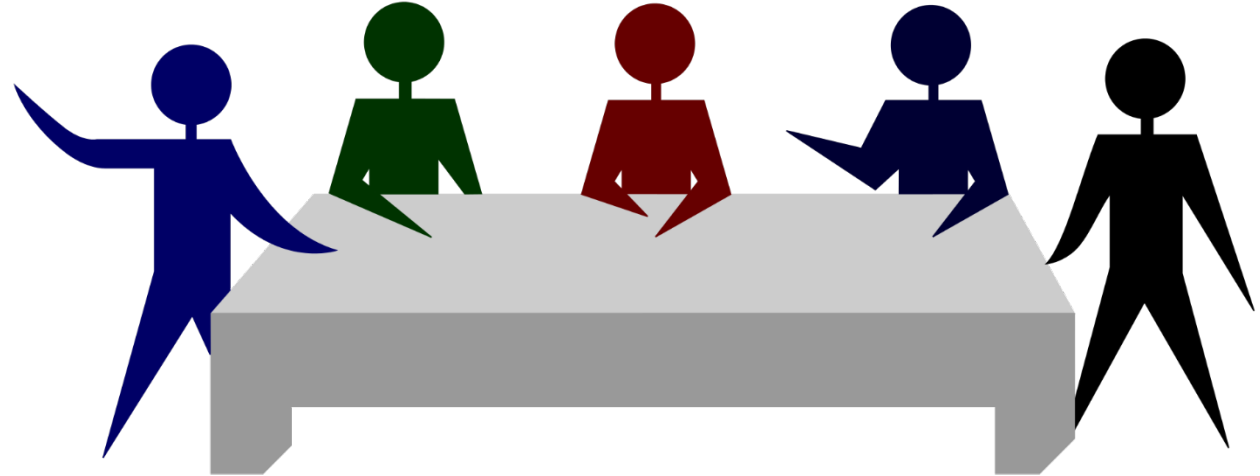


Purpose of the PAC

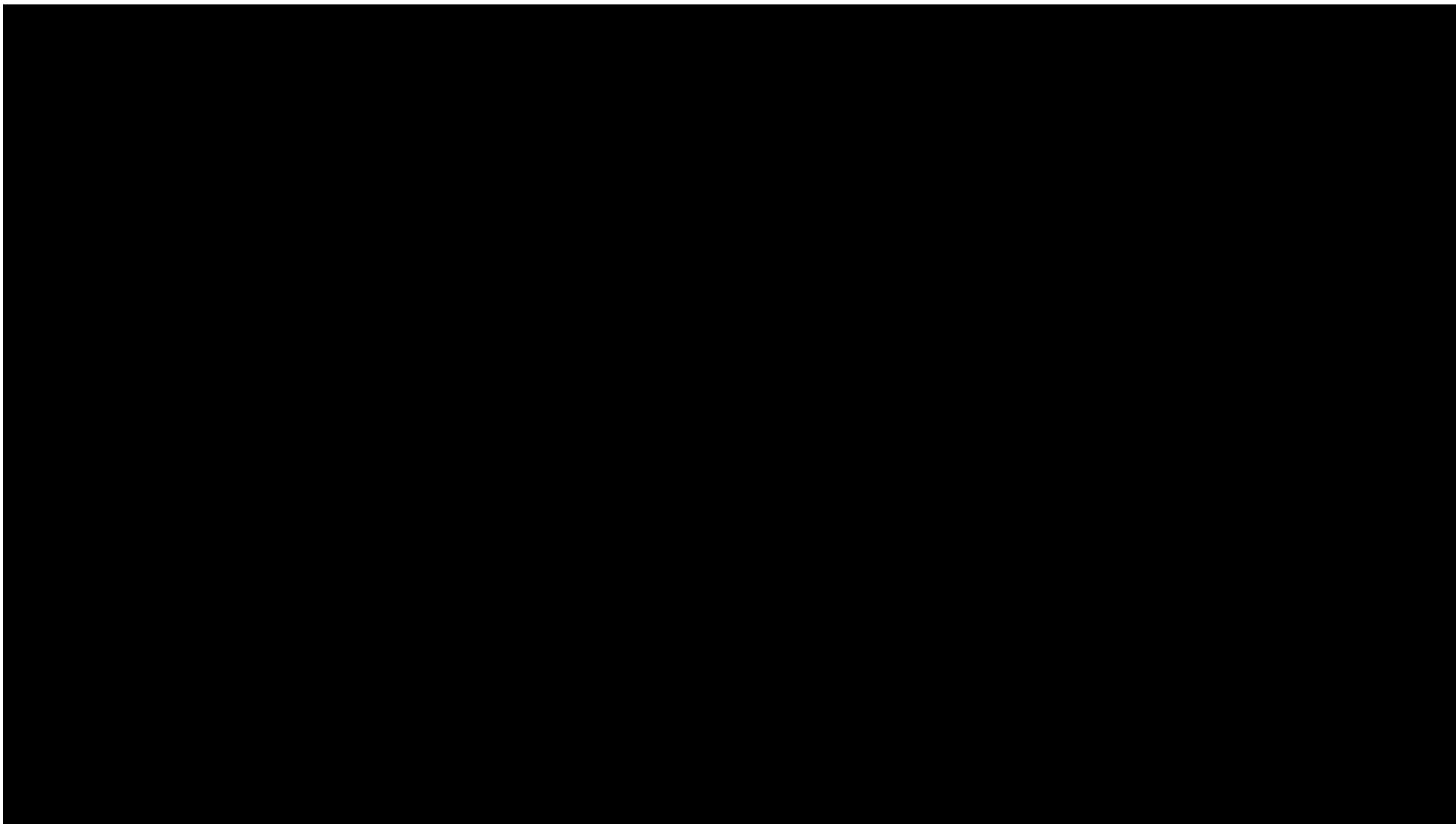
The functions of the Parent Advisory Committee shall be to consult, review, and comment on the Hanford Elementary Local Control Accountability Plan.



Hanford Elementary School District

Parent Advisory Committee:

Training session #2



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 consensus regarding Agenda Items, I will be open-minded, respectful of the opinions of others and make decision that take into consideration of 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 affects all students and needs to be added to the next agenda
 - The item is personal in nature and will be directed to the appropriate department/staff.

Evidence Based Decision Making

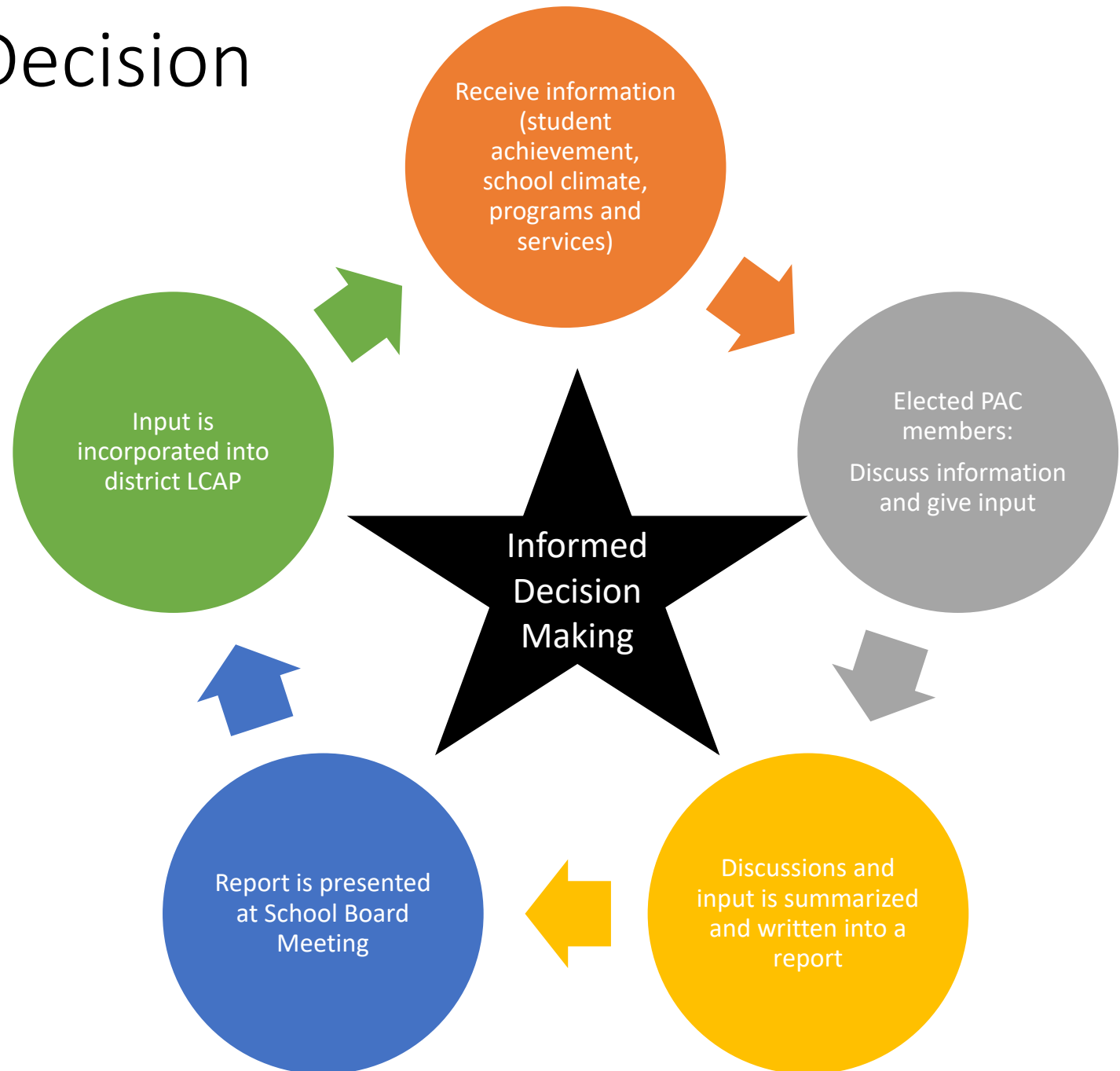
We have a responsibility to base our decisions on evidence

We study the district's programs and services

We use evidence and data to determine programs' effectiveness

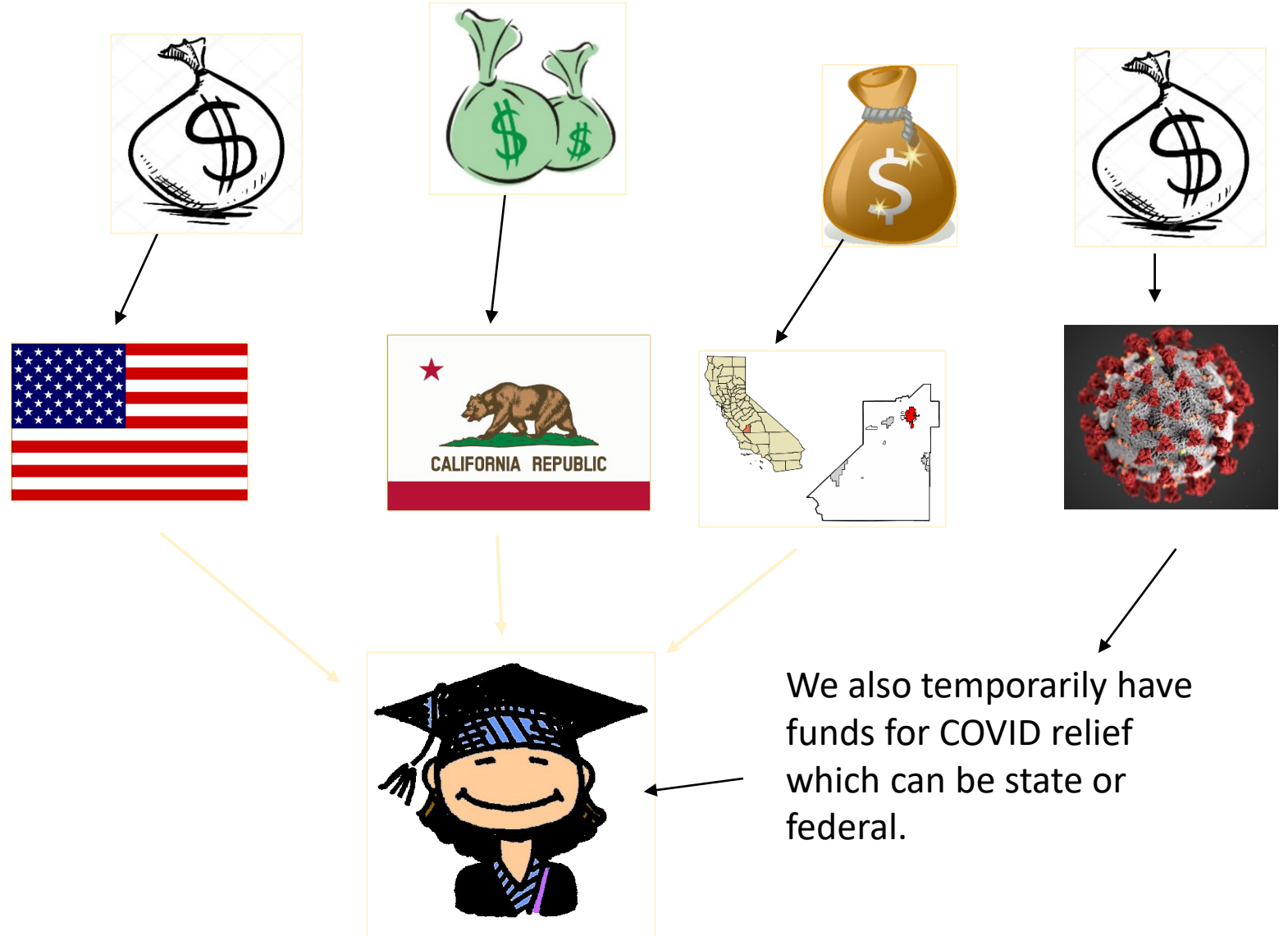
Test scores
Suspension Rates
Surveys

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



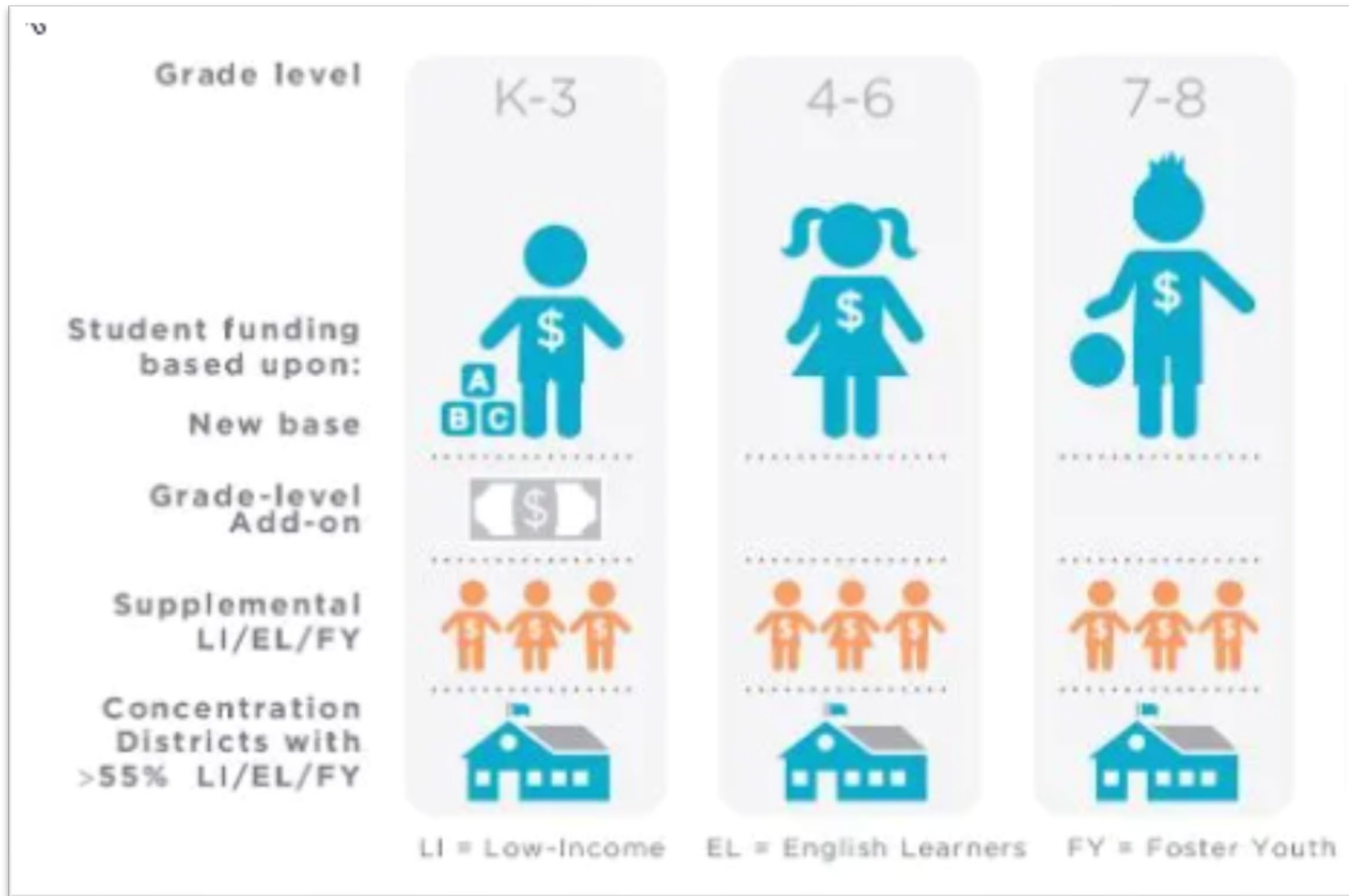
The Local Control Funding Formula

- How are state funds distributed to school districts?
 - Prior to 2013, California had an almost impossibly complex system for allocating funds to school districts. That system was erased when California lawmakers created the *Local Control Funding Formula* (LCFF), a much simpler and fairer set of rules.
 - The big idea of LCFF is that school districts "higher need" students get more money to invest in those students. Here is how it works:
 - All districts receive a “base grant” for each student. The base grant is larger for grades 9-12 than for other grade levels.
 - Districts receive 20% additional “Supplemental Funding” per student for students with higher needs — children [Learning English](#), in [poverty](#), and/or in [foster care](#).
 - If more than 55% of children in the district are in poverty, 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 “Concentration Funding”. (For example, a district with 60% high need students receives 150% of base funding for 5% of its students.)

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 above 70%)

The Local Control Funding Formula


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

Hanford Elementary School District
Confidential Family Survey 2019-2020
PLEASE COMPLETE THIS FORM AND RETURN BY SEPTEMBER 27, 2019.

Dear Parent or Guardian,
We need your help. The information you provide is **confidential**. It is used for the purpose of determining state funding that support learning at your child's school.

PART I: Student Information

Student ID	Student Name	School	Grade



CORRECT: ☐ INCORRECT: ☒

PART II: Fill in the following information for household size and household income
See additional information on the back of this form for assistance in determining your household size and annual household income.

Total number of people (children and adults) living in your household: (Please mark only one bubble)	Total annual household income: (Please mark only one bubble)
2 <input type="radio"/> A	Between \$0 - \$23,107 <input type="radio"/> A
3 <input type="radio"/> B	Between \$23,108 - \$31,284 <input type="radio"/> B
4 <input type="radio"/> C	Between \$31,285 - \$39,461 <input type="radio"/> C
5 <input type="radio"/> D	Between \$39,462 - \$47,638 <input type="radio"/> D
6 <input type="radio"/> E	Between \$47,639 - \$55,815 <input type="radio"/> E
7 <input type="radio"/> F	Between \$55,816 - \$63,992 <input type="radio"/> F
8 <input type="radio"/> G	Between \$63,993 - \$72,169 <input type="radio"/> G
9 <input type="radio"/> H	Between \$72,170 - \$80,346 <input type="radio"/> H
10 <input type="radio"/> I	Between \$80,347 - \$88,523 <input type="radio"/> I
11 <input type="radio"/> J	Between \$88,524 - \$96,700 <input type="radio"/> J
12+ <input type="radio"/> K	More than \$96,701 <input type="radio"/> K

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

DO NOT MAKE COPIES OF THIS FORM

Up to \$1,500 per student
Supplemental

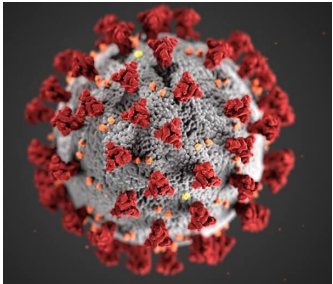
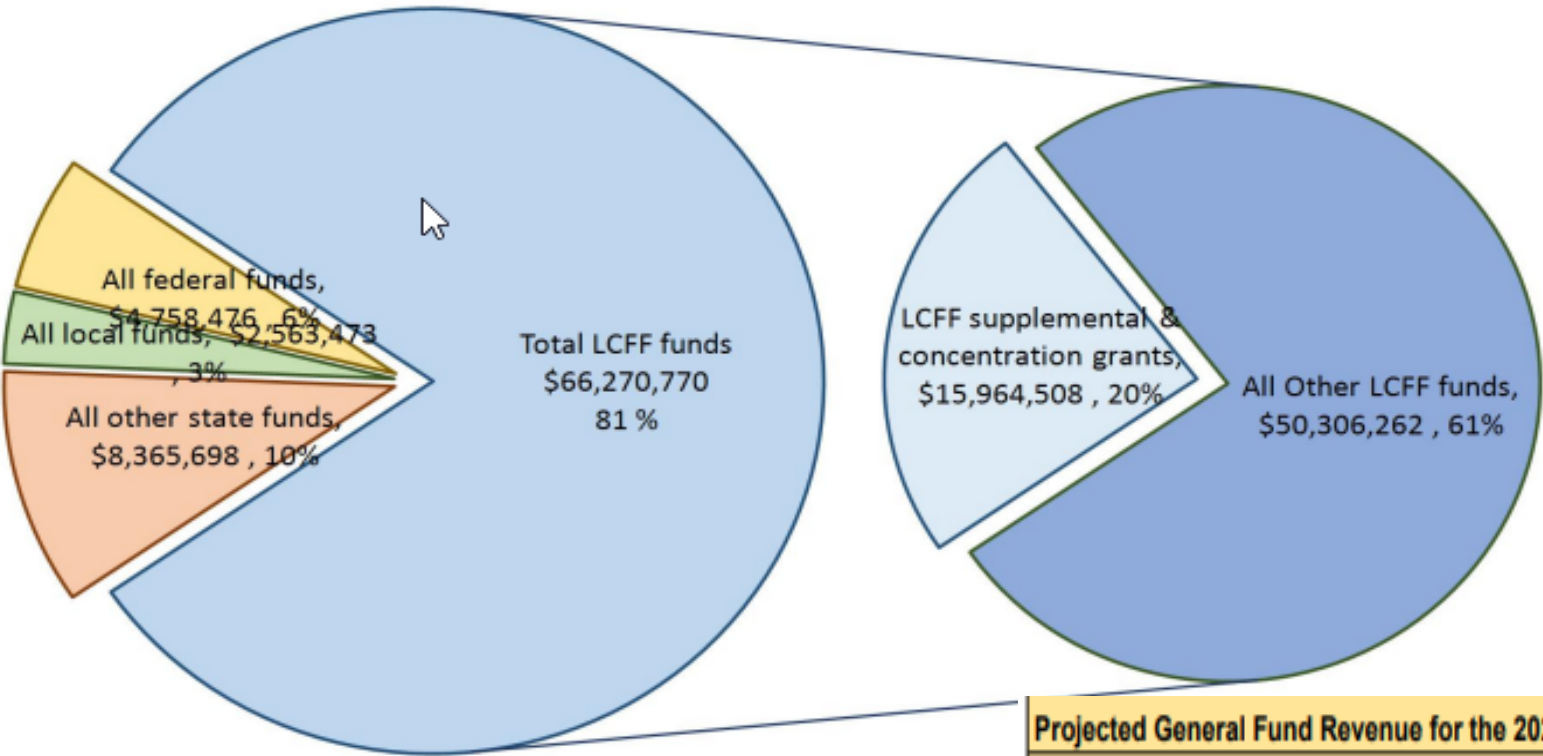
Up to \$1,500 per student
Concentration

In 20-21 there were 4,570 High
Needs Students.

In 20-21 HESD received
\$15,964,508 in supplemental and
concentration funds on behalf
low-income, EL, foster students.

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



There are some additional COVID funds that we just received that are not included in the chart. These are approximately \$16 million in federal funds.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$66,270,770
LCFF Supplemental & Concentration Grants	\$15,964,508
All Other State Funds	\$8,365,698
All Local Funds	\$2,563,473
All federal funds	\$4,758,476
Total Projected Revenue	\$81,958,417

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 students (low-income, EL, foster youth)

EIGHT PRIORITIES CREATE ACCOUNTABILITY

The [Local Control and Accountability Plan](#) puts school information and answers in your hands.

GET TO KNOW THE EIGHT LCAP AREAS

Your school district's LCAP must focus on eight priority areas that help all students succeed. These eight priority areas reflect PTA's belief that many factors – both inside and outside the classroom – positively impact student success:

- [Basic Services](#) — Providing all students with access to fully credentialed teachers in their subject areas, as well as instructional materials that align with state standards, and safe, properly maintained school facilities.
- [Implementation of State Standards](#) — Ensuring school programs and services enable all students, including English learners, to access California's academic content and performance standards, including Common Core Standards for English Language Arts and Math, Next Generation Science Standards, and English Language Development Standards.
- [Course Access](#) — Ensuring all students have access to a broad course of study in all required subject areas, including math, social science, science, visual and performing arts, health, physical education, career and technical education and others, that prepares them for college and careers, regardless of what school they attend or where they live.
- [Student Achievement](#) — Improving achievement and outcomes for all students, as measured in multiple ways, such as test scores, English proficiency and college and career preparedness.
- [Other Student Outcomes](#) — Measuring other important indicators of student performance in all required areas of study.
- [Student Engagement](#) — Providing students with engaging programs and course work that keeps them in school, as measured in part by attendance rates, dropout rates and graduation rates.
- [Parent Involvement](#) — Efforts by the school district and schools to seek input from all parents, and to engage parents in decision-making, as well as promoting parent participation in programs that meet the needs of their students and all students. (See the PTA [National Standards for Family-School Partnerships Assessment Guide](#) for suggested ways to measure progress.)
- [School Climate](#) — Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness, as measured in part by suspension and expulsion rates, and surveys of students, teachers and parents.



CONDITIONS OF LEARNING



BASIC SERVICES

FOCUS PLANNING ON ASSESSING TO WHAT EXTENT:

- TEACHERS ARE QUALIFIED AND APPROPRIATELY ASSIGNED
- SCHOOL FACILITIES ARE IN GOOD REPAIR



IMPLEMENTATION OF STATE STANDARDS

- STUDENTS HAVE ACCESS TO STANDARDS-ALIGNED MATERIALS AND ARE RECEIVING INSTRUCTION THAT IS ALIGNED WITH STATE-ADOPTED CONTENT AND PERFORMANCE STANDARDS



COURSE ACCESS

- STUDENTS ARE ENROLLED IN A BROAD COURSE OF STUDY



STUDENT OUTCOMES



STUDENT ACHIEVEMENT

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



OTHER STUDENT OUTCOMES



ENGAGEMENT



STUDENT ENGAGEMENT

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



PARENT INVOLVEMENT



SCHOOL CLIMATE

Local Control Accountability Plan (LCAP)

Hanford Elementary

District 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.

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
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 missassignments
 - ~~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 missassignments~~
 - 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

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

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 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 (\$15,964,508)
- 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

