



Hanford Elementary School District

Parent Advisory Committee:
February 7, 2023

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 & Report to Board
 - Motion:_____ 2nd:_____

PAC Meeting Schedule 2022-2023

Training Session #1	October 25, 2022
Training Session #2	November 15, 2022
Meeting 1	December 13, 2022
Meeting 2	January 31, 2023 February 7, 2023
Meeting 3	March 21, 2023
Meeting 4	May 23, 2023 May 16, 2023



Hanford Elementary

Local Control Accountability Plan (LCAP)

Continuing to Understand the LCAP

The Local Control Accountability Plan

- Plan Summary
 - General Information
 - Reflections: Successes
 - Reflections: Identified Need
 - LCAP Highlights
- 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	Doug Carlton Director, Program Development, Assessment, Accountability	dcarlton@hanfordesd.org 558-585-3671

Goals, Actions, and Services — Plan the Future

Mission

Engagement
with Board, community,
and staff

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.

– 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

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.



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

(Note that some of the State Indicators are suspended due to the COVID pandemic)



State Indicators

Test Scores in ELA and Math
English Learner Progress

State Indicators: Test Scores in ELA and Math

Student Achievement

- In normal times, The California School Dashboard provides color-coded gauges showing how schools and districts performed in ELA and math. The gauges tell how students did and give a comparison of scores over the past two years.*
- The California School Dashboard was suspended due to the COVID pandemic.*
- Students took state tests in 2018-2019 and in 2020-2021 and again in 2021-2022 as status only-no year-to-year comparison (state tests were suspended in 2019-2020 due to the COVID pandemic).*
- Although we do not have the typical color-coded comparisons, we do have cell-phone bars representing student performance levels and we also have the percentages of students who scored in the four categories.*
 - Very Low (Did not meet the achievement standards)
 - Low (Nearly met the achievement standards)
 - High (Met the achievement standards)
 - Very High (Exceeded the achievement standards)



Measuring and Reporting Results

From our LCAP (example):

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: Pupil Achievement as measured by all of the following, as applicable: Local Assessment Data ELA	Local Assessment Data ELA Baseline (Percent Proficient) TK: 80% K: 60% 1st: 66% 2nd: 24% 3rd: 15% 4th: 16.5% 5th: 17% 6th: 24% 7th: 13% 8th: 14%	Not Available: This metric will be discontinued. See section titled "Description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice" at the end of this section for discussion on changes to this metric going forward.			Local Assessment Data ELA (Percent Proficient) TK: 95% K: 78% 1st: 90% 2nd: 31% 3rd: 20% 4th: 21% 5th: 22% 6th: 31% 7th: 17% 8th: 18%

State Test Scores Overall

CAASPP ELA

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Standard Exceeded	14.65%	14.43%		13.26%	16.51%
Standard Met	31.08%	30.60%		25.96%	29.00%
Standard Nearly Met	24.15%	23.86%		24.79%	22.73%
Standard Not Met	30.11%	31.11%		35.99%	31.76%

ELA

2021-22

Proficient

45.51%

Not Proficient

54.49%

CAASPP MATH

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Standard Exceeded	15.27%	16.96%		9.33%	11.44%
Standard Met	22.55%	21.07%		16.41%	18.53%
Standard Nearly Met	28.68%	27.98%		28.69%	28.99%
Standard Not Met	33.49%	33.98%		45.57%	41.03%

MATH

2021-22

Proficient

29.97%

Not Proficient

70.02%

State Test Scores ELA

CAASPP ELA Percent Proficient					
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Overall-All Students	45.73%	45.03%		39.22%	45.51%
Students with Disabilities	12.88%	16.10%		5.77%	10.66%
Low Income	40.49%	39.41%		33.45%	39.68%
English Learner	16.00%	15.17%		15.22%	25.03%
Asian	47.22%	50.00%		40.74%	62.07%
African American	39.43%	32.55%		26.77%	28.22%
Hispanic	41.94%	41.90%		35.81%	43.60%
White	62.85%	62.61%		59.11%	60.57%
Two or More Races	60.38%	57.29%		47.62%	51.86%
Homeless	N/A	24.70%		34.78%	27.12%

State Test Scores Math

CAASPP MATH Percent Proficient					
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
Overall-All Students	37.82%	38.03%		25.74%	29.97%
Students with Disabilities	10.05%	13.69%		4.79%	8.26%
Low Income	32.65%	32.49%		20.84%	24.90%
English Learner	15.50%	16.46%		8.95%	14.60%
Asian	38.88%	38.89%		29.17%	48.28%
African American	26.29%	23.22%		12.12%	13.50%
Hispanic	34.86%	35.01%		22.91%	28.02%
White	53.17%	56.73%		43.19%	43.32%
Two or More Races	50.00%	43.76%		33.33%	41.67%
Homeless	N/A	17.44%		13.64%	17.24%

Proposed Targets for 2023-2024

Math	Baseline	Desired Outcome for 23-24	Proposed Increase
Overall	25.51%	31.00%	5.49%
Students with Disabilities	5.02%	8.00%	2.98%
Low Income	20.59%	30.00%	9.41%
English Learner	8.88%	15.00%	6.12%
Asian	29.17%	40.00%	10.83%
African American	12.03%	20.00%	7.97%
Hispanic	22.73%	30.00%	7.27%
White	42.79%	48.00%	5.21%
Two or More	32.94%	40.00%	7.06%
Homeless	13.64%	20.00%	6.36%

ELA	Baseline	Desired Outcome for 23-24	Proposed Increase
Overall	38.89%	45.03%	6.14%
Students with Disabilities	5.97%	10.00%	4.03%
Low Income	32.73%	40.00%	7.27%
English Learner	15.11%	22.00%	6.89%
Asian	40.74%	50.00%	9.26%
African American	26.36%	35.00%	8.64%
Hispanic	35.52%	41.00%	5.48%
White	58.56%	70.00%	11.44%
Two or More	47.06%	55.00%	7.94%
Homeless	34.78%	40.00%	5.22%

State Test ELPAC Scores

Summative ELPAC					
	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
4-Well Developed	27.73%	13.90%		14.29%	17.78%
3-Moderately Dev.	37.80%	41.21%		36.48%	41.47%
2-Somewhat Dev.	22.53%	32.89%		34.66%	30.02%
1-Beginning Stage	12.30%	12.00%		14.58%	10.73%

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
1.6	After School Program (Will be Expanding)
2.1	Additional Teaching Staff to Eliminate Combination Classes (Gr. 1-6)
2.2	Summer Programs (Will be Expanding)
2.3	Instructional Materials
2.4	Supporting Designated and Integrated ELD (Supports for EL Students)

Programs and Services Supporting Student Achievement Outside of the LCAP

Program/Funding Source	Description
Title I SWP	After School Tutoring (School Site Based)
ELOG/ELOP	Expansion of After School and Summer Programs
ESSER/GEER	Additional Teaching Staff to Reduce Class Sizes
ESSER	Ed. Tutors
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?

Thank You!!!

- Adjourn PAC Meeting #2
- Next PAC Meeting
 - Tuesday, March 21st @ 9:00 am