



Hanford Elementary School District

Parent Advisory Committee:
December 9, 2025

Welcome & Introductions

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

Business Items

Distribution of Uniform Complaint
Annual Notice

Distribution & Review Parent
Involvement Policy BP6020

- Approval of the PAC #4 Minutes
 - Make a motion:
 - Second the motion:
 - All in favor?
- Approval of the PAC Bylaws
 - Make a motion:
 - Second the motion:
 - All in favor?
- Approval of the PAC Meeting Schedule
 - Make a motion:
 - Second the motion:
 - All in favor?
- Elect Chairperson & Vice Chairperson
 - Nominations & Vote
 - Chairperson (per bylaws – Director of PDAA):
 - Seconded by:
 - Vice Chairperson:
 - Seconded by:
- BP 6020 Discussion & Recommendations
 - Approve BP 6020 Recommendations
 - Motion:
 - Second:
 - All in favor?

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



California School Dashboard & The Local Control Accountability Plan

LCAP Goals, State Indicators, Local Indicators

California School Dashboard



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

Local Indicators

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

State Indicators

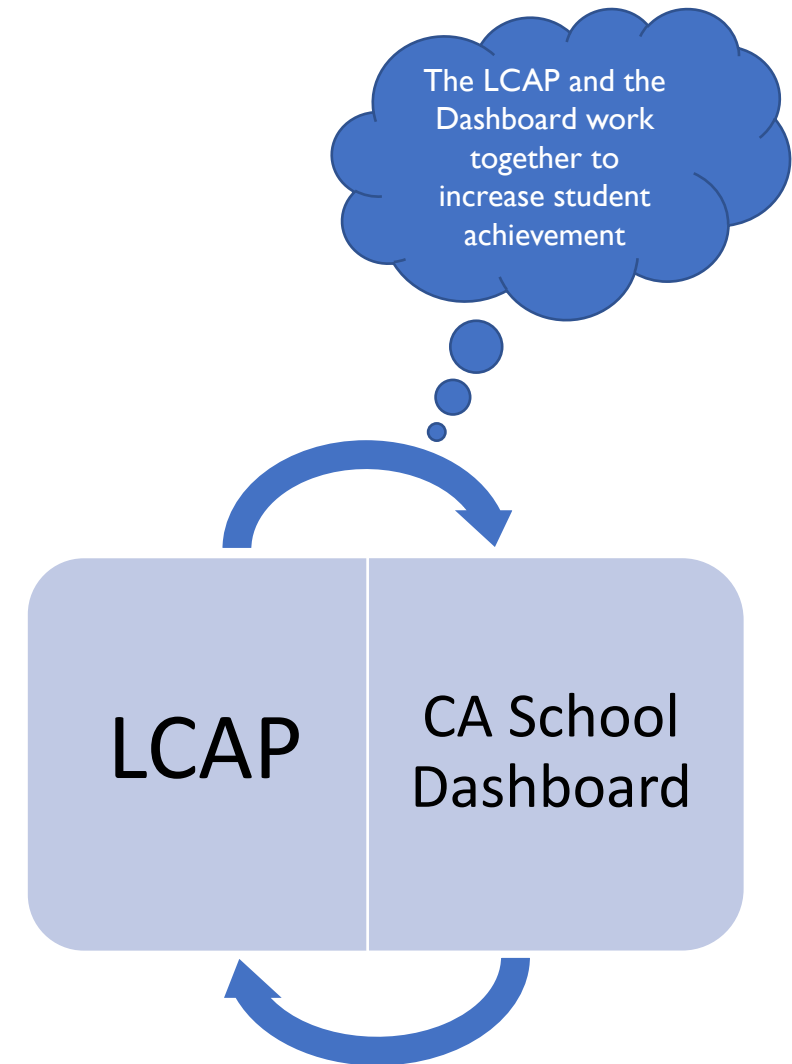
- Test Scores in ELA, Math, and Science
- English Learner Progress
- Chronic Absenteeism
- Suspension Rate

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

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

Relationship between the Accountability system and the Local Control Accountability plan

- All planning begins with an analysis of how students are doing (Dashboard)
- Based on how students are doing, what are the needs/goals? (LCAP)
- What actions can we take to address these needs? (LCAP)
- Did we implement our actions as planned? (LCAP)
- Did our actions lead to improved achievement (Dashboard)
- LCAP is a three-year plan (2024-2025 through 2026-2027)





Hanford Elementary

Local Control Accountability Plan (LCAP)

Introduction to the LCAP

The Local Control accountability plan (LCAP)

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



Dear Parent or Guardian, We need your help to ensure your child is learning at your best.

PART I: Student Information

Student ID: _____

Grade: _____

PART II: Household Income Survey

Household Size: _____ Household Income: _____

Check/Uncheck A	Check/Uncheck All
☐ 1	☐ \$0 - \$27,861
☐ 2	☐ \$27,862 - \$37,814
☐ 3	☐ \$37,815 - \$47,767
☐ 4	☐ \$47,768 - \$57,720
☐ 5	☐ \$57,721 - \$67,673
☐ 6	☐ \$67,674 - \$77,626
☐ 7	☐ \$77,627 - \$87,579
☐ 8	☐ \$87,580 - \$97,532
☐ 9	☐ \$97,533 - \$107,485
☐ 10	☐ \$107,486 - \$117,438
☐ 11	☐ More than \$117,438
☐ 12 or more	

Total number of students in household: _____

2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12+ ☐

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.

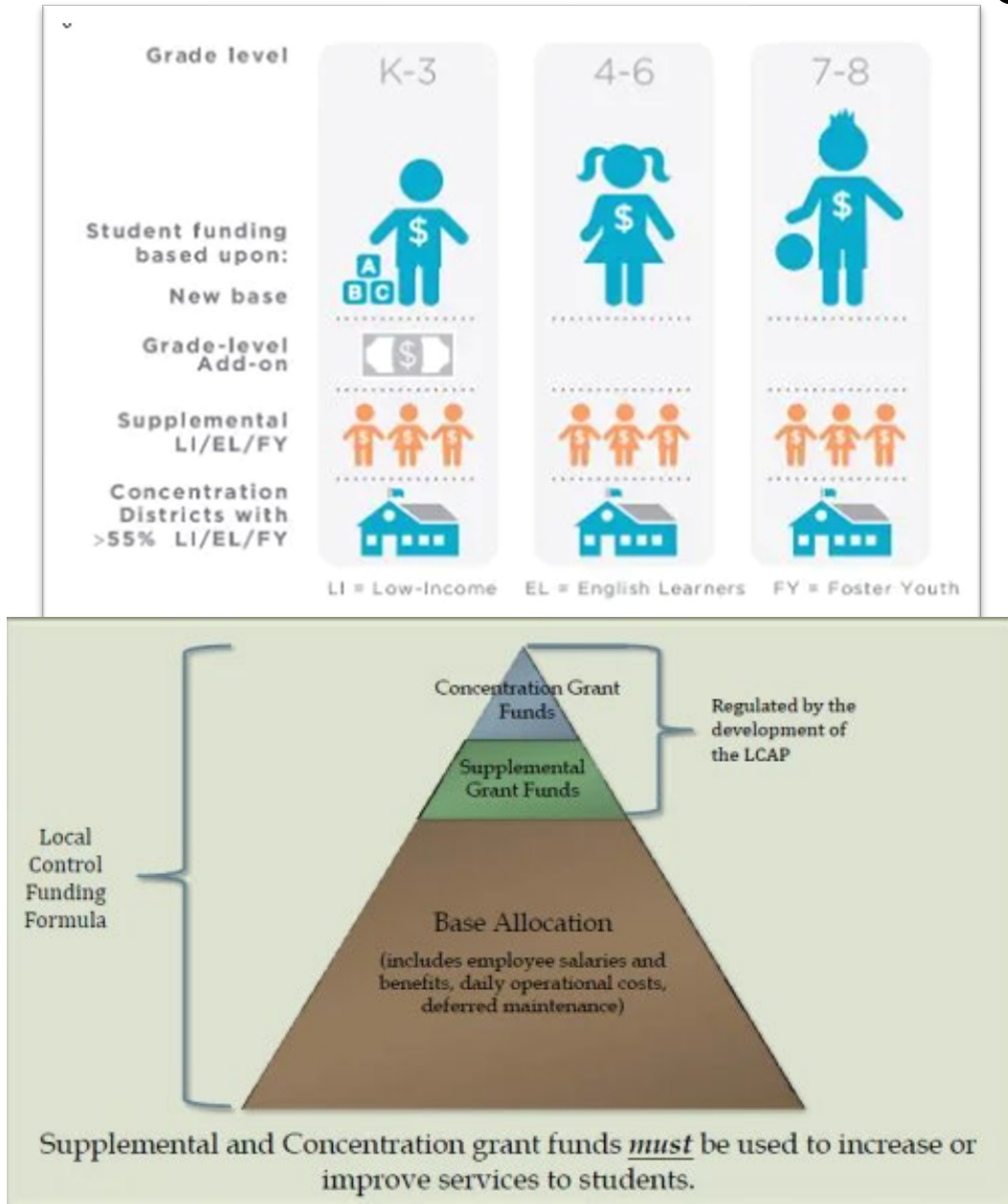
Parent or Guardian Printed Name: _____ Parent or Guardian Signature: _____ Date: _____

Unduplicated Pupils

How do we know how many UPs we have?

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

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 Accountability Plan (LCAP)

- **Plan Summary**

- General Information
- Reflections: Annual Performance
- Reflections: Technical Assistance
- Comprehensive Support & Improvement

- **Engaging Educational Partners**

- Who are they
- Process for Engagement
- How LCAP is influenced by feedback

- **Goals and Actions**

- Measuring and Reporting Results
 - The data and evidence that leads us toward planning an action, program or service
- Goal Analysis
 - Reporting of how we did implementing our planned actions (toward the end of the year)
- Actions and Expenditures
 - The specific programs and services we plan to provide for students and the estimated cost of each action.
- Learning Recovery Emergency Block Grant
 - One-time funds to support academic learning recovery and staff and pupil social and emotional well-being through 27-28.

- **Increased or Improved Services**

- Required Descriptions
 - A discussion/report of how our planned actions increased or improved services for students who are low-income, English learners, or foster youth



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hanford Elementary School District	Robert Heugly Director, Program Development, Assessment, Accountability	rheugly@hanfordesd.org 5595853600

The Local Control Accountability (LCAP) Goals

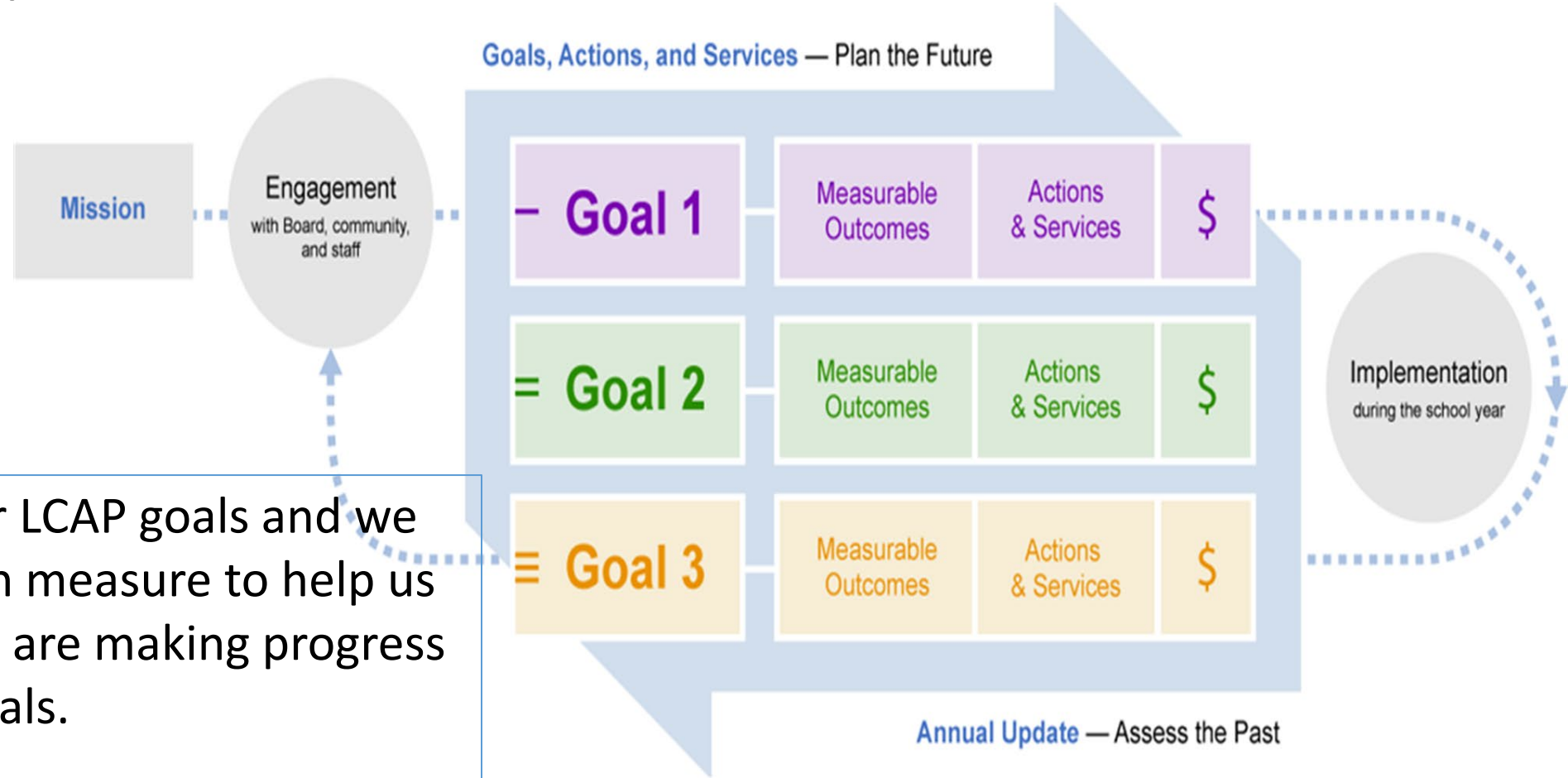
-  Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education 
-  All students will make progress toward proficiency on the state adopted standards and English learners will make progress learning the English language.
-  The district will support teachers and staff with professional development, training, and collaboration time.
-  Students will learn in a safe, well-maintained school where they are supported, engaged, and connected to their school.
-  Communication between schools and home will be regular and meaningful.
-  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.

Goals and Expected Outcomes

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

Recall that we have our LCAP goals and we have things that we can measure to help us determine whether we are making progress toward meeting our goals.

The California School Dashboard provides us with a set of items that we measure to help us determine progress toward our goals.



LCAP Goal 1

A Broad Educational Program



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

- State Priority 2A: Implementation of State Standards addresses:
 - A. The implementation of state board adopted academic content and performance standards for all students.
- State 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.
- State Priority 4: Pupil Achievement as measured by CAASPP Data for ELA & Math
- State Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
 - A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
 - B. Programs and services developed and provided to unduplicated pupils
 - C. Programs and services developed and provided to individuals with exceptional needs.
- State Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described

LCAP Goal 1 - Actions

Action Title	Action Description	Budgeted Expenditure
<i>Action 1.1</i> Supplies/Materials School Sites	School sites are provided with supplies and materials that support the programs and services in the LCAP including art, music, physical education.	\$200,615
<i>Action 1.2</i> School Libraries	School libraries are open during school hours and are supported with staff, books, periodicals, and technology including electronic books. School libraries serve as the check-out/check in point for student technology including laptops and iPads. Libraries serve as the initial point of contact for troubleshooting technology/repairing devices. • <i>Library Media Technician aide for each school site</i> • <i>Destiny library information system</i>	\$965,231
<i>Action 1.3</i> Technology	Classrooms will continue to maintain updated technology such as Smartboards and Desktops/Laptops, as well as online assessment programs such as Illuminate to enhance the delivery of instruction and the delivery and analysis of assessments. The visual instructional components (ie: Smartboards) help visual learners, such as EL students. These technology investments are to help close the achievement gap of EL, Foster youth, and low-income students by making instruction more engaging and assessments more informative for adjusting instruction. Students in grades 2-8 have access to laptop computers and standards-aligned digital content, which is supplemental to the hard copy textbook/workbook curriculum required. Students in grades TK-1 have access to an iPad and standards-aligned digital content, which is supplemental to the hard copy textbook/workbook curriculum required. • <i>Classroom Technology, Laptop for each student grades 2-8, iPad for each student in TK, K, 1</i> • <i>Computer Technicians, Tech Engineers, Standards-aligned digital content/subscriptions</i>	\$2,392,563

LCAP Goal 1 – Actions (Continued)

Action Title	Action Description	Budgeted Expenditure
<i>Action 1.4</i> Study Trips	Students in each grade level attend a study trip that is aligned with content standards for their grade. • <i>Entrance fees</i> • <i>Transportation</i>	\$390,000
<i>Action 1.5</i> Art, Music, PE	Art, music, and PE instruction is supported with staff, supplies, and materials. • <i>Art Teachers</i> • <i>Art Supplies</i> • <i>Music Teachers</i> • <i>Music Supplies/Equipment/Instruments</i> • <i>PE Teachers</i> • <i>PE Supplies</i> • <i>After School Athletics and Youth Development Personnel</i> • <i>After School Athletics and Youth Development Supplies</i>	\$2,352,633
<i>Action 1.6</i> After School Program	Students in grades 7-8 will have the opportunity to participate in after-school enrichment. • <i>After School Staff</i> • <i>Supplies and materials</i>	\$800

California School Dashboard

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Local Indicators

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

State Indicators

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



Local Indicators: Instructional Materials and Facilities

- Instructional Materials:

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

- All students have access to their own copies of standards-aligned materials for use at school and home.
 - Last Williams Inspection showed no findings. All students have access to the standards-aligned materials.
 - Board Resolution: Sufficiency of Instructional Materials on 9/10/2025 (Goal 2).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Priority 1: Basic Services addresses the degree to which: B. Pupils in the school district have sufficient access to the standards-aligned instructional materials	All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution that was adopted on 9/27/23.	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.		All students will have State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms as evidenced by the annual HESD Board of Trustees Sufficiency of Instructional Materials resolution.	No Difference: All students had State Board of Education approved, Common Core standards-aligned instructional materials in all classrooms both in baseline year and year 1.

Discussion & Recommendations: Instructional Materials

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

Local Indicators: Instructional Materials and Facilities

- Facilities:

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

- All facilities meet the “Good Repair” Standard.
 - Williams Inspection with partners from the Kings County Office of Education in September 2025 showed no findings.
 - Facilities Inspection Tool (FIT) showed the district’s facilities to be in “Exemplary” condition. (Goal 4)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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		All schools will receive a score of "Exemplary" on the California Facilities Inspection Tool (FIT)	The difference is schools receiving "Exemplary" from Baseline: -4 schools.

Discussion and Recommendations: Facilities

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

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Local Indicators

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

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- Suspension Rate



Teacher Credentials and Experience



How many teachers are fully credentialed?

How many teachers have two or fewer years of experience?

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



Local Indicators: Teacher Credentialing

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

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

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

Ineffective Teachers & Low Income/Minority Students

Minority Student Data

- A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Ineffective/Misassigned and Minority Students

School Site	Total Enrollment - Projected	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective Teachers	% Ineffective/Misassigned Teachers
Hamilton	437	389	89%	20	0	0.00%
Jefferson	510	467	92%	20	0	0.00%
King	605	559	92%	26	0	0.00%
Lincoln	375	361	96%	19	1	5.26%
Monroe	624	513	82%	27	0	0.00%
Richmond	409	379	93%	19	0	0.00%
Roosevelt	491	455	93%	22	0	0.00%
Simas	509	414	81%	23	0	0.00%
Washington	463	391	84%	20	0	0.00%
CDS	9	7	78%	3	0	0.00%
LEA Total	4,432	3,935	88.79%	199	1	0.50%

School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Ineffective Teachers	% Ineffective/Misassigned Teachers
Kennedy	499	452	91%	30	0	0.00%
Wilson	512	440	86%	30	0	0.00%
LEA Total	1,011	892	88.23%	60	0	0.00%
Total	5,443	4,827	88.68%	259	1	0.39%

Ineffective/Misassigned and Low-Income Students

School Site	Total Enrollment CALPADS 1.17	Low-Income Enrollment CALPADS 1.17	% Low Income Students	Total Teachers	Number of Ineffective Teachers	% Ineffective/Misassigned Teachers
Hamilton	437	357	82%	20	0	0.00%
Jefferson	510	245	48%	20	0	0.00%
King	605	454	75%	26	0	0.00%
Lincoln	375	339	90%	19	1	5.26%
Monroe	624	475	76%	27	0	0.00%
Richmond	409	352	86%	19	0	0.00%
Roosevelt	491	438	89%	22	0	0.00%
Simas	509	287	56%	23	0	0.00%
Washington	463	377	81%	20	0	0.00%
CDS	9	1	11%	3	0	0.00%
LEA Total	4,432	3,325	75.02%	199	1	0.50%

School Site	Total Enrollment	Low-Income Enrollment CALPADS 1.17	% Low-Income Students	Total Teachers	Number of Ineffective Teachers	% Ineffective/Misassigned Teachers
John F Kennedy	499	424	85%	30	0	0.00%
Woodrow Wilson	512	370	72%	30	0	0.00%
LEA Total	1,011	794	78.54%	60	0	0.00%
Total	5,443	4,119	75.68%	259	1	0.39%

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

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

Minority Student Data

- A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

Out-of-Field and Minority						
School Site	Total Enrollment	Minority Enrollment CALPADS 1.17	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	437	389	89%	20	0	0.00%
Jefferson	510	467	92%	20	0	0.00%
King	605	559	92%	26	0	0.00%
Lincoln	375	361	96%	19	0	0.00%
Monroe	624	513	82%	27	0	0.00%
Richmond	409	379	93%	19	0	0.00%
Roosevelt	491	455	93%	22	0	0.00%
Simas	509	414	81%	23	0	0.00%
Washington	463	391	84%	20	0	0.00%
CDS	9	7	78%	3	0	0.00%
LEA Total	4,432	3,935	88.79%	199	0	0.00%

School Site	Total Enrollment	Minority Enrollment CALPADS 1.17	% Minority Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Kennedy	499	452	91%	30	2	6.67%
Wilson	512	440	86%	30	4	13.33%
LEA Total	1,011	892	88.23%	60	6	10.00%
Total	5,443	4,827	88.68%	259	6	2.32%

Out-of-Field and Low-Income						
School Site	Total Enrollment CALPADS 1.17	Low-Income Enrollment CALPADS 1.17	% Low Income Students	Total Teachers 4/19 Planning	Number of Out-of-Field Teachers	% Out-of-Field Teachers
Hamilton	437	357	82%	20	0	0.00%
Jefferson	510	245	48%	20	0	0.00%
King	605	454	75%	26	0	0.00%
Lincoln	375	339	90%	19	0	0.00%
Monroe	624	475	76%	27	0	0.00%
Richmond	409	352	86%	19	0	0.00%
Roosevelt	491	438	89%	22	0	0.00%
Simas	509	287	56%	23	0	0.00%
Washington	463	377	81%	20	0	0.00%
CDS	9	1	11%	3	0	0.00%
LEA Total	4,432	3,325	75.02%	199	0	0.00%

School Site	Total Enrollment CALPADS 1.17	Low-Income Enrollment CALPADS 1.17	% Low Income Students	Total Teachers	Number of Out-of-Field Teachers	% Out-of-Field Teachers
John F Kennedy	499	424	85%	30	2	6.67%
Woodrow Wilson	512	370	72%	30	4	13.33%
LEA Total	1,011	794	78.54%	60	6	10.00%
Total	5,443	4,119	75.68%	259	6	2.32%

Inexperienced Teachers & Low Income/Minority Students

Minority Student Data

- A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.

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

Inexperienced and Minority						
School Site	Total Enrollment CALPADS 1.17	Minority Enrollment Internal Data	% Minority Students Internal Data	Total Teachers 4/19 Planning	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	437	389	89.02%	20	1	5.00%
Jefferson	510	467	91.57%	20	0	0.00%
King	605	559	92.40%	26	2	7.69%
Lincoln	375	361	96.27%	19	5	26.32%
Monroe	624	513	82.21%	27	0	0.00%
Richmond	409	379	92.67%	19	0	0.00%
Roosevelt	491	455	92.67%	22	2	9.09%
Simas	509	414	81.34%	23	1	4.35%
Washington	463	391	84.45%	20	0	0.00%
CDS	9	7	78%	3	0	0.00%
LEA Total	4,432	3,935	88.79%	199	11	5.53%
School Site	Total Enrollment	Minority Enrollment	% Minority Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Kennedy	499	452	90.58%	30	1	3.33%
Wilson	512	440	85.94%	30	0	0.00%
LEA Total	1,011	892	88.23%	60	1	1.67%
Total	5,443	4,827	88.68%	259	12	4.63%

Inexperienced and Low Income						
School Site	Total Enrollment CALPADS 1.17	Low-Income Enrollment CALPADS 1.17	% Low Income Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
Hamilton	437	357	81.69%	20	1	5.00%
Jefferson	510	245	48.04%	20	0	0.00%
King	605	454	75.04%	26	2	7.69%
Lincoln	375	339	90.40%	19	5	26.32%
Monroe	624	475	76.12%	27	0	0.00%
Richmond	409	352	86.06%	19	0	0.00%
Roosevelt	491	438	89.21%	22	2	9.09%
Simas	509	287	56.39%	23	1	4.35%
Washington	463	377	81.43%	20	0	0.00%
CDS	9	1	11.11%	3	0	0.00%
LEA Total	4,432	3,325	75.02%	199	11	5.53%
School Site	Total Enrollment	Low-Income Enrollment CALPADS 1.17	% Low-Income Students	Total Teachers	Number of Inexperienced Teachers	% Inexperienced Teachers
John F Kennedy	499	424	87.00%	30	1	3.33%
Woodrow Wilson	512	370	77.00%	30	0	0.00%
LEA Total	1,011	794	78.54%	60	1	1.67%
Total	5,443	4,119	75.68%	259	12	4.63%

Distribution of Ineffective/Inexperienced Teachers

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

LCAP and Teacher Credentials

Measuring and Reporting Results



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%)		90% of teachers in the LEA will be fully credentialed. 95% of teachers in the LEA will be appropriately assigned in the subject area for the pupils they are teaching.	Difference of teachers with Full Credentials: 0.84% Difference of teachers without Full Credentials -0.84% Difference of teachers Assigned Appropriately: 0.37% Difference of Teachers Misassigned: -1
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.	2024-25 results were as: 82% Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.		80% will Agree/Strongly Agree: The three district-wide professional development days are an important resource that will lead to increased academic achievement.	The difference from baseline is +4% for the survey question: 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.	100% of the teachers in year 2 of the district's induction program will complete the program.		100% of the teachers in year 2 of the district's induction program will complete the program.	No Difference in the percentage of teachers in year 2 of the district's induction program who will complete the program.

2025-2026

259 Teachers

1 Ineffective/Misassigned

6 Out of Field

12 Inexperienced

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



Support for Teachers

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

Ineffective, Out-of-Field, Inexperienced Teachers

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

Thank You!!!

- Adjourn PAC Meeting #1
- Next PAC Meeting
 - Tuesday, February 3rd @ 9:00 am