



Hanford Elementary School District

Parent Advisory Committee:

May 5, 2026

Welcome & Introductions

- Welcome to PAC Meeting #4
 - Name
 - School You Are Representing
 - What Grade Your Child is in
 - Public Comments
- Approve Minutes from Meeting #3
 - Motion:_____ 2nd:_____

PAC Meeting Schedule 2025-2026

Training Session #1	October 28, 2025
Training Session #2	November 18, 2025
Meeting 1	December 16, 2025
Meeting 2	February 3, 2026
Meeting 3	March 17, 2026
Meeting 4	May 5, 2026

PAC Agenda #4

- Review the School Family Compact
- Review Current Parent Advisory Committee Recommendations from 2025-2026
- Review the Draft 2024-2025 - 2026-2027 Year 3 Local Control Accountability Plan
- LCAP Adoption Process
- Recommend that the HESD Board of Trustees approve the 2024-2025 to 2026-2027 Year 3 Local Control Accountability Plan

School Family Compact 2026-2027

School Family Compact

The HESD School Family Compact has been jointly developed with parents, staff and students. The compact describes how parents, school staff, and students share the responsibility for improved student achievement and how the school and parents will build a partnership to help children achieve the state's high standards. The compact describes the schools responsibility to provide high-quality curriculum and instruction and how parents will be responsible for supporting their children's learning. The School Family Compact addresses the importance of communication between parents, teachers, and students.

Hanford Elementary School
District



School Family Compact

Revised: 2025-2026

Hanford
Elementary
School
District



School Family
Compact

www.hanfordesd.org

Parent Promise

To make sure that my child arrives at school each day prepared and well-rested.

To encourage my child to complete homework by providing a quiet place, enough time, and positive support.

To support my child by communicating the importance of learning and good character.

To be an active partner in my child's education by participating in school activities, communicating with my child's school, and attending parent-teacher conferences.

To remind my child that there is always an adult at school that they can talk to for support and encouragement.

Staff Promise

To motivate students by providing a high-quality curriculum that has relevant, challenging, interesting work and by having high expectations for their success.

To support students' character development by providing a safe, physical space and a respectful learning environment.

To encourage students' academic and character development by providing their families with communication and support.

To provide frequent reports to parents on their children's progress including annual parent/teacher conferences.

To provide opportunities to participate and/or volunteer in their child's class.

To provide regular two-way meaningful communication between families and school staff.

Student Promise

To come to school prepared to learn.

To ask my parents, teachers, and school staff for help, support, and encouragement.

To be responsible and always do my best work.

To respect myself, my peers, and school staff.



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Discussion & Recommendations

Approval of Recommendations

Motion: _____

2nd: _____

Parent Advisory Committee Recommendations for 2025-2026

Dec 2025

The Parent Advisory Committee Made the Following Recommendations:

1. The PAC recommends that the board [approve](#) BP6020 Parent Involvement
2. The PAC recommends that the district continue to ensure that all students have the required instructional materials.
3. The PAC recommends looking into a teaching pathway club for those students interested in becoming a teacher later in life.
4. The PAC recommends looking at how to incorporate more after school programs at [the junior high](#).
5. The PAC recommends having a Career Day, and College/Vocational Day at school sites.

Feb 2026

The PAC made the following recommendations:

1. Keeping action 2.1 – Eliminate Combination Classes/Reduce Class Sizes
2. Continue to focus on science curriculum and teaching strategies in the classroom.
3. 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.

Mar 2026

The PAC made the following recommendations:

- The committee recommended looking into events at schools (and district wide) that help create connections among different families within the school and district.
- The committee recommended looking at the transportation needs of Homeless and Foster Youths, and utilizing Kart Bus, and seeing if there is a way HESD could have a van that goes around and pick up students in need that were not able to ride the bus.
- The committee recommended sharing with the schools their thoughts about school & family connectedness, which includes:
 - Monthly awards and Trimester Awards where students can earn a trip through behavior and or attendance
 - One day School site events such as Rally Fridays to excite students to come to school on Fridays, after school Carnival, after school cook off like a salsa competition.
 - Month long activities, such as Olympics (like Woodrow does in October) or intramurals
 - District wide event, like a carnival at one place for all families in the district
- The committee recommended using the same proposed suspension rate Expected Outcomes for 2024-2025 through 2026-2027 school years.

PAC Recommendations for 2025-2026

Discussion

Student Groups	Suspension Rate Expected Outcomes			Chronic Absenteeism Expected Outcomes		
	24 - 25	25 - 26	26 - 27	24 - 25	25 - 26	26 - 27
Overall-All Students	5.00%	4.00%	2.90%	15.00%	12.00%	9.90%
Students with Disabilities	5.00%	4.00%	2.90%	15.00%	12.00%	9.90%
Low Income	5.00%	4.00%	2.90%	15.00%	12.00%	9.90%
English Learner	4.00%	3.50%	2.90%	15.00%	12.00%	9.90%
Foster Youth	5.00%	4.00%	2.90%	15.00%	12.00%	9.90%
Asian	0.00%	0.00%	0.00%	6.00%	5.50%	4.90%
African American	5.00%	4.00%	2.90%	15.00%	12.00%	9.90%
Hispanic	4.50%	4.00%	2.90%	15.00%	12.00%	9.90%
White	5.00%	4.00%	2.90%	15.00%	12.00%	9.90%
Two or More Races	5.00%	4.00%	2.90%	15.00%	12.00%	9.90%
Homeless	5.00%	4.00%	2.90%	15.00%	12.00%	9.90%



Hanford Elementary

Local Control Accountability Plan (LCAP)

The Local Control Accountability Plan

- **Plan Summary**

- General Information
- Reflections
- Comprehensive Support and Improvement (CDS)

- **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



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 of Program Development, Assessment, and Accountability	rheugly@hanfordesd.org 5595853600

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

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>	\$2,396,567

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

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
Action 2.4 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

LCAP Goal 4:

Supports for Students

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

- State Priority 6: School Climate as measured by:
 - A. Pupil suspension rates (LREBG)
 - B. Pupil expulsion rates
- State Priority 5: Pupil Engagement as measured by:
 - A. School attendance rate (LREBG)
 - B. Chronic absenteeism rates (LREBG)
 - C. Middle school dropout rates
 - C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness
- State Priority 1: Basic Services addresses the degree to which:
 - C. School facilities are maintained in good repair



LCAP Goal 4 - Actions

Action Title	Action Description	Budgeted Expenditures
<i>Action 4.1</i> Coordination of Student Support	Direct supports for students, from professionals within and outside of the district, are coordinated so that students in need receive timely and effective programs and support. • <i>33% Learning Directors</i> • <i>Assistant Superintendent of School Climate, Child Welfare and Attendance</i> • <i>Supplies/Materials (for School Climate Child Welfare and Attendance)</i> • <i>Supplies/Materials for Foster Youth</i> • <i>School Social Workers (Some funded through LREBG Funding)</i> • <i>SARB</i>	\$1,112,410 <u>LREBG Funding</u> \$333,404.24
<i>Action 4.2</i> Health Professionals (Physical/Mental/Social/Emotional)	School health professionals and counselors provide direct services to students to promote well-being and health and intervene with actual and potential health problems. • <i>School Nurses (RNs) (Some funded through LREBG Funding)</i> • <i>School Nurses (LVNs)</i> • <i>School Nursing Supplies/Materials</i> • <i>Elementary Counselors (Some funded through LREBG Funding)</i> • <i>Junior High Counselors (Some funded through LREBG Funding)</i> • <i>Psychologists (Some funded through LREBG Funding)</i> • <i>RSP & SDC Teachers (Some funded through LREBG Funding)</i>	\$2,727,995 <u>LREBG Funding</u> \$2,186,054.87

LCAP Goal 4 – Actions (Continued)

Action Title	Action Description	Budgeted Expenditures
Action 4.3 School Support Staff	Additional support staff provides direct services to students to promote a positive school climate, good citizenship, and school safety. • <i>Student Specialists (One at each elementary school)</i> • <i>Vice Principals (One at each Junior High)</i> • <i>School Resource Officers (not district employees)</i> • <i>Yard Supervisors at each school</i> • <i>Community Day School (CDS)</i> • <i>*CDS Principal/Youth Development</i> • <i>*CDS Teachers</i> • <i>*CDS Specialist</i> • <i>*CDS Aides</i> • <i>*Supplies</i>	\$3,535,370
Action 4.4	On Next Page	
Action 4.5 Transportation	Elementary students who live 3/4 mile or more from school, and/or junior high students who live one mile or more from school will be provided with transportation to and from school.	\$500,000

LCAP Goal 4 – Actions (Continued)

Action Title	Action Description	Budgeted Expenditures
<i>Action 4.4</i> School Site Allocations to be Prioritized by each School's Site Council to support the lowest performing student groups in both Chronically Absent and Suspension who scored 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) subgroup (DA subgroup), each school will take the following actions to address the student group(s): Schools will conduct weekly outreach to students that are chronically absent, School site team (Student Specialist, Counselor, VP, and teachers) will work with and Instructional Leadership team to learn together using an inclusive, improvement model. They will be responsible to monitor SPSA actions and outcomes and identify next steps. Schools will conduct weekly MTSS grade-level teams to analyze data and provide timely behavioral interventions for students as well as monitor attendance. Teachers participate in Culturally Responsive training to establish a culture of learning in their classrooms. MTSS Team to report out during Instructional Cabinet, which consists of School Site Admin and District Admin. School site team (Student Specialist, Counselor, VP, and teachers) will work with and District Support Team to learn together using an inclusive, improvement model. They will be responsible to monitor SPSA actions and outcomes and identify next steps to improve positive behavior and increase student engagement.	\$3,131

LCAP Goal 5:

Parent Engagement & Communication

Communication between schools and home will be regular and meaningful.

- State Priority 3: Parental Involvement addresses:
 - A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site
 - 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.
- State Priority 4:
 - A: Pupil Achievement as measured by CAASPP Data for ELA & Math



LCAP Goal 5 – Actions

Action Title	Action Description	Budgeted Expenditures
<i>Action 5.1</i> Parent/Family Communication	The District and school sites will provide parents with conferences, report cards, and other means of communication regarding students' progress.	\$0
<i>Action 5.2</i> Parent Involvement Activities	School sites and the district will provide parents with a variety of informational, training/educational, and social activities. • <i>Parent Liaison</i> • <i>Parent Education</i> • <i>Parent Académies</i> • <i>Parent Supplies</i>	\$337,510
<i>Action 5.3</i> Required Committees	The district and school sites will maintain the required committees for parent input.	\$0

LCAP Goal 6:

Supports for Students – Equity Multiplier

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

- Priority 6: School Climate as measured by:
 - A. Pupil suspension rates, including SED students at CDS
 - C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness



LCAP Goal 6 – Actions

Action Title	Action Description	Budgeted Expenditures
<i>Action 6.1</i> Student Support – CDS <i>Equity Multiplier Funding</i>	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. • <i>CDS Counselor/Psychologist</i>	<u>Equity Multiplier Funding</u> \$56,714

Year 3 of the LCAP

LCAP Adoption Process

- Public Hearing at the Board Meeting on June 10, 2026
- Board Adoption at the June 24, 2026, Board Meeting
- Sent to the County office for Approval



Discussion/Recommendations

Approval to recommend that the HESD Board of Trustees approve the 2024-2025 to 2026-2027 Year 3 Local Control Accountability Plan (LCAP)

Motion: _____

2nd: _____

Thank You!!!

- Adjourn PAC Meeting #4
- Thank You for a Great Year