



# Hanford Elementary School District

Parent Advisory Committee:  
Training session #2

# Welcome & Introductions

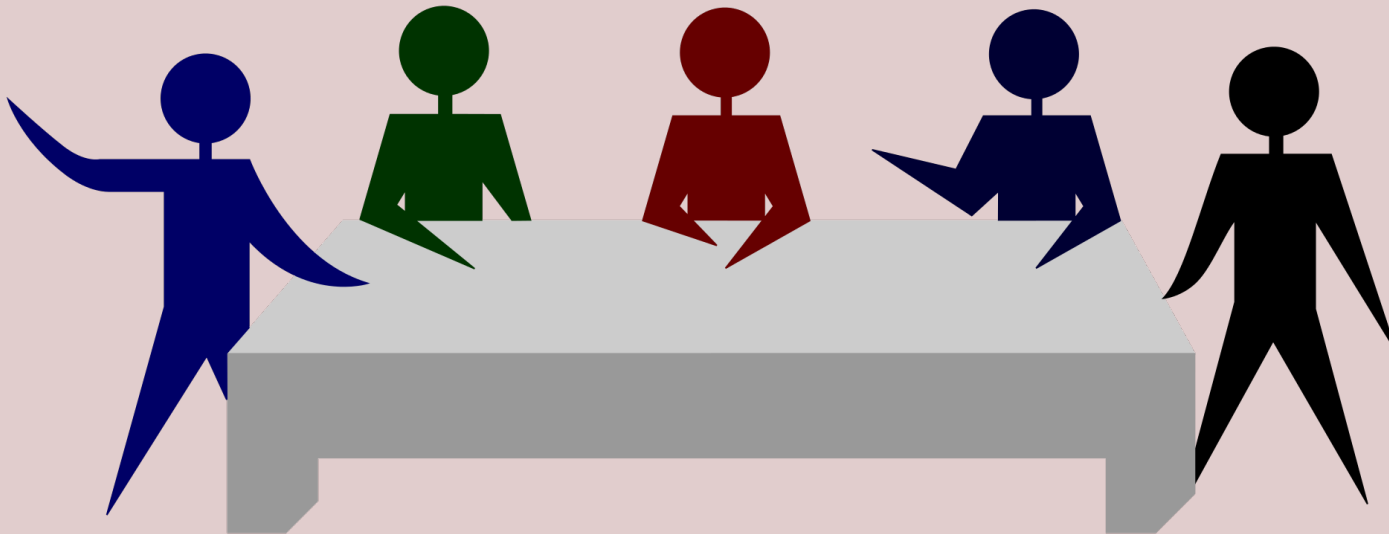
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- Welcome to PAC Training Meeting #2
  - Name
  - School You Are Representing
  - What Grade Your Child is in
- Public Comments

# PAC Training Sessions

- Welcome to PAC training Session #2
  - School funding basics
  - The Local Control Funding Formula (LCFF)
  - The Local Control Accountability Plan (LCAP) basics
- PAC Training Session #1 (A Look Back)
  - Information was presented on:
    - The purpose and legal requirements of the PAC
    - PAC membership
    - The PAC Bylaws
    - The structure of the PAC meetings
    - Meeting norms and processes
    - The meeting schedule

# Purpose of the PAC



The functions of the Parent Advisory Committee shall be to consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.

We will  
establish  
group  
norms to:



Ensure that all individuals have the opportunity to contribute in the meeting.



Increase productivity and effectiveness; and



Facilitate the achievement of our goals.

# Parent Advisory Norms

- We understand the importance of our role and make a commitment to attend all PAC meetings on time.
- We will use the Meeting Agenda to stay on topic and redirect non-topics to the Parking Lot for follow-up.
- I understand that maintaining a safe environment, being an attentive listener and Turn-Taking is conducive to promoting equal participation of all members without interruptions.
- In order to reach a consensus regarding Agenda Items, I will be open-minded, respectful of the opinions of others, and make decisions that take into consideration ALL students.
- At the conclusion of our meeting, we will evaluate the items in the Parking Lot to categorize them into the following categories:
  - Items that affect all students and are within the scope of PAC and determine next steps
  - The item is a scope outside of PAC and will be directed to the appropriate department/staff.



# Evidence Based Decision Making

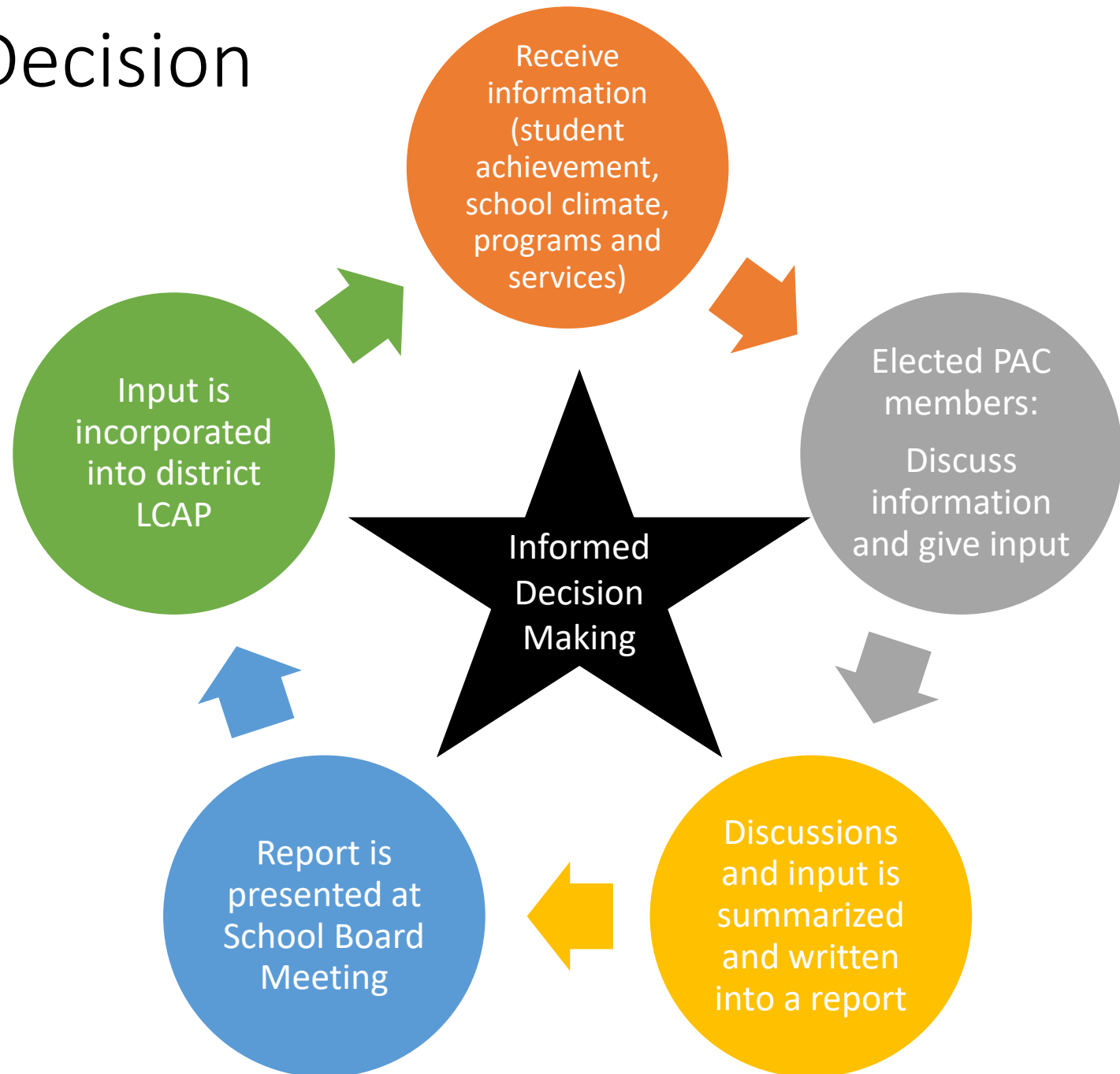
We have a responsibility to base our decisions/recommendations on evidence

We study the district's programs and services

We use evidence and data to determine programs' effectiveness

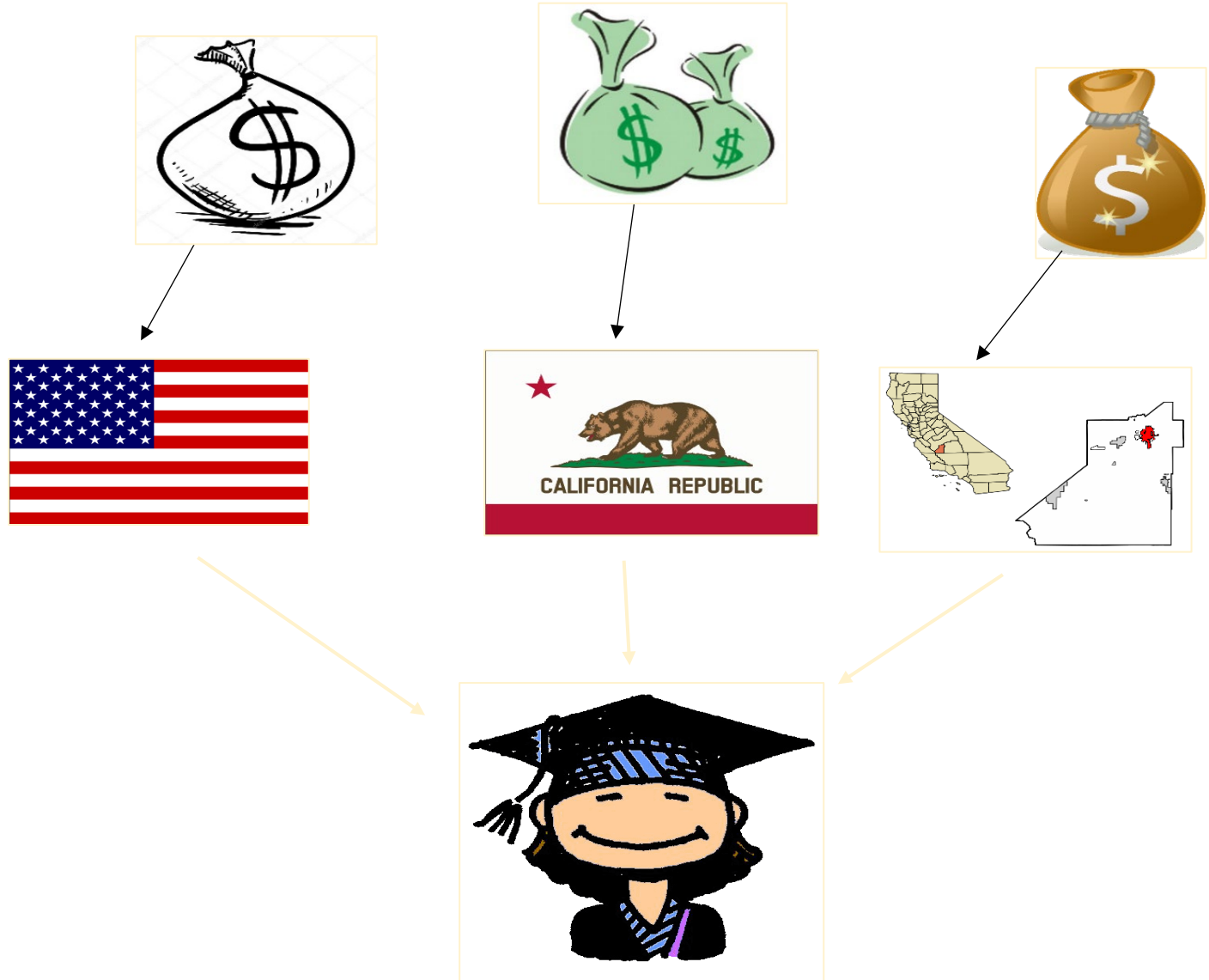
- Test scores
- Suspension Rates
- Surveys

We make decisions based on evidence



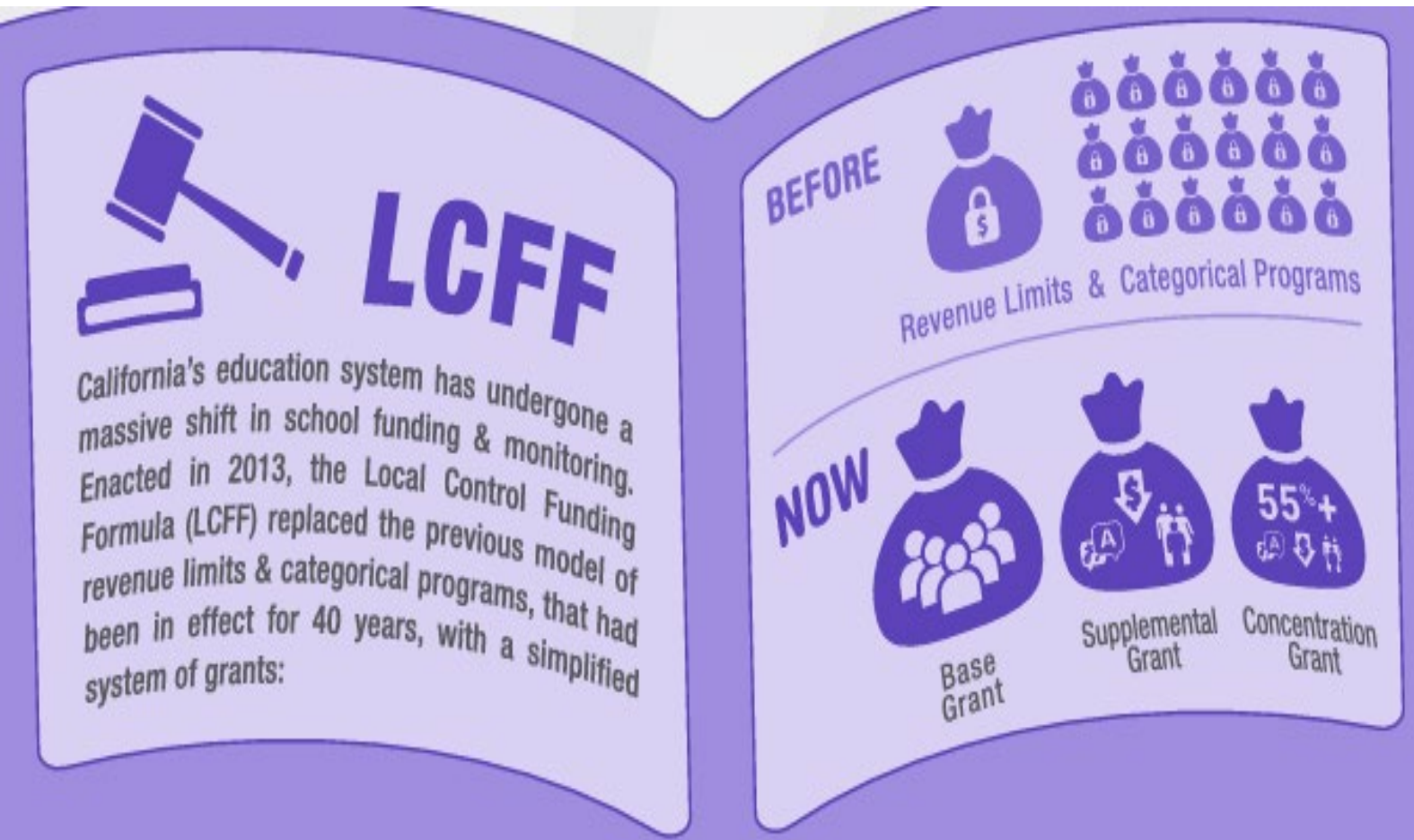
# Programs, Services and Funding (Background Information)

- School districts receive funds from different sources
- These funds all work together to support and educate our students



# The Local Control Funding Formula

- How are state funds distributed to school districts?

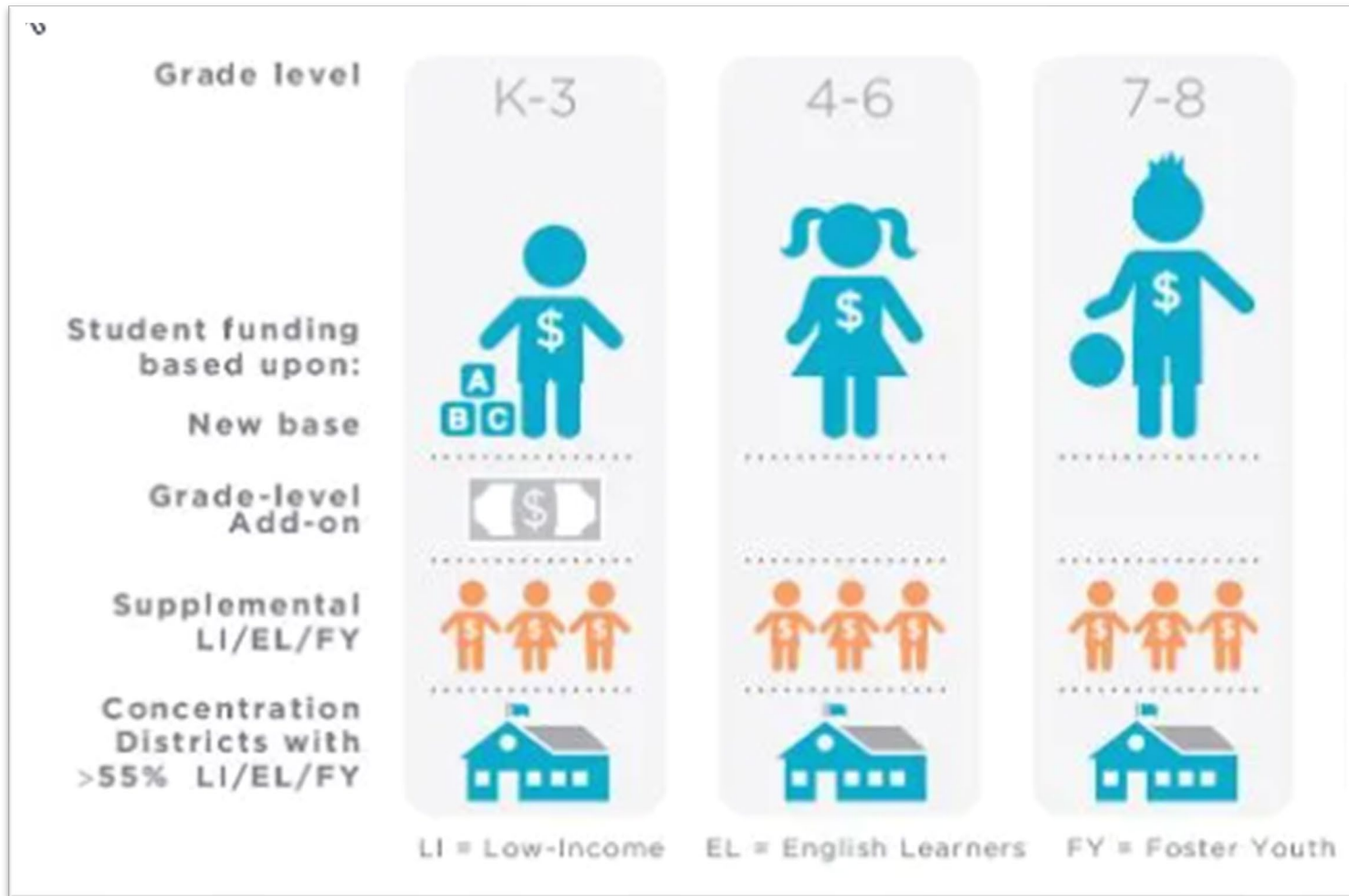


1. All districts receive a “*Base Grant*” for each student.
2. Districts receive 20% additional “*Supplemental Grant*” per student for students with higher needs — children Learning English, Low-Income, and/or in foster care.
3. If more than 55% of children in the district are Low-Income, in foster care, or learning English, the district receives an extra 50% of the base grant for each student beyond the 55% threshold. This is called a “*Concentration Grant*”.

# The Local Control Funding Formula

- *The largest source of funding for public schools in California, the LCFF was designed to simplify the funding and accountability processes and empower communities with local control by providing additional resources to local educational agencies (LEAs) with the highest concentration of students who have historically struggled academically.*

# The Local Control Funding Formula



- **Base:** Funds received for every student
- **Supplemental:** Additional funds received for every student who is **Low-Income, English learner, or Foster**
- **Concentration:** More additional funds for every student who is **Low-Income, English learner, or Foster** so long as the district's overall low-income student percentage is above 55% (HESD is always above 70%)

# The Local Control Funding Formula

- How do we know how many low-income students we have?

Dear Parent or Guardian: We need your help. The information you provide will help us determine the amount of state and federal funds that support your child's learning at your child's school.

**PART I: Student Information**  
Student ID: \_\_\_\_\_

**PART II: Fill in the information below. See additional information on the back of this form.**

Total number of people in your household: (Please print)

| Household Size                      | Household Income                               |
|-------------------------------------|------------------------------------------------|
| <input type="checkbox"/> 1          | <input type="checkbox"/> \$0 - \$27,861        |
| <input type="checkbox"/> 2          | <input type="checkbox"/> \$27,862 - \$37,814   |
| <input type="checkbox"/> 3          | <input type="checkbox"/> \$37,815 - \$47,767   |
| <input type="checkbox"/> 4          | <input type="checkbox"/> \$47,768 - \$57,720   |
| <input type="checkbox"/> 5          | <input type="checkbox"/> \$57,721 - \$67,673   |
| <input type="checkbox"/> 6          | <input type="checkbox"/> \$67,674 - \$77,626   |
| <input type="checkbox"/> 7          | <input type="checkbox"/> \$77,627 - \$87,579   |
| <input type="checkbox"/> 8          | <input type="checkbox"/> \$87,580 - \$97,532   |
| <input type="checkbox"/> 9          | <input type="checkbox"/> \$97,533 - \$107,485  |
| <input type="checkbox"/> 10         | <input type="checkbox"/> \$107,486 - \$117,438 |
| <input type="checkbox"/> 11         | <input type="checkbox"/> More than \$117,438   |
| <input type="checkbox"/> 12 or more |                                                |

Between \$84,028 - \$93,536 ☐

Between \$93,537 - \$103,045 ☐

Between \$103,046 - \$112,554 ☐

More Than \$112,554 ☐

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

|                                 |                              |      |
|---------------------------------|------------------------------|------|
| Parent or Guardian Printed Name | Parent or Guardian Signature | Date |
|---------------------------------|------------------------------|------|

Up to \$1,500 per student Supplemental

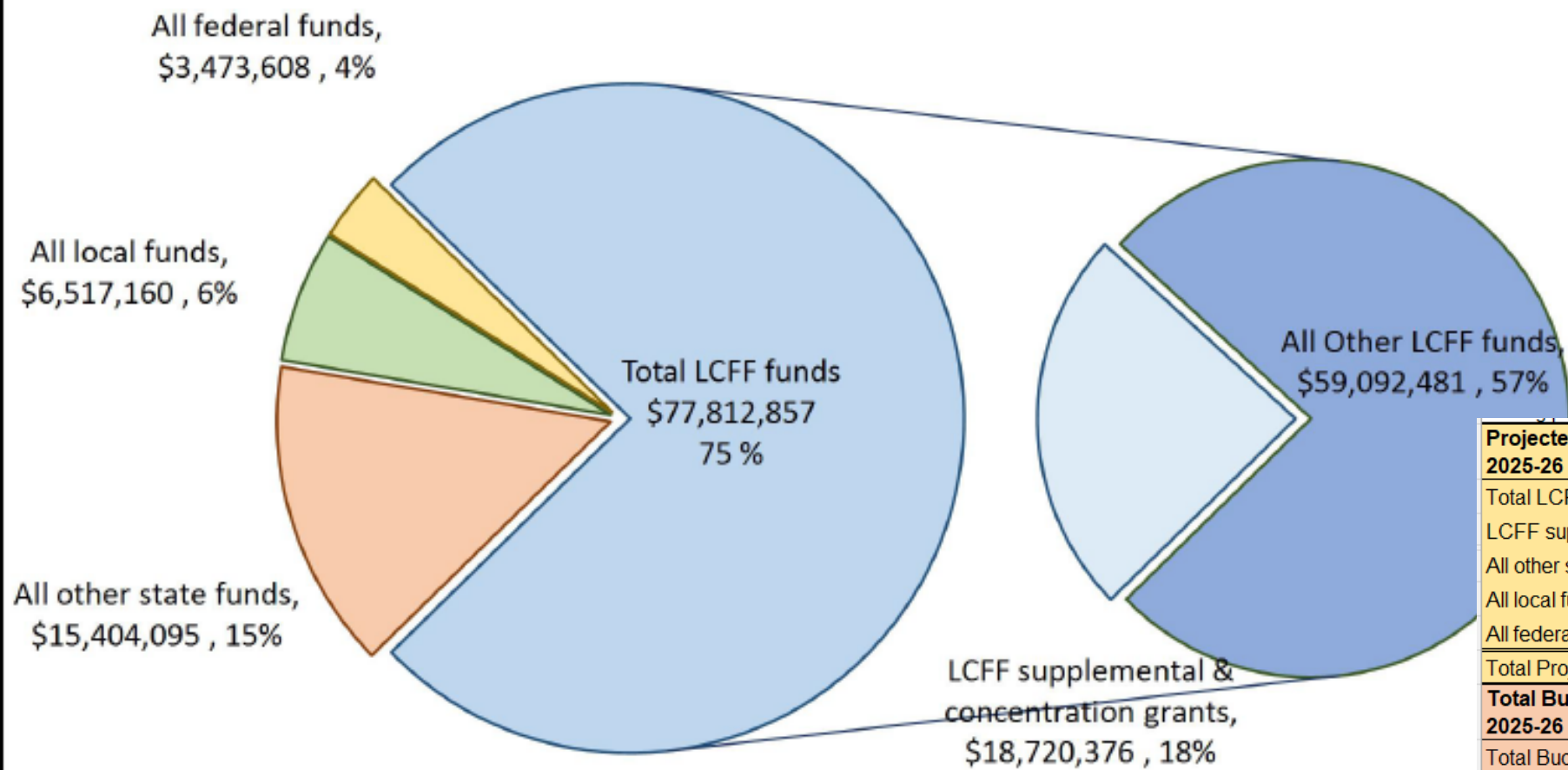
Up to \$1,500 per student Concentration

Each year we have over 4,000 High Needs Students.

This year HESD is projecting to receive \$18,720,376 in supplemental and concentration funds on behalf of Low-Income, EL, Foster students.

# Budget Overview for the 2025-26 School Year

## Projected Revenue by Fund Source



| Projected General Fund Revenue for the 2025-26 School Year      |    | Amount      |
|-----------------------------------------------------------------|----|-------------|
| Total LCFF funds                                                | \$ | 77,812,857  |
| LCFF supplemental & concentration grants                        | \$ | 18,720,376  |
| All other state funds                                           | \$ | 15,404,095  |
| All local funds                                                 | \$ | 6,517,160   |
| All federal funds                                               | \$ | 3,473,608   |
| Total Projected Revenue                                         | \$ | 103,207,720 |
| Total Budgeted Expenditures for the 2025-26 School Year         |    | Amount      |
| Total Budgeted General Fund Expenditures                        | \$ | 108,264,816 |
| Total Budgeted Expenditures in the LCAP                         | \$ | 22,843,280  |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ | 20,087,466  |
| Expenditures not in the LCAP                                    | \$ | 85,421,537  |
| Expenditures for High Needs Students in the 2024-25 School Year |    | Amount      |
| Total Budgeted Expenditures for High Needs Students in the LCAP | \$ | 19,506,082  |
| Actual Expenditures for High Needs Students in LCAP             | \$ | 18,772,259  |

This chart shows the total general purpose revenue Hanford Elementary School District expects for the coming year from all sources.

# Local Control Accountability Plan

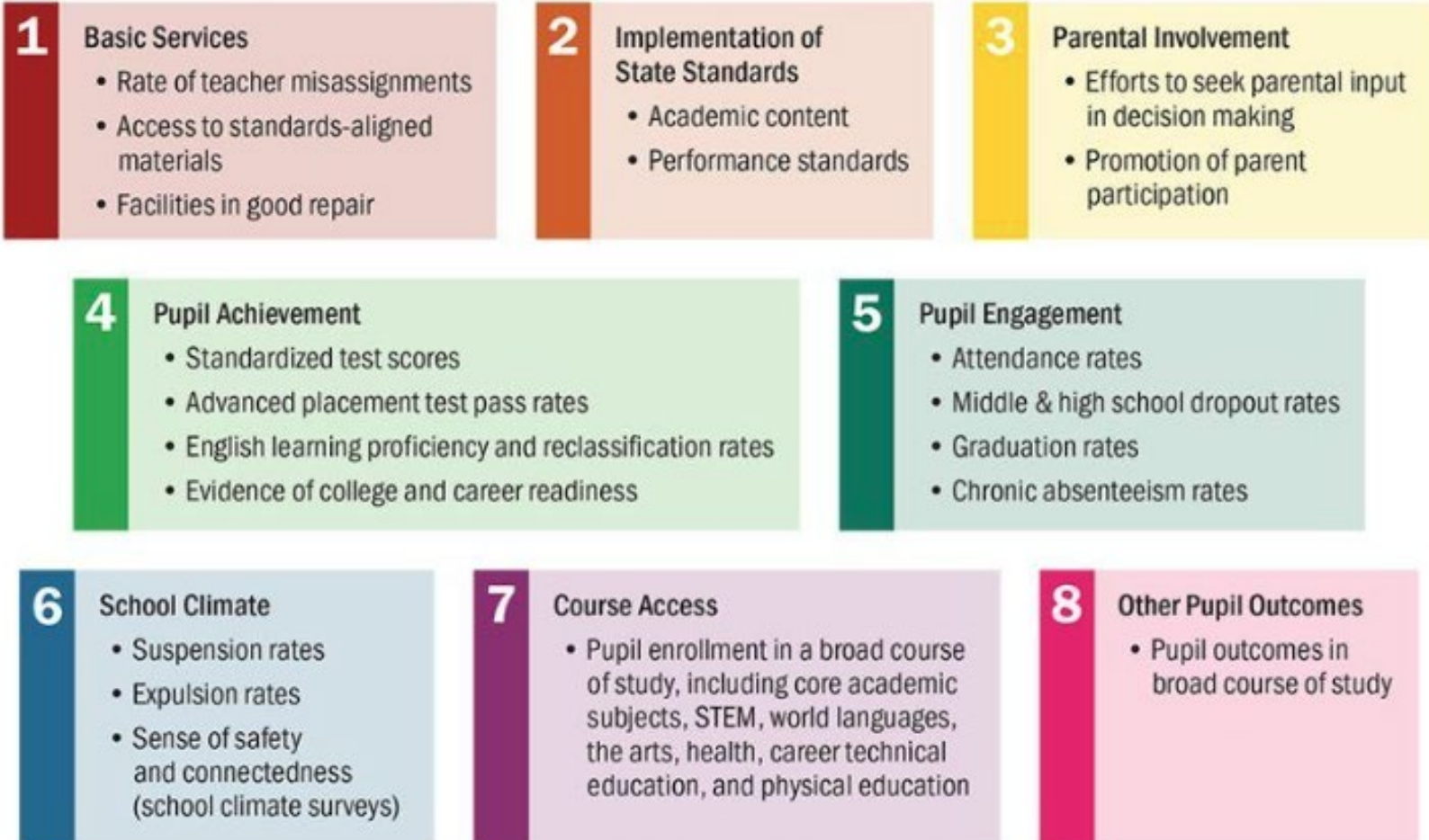
- What programs and services can be part of the Local Control Accountability Plan (LCAP)?
- Can we do anything we want?
- What can help us decide?



# California LCFF State Priorities

- The state has established eight priority areas for the LCAP
- Programs and services in the LCAP must address the eight state priorities
- Programs and services in the LCAP must increase or improve services for the high needs of students (Low-Income, EL, Foster youth)

## California's Eight State Priorities





# CONDITIONS OF LEARNING



## ★ 1 BASIC SERVICES



## ★ 2 IMPLEMENTATION OF STATE STANDARDS



## ★ COURSE ACCESS

### FOCUS PLANNING ON ASSESSING TO WHAT EXTENT:

- TEACHERS ARE QUALIFIED AND APPROPRIATELY ASSIGNED
- SCHOOL FACILITIES ARE IN GOOD REPAIR
- STUDENTS HAVE ACCESS TO STANDARDS-ALIGNED MATERIALS AND ARE RECEIVING INSTRUCTION THAT IS ALIGNED WITH STATE-ADOPTED CONTENT AND PERFORMANCE STANDARDS
- STUDENTS ARE ENROLLED IN A BROAD COURSE OF STUDY



# STUDENT OUTCOMES



STUDENT  
ACHIEVEMENT



OTHER STUDENT  
OUTCOMES

## PLANNING WOULD FOCUS ON ASSESSING:

- PERFORMANCE ON STANDARDIZED TESTS
- PERCENTAGE OF STUDENTS WHO ARE COLLEGE AND CAREER READY
- ENGLISH LEARNER CLASSIFICATION RATE
- PASS RATE ON ADVANCED PLACEMENT EXAMS
- STUDENT OUTCOMES IN ALL CORE CURRICULUM AREAS



# ENGAGEMENT



STUDENT  
ENGAGEMENT



PARENT  
INVOLVEMENT



SCHOOL CLIMATE

## FOCUS PLANNING ON MEASURING:

- SCHOOL ATTENDANCE RATES INCLUDING CHRONIC ABSENTEEISM
- DROPOUT AND GRADUATION RATES
- SUSPENSION AND EXPULSION RATES
- PARENT INVOLVEMENT IN DECISION-MAKING AND THE DEGREE TO WHICH YOU PROMOTE THE PARTICIPATION OF PARENTS
- THE DEGREE TO WHICH STUDENTS FEEL SAFE AND CONNECTED TO SCHOOL



# Local Control Accountability Plan (LCAP)

# The Local Control Accountability (LCAP) Goals

1



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

2



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

3



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

4



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

5



Communication between schools and home will be regular and meaningful.

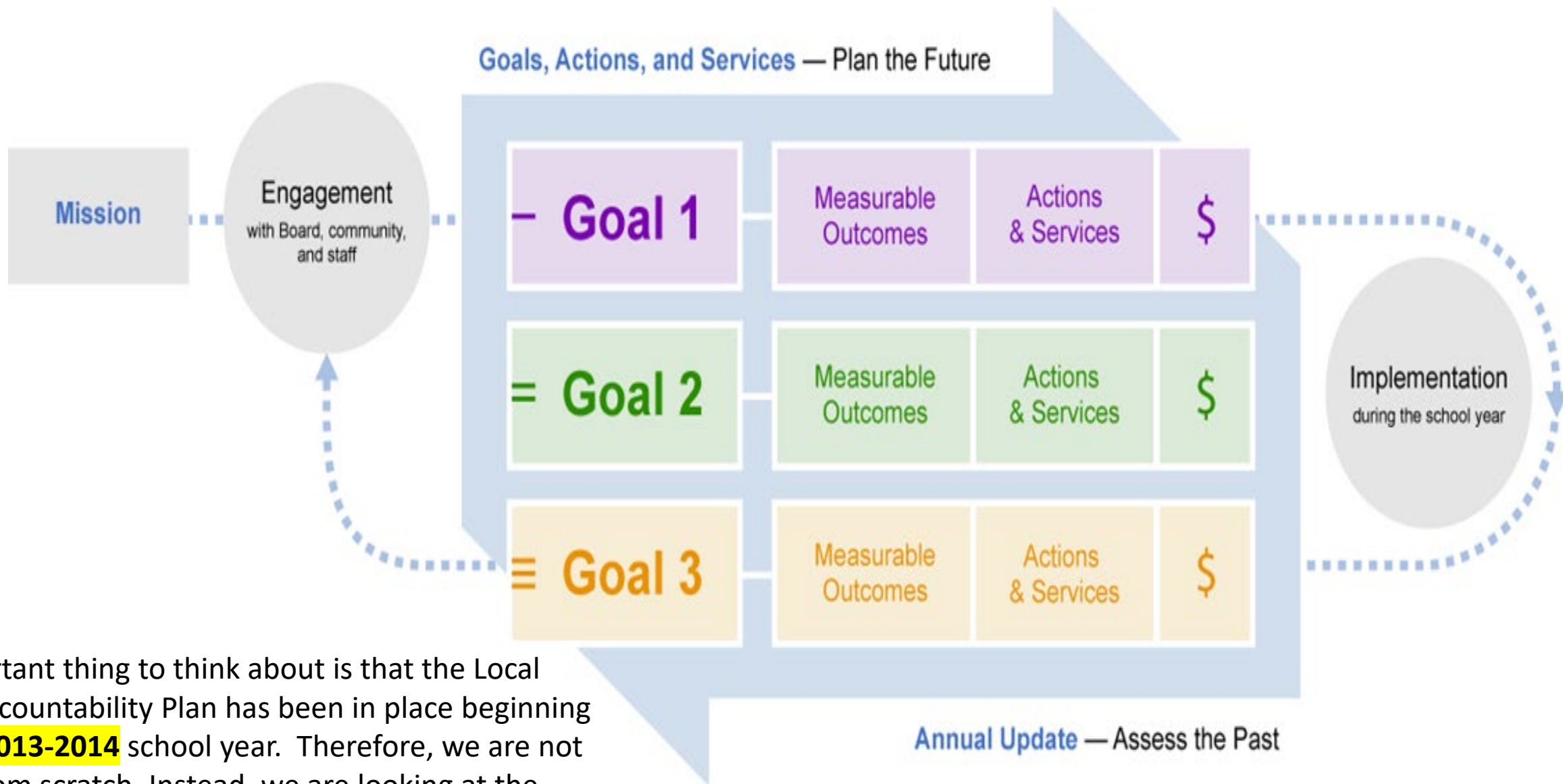
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Students at Community Day School will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school- Decreasing Suspension Rates by 3% by 2027.

# The District's Current Goals and State Priorities

1. Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education.
  - Priority 7: Course Access
    - A broad course of study that includes all of the subject areas described in *Education Code* section 51210 (English language arts, math, social sciences, science, visual and performing arts, health, physical education)
  - Priority 8: Other Pupil Outcomes
    - Pupil outcomes in broad course of study
2. All students will make progress toward proficiency on the state adopted standards, and that progress will be measured and shared with students, parents, teachers, and administrators.
  - Priority 4: Pupil Achievement
    - Test Scores in ELA and Math
    - Progress of English learners in learning the English language
3. The district will hire, support, and retain qualified teachers, support staff, and administrators.
  - Priority 1: Basic Conditions of Learning
    - Teacher credentialing and misassignments
    - Standards aligned instructional materials
    - Facilities in good repair
4. Students will attend a safe, well-maintained school and will have access to standards-aligned materials.
  - Priority 1: Basic Conditions of Learning
    - Teacher credentialing and misassignments
    - Standards-aligned instructional materials
    - Facilities in good repair
  - Priority 5: Pupil Engagement
    - Student attendance & chronic absenteeism
  - Priority 6: School Climate
    - Suspensions & expulsions
    - Survey results (how students, parents, and teachers feel about the sense of safety and connectedness to their school)
5. Communication between schools and home will be regular and meaningful.
  - Priority 3: Parent Involvement/Engagement
    - Parent input in decision making
    - Parent participation in programs for Unduplicated Pupils
6. Students at Community Day School will attend a safe, well-maintained school and will have access to standards-aligned materials.
  - Priority 6: School Climate
    - Suspensions & expulsions
    - Survey results



One important thing to think about is that the Local Control Accountability Plan has been in place beginning with the **2013-2014** school year. Therefore, we are not starting from scratch. Instead, we are looking at the programs that are serving our students and thinking about how they are working, how they could be improved, or how programs that are not working could be replaced.

# To Summarize



## We learned about

- The different types of funds the district receives
- How we receive funds from the Local Control Funding Formula (LCFF)
- How much LCFF funding we expect to receive (\$ 18,720,376)
- The State's priorities that serve as guidelines for serving students with the funds
- The district's goals
- How we begin to think about the process of planning to use these funds

# PAC Meeting Schedule 2025-2026

Training Session #1

October 28, 2025

Training Session #2

November 18, 2025

Meeting 1

December ~~16~~ **9**, 2025

Meeting 2

February 3, 2026

Meeting 3

March 17, 2026

Meeting 4

May 12, 2026

# Thank You!!!

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- Adjourn PAC Training Meeting #2
- Next PAC Meeting
  - ~~•Tuesday, December 16<sup>th</sup> @ 9:00 am~~
  - Tuesday, December 9<sup>th</sup> @ 9:00 am