principal Architect

- Notes:
1. Additional District request's beyond Design Approval will be compensated based on A/E standard hourly Rates.
 2. The above does not include Reimbursable Expenses; the Reimbursable Expense Factor is 1.12%. The anticipated Reimbursable Expenses are for Topographic Survey, DSA printing of Contract Documents, Bid printing and trips as required to Sacramento for review / approval of documents.
 3. The above includes minor ADA work to Student & Staff Restrooms req'd for DSA approval; major wall adjustments, expansions are not included.



CONCEPTUAL SITE PLAN

SCALE: 1" = 20'-0"

**RELOCATABLE CLASSROOMS
SIMAS ELEMENTARY SCHOOL
HANFORD ELEMENTARY SCHOOL DISTRICT**



GONZALEZ ARCHITECTS

7545 N. DEL MAR AVENUE, SUITE 203 FRESNO CALIFORNIA 93711 TEL: 559-497-1542 FAX: 559-497-1549

GA: 2504 Date: 2/10/2025

Hanford Elementary School District

Agenda Request Form

TO: Board of Trustees

FROM: Joy C. Gabler

DATE: February 18, 2025

For: (X) Board Meeting

For: (X) Action

Date you wish to have your item considered February 26, 2025.

ITEM:

Ratification of PCO 4, 5, 6, 8, 9 for Woodrow Wilson New Adm.

PCO 004 DEMO CURB & GUTTER	\$4366.94
PAID ON PO 250234	

PCO 05 GAS LINE CONNECTION	\$4091.68
PAID ON PO 250234	

PCO 06 DEMO FOOTING	\$5675.28
PAID ON PO 250234	

PCO 08 SEWER POINT OF CONNECTION	\$43,448.42
PCO 09 CHAIN LINK FENCING ADDITION	\$16,689.86

PURPOSE: Field Condition/Unforeseen Field Condition

- PCO 4 Demolish and replace existing curb and gutter as south end of bus drop off
- PCO 5 Gas line connection: point of connection is 100-foot further south than indicated on plans.
- PCO 6 Demolition and removal of footing in drive lane.
- PCO 8 Per RFI 13, revised sewer point of connection.
- PCO 9 Chain link fence addition.

FISCAL IMPACT: \$74,272.18

RECOMMENDATION:

Approve ratification of PCO's 4, 5, 6, 8, 9

MANGINI

BARENG MORRELLI SCOTT

MANGINI ASSOCIATES INC.

4320 West Mineral King Avenue

Visalia, California 93291

(559) 627-0530

www.mangini.us

CHANGE ORDER

NO. 02

TO: Ardent General, Inc.
2960 N. Burl Avenue
Fresno, CA 93727

DATE: December 31, 2024
CHANGE ORDER NO.: Two
PROJECT NO.: 2246

PROJECT: New Administration Building at Woodrow Wilson Jr.
High School
Hanford Elementary School District

THE CONTRACT IS CHANGED AS FOLLOWS:

See attached Exhibit "A" for Description of Work.

TOTAL ADDS: \$74,272.18

TOTAL THIS CHANGE ORDER: \$74,272.18

Attachments: None

The Contractor agrees that this resolution constitutes a final accord and satisfaction of the Contractor's rights with respect to this change order.

The original Contract Sum was.....	\$3,250,000.00
Net change by previous Change Orders	\$100,928.25
The Contract Sum prior to this Change Order was.....	\$3,350,928.25
The Contract Sum will be changed by this Change Order	\$74,272.18
The new Contract Sum including this Change Order will be	\$3,425,200.43

The Contract Time will be ~~(increased)~~ ~~(decreased)~~ **(unchanged) ZERO DAYS** (0) days

The Date of Completion as of the date of this Change Order therefore is June 11, 2025

Contractor:

Melanie Gould
~~James Myers~~ *Melanie Gould*
Ardent General, Inc.

Date:

1/6/25

Architect:

J. Morrelli
J. Ryan Morrelli, Architect
Mangini Associates, Inc.

Date:

1.17.2025

Owner:

Joy Gabler, Superintendent
Hanford Elementary School District

Date:

CHANGE ORDER NO. 2
NEW ADMIN BLDG. AT WOODROW WILSON

EXHIBIT "A"

Description of Work

Item No. 1:

BL # : Per RFI 11, demolish and replace existing curb and gutter at south end of bus drop off.

ADD \$4,366.94

Reason: Unforeseen Field Condition.

Item No. 2:

BL # : Gas line connection: point of connection is 100 foot further south than indicated on plans.

ADD \$4,091.68

Reason: Field Condition.

Item No. 3:

BL # : Demolition and removal of footing in drive lane.

ADD \$5,675.28

Reason: Unforeseen Field Condition.

Item No. 4:

BL # : Per RFI 13, revised sewer point of connection.

ADD \$43,448.42

Reason: Field Condition.

Item No. 5:

BL # : Chain link fence addition.

ADD \$16,689.86

Reason: Field Condition.

TOTAL ADDS \$74,272.18
 TOTAL DEDUCTS \$0.00
TOTAL THIS CHANGE ORDER \$74,272.18

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/17/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 02/26/2025

ITEM:

Consider approval of the Transportation Plan.

PURPOSE:

As a condition of receiving apportionments under Section 41850.1, a local educational agency shall develop a plan describing the transportation services it will offer to its pupils, and how it will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 to 6, inclusive, and pupils who are low income. The plan shall be adopted by the local educational agency's governing board on or before April 1, 2023, and updated by April 1 each year thereafter.

FISCAL IMPACT:

Transportation funding in the estimated amount of \$783,256 is contingent on the board approved Transportation Plan.

RECOMMENDATIONS:

Approve the Transportation Plan.

Hanford Elementary School District TRANSPORTATION SERVICES PLAN





TRANSPORTATION DEPARTMENT

INTRODUCTION

Per Education Code (EC) Section 39800.1, as a condition of receiving apportionments for Transportation Services (under EC Section 41850.1), a local educational agency shall develop a plan describing the transportation services. The plan shall be presented and adopted by the governing board of the local educational agency on or before April 1, 2023. The plan may provide for the local educational agency to partner with a municipally owned transit system to provide service pursuant to this section to middle school and high school pupils. Nothing in a local educational agency's plan shall preclude a local educational agency from providing no-cost transit passes to pupils.

OUR DISTRICT

The Hanford Elementary School District (HESD) is a medium rural sized school district offering instruction to students from transitional kindergarten through eighth grade. The district operates eight elementary schools, two junior high Schools, one K-8 magnet school, and one Community Day School. The district serves approximately 5,400 students per year.

DESCRIPTION OF TRANSPORTATION SERVICES

The district's school bus fleet will travel over 72,000 miles annually, transporting regular education students and special needs students to and from their respective schools daily. The district operates eight regular education routes and two special needs routes each day. In addition, Kings County Transportation Authority transports Hanford Elementary students that are enrolled in classes operated by the Kings County Office of Education. Transportation is also provided for approximately 590 activity trips (curricular, extra-curricular and athletic) that support the educational activities of the schools. The bus fleet consists of twenty-one buses, eleven of which are electric and ten diesels.

Hanford Elementary School District offers FREE home-to-school transportation services to all students that live outside the walking distance of one mile as prescribed by board policy. To prioritize students in K-6 the district has reduced the walking distance to 3/4 of a mile and recommends that parents use the transportation services to maintain regular attendance. The district has established neighborhood bus stops for the community, identified known safety hazards such as railroad tracks, four lane roads and highways, and busy intersections, and has provided additional bus stops for students to avoid these hazards. The district requires a parent or guardian to pick up Kindergarten and younger students at the respective stops. Hanford Elementary has developed a

Courtesy Transportation Program that allows parents to request additional services to accommodate family needs.

TRANSPORTATION SERVICES FOR HOMELESS CHILDREN, FOSTER YOUTH AND PUPILS WITH DISABILITIES

Hanford Elementary School District offers transportation services in the least restrictive environment to all homeless students, foster youth, and pupils with disabilities that meet the criteria for severely disabled and/or non-ambulatory. Whenever possible, the district provides students with special circumstances access to regular home to school routes so they can be with their peers, Hanford Elementary provides door to door regular bus use for students who are disabled and/or may need extra service as prescribed in their Individual Education Plan (IEP). Hanford Elementary School District provides 2 non-ambulatory or disabled bus routes with wheelchair access. If there is no space available on existing district school buses, or the distance does not allow reasonable service the district provides a reimbursement program to families so they can safely transport their student to school.

The department also supports its special needs, homeless and foster youth students by providing transportation services for activity trips that support the educational activities of the schools, including curricular, extra-curricular and athletic trips for students of the district.

TRANSPORTATION SERVICES FOR UNDUPLICATED STUDENTS

Hanford Elementary School District offers free home-to-school transportation services to all unduplicated students that live outside the geographical transportation boundary of one mile and prioritizes students in K-6 by reducing the walking distance to 3/4 of a mile

DEVELOPMENT OF TRANSPORTATION PLAN

The transportation plan is being developed in consultation with Educational Partners composed of classified staff, teachers, parents, students, and administrators. The district is also working with the City of Hanford, the San Joaquin Valley Air Pollution Control District, California Energy Commission (CEC), and California Air Resources Board (CARB) for their input and recommendations. Hanford Elementary meets with the city of Hanford yearly to provide a map of all the neighborhood bus stops provided for student use. At the beginning of every school year the transportation plan is shared with the administrative team to provide changes and receive feedback for the coming year

The plan is posted on the district website and has been emailed to key Educational Partners who were asked to provide input on the proposed plan. In addition, public comments may be submitted at a Hanford Elementary School District School District Regular Board Meeting.

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: David Endo

DATE: 02/17/2025

FOR: ☒ Board Meeting
☐ Superintendent's Cabinet

FOR: ☐ Information
☒ Action

Date you wish to have your item considered: 02/26/2025

ITEM:

Consider declaring item(s) surplus.

PURPOSE:

The following item(s) is in need to be declared surplus:

13916591 2021 Toyota RAV4 VIN# JTMCB3FVXMD064475
13915687 2020 Nissan Leaf VIN# 1N4AZ1BP0LC310460

FISCAL IMPACT:

There will be an undetermined increase in local revenue,

RECOMMENDATIONS:

Declare item(s) surplus.

File

Asset #: 13918591
Class Code: 26 LICENSED VEHICLES
Catalog #: 1000-VEHICLES, LICENSE

Site: 13-DISTRICT OFFICE
Building: 0001-DISTRICT OFFICE
Room: 0004-FACILITIES

Description
2021 TOYOTA RAV4 HYBRID

MFC, Model Number: RAV4 PRIME
Serial Number: JTMCB3FVXMD064475
Condition: Good

Replacement Cost: \$39,759.68
Residual Value: 0
Life Span (in years): 8
***Residual Value needs to be zero to fully depreciate the asset.**

Date Retired: / /
Date Last Inventoried: 11/27/2024
Date Last Changed: 01/31/2022

Update Retire Details Cancel

Date Entered: 1/31/2022 \$39,759.68

File

Asset #: 13915687
Class Code: 26 LICENSED VEHICLES
Catalog #: 1000-VEHICLES, LICENSE

Site: 11-MAINTENANCE
Building: 0003-CRS-COMPUTER LAB
Room: IT SHOP-COMPUTER LAB

Description
2020 NISSAN LICENSE #1594398

MFC, Model Number: LEAF
Serial Number: 1N4AZ1BP0LC310460
Condition: Good

Replacement Cost: \$29,839.78
Residual Value: 0
Life Span (in years): 8
***Residual Value needs to be zero to fully depreciate the asset.**

Date Retired: / /
Date Last Inventoried: / /
Date Last Changed: 11/21/2024

Update Retire Details Cancel

Date Entered: 3/4/2021 \$29,839.78

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy C. Gabler
 FROM: Jay Strickland
 DATE: February 14, 2025

For: ☒ Board Meeting
☐ Superintendent's Cabinet
☐ Information
☒ Action

Date you wish to have your item considered: 02/26/25

ITEM: Consider for adoption the Comprehensive Safety Plan for the following schools:

Hamilton School	Roosevelt School
Lincoln School	Washington School
Jefferson Charter Academy	Simas School
Monroe School	Community Day School
King School	John F. Kennedy Jr. High School
Lee Richmond School	Woodrow Wilson Jr. High School

PURPOSE: Students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. It is mandated that each school site develop and forward to the Board of Trustees, for approval, a Comprehensive Safety Plan relevant to the needs and resources of that particular school in order to ensure a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior and respect for others. This includes safety procedures for a multitude of emergency events.

FISCAL IMPACT (if any): None

RECOMMENDATION (if any): Approve

HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 14, 2025

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: February 26, 2025

ITEM: Receive for Action BP/AR 0460 Local Control Accountability Plan

PURPOSE:

Board Policy and Administrative Regulation 0460 - Local Control and Accountability Plan Policy
 updated to reflect:

NEW LAW (SB 153, 2024) which

- (1) requires Learning Recovery Emergency Funds received by districts to be included in the local control and accountability plan (LCAP) or annual update to the LCAP for the period July 1, 2025 to June 30, 2028,
- (2) extends the date to July 1, 2027 by which an Individuals with Disabilities Education Act Addendum is required to be completed by identified districts,
- (3) provides that if the Governing Board is unable to review local indicator data due to an emergency specified in law, the local indicator data is required to be reviewed at the next Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed is required to be adopted and submitted to the California Department of Education.

NEW LAW (SB 114, 2023) which requires districts that receive local control funding formula equity multiplier funding to include specific goals in the LCAP for each school generating such funding.

In addition, policy updated to clarify that the District English Learner Advisory Committee may serve as the district's LCAP English Learner Parent Advisory Committee.

FISCAL IMPACT: N/A

RECOMMENDATION: Approve BP/AR 0460

**Board Policy Manual
Hanford Elementary School District**

Policy 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 08/13/2014 | **Last Revised Date:** 02/28/2024 | **Last Reviewed Date:** 02/28/2024

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The Governing Board desires to ensure the most effective use of available funding to improve outcomes for all students. A comprehensive, data-driven planning process shall be used to identify annual goals and specific actions which are aligned with the district budget and facilitate continuous improvement of district practices.

The Board shall adopt a districtwide local control and accountability plan (LCAP) and an annual update to the LCAP, based on the most up-to-date template adopted by the State Board of Education (SBE), that addresses the state priorities in Education Code 52060 and any local priorities adopted by the Board. The LCAP and the annual update shall be adopted or updated, as required, on or before July 1 of each year.—(Education Code 52060, 52064; 5 CCR 15494-15497)

The LCAP and the annual update shall focus on improving outcomes for all students, particularly those who are "unduplicated students" or are part of any numerically significant student subgroup that is at risk of or is underperforming.—(Education Code 52060, 52064)

An "unduplicated student" is a student who is eligible for free or reduced-price meals, who is an English learner, or who is a foster youth, as defined in Education Code 42238.01.—(Education Code 42238.02)

Numerically significant student subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness, when there are at least 30 students in the subgroup or at least 15 foster youth, students experiencing homelessness, or long-term English learners.—(Education Code 52052)

The LCAP shall also include focused goals, as specified in Education Code 52064, for each school generating local control funding formula (LCFF) equity multiplier funds.

Beginning July 1, ~~2025~~2027, if the district is identified by the California Department of Education (CDE) as needing an improvement plan pursuant to 34 CFR 300.600-300.647, the Board shall adopt, and update on an annual basis, an Individual with Disabilities Education Act (IDEA) Addendum, based on the template adopted by SBE. However, if the district adopts an improvement plan after being identified, but before July 1, ~~2025~~2027, the IDEA Addendum shall be developed upon expiration of the adopted improvement plan, but no later than July 1, ~~2028~~2030,

whichever occurs first. The IDEA ~~addendum~~Addendum shall be developed, reviewed, and approved in conjunction with and in the same manner as the LCAP and the annual update, and shall be submitted to CDE within 15 days of adoption by the Board.—(Education Code 52064.3)

The Superintendent or designee shall review the school plan for student achievement (SPSA) submitted by each district school pursuant to Education Code 64001 to ensure that the specific actions included in the LCAP are consistent with strategies included in the SPSA.—(Education Code 52062)

The LCAP shall also be aligned with other district and school plans, to the extent possible, in order to minimize duplication of effort and provide clear direction for program implementation.

As part of the adoption of the LCAP and the annual update, the Board shall separately adopt a ~~local control funding formula~~LCFF budget overview for parents/guardians, based on the template developed by SBE, which includes specified information relating to the district's budget. The budget overview shall be adopted, reviewed, and approved in the same manner as the LCAP and the annual update.—(Education Code 52064.1)

Advisory Committees

The Board shall establish a parent advisory committee, which shall be composed of a majority of parents/guardians and shall include parents/guardians of unduplicated students and parents/guardians of students with disabilities.—(Education Code 52063; 5 CCR 15495)

Whenever district enrollment includes at least 15 percent English learners, with at least 50 students who are English learners, the Board shall establish an English ~~learner-parent advisory committee~~Learner Parent Advisory Committee, which shall be composed of a majority of parents/guardians of English learners.—(Education Code 52063; 5 CCR 15495)

~~Beginning July 1, 2024, unless~~The District English Learner Advisory Committee (DELAC) may serve as the district's LCAP English Learner Parent Advisory Committee, as specified in Administrative Regulation 6174 - Education for English Learners.

Unless a student advisory committee is established to provide advice to the Board and Superintendent, two students shall be included as full members of the parent advisory committee. The students shall serve for a renewable term of one full school year.—(Education Code 52063)

Student members of the parent advisory committee or the student advisory committee shall represent the diversity of the district's students, including geographical, socioeconomic, cultural, physical, and educational diversity, and particular effort shall be made to reach out to at-risk or disadvantaged students to serve as members of such committees.—(Education Code 52063)

The Superintendent or designee shall present the LCAP and the annual update to each of these committee(s) before they are submitted to the Board for adoption, and shall respond in writing to comments received from the committee(s).

LCAP Development and Consultation

The Superintendent or designee shall gather data and information needed for effective and meaningful development of the LCAP and present it to the Board and community. Such data and information shall include, but not be limited to, data regarding the number of students in student subgroups, disaggregated data on student achievement levels, and information about current programs and expenditures.

The Board shall consult with teachers, principals, administrators, other school personnel, employee bargaining units, parents/guardians, and students in developing the LCAP and the annual update. Consultation with students shall enable unduplicated students and other numerically significant student subgroups to review and comment on LCAP development and may include surveys of students, student forums and committees, and/or meetings with student government bodies or other groups representing students.—(Education Code 52060; 5 CCR 15495)

As part of the parent/guardian and community engagement process, the district shall solicit input on effective and appropriate instructional methods, including, but not limited to, establishing language acquisition programs to enable all students, including English learners and native English speakers, to have access to the core academic content standards and to become proficient in English.—(Education Code 305-306)

The Superintendent or designee shall consult with the administrator(s) of the special education local plan area of which the district is a member to ensure that specific actions for students with disabilities are included in the LCAP and are consistent with strategies included in the annual assurances support plan for the education of students with disabilities.—(Education Code 52062)

The Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. All written notifications related to the LCAP and the annual update shall be provided in the primary language of parents/guardians when required by Education Code 48985.—(Education Code 52062)

The Board shall hold at least one public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP and the annual update. The public hearing shall be held at the same meeting as the budget hearing required pursuant to Education Code 42127 and Board Policy 3100 - Budget.—(Education Code 52062)

Adoption and Submission

The Board shall adopt the LCAP and the annual update prior to adopting the district budget, but at the same public meeting. This meeting shall be held after the public hearing described above, but not on the same day as the hearing. ~~—~~ (Education Code 52062)

Not later than five days after adoption of the LCAP, the annual update, the district budget, and the budget overview for parents/guardians, the Board shall file the LCAP, the annual update, the budget, and the budget overview with the County Superintendent of Schools. ~~—~~ (Education Code 42127, 52064.1, 52070)

If the County Superintendent sends, by August 15, a written request for clarification of the contents of the LCAP and the annual update, the Board shall respond in writing within 15 days of the request. If the County Superintendent then submits recommendations for amendments within 15 days of receiving the Board's response, the Board shall consider those recommendations in a public meeting within 15 days of receiving the recommendations. ~~—~~ (Education Code 52070)

If the County Superintendent does not approve the district's LCAP and the annual update, the Board shall accept technical assistance from the County Superintendent focused on revising the LCAP and the annual update so that they can be approved. ~~(Education Code 52071)~~ (Education Code 52071)

If the Board is unable to review local indicator data due to any emergency specified in Education Code 46392, the local indicator data shall be reviewed at the next Board meeting, and a resolution describing the emergency event and the date on which the local indicator data was reviewed shall be adopted and submitted to CDE. (Education Code 52064.5)

Revisions

The Board may adopt revisions to the LCAP and the annual update at any time during the period in which it is in effect, provided the Board follows the process to adopt the LCAP and the annual update pursuant to Education Code 52062 and the revisions are adopted in a public meeting.

Monitoring Progress and Complaints

The Superintendent or designee shall report to the Board, at least annually in accordance with the timeline and indicators established by the Superintendent and the Board, regarding the district's progress toward attaining each goal identified in the LCAP. Evaluation shall include, but not be limited to, an assessment of district and school performance reported on the California School Dashboard. Evaluation data shall be used to recommend any necessary revisions to the LCAP.

Any complaint that the district has not complied with legal requirements pertaining to the LCAP may be filed pursuant to Administrative Regulation 1312.3 - Uniform Complaint

Procedures.—(Education Code 52075)

Technical Assistance

If the district's LCAP and the annual update are not approved, the district shall accept technical assistance or other intervention that may be required pursuant to Education Code 52071.

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5-CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program

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Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900	California Longitudinal Pupil Achievement Data System
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement
Management Resources	Description
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014

California Department of Education Publication	<u>California School Accounting Manual</u>
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California School Dashboard</u>
Website	<u>CSBA</u>
Website	<u>California Department of Education</u>

Cross-References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization
0420.41	Charter School Oversight
0420.41	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement

1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1340	Access To District Records
1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
3100	Budget
3100	Budget
3110	Transfer Of Funds
3231	Impact Aid
3460	Financial Reports And Accountability
3460	Financial Reports And Accountability
3517	Facilities Inspection
3517	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
4112.2	Certification
4113	Assignment
4113	Assignment

4131	Staff Development
4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
4340	Bargaining Units
5030	Student Wellness
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5137	Positive School Climate
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
6020	Parent Involvement
6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.5	Environmental Education
6142.92	Mathematics Instruction

6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program

6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies
9320	Meetings And Notices

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State

5 CCR 15494-15497

Description

[Local control and accountability plan and spending requirements](#)

Ed. Code 17002

[State School Building Lease-Purchase Law, including definition of good repair](#)

Ed. Code 305-306

[English language education](#)

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Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment
Ed. Code 46392	Emergency average daily attendance
Ed. Code 47604.33	Submission of reports by charter schools
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Ed. Code 51220	Course of study for grades 7-12
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Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900	California Longitudinal Pupil Achievement Data System
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans

34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement
Management Resources	Description
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	LCFF Frequently Asked Questions
California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California School Accounting Manual
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision Vision

0000 0400	Vision Comprehensive Plans
0400 0415	Comprehensive Plans Equity
0415 0420	Equity School Plans/Site Councils
0420	School Plans/Site Councils School Plans/Site Councils
0420.4	School Plans/Site Councils Charter School Authorization
0420.4	Charter School Authorization Charter School Authorization
0420.441	Charter School Authorization Charter School Oversight
0420.41	Charter School Oversight Charter School Oversight
0420.41-E(1) 0430	Charter School Oversight Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education Comprehensive Local Plan For Special Education
0430 0440	Comprehensive Local Plan For Special Education District Technology Plan
0440	District Technology Plan District Technology Plan
0440 0450	District Technology Plan Comprehensive Safety Plan
0450	Comprehensive Safety Plan Comprehensive Safety Plan
0450 0500	Comprehensive Safety Plan Accountability
0500 0520	Accountability Intervention In Underperforming Schools
0520.1	Intervention In Underperforming Schools Comprehensive And Targeted School Improvement
0520 1100	Intervention In Underperforming Schools Communication With The Public
1100 1113	Communication With The Public District And School Websites
1113	District And School Websites District And School Websites
1113	District And School Websites District And School Websites
1113-E(1) 1220	District And School Websites Citizen Advisory Committees
1220	Citizen Advisory Committees Citizen Advisory Committees
1220 1312.3	Citizen Advisory Committees Uniform Complaint Procedures
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<u>71106173</u>	<u>Facilities Master Plan</u> <u>Education For Homeless Children</u>
<u>71106173</u>	<u>Facilities Master Plan</u> <u>Education For Homeless Children</u>
<u>92306173</u>	<u>Orientation</u> <u>Education For Homeless Children</u>
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<u>6173.4</u>	<u>Education For American Indian Students</u>
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<u>6174</u>	<u>Education For English Learners</u>
<u>6177</u>	<u>Summer Learning Programs</u>
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<u>6179</u>	<u>Supplemental Instruction</u>
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**Board Policy Manual
Hanford Elementary School District**

Regulation 0460: Local Control And Accountability Plan

Status: ADOPTED

Original Adopted Date: 08/13/2014 | **Last Revised Date:** 02/28/2024 | **Last Reviewed Date:** 02/28/2024

Goals and Actions Addressing State and Local Priorities

The district's local control and accountability plan (LCAP) shall include, for the district and each district school:—(Education Code 52060)

1. A description of the annual goals established for all students and for each numerically significant subgroup as defined in Education Code 52052, including ethnic subgroups, socioeconomically disadvantaged students, English learners, long-term English learners, students with disabilities, foster youth, and students experiencing homelessness.

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The LCAP shall identify goals for each of the following state priorities:

- a. The degree to which district teachers are appropriately assigned in accordance with Education Code 44258.9 and fully credentialed in the subject areas and for the students they are teaching; every district student has sufficient access to standards-aligned instructional materials as determined pursuant to Education Code 60119; and school facilities are maintained in good repair as specified in Education Code 17002
- b. Implementation of the academic content and performance standards adopted by the State Board of Education (SBE), including how the programs and services will enable English learners to access the Common Core State Standards and the English language development standards for purposes of gaining academic content knowledge and English language proficiency
-
- c. Parent/guardian involvement and family engagement, including efforts the district makes to seek parent/guardian input in district and school site decision making and how the district will promote parent/guardian participation in programs for unduplicated students, as defined in Education Code 42238.02 ~~and Board policy~~, and students with disabilities
- d. Student achievement, as measured by all of the following, as applicable:
 - i. Statewide assessments of student achievement
 - ii. The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University; have successfully completed career technical

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education (CTE) sequences or programs of study that align with SBE-approved ~~career technical education~~ CTE standards and frameworks, including, but not limited to, those described in Education Code 52302, 52372.5, or 54692; and have successfully completed both college entrance courses and CTE sequences or programs

- iii. The percentage of English learners who make progress toward English proficiency as measured by the SBE-certified assessment of English proficiency
 - iv. The English learner reclassification rate
 - v. The percentage of students who have passed an Advanced Placement examination with a score of 3 or higher
 - vi. The percentage of students who demonstrate college preparedness in the Early Assessment Program pursuant to Education Code 99300-99301
 - e. Student engagement, as measured by school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates, as applicable
 - f. School climate, as measured by student suspension and expulsion rates and other local measures, including surveys of students, parents/guardians, and teachers on the sense of safety and school connectedness, as applicable
 - g. The extent to which students have access to and are enrolled in a broad course of study that includes all of the subject areas described in Education Code 51210 and 51220, as applicable, including the programs and services developed and provided to unduplicated students and students with disabilities, and the programs and services that are provided to benefit these students as a result of supplemental and concentration grant funding pursuant to Education Code 42238.02 and 42238.03
 - h. Student outcomes, if available, in the subject areas described in Education Code 51210 and 51220, as applicable
-
- 2. Any goals identified for any local priorities established by the Governing Board:
 - 3. A description of the specific actions the district will take during each year of the LCAP to achieve the identified goals, including the enumeration of any specific actions necessary for that year to correct any deficiencies in regard to the state and local priorities specified in Items #1-2 above:

Such actions shall not supersede provisions of existing collective bargaining agreements within the district.

For purposes of the descriptions required by Items #1-3 above, the Superintendent or designee may consider qualitative information, including, but not limited to, findings that result from any

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school quality review conducted pursuant to Education Code 52052 or any other reviews.—(Education Code 52060)

For any local priorities addressed in the LCAP, the Superintendent or designee shall identify and include in the LCAP the method for measuring the district's progress toward achieving those goals.—(Education Code 52060)

To the extent practicable, data reported in the LCAP shall be reported in a manner consistent with how information is reported on the California School Dashboard.—(Education Code 52060)

Increase or Improvement in Services for Unduplicated Students

The LCAP shall demonstrate how the district will increase or improve services for unduplicated students at least in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated students.—(5 CCR 15494-15496)

When the district expends supplemental and/or concentration grant funds on a districtwide or schoolwide basis during the year for which the LCAP is adopted, the district's LCAP shall:—(5 CCR 15496)

1. Identify those services that are being funded and provided on a districtwide or schoolwide basis
2. Describe how such services are principally directed towards, and are effective in, meeting the district's goals for unduplicated students in the state priority areas and any local priority areas
3. If the enrollment of unduplicated students is less than 55 percent of district enrollment or less than 49.410 percent of school enrollment, describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated students in the state priority areas and any local priority areas.

The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experiences, or educational theory.

Timeline

By February 28 of each year, the Superintendent or designee shall provide a report to the Board on the annual update to the LCAP and the budget overview for parents/guardians. The report, which shall be presented to the Board at a regular meeting as a nonconsent item, shall include all available midyear outcome data related to metrics identified in the current year's LCAP and all available midyear expenditure and implementation data on all actions identified in the current year's LCAP.—(Education Code 52062)

By May 15, but in no event later than May 31, the Superintendent or designee shall present the

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drafts of the LCAP and the annual update to the committees listed in the accompanying ~~board~~Board policy for review and comment and shall provide each committee with a reasonable date by which each committee shall provide comments on the drafts. The Superintendent or designee shall respond in writing to comments received from the committee(s) no later than the public hearing on the LCAP and the annual update.

At the same time as the drafts of the LCAP and the annual update are presented to these committees, the Superintendent or designee shall notify members of the public of the opportunity to submit written comments regarding the specific actions and expenditures proposed to be included in the LCAP. The notification shall be provided using the most efficient method of notification possible, which may not necessarily include producing printed notices or sending notices by mail. The notification shall also provide the deadline by which all written comments must be received, which shall be no later than the deadline for comments from the committee(s). All such written notifications shall be provided in the primary language of parents/guardians when required by Education Code 48985.—(Education Code 52062)

Availability

The Superintendent or designee shall prominently post the LCAP, any updates or revisions to the LCAP, the annual update, the IDEA Addendum as applicable, and the local control funding formula budget overview for parents/guardians on the homepage of the district's website and the performance overview portion of the Dashboard.—(Education Code 52064.1, 52064.3, 52065)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 15494-15497	Local control and accountability plan and spending requirements
Ed. Code 17002	State School Building Lease-Purchase Law, including definition of good repair
Ed. Code 305-306	English language education
Ed. Code 33430-33436	Learning Communities for School Success Program; grants for LCAP implementation
Ed. Code 41020	Requirement for annual audit
Ed. Code 41320-41322	Emergency apportionments
Ed. Code 42127	Public hearing on budget adoption
Ed. Code 42238.01-42238.07	Local control funding formula
Ed. Code 44258.9	County superintendent review of teacher assignment

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Ed. Code 47604.33	Submission of reports by charter schools
Ed. Code 47606.5	Charter schools; local control and accountability plan
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 52052	Numerically significant student subgroups
Ed. Code 52059.5	Statewide system of support
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 52302	Regional occupational centers and programs
Ed. Code 52372.5	Linked learning program
Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution
Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
Ed. Code 60900	California Longitudinal Pupil Achievement Data System
Ed. Code 64001	School plan for student achievement; consolidated application programs
Ed. Code 99300-99301	Early Assessment Program
W&I Code 300	Dependent child of the court
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6826	Title III funds; local plans
34 CFR 300.600-300.647	Education of students with disabilities; monitoring, enforcement, confidentiality, and program information
34 USC 300.600	State monitoring and enforcement
Management Resources	Description
California Department of Education Publication	California Career Technical Education Model Curriculum Standards, 2013
California Department of Education Publication	LCFF Frequently Asked Questions

California Department of Education Publication	Local Control and Accountability Plan and Annual Update (LCAP) Template
California Department of Education Publication	California Common Core State Standards: English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, rev. 2013
California Department of Education Publication	California Common Core State Standards: Mathematics, rev. 2013
California Department of Education Publication	California English Language Development Standards, 2012
California Department of Education Publication	California School Dashboard
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	<u>California School Accounting Manual</u>
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016
CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California School Dashboard</u>
Website	<u>CSBA</u>
Website	<u>California Department of Education</u>

Cross-References

Code	Description
0000	Vision
0400	Comprehensive Plans
0415	Equity
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0420.4	Charter School Authorization
0420.4	Charter School Authorization

0420.41	Charter School Oversight
0420.41	Charter School Oversight
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0440	District Technology Plan
0440	District Technology Plan
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0500	Accountability
0520	Intervention In Underperforming Schools
0520.1	Comprehensive And Targeted School Improvement
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
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1340	Access To District Records
2121	Superintendent's Contract
2210	Administrative Discretion Regarding Board Policy
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3100	Budget
3110	Transfer Of Funds

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3460	Financial Reports And Accountability
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3517	Facilities Inspection
3553	Free And Reduced Price Meals
3553	Free And Reduced Price Meals
4112.2	Certification
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4140	Bargaining Units
4231	Staff Development
4240	Bargaining Units
4315	Evaluation/Supervision
4331	Staff Development
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5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
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5144	Discipline
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5144.1	Suspension And Expulsion/Due Process
5144.2	Suspension And Expulsion/Due Process (Students With Disabilities)
5145.6	Parent/Guardian Notifications
5145.6	Parent/Guardian Notifications
5145.9	Hate-Motivated Behavior

5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6011	Academic Standards
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6020	Parent Involvement
6120	Response To Instruction And Intervention
6141.4	International Baccalaureate Program
6141.5	Advanced Placement
6142.5	Environmental Education
6142.92	Mathematics Instruction
6142.93	Science Instruction
6143	Courses Of Study
6143	Courses Of Study
6146.1	High School Graduation Requirements
6151	Class Size
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6153	School-Sponsored Trips
6153	School-Sponsored Trips
6159	Individualized Education Program
6159	Individualized Education Program
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6163.1	Library Media Centers
6164.2	Guidance/Counseling Services

6164.4	Identification And Evaluation Of Individuals For Special Education
6164.4	Identification And Evaluation Of Individuals For Special Education
6164.5	Student Success Teams
6164.5	Student Success Teams
6164.6	Identification And Education Under Section 504
6164.6	Identification And Education Under Section 504
6171	Title I Programs
6171	Title I Programs
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.4	Education For American Indian Students
6174	Education For English Learners
6174	Education For English Learners
6177	Summer Learning Programs
6178	Career Technical Education
6178	Career Technical Education
6179	Supplemental Instruction
6184	Continuation Education
6184	Continuation Education
6190	Evaluation Of The Instructional Program
7110	Facilities Master Plan
9230	Orientation
9310	Board Policies

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Meetings And Notices

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Ed. Code 305-306	English language education
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Ed. Code 46392	Emergency average daily attendance
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Ed. Code 54692	Partnership academies
Ed. Code 60119	Sufficiency of textbooks and instructional materials; hearing and resolution

Ed. Code 60605.8	California Assessment of Academic Achievement; Academic Content Standards Commission
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Ed. Code 99300-99301	Early Assessment Program
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California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
CSBA Publication	The California School Dashboard and Small Districts, October 2018
CSBA Publication	Promising Practices for Developing and Implementing LCAPs, Governance Brief, November 2016

CSBA Publication	LCFF Rubrics, Issue 1: What Boards Need to Know About the New Rubrics, Governance Brief, rev. October 2016
Website	CSBA District and County Office of Education Legal Services
Website	California School Dashboard
Website	CSBA
Website	California Department of Education

Cross References

Code	Description
0000	Vision Vision
00000400	Vision Comprehensive Plans
04000415	Comprehensive Plans Equity
04150420	Equity School Plans/Site Councils
0420	School Plans/Site Councils School Plans/Site Councils
0420.4	School Plans/Site Councils Charter School Authorization
0420.4	Charter School Authorization Charter School Authorization
0420.441	Charter School Authorization Charter School Oversight
0420.41	Charter School Oversight Charter School Oversight
0420.41 E(1)0430	Charter School Oversight Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education Comprehensive Local Plan For Special Education
04300440	Comprehensive Local Plan For Special Education District Technology Plan
0440	District Technology Plan District Technology Plan
04400450	District Technology Plan Comprehensive Safety Plan
0450	Comprehensive Safety Plan Comprehensive Safety Plan
04500500	Comprehensive Safety Plan Accountability
05000520	Accountability Intervention In Underperforming Schools
0520.1	Intervention In Underperforming Schools Comprehensive And Targeted School Improvement
05201100	Intervention In Underperforming Schools Communication With The Public

1100 1113	Communication With The Public District And School Websites
1113	District And School Websites District And School Websites
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1113-E(1) 1220	District And School Websites Citizen Advisory Committees
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<u>61716164.2</u>	<u>Title I Programs</u> Guidance/Counseling Services
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<u>61736164.4</u>	<u>Education For Homeless Children</u> Identification And Evaluation Of Individuals For Special Education
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<u>6173.16164.5</u>	<u>Education For Foster Youth</u> Student Success Teams
<u>6173.16164.6</u>	<u>Education For Foster Youth</u> Identification And Education Under Section 504
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<u>6184</u>	<u>Continuation Education</u>
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HANFORD ELEMENTARY SCHOOL DISTRICT

AGENDA REQUEST FORM

TO: Joy Gabler

FROM: Robert Heugly

DATE: February 14, 2025

For: ☒ Board Meeting
☐ Superintendent's Cabinet

For: ☐ Information
☒ Action

Date you wish to have your item considered: February 26, 2025

ITEM: Receive for Action BP/AR 6020 Parent Involvement

PURPOSE: The policy was reviewed and no changes were made from last year's approved policy. The policy reflects the requirements to work with parents/guardians and family members to jointly develop the district's parent involvement policy and to include strategies for family engagement in the Local Control and Accountability Plan (LCAP). For districts that receive federal Title IV funding for family engagement programs, the policy requires LEAs to inform parents/guardians and organizations of the existence of the program. The policy also contains material regarding the inclusion of the Title I LEA plan into the LCAP and the distribution of the district and school-level parent involvement policies.

Following CDE's Compensatory Education Program Instrument, the policy was reviewed, and reflects the current CDE requirements. The local governing board of the LEA receiving Title I, Part A funding shall develop jointly with, agree on with, and distribute to, parents and family members of participating children, a written parent and family engagement policy which shall be incorporated into the LEA level plan, and establish the agency's expectations and objectives for meaningful parent and family involvement. Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. Funds reserved by an LEA shall be used to carry out activities and strategies consistent with the LEA's parent and family engagement policy

FISCAL IMPACT: The district receives a series of federal grants which are impacted by this policy.

RECOMMENDATION: Approve BP/AR 6020

Policy 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 02/21/2007 | **Last Revised Date:** 02/14/2024 02/12/2025 | **Last Reviewed Date:** 02/14/2024 02/12/2025

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. 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; advisory, decision-making, and advocacy roles; and activities to support learning at home.

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.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

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. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

If the district also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Description

5 CCR 18275	Child care and development programs; parent involvement and education
Ed. Code 11500-11505	Programs to encourage parent involvement
Ed. Code 48985	Notices to parents in language other than English
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 54444.1-54444.2	Parent advisory councils; services to migrant children
Ed. Code 56190-56194	Community advisory committee; special education
Ed. Code 64001	School plan for student achievement; consolidated application programs
Lab. Code 230.8	Time off to visit child's school
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6314	Schoolwide programs
20 USC 6318	Parent and family engagement
20 USC 6631	Teacher and school leader incentive program; purposes and definitions
28 CFR 35.104	Definitions, auxiliary aids and services
28 CFR 35.160	Effective communications for individuals with disabilities
Management Resources	Description
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	Title I School-Level Parental Involvement Policy
U.S. Department of Education Publication	Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Family, School, Community Partnerships
Website	California Parent Center
Website	California State Parent Teacher Association
Website	CSBA
Website	National PTA

Website	Parent Information and Resource Centers
Website	Parents as Teachers National Center
Website	U.S. Department of Education

Cross References

Code	Description
0000	Vision
0000	Vision
0100	Philosophy
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1000	Concepts And Roles
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees
1230	School-Connected Organizations
1230	School-Connected Organizations
1230-E PDF(1)	School-Connected Organizations

1240	Volunteer Assistance
1240	Volunteer Assistance
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1250	Visitors/Outsiders
1400	Relations Between Other Governmental Agencies And The Schools
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4115	Evaluation/Supervision
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4215	Evaluation/Supervision
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4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5113	Absences And Excuses
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5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention

5123-E PDF(1)	Promotion/Acceleration/Retention - Promotion Acceleration Retention
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6000	Concepts And Roles
6011	Academic Standards
6142.6	Visual And Performing Arts Education
6142.8	Comprehensive Health Education
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.5	Student Assessment
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6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
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6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families

6174	<u>Education For English Learners</u>
6174	<u>Education For English Learners</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program</u>
6177	<u>Summer Learning Programs</u>
9200	<u>Limits Of Board Member Authority</u>
9310	<u>Board Policies</u>

Regulation 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 02/21/2007 | **Last Revised Date:** 02/14/2024 02/12/2025 | **Last Reviewed Date:** 02/14/2024 02/12/2025

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board
 - b. Invite input on the plan from other district committees and school site councils
 - c. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
 - b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
 - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
 - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
 - a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers

c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
 - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members

- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
 - b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
 - a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value

and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian 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/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs

- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
 - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
 - j. Provide a master calendar of district/school activities and meetings
 - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
2. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

Policy Reference Disclaimer:

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 18275

Description

Child care and development programs; parent involvement and education

Ed. Code 11500-11505

[Programs to encourage parent involvement](#)

Ed. Code 48985

[Notices to parents in language other than English](#)

Ed. Code 51101

[Parents Rights Act of 2002](#)

Ed. Code 52060-52077

[Local control and accountability plan](#)

Ed. Code 54444.1-54444.2

[Parent advisory councils; services to migrant children](#)

Ed. Code 56190-56194

[Community advisory committee; special education](#)

Ed. Code 64001

[School plan for student achievement; consolidated application programs](#)

Lab. Code 230.8

[Time off to visit child's school](#)

Federal

20 USC 6311

Description

State plan

20 USC 6312

Local educational agency plan

20 USC 6314

Schoolwide programs

20 USC 6318

Parent and family engagement

20 USC 6631

Teacher and school leader incentive program; purposes and definitions

28 CFR 35.104

Definitions, auxiliary aids and services

28 CFR 35.160

Effective communications for individuals with disabilities

Management Resources

California Department of Education
Publication

Description

Family Engagement Framework: A Tool for California School Districts, 2014

California Department of Education
Publication

Title I School-Level Parental Involvement Policy

U.S. Department of Education
Publication

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

Website

[CSBA District and County Office of Education Legal Services](#)

Website

[California Department of Education, Family, School, Community Partnerships](#)

Website

[California Parent Center](#)

Website	California State Parent Teacher Association
Website	CSBA
Website	National PTA
Website	Parent Information and Resource Centers
Website	Parents as Teachers National Center
Website	U.S. Department of Education

Cross References

Code	Description
0000	Vision
0000	Vision
0100	Philosophy
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0430	Comprehensive Local Plan For Special Education
0430	Comprehensive Local Plan For Special Education
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0470	COVID-19 Mitigation Plan
0500	Accountability
1000	Concepts And Roles
1100	Communication With The Public
1113	District And School Websites
1113	District And School Websites
1113-E(1)	District And School Websites
1220	Citizen Advisory Committees
1220	Citizen Advisory Committees

1230	School-Connected Organizations
1230	School-Connected Organizations
1230-E PDF(1)	School-Connected Organizations
1240	Volunteer Assistance
1240	Volunteer Assistance
1250	Visitors/Outsiders
1250	Visitors/Outsiders
1400	Relations Between Other Governmental Agencies And The Schools
2230	Representative And Deliberative Groups
3100	Budget
3100	Budget
3280	Sale Or Lease Of District-Owned Real Property
3280	Sale Or Lease Of District-Owned Real Property
4115	Evaluation/Supervision
4115	Evaluation/Supervision
4131	Staff Development
4215	Evaluation/Supervision
4215	Evaluation/Supervision
4231	Staff Development
4315	Evaluation/Supervision
4331	Staff Development
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5030	Student Wellness
5113	Absences And Excuses
5113	Absences And Excuses
5113.1	Chronic Absence And Truancy
5113.1	Chronic Absence And Truancy
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement

5123	Promotion/Acceleration/Retention
5123	Promotion/Acceleration/Retention
5123-E PDF(1)	Promotion/Acceleration/Retention - Promotion Acceleration Retention
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5148	Child Care And Development
5148	Child Care And Development
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6000	Concepts And Roles
6011	Academic Standards
6142.6	Visual And Performing Arts Education
6142.8	Comprehensive Health Education
6145	Extracurricular And Cocurricular Activities
6154	Homework/Makeup Work
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6162.5	Student Assessment
6162.5	Student Assessment
6162.51	State Academic Achievement Tests
6162.51	State Academic Achievement Tests
6164.5	Student Success Teams
6164.5	Student Success Teams
6170.1	Transitional Kindergarten
6171	Title I Programs
6171	Title I Programs
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth

6173.2	<u>Education Of Children Of Military Families</u>
6173.2	<u>Education Of Children Of Military Families</u>
6174	<u>Education For English Learners</u>
6174	<u>Education For English Learners</u>
6175	<u>Migrant Education Program</u>
6175	<u>Migrant Education Program</u>
6177	<u>Summer Learning Programs</u>
9200	<u>Limits Of Board Member Authority</u>
9310	<u>Board Policies</u>

HANFORD ELEMENTARY SCHOOL DISTRICT
Human Resources Department
AGENDA REQUEST FORM

TO: Joy C. Gabler

FROM: Jaime Martinez

DATE: February 14, 2025

RE: (X) Board Meeting
 () Superintendent's Cabinet
 () Information
 (X) Action

DATE YOU WISH TO HAVE YOUR ITEM CONSIDERED: **February 26, 2025**

ITEM: Consider approval of personnel transactions and related matters.

PURPOSE:

a. Employment

Classified

- Angelique Amador, Yard Supervisor – 3.5 hrs., Richmond, effective 2/3/25
- Maria Martin, READY Program Tutor – 4.5 hrs., Hamilton, effective 2/4/25
- Martin Mulverhille, Heating, Ventilation & Air Conditioning Specialist – 8.0 hrs., DSF-Warehouse, effective 2/10/25
- Erika Lynn West, Food Service Worker I – 3.0 hrs., Monroe, effective 2/3/25

Classified Temps/Subs

- Wylee Barajas, Substitute Yard Supervisor, effective 2/13/25
- Alissandra Cortez, Substitute READY Program Tutor, effective 2/11/25
- Jessica Sweeden, Substitute READY Program Tutor, effective 2/3/25

Short Term Classified

- Hannah Barajas, Short-Term Licensed Vocational Nurse – 6.5 hrs., Washington, effective 1/25/25-4/24/25

Extra Help Classified Management

- Gerry Mulligan, Extra Help Director, Facilities & Operations – 8.0 hrs., DO, effective (as needed) 2/13/25-11/1/25

b. RetirementsClassified

- Maria Rodriguez, Bilingual Clerk Typist II – 8.0 hrs., Washington, effective 6/13/25

Certificated

- Nina Schaffer, Teacher, Hamilton, effective 6/6/25

c. Volunteers**Name****School**

Providence Escalera	Hamilton
Kenneth Stout	Hamilton
Carmen Alvarez Vargas (HESD EE)	Jefferson
Martiza Meza	King
Celia Zamora	King
Janessa Salinas	Monroe
Kailee Cancio	Richmond
Sictlali Huaracha	Richmond
Tia Jones (HESD EE)	Richmond
Claudia Mosqueda	Richmond
Edith Rubio Del Rios (HESD EE)	Richmond
Nicole Zeno	Richmond
Conner Costello	Simas
Mishaelynn Stephens (HESD EE)	Simas
Jasmine Vidal (HESD EE)	Simas
Jaiden Willhite	Wilson

RECOMMENDATION: Approve.