



Hanford Elementary School District

Parent Advisory Committee:
February 3, 2026

Welcome & Introductions

- Welcome to PAC Meeting #2
 - Name
 - School You Are Representing
 - What Grade Your Child is in
- Public Comments
- Approve Minutes from Meeting #1
 - Motion:_____ 2nd:_____



Hanford Elementary

Local Control Accountability Plan (LCAP)

Continuing to Understand the LCAP

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

Goals, Actions, and Services — Plan the Future

Mission

Engagement
with Board, community,
and staff

– Goal 1

Measurable
Outcomes

Actions
& Services

\$

= Goal 2

Measurable
Outcomes

Actions
& Services

\$

≡ Goal 3

Measurable
Outcomes

Actions
& Services

\$

Implementation
during the school year

Annual Update — Assess the Past

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.

The Local Control Accountability (LCAP) Goals

1

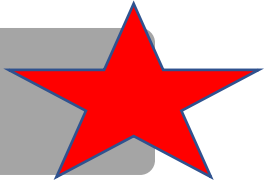


Students will receive a broad educational program that includes English language arts, mathematics, science, history, visual and performing arts, and physical education

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.

6



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

LCAP Goal 2

Academic Achievement



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

- State Priority 4:
 - A: Pupil Achievement as measured by CAASPP Data for ELA & Math & Science (CAST)
 - A: LTEL Achievement as measured by State Assessment per Data Quest
 - E: The percentage of English learner pupils who make progress toward English proficiency as measured by the English Learner Progress CA Dashboard score
 - E: The English learner reclassification rate
- State Priority 1: Basic Services addresses the degree to which:
 - B: Pupils in the school district have sufficient access to the standards-aligned instructional materials

LCAP Goal 2 - Actions

Action Title	Action Description	Budgeted Expenditures
<i>Action 2.1</i> Eliminate Combination Classes /Reduce Class Sizes	Classroom staffing levels will be maintained or increased to reduce or eliminate combination classes in grades K-6 and to lower class sizes in grades 4-8. • <i>Extra Classroom Teachers</i>	\$2,919,829
<i>Action 2.2</i> Summer Program	Students at the district's junior high schools are supported with a summer program that includes both academics and enrichment.	\$29,707
<i>Action 2.3</i> Supplemental Instructional Materials	Provide low-income students, foster youth, and English learners with up to date/upgraded supplemental instructional materials that provide specialized lessons, materials, and technology components that are specifically designed to provide increased support for English learners and struggling students. • <i>Instructional Materials (Books, textbooks)</i> • <i>Teacher Resource Specialist</i>	\$236,805

LCAP Goal 2 – Actions (Continued)

Action Title	Action Description (Summarized)	Budgeted Expenditures
<i>Action 2.4</i> School Site Allocations to be Prioritized by each School's Site Council to support the lowest performing student groups in red on the CA Dashboard.	School Site Allocations to be Prioritized by each School's Site Council to support the lowest performing student groups in red on the CA Dashboard. To address the low performing schools in a district and student group reds on the 2024 CA Dashboard (see “An explanation of why the LEA has developed this goal”) and identified in the metrics appendix, including Students with Disabilities (SWD), Foster, and Homeless subgroups (DA subgroups), each school will take the following actions to address the student group(s): The LEA will provide schools with supplemental supplies, materials, books, and technology that support the programs and services in the LCAP targeting our lowest student groups. Student groups in these lowest performing groups will be prioritized for after school tutoring. Upgraded supplemental instructional materials provide specialized lessons, materials, and technology components that are specifically designed to provide additional (increased) supports for struggling students. Classroom teachers’ use of these upgraded materials in their instruction qualitatively improves the instruction.	\$144,805

LCAP Goal 2 – Actions (Continued)

Action Title	Action Description (Summarized)	Budgeted Expenditures
<i>Action 2.5</i> Supporting Designated and Integrated ELD <i>Action 2.6</i> Supplemental Support for Long-Term English Learners (LTELs)	Designated and Integrated ELD are supported with staff, supplies, and materials. Designated ELD EL students are provided with consistent, effective, research-based designated English language development instruction that is carefully planned and explicitly taught; that includes opportunities to develop fluency through authentic oral and written practice; that includes activities with language beyond students' current level of proficiency; and that is specifically targeted to students' English proficiency levels. Integrated ELD EL Students are supported across the school day in all content areas. English learners in Hanford Elementary are referred to as ELITE because being an English learner, knowing two languages and working toward becoming bilingual and biliterate, is considered an asset rather than a handicap. All content area instruction includes the intentional use of scaffolds to remove barriers to learning for English learners. Director Program Development, Assessment, and Accountability (50%) 33% Learning Directors 50% Admin Secretary (PD ELs) EL Instructional Aide (Jr. High) Supplies Materials for Supplemental ELD Instruction	<i>Action 2.5</i> \$920,095 <i>Action 2.6</i> \$27,500

LCAP Goal 3:

Support for Teachers & Staff



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

- State 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
 - A: HESD Teacher Survey
 - A. New Teacher Induction Completion Rates
- State Priority 4:
 - A: Pupil Achievement as measured by CAASPP Data for ELA & Math

LCAP Goal 3 - Actions

Action Title	Action Description	Budgeted Expenditures
<i>Action 3.1</i> Teacher Professional Development	Teachers are supported with leadership, training, and professional development. • 33% Learning Directors • 50% Admin. Secretary (Supports PD) • 3 Teacher PD Days	\$1,181,364.50
<i>Action 3.2</i> Teacher Collaboration Time	Provide weekly collaboration time for teachers. Administrators and teachers conduct detailed, sophisticated analysis of students' performance on formative and summative assessments, and use information gained from this analysis to plan instruction and interventions. • Teacher Resource Specialist • Admin. Supplies, Materials	\$115,678
<i>Action 3.3</i> New Teacher Induction	The district will operate a California Commission on Teacher Credentialing (CTC) accredited new teacher induction program. New teachers will receive induction support for two years and will clear their credentials through the induction program. • Admin Secretary (Induction) • Induction Program Supplies	\$141,360



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 and Math***
- ***English Learner Progress***
- Chronic Absenteeism
- Suspension Rate



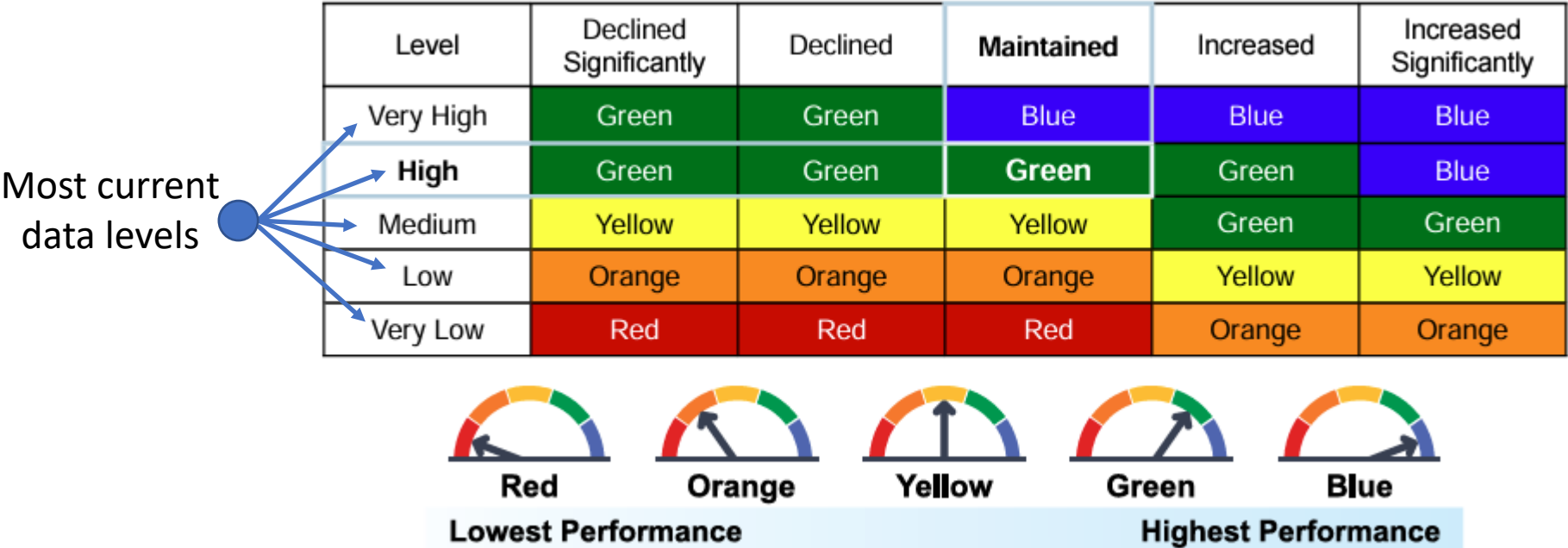
State Indicators

Test Scores in ELA and Math
English Learner Progress

State Indicators: Test Scores in ELA and Math

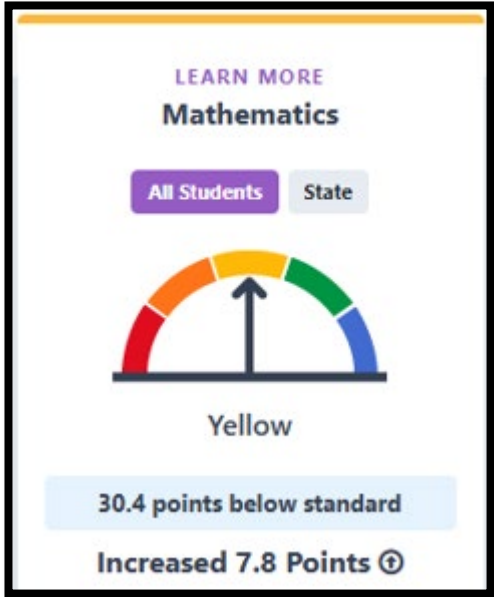
Student Achievement

- The California School Dashboard provides color-coded gauges showing how schools and districts performed in ELA and math state assessments. The gauges tell how students did and give a comparison of scores over the past two years.*
- The color codes are based on student performance on the Smarter Balanced Summative Assessments, which are taken each spring by students in grades three through eight and comparing those scores to the previous year's scores*



State Indicators: Test Scores in ELA and Math

Performance Level	Declined Significantly from Prior Year (by 15.1 points or more)	Declined from Prior Year (by 3.0 to 15.0 points)	Maintained from Prior Year (declined or increased by 2.9 points or fewer)	Increased from Prior Year (by 3.0 to 14.9 points)	Increased Significantly from Prior Year (by 15.0 points or more)
Very High +45.0 points or more in Current Year	Green	Green	Blue	Blue	Blue
High +10.0 to +44.9 points in Current Year	Green	Green	Green	Green	Blue
Medium -5.0 points to +9.9 points in Current Year	Yellow	Yellow	Yellow	Green	Green
Low -5.1 to -70.0 points in Current Year	Orange	Orange	Orange	Yellow	Yellow
Very Low -70.1 points or fewer in Current Year	Red	Red	Red	Orange	Orange



State Test Scores Overall

CAASPP ELA

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Standard Exceeded	14.43%		13.26%	16.51%	17.73%	17.36%	20.09%
Standard Met	30.60%		25.96%	29.00%	27.04%	27.74%	31.20%
Standard Nearly Met	23.86%		24.79%	22.73%	23.75%	22.56%	22.89%
Standard Not Met	31.11%		35.99%	31.76%	31.48%	32.35%	25.83%

ELA

2024-25

Proficient

51.29%

State:
48.82%

Not Proficient

48.72%

CAASPP MATH

	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Standard Exceeded	16.96%		9.33%	11.44%	14.09%	16.43%	18.35%
Standard Met	21.07%		16.41%	18.53%	19.57%	21.24%	22.05%
Standard Nearly Met	27.98%		28.69%	28.99%	28.19%	26.22%	27.27%
Standard Not Met	33.98%		45.57%	41.03%	38.15%	36.10%	32.33%

MATH

2024-25

Proficient

40.40%

State:
37.30%

Not Proficient

59.60%

State Test Scores ELA

CAASPP ELA Percent Proficient								
	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	Baseline <u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>State</u>
Overall-All Students	45.03%		39.22%	45.51%	44.77%	45.10%	51.29%	48.82%
Students with Disabilities	16.10%		5.77%	10.66%	11.14%	12.44%	16.02%	16.95%
Low Income	39.41%		33.45%	39.68%	40.46%	41.14%	46.83%	38.23%
English Learner	15.17%		15.22%	25.03%	20.41%	16.08%	19.35%	10.41%
LTEL (Long Term EL)	N/A		N/A	N/A	5.00%	3.45%	6.35%	5.55%
Asian	50.00%		40.74%	62.07%	65.52%	75.86%	74.08%	74.36%
African American	32.55%		26.77%	28.22%	34.15%	31.12%	42.52%	32.75%
Hispanic	41.90%		35.81%	43.60%	42.87%	42.96%	50.13%	38.84%
White	62.61%		59.11%	60.57%	57.11%	57.99%	58.71%	61.80%
Two or More Races	57.29%		47.62%	51.86%	54.47%	55.83%	55.73%	61.46%
Homeless	24.70%		34.78%	27.12%	31.06%	25.00%	35.30%	26.74%
Foster	N/A		N/A	50.00%	36.36%	13.33%	28.57%	22.46%

State Test Scores Math

CAASPP MATH Percent Proficient								
	2018-19	2019-20	2020-21	2021-22	Baseline 2022-23	2023-24	2024-25	State
Overall-All Students	38.03%		25.74%	29.97%	33.66%	37.67%	40.40%	37.30%
Students with Disabilities	13.69%		4.79%	8.26%	8.60%	13.62%	12.37%	13.10%
Low Income	32.49%		20.84%	24.90%	29.12%	34.43%	36.11%	26.19%
English Learner	16.46%		8.95%	14.60%	12.50%	13.69%	16.27%	11.01%
LTEL (Long Term EL)	N/A		N/A	N/A	3.57%	1.72%	6.35%	3.38%
Asian	38.89%		29.17%	48.28%	51.72%	55.17%	62.97%	70.30%
African American	23.22%		12.12%	13.50%	23.78%	21.71%	23.44%	20.06%
Hispanic	35.01%		22.91%	28.02%	31.32%	35.57%	38.76%	25.74%
White	56.73%		43.19%	43.32%	46.33%	51.85%	51.79%	51.01%
Two or More Races	43.76%		33.33%	41.67%	46.43%	48.34%	48.85%	50.66%
Homeless	17.44%		13.64%	17.24%	19.42%	16.30%	20.00%	17.58%
Foster	N/A		N/A	25.00%	36.36%	6.67%	6.67%	13.17%

State Test Scores Science

5th & 7th
Grade Only

CAST Science Percent Proficient								State
	2018-19	2019-20	2020-21	2021-22	Baseline 2022-23	2023-24	2024-25	
Overall-All Students	19.82%		19.12%	23.16%	24.23%	23.25%	25.98%	32.66%
Students with Disabilities	5.63%		3.80%	6.21%	3.15%	5.04%	8.75%	9.89%
Low Income	15.59%		12.50%	17.95%	20.25%	19.27%	21.81%	22.34%
English Learner	1.89%		3.20%	8.31%	4.58%	1.62%	1.79%	2.81%
LTEL (Long Term EL)	N/A		N/A	N/A	0.00%	0.00%	0.00%	1.75%
Asian	30.77%		N/A	N/A	N/A	N/A	N/A	60.86%
African American	9.52%		14.29%	7.15%	13.33%	6.12%	6.82%	17.08%
Hispanic	16.18%		14.71%	20.62%	22.24%	21.67%	24.00%	21.84%
White	38.95%		40.28%	41.46%	39.10%	36.18%	37.73%	47.15%
Two or More Races	35.48%		31.42%	31.25%	37.93%	21.43%	39.54%	46.63%
Homeless	3.23%		N/A	5.88%	25.00%	15.00%	7.69%	14.88%
Foster	N/A		N/A	N/A	N/A	N/A	N/A	9.92%

3 Year Proposed Targets

CAASPP ELA Percent Proficient

	<u>2018-19</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>
Overall-All Students	45.03%	44.77%	45.10%	51.29%
Students with Disabilities	16.10%	11.14%	12.44%	16.02%
Low Income	39.41%	40.46%	41.14%	46.83%
English Learner	15.17%	20.41%	16.08%	19.35%
LTEL (Long Term EL)	N/A	5.00%	3.45%	6.35%
Asian	50.00%	65.52%	75.86%	74.08%
African American	32.55%	34.15%	31.12%	42.52%
Hispanic	41.90%	42.87%	42.96%	50.13%
White	62.61%	57.11%	57.99%	58.71%
Two or More Races	57.29%	54.47%	55.83%	55.73%
Homeless	24.70%	31.06%	25.00%	35.30%
Foster	N/A	36.36%	13.33%	28.57%

CAASPP ELA Proposed Targets

	Baseline (22-23)	Target Outcome 23-24	Target Outcome 24-25	Target Outcome 25-26	Difference From Baseline
Overall-All Students	44.47%	48.00%	51% 	54.00%	9.53%
Students with Disabilities	11.14%	15.00%	18% 	21.00%	9.86%
Low Income	40.46%	44.00%	47% 	50.00%	9.54%
English Learner	20.41%	24.00%	27% 	30.00%	9.59%
LTEL (Long Term EL)	5.00%	10.00%	13% 	16.00%	11.00%
Asian	65.52%	67.00%	69% 	71.00%	5.48%
African American	34.15%	38.00%	41% 	44.00%	9.85%
Hispanic	42.87%	46.00%	49% 	52.00%	9.13%
White	57.11%	60.00%	62% 	64.00%	6.89%
Two or More Races	54.47%	58.00%	61% 	64.00%	9.53%
Homeless	31.06%	35.00%	38% 	41.00%	9.94%
Foster	36.36%	42.00%	45% 	48.00%	11.64%

**Maintain Green/High Level

**High Level is +10.0 above Standard

Data from CDE DataQuest

3 Year Proposed Targets

CAASPP MATH Percent Proficient

	2018-19	2022-23	2023-24	2024-25
Overall-All Students	38.03%	33.66%	37.67%	40.40%
Students with Disabilities	13.69%	8.60%	13.62%	12.37%
Low Income	32.49%	29.12%	34.43%	36.11%
English Learner	16.46%	12.50%	13.69%	16.27%
LTEL (Long Term EL)	N/A	3.57%	1.72%	6.35%
Asian	38.89%	51.72%	55.17%	62.97%
African American	23.22%	23.78%	21.71%	23.44%
Hispanic	35.01%	31.32%	35.57%	38.76%
White	56.73%	46.33%	51.85%	51.79%
Two or More Races	43.76%	46.43%	48.34%	48.85%
Homeless	17.44%	19.42%	16.30%	20.00%
Foster	N/A	36.36%	6.67%	6.67%

CAASPP MATH Proposed Targets

	Baseline (22-23)	Target Outcome 23-24	Target Outcome 24-25	Target Outcome 25-26	Difference From Baseline
Overall-All Students	33.66%	37.00%	40% 🟢	43.00%	9.34%
Students with Disabilities	8.60%	12.00%	15% 🟡	18.00%	9.40%
Low Income	29.12%	33.00%	36% 🟢	39.00%	9.88%
English Learner	12.50%	16.00%	19% 🟡	22.00%	9.50%
LTEL (Long Term EL)	3.57%	10.00%	13% 🟡	16.00%	12.43%
Asian	51.72%	53.00%	55% 🟢	57.00%	5.28%
African American	23.78%	27.00%	30% 🟡	33.00%	9.22%
Hispanic	31.32%	35.00%	38% 🟢	41.00%	9.68%
White	46.33%	50.00%	53% 🟡	56.00%	9.67%
Two or More Races	46.43%	50.00%	53% 🟡	56.00%	9.57%
Homeless	19.42%	23.00%	26% 🟡	29.00%	9.58%
Foster	36.36%	42.00%	45% 🟡	48.00%	11.64%

**Maintain Green/High Level

Data from CDE DataQuest

**High Level is +0.0 above Standard

State Indicators: LCAP Goal 2

LCAP Matric

- LEAs must identify metrics for specific student groups, including expected outcomes that address and reduce disparities in outcomes between student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 4: Pupil Achievement as measured by: A: Statewide Assessments CAASPP Data: ELA	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2023 CAASPP ELA (per Data Quest) Overall: 44.77% SWD: 11.14% SED: 40.46% EL: 20.41% L-TEL (Long-Term EL): 5.00% Asian: 65.52% African American: 34.15% Hispanic: 42.87% White: 57.11% Two or More: 54.47% Homeless: 31.06% Foster: 36.36%	Percentage of Students Scoring Proficient (Exceeded or Met) on the 2024 CAASPP ELA (per Data Quest) Overall: 45.10% SWD: 12.44% SED: 41.14% EL: 16.08% LTEL (Long-Term EL): 3.45% Asian: 75.86% African American: 31.12% Hispanic: 42.96% White: 57.99% Two or More: 55.83% Homeless: 25.00% Foster: 13.33%		Percentage of Students Scoring Proficient (Exceeded or Met) on the 2026 CAASPP ELA (per Data Quest - Proposed Target) Overall: 54.00% SWD: 21.00% SED: 50.00% EL: 30.00% L-TEL (Long-Term EL): 16.00% Asian: 71.00% African American: 44.00% Hispanic: 52.00% White: 64.00% Two or More: 64.00% Homeless: 41.00% Foster: 48.00%	
		English Language Arts (per 2023 CA Dashboard): Overall: 16.4 points Below (Orange) EL: 36.5 points Below (Yellow) SED: 28.2 points Below (Yellow) SWD: 104.1 points Below (Red) Homeless: 46.8 points Below (Yellow) African American: 50.2 points Below (Yellow) Hispanic: 20.6 points Below (Orange) Two or More: 5.8 points Below (Orange) White: 14.9 points Above (Green) Foster: 19.9 points Below (Orange) American Indian: 53.1 points Below (No Color) Asian: 26.0 points Above (No Color) Filipino: 61.0 points Above (No Color)	English Language Arts (per 2024 CA Dashboard): Overall: 15.8 points Below (Orange) EL: 37.6 points Below (Orange) SED: 27.3 points Below (Orange) SWD: 104.6 points Below (Red) Homeless: 46.8 points Below (Yellow) African American: 48.8 points Below (Orange) Hispanic: 20.1 points Below (Orange) Two or More: 6.9 points Above (Green) White: 9.4 points Above (Yellow) Foster: 44.7 points Below (Orange) American Indian: 100.3 points Below (No Color) Asian: 59.8 points Above (No Color) Filipino: 56.8 points Above (No Color)		English Language Arts (per 2026 CA Dashboard): Overall: 6.4 points Below EL: 26.5 points Below SED: 18.2 points Below SWD: 80.1 points Below Homeless: 36.8 points Below African American: 40.2 points Below Hispanic: 10.6 points Below Two or More: 5.0 points Above White: 24.9 points Above Foster: 9.9 points Below American Indian: 43.0 points Below Asian: 35.0 points Above Filipino: 70.0 points Above	
		District 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: * Students with Disabilities (SWD) subgroup	District 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:		District 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:	

State Test ELPAC Scores

Summative ELPAC								ELPAC
	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>	<u>2023-24</u>	<u>2024-25</u>	<u>2023-24</u>
4-Well Developed	13.90%		14.29%	17.78%	23.77%	16.82%	15.29%	<u>Levels 3 & 4</u>
3-Moderately Dev.	41.21%		36.48%	41.47%	38.89%	38.63%	37.69%	52.98%
2-Somewhat Dev.	32.89%		34.66%	30.02%	28.27%	29.42%	31.21%	<u>Levels 1 & 2</u>
1-Beginning Stage	12.00%		14.58%	10.73%	9.07%	15.13%	15.82%	47.03%

State Test Scores: Conclusions/Discussion

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

LCAP Programs and Services Supporting Student Achievement

LCAP Goal/Action Number	Description
1.1	School Site Supplies and Materials**
1.2	School Libraries
1.3	Student Technology
1.4	Academic Study Trips
1.5	Art, Music, and PE Support (Staff and Supplies)
2.1	Additional Teaching Staff to Eliminate Combination Classes (Gr. 1-6)
2.2	Summer Programs (Junior High)
2.3	Instructional Materials
2.5	Supporting Designated and Integrated ELD (Supports for EL Students)
2.6	Supplemental Support for Long Term English Learners (LTELs)

Programs and Services Supporting Student Achievement Outside of the LCAP

Program/Funding Source	Description
Title I SWP	Supplemental Instruction and Tutoring (School Site Based)
ELOG/ELOP	Expansion of After School and Summer Programs
ESSER/GEER	Additional Teaching Staff to Reduce Class Sizes
Title III	Support for EL Students, Parent Training and Academies

Discussion/Recommendation Programs/Services

- Discussion
- Recommendations
- Approve Recommendations
 - Motion to Approve:
 - Second:
 - VoteAll 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

Thank You!!!

- Adjourn PAC Meeting #2
- Next PAC Meeting
 - Tuesday, March 17th @ 9:00 am