

Hanford Elementary School District

Hanford Elementary School District (HESD) Parent Advisory Committee Meeting #2 Minutes

Date of Meeting: February 3, 2026

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

Location: Board Room

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

I. Welcome

- a. Introductions: Mr. Heugly welcomed all attendees, conducted introductions, and reviewed the purpose of the meeting: To consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.
- b. Public Comments: Mr. Heugly made a call for public comments. Heugly mentioned the LCAP Parent Survey that went out yesterday to all parents through Parent Square. B. Kreschmer talked about student safety and possibility of adding additional crosswalks (MLK) or lighted crosswalks to help students/parents cross busy streets in the fog. B. Lopez stated her child is participating in Roosevelt's after school dance club and is loving it. C. Buchanan mentioned her child is participating at Lincoln's TCOE OnStage after school Theatre club and is loving it as well.

II. Approval of the Minutes from PAC Meeting #1: L. Hollis made a motion to approve the minutes. B. McVay seconded. All were in favor.

III. Information (Review from Meeting #1): Local Control Accountability Plan (LCAP)

1. LCAP Structure/Organization: Mr. Heugly displayed the slide showing the layout and the various parts of the new updated LCAP template and reviewed the organization of the LCAP. He briefly reviewed the purpose of each section:
 - Plan Summary
 - General Information
 - Reflections: Annual Performance
 - Reflections: Technical Assistance
 - Comprehensive Support and Improvement
 - Engaging Educational Partners
 - How we received input from our various education partner groups
 - Goals and Actions
 - Measuring and reporting Results
 - The data and evidence that leads us toward planning an action, program or service
 - Actions and Expenditures
 - The specific programs and services we plan to provide for students and the estimated cost of each action.
 - Goal Analysis: Reporting of how we did implementing our planned actions (toward the end of the year)
 - Increased or Improved Services
 - A discussion/report of how our planned actions increased or improved services for students who are low-income, English learners, or foster youth
2. LCAP Goals: Mr. Heugly explained that we would be discussing the Goals and Actions section of LCAP. Mr. Heugly reviewed the district's six LCAP goals and explained that today, we would be discussing Goal #2 as it pertains to academic achievement, as well as Goal #3. He went over each action item and budget number for both goals 2 and 3. There was conversation around action 2.1, elimination of combination classes/reduce class sizes as well as action 2.2 summer programs.

IV. Information: California School Dashboard

- a. CA School Dashboard State and Local Indicators: Mr. Heugly reviewed the state and local indicators and gave a brief explanation of the two categories of indicators. Mr. Heugly reminded the committee that the indicators are part of the Measuring and Reporting Results section and are monitored to see whether we are making progress

toward achieving our goals. Mr. Heugly explained that today, we would be reviewing our 2025 CAASPP test scores in ELA, Math, and Science and making a comparison of the scores over the last several years. This way we can view the 2018-19 pre-COVID score to 2025 post-COVID scores, as well as the in between years.

1. Test Scores in ELA and Math: Mr. Heugly reviewed the ELA and Math test scores for All Students and each of the subgroups. Mr. Heugly showed a slide comparing the 18-19 vs. 20-21, 21-22, 22-23, 23-24, and 24-25 test scores, highlighting the percentages of students scoring proficient. Mr. Heugly noted that:
 - Students had experienced significant learning loss in 20-21 due to missed school from the COVID pandemic, however, most subgroups of students in ELA and Math were scoring higher, if not similarly, compared to pre-COVID scores, and “All Students” scored about 6% higher in 2025 compared to 2019. Heugly mentioned that the 51.29% proficiency in ELA is higher than the state average. In Math, “All Students” have steadily increased over the past five years from 25.74% in 20-21 to 40.40% in 24-25, an increase of about 15% points from 20-21. Heugly mentioned that the 40.40% proficiency in Math is higher than the state average. Mr. Heugly also mentioned Foster students and went on to mention that this subgroup is a subgroups that “qualified” HESD for Differentiated Assistance (DA). Mr. Heugly briefly talked about what D.A. is. Mr. Heugly also talked about the funding sources available in the LCAP, including LREBG and Equity Multiplier funding. Mr Heugly also reviewed the Science scores from 2018-2019 to 2024-2025 and how there has been steady growth, however, our 25.98% proficiency level is below the state average.
 - Mr. Heugly asked if the committee noticed anything when looking over the scores. A discussion was had around English Learners and the reclassification process and how in 2019-2020 and 2020-2021, there weren’t many reclassifications taking place due to the covid pandemic which then in the following years, students who would have possibly been reclassified were testing as an EL, which inflated the EL scores for a couple of years. Over the past couple of years, HESD has reclassified more students then HESD ever has, which is a possible cause to EL score to finally drop back to pre-covid numbers.
 - A discussion was had regarding science and how in ELA and Math the students are above the state average, but in science, students are below the state average and do we think this is. The discussion included how science is being taught at elementary schools and junior high schools. What electives or other classes are there for students to incorporate science into their school day, especially with hands-on science lessons. There was a mention of looking at a Science Fair, as well as a science “track” for students. Then there were conversations regarding looking at “tracts” at the junior high to prep and match them for High School.
 - A discussion was had around communication to parents and the community including the use of ParentSquare and ParentVue for parents to view their child’s SSR (Student Score Report). S. Green mentioned to the group how she views the SSR on her ParentVue app.
 - Mr. Heugly went over the CA Dashboard and the 5X5 grid to explain how the color coding works, especially in regards to district accountability. He discussed with the committee about setting Target Year 3 Outcome numbers for ELA and Math for All Students and all the subgroups, which were set the previous year. D. Allen made a motion to approve the below recommendations (#3) and continue with the Target Year 3 Outcome numbers. C. Buchanan. All were in favor.
2. English Learner Progress. The percentage of EL students making progress on the ELPAC was highlighted showing 52.98% scoring level 3 or 4 on the ELPAC in 24-25.
3. Discussion and Recommendations: The committee members provided comments on the information. The committee made the following recommendations:
 - Recommendations were made, as seen above, on:
 - Keeping action 2.1 – Eliminate Combination Classes/Reduce Class Sizes
 - Continue to focus on Science curriculum and teaching strategies in the classroom.
 - Look at creating electives/intro classes to various “tracks” such as a business track, medical track, Science track, etc., similar to what the high school has, to tie the Junior High to the High School.

V. Programs and Services (LCAP Actions) to support academic achievement

a. Review of Programs and Services (Under Goals 1 & 2)

Mr. Heugly reviewed the programs and services in the LCAP to support academic achievement.

LCAP Goal/Action Number	Description
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1.1	School Site Supplies and Materials
1.2	School Libraries
1.3	Student Technology
1.5	Academic Study Trips
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)

Mr. Heugly also reviewed some of the programs and services *outside* of the LCAP that support academic achievement:

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

- b. Discussion and Recommendations: The committee members provided comments on the information.

VI. Adjournment