



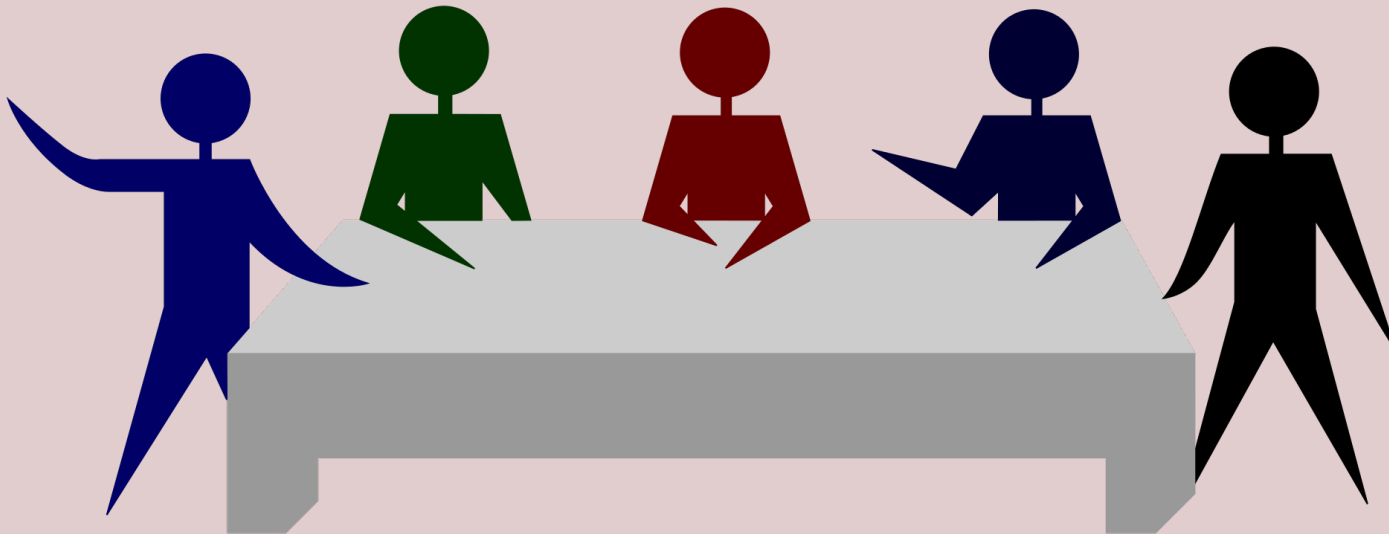
Hanford Elementary School District

Parent Advisory Committee:
Training session #2

PAC Training Sessions

- Welcome to PAC training Session #2
 - School funding basics
 - The Local Control Funding Formula (LCFF)
 - The Local Control Accountability Plan (LCAP) basics
- PAC Training Session #1 (A Look Back)
 - Information was presented on:
 - The purpose and legal requirements of the PAC
 - PAC membership
 - The PAC Bylaws
 - The structure of the PAC meetings
 - Meeting norms and processes
 - The meeting schedule

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.

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 a consensus regarding Agenda Items, I will be open-minded, respectful of the opinions of others, and make decisions that take into consideration 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 that affect all students and are within the scope of PAC and determine next steps
 - The item is a scope outside of PAC and will be directed to the appropriate department/staff.



Evidence Based Decision Making

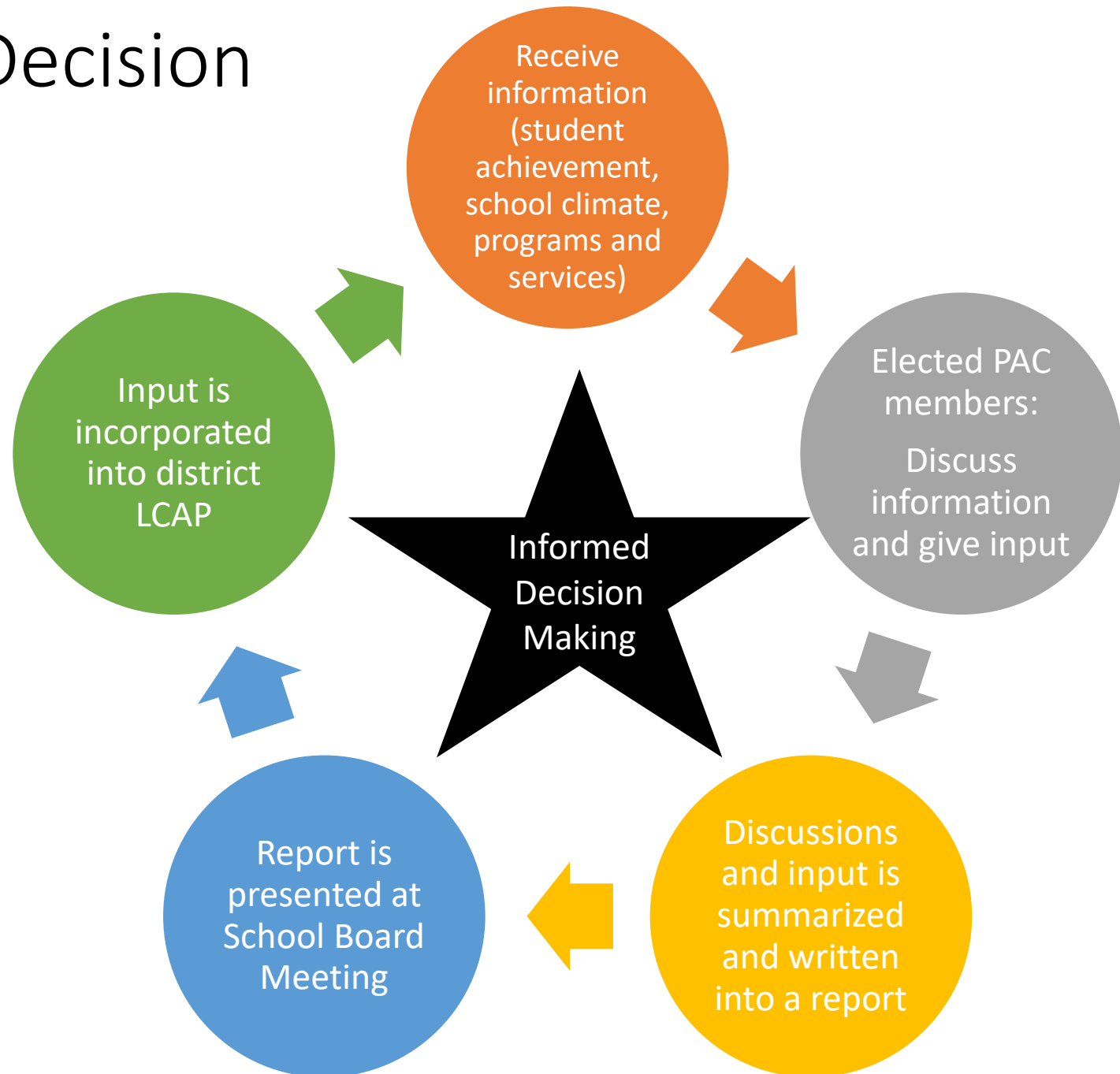
We have a responsibility to base our decisions/recommendations on evidence

We study the district's programs and services

We use evidence and data to determine programs' effectiveness

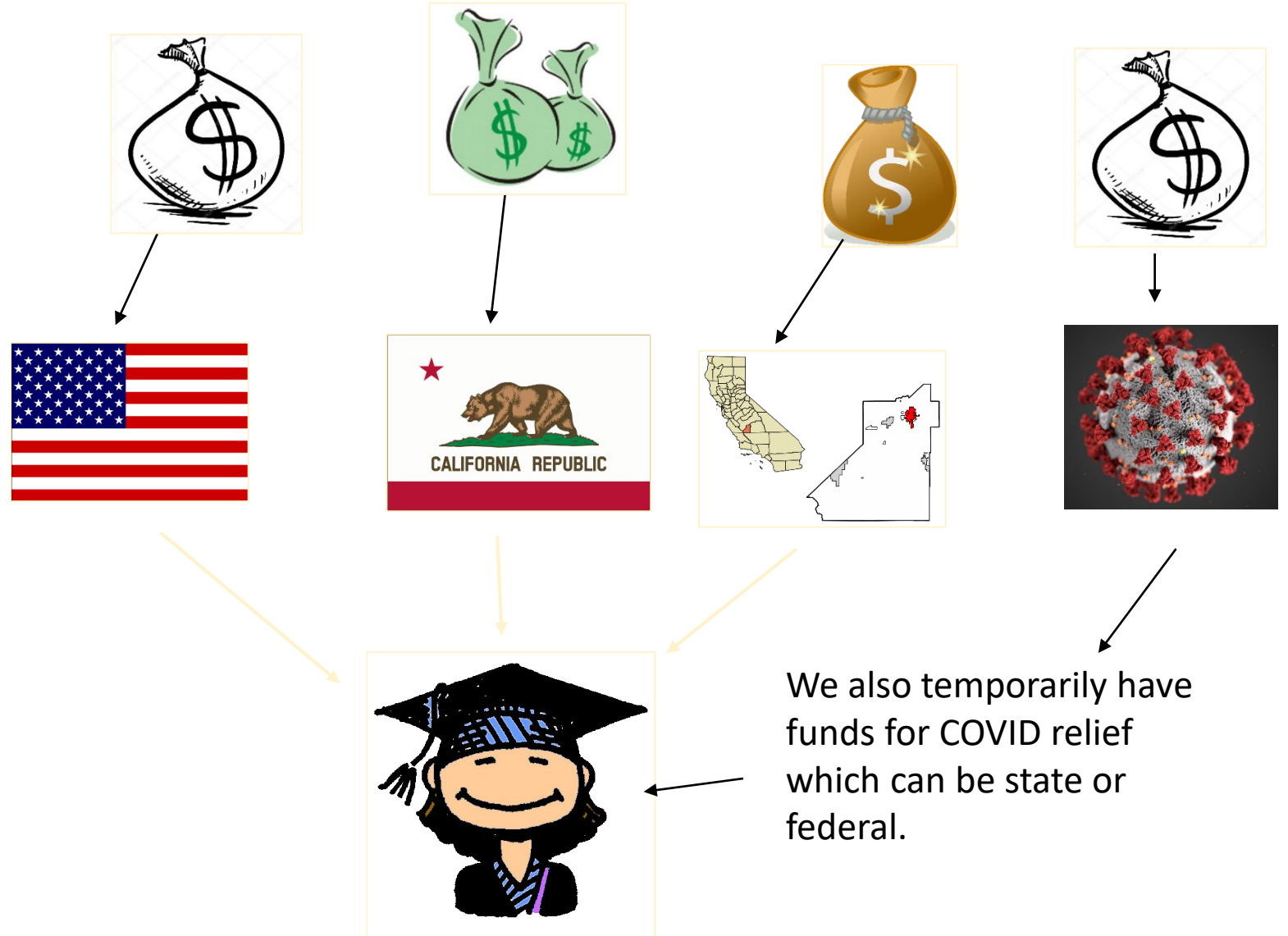
- Test scores
- Suspension Rates
- Surveys

We make decisions based on evidence



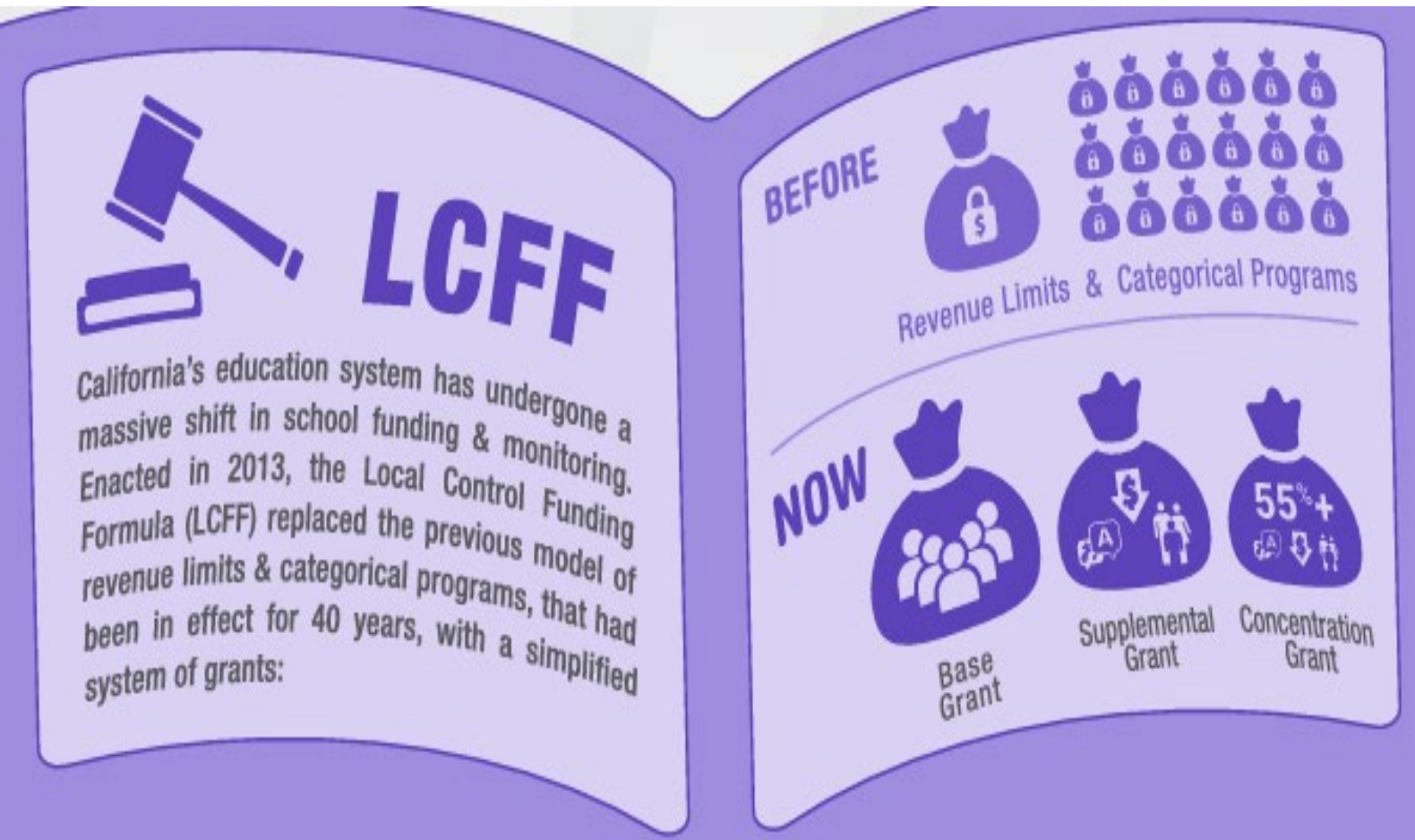
Programs, Services and Funding (Background Information)

- 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?

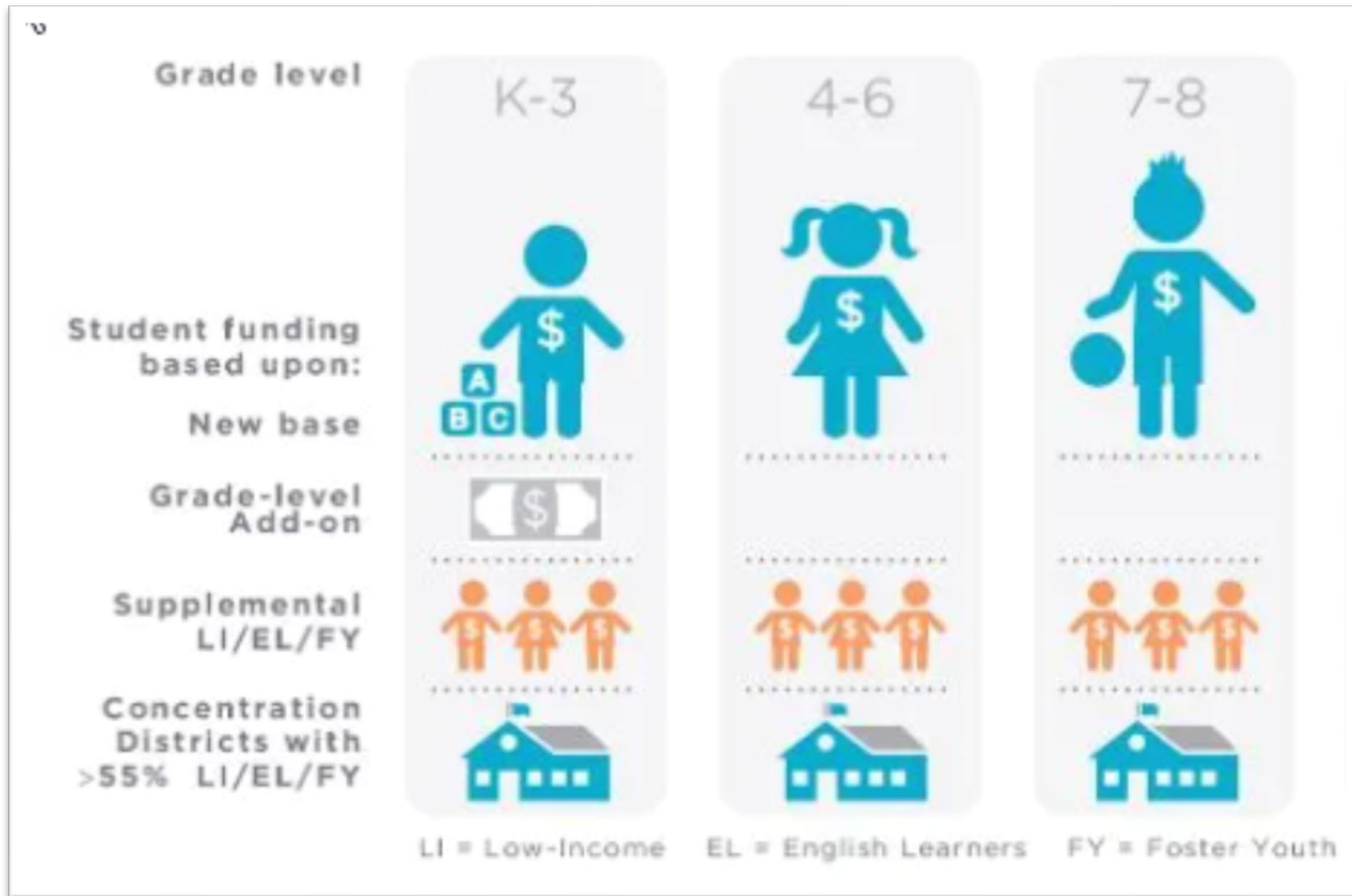


1. All districts receive a “*Base Grant*” for each student.
2. Districts receive 20% additional “*Supplemental Grant*” per student for students with higher needs — children [Learning English](#), in [poverty](#), and/or in [foster care](#).
3. If more than 55% of children in the district are in poverty, 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 Grant*”.

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

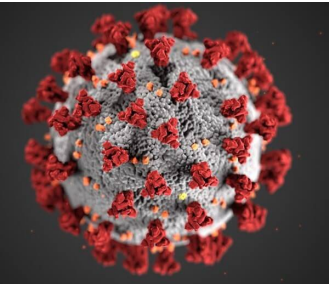
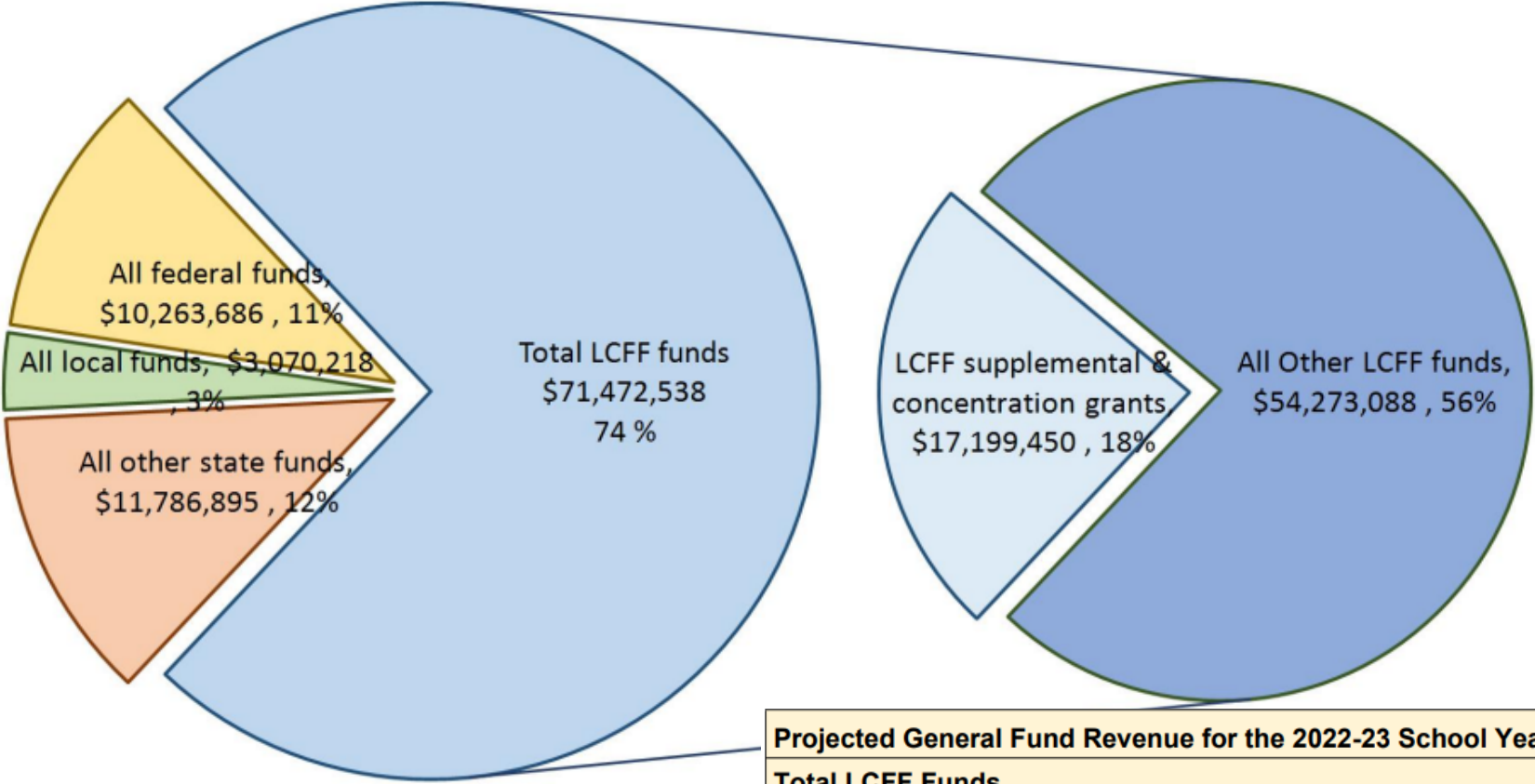
Up to \$1,500 per student
Concentration

This year we currently have
over 4,400 High Needs
Students.

This year HESD is projecting to
receive \$17,199,450 in
supplemental and
concentration funds on behalf
of low-income, EL, foster
students.

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



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

Projected General Fund Revenue for the 2022-23 School Year		Amount
Total LCFF Funds		\$71,472,538
LCFF Supplemental & Concentration Grants		\$17,199,450
All Other State Funds		\$11,786,895
All Local Funds		\$3,070,218
All federal funds		\$10,263,686
Total Projected Revenue		\$96,593,337

This chart shows the total general purpose revenue

SOU

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 of students (low-income, EL, foster youth)

8 State Priorities and Related Data Elements

Needs Assessment → Goals → Resource → Alignment → Services → Outcomes

- 4 Student Achievement**
- Performance on assessments
 - **Academic Performance Index**
 - College and Career Readiness
 - English learners becoming reclassified and proficient
 - Advanced Placement Exams passage
 - Prepared through Early Assessment Program

- 1 Basic Services**
- Rate of teacher mis-assignments
 - Student Access to standards-aligned instructional resources and materials
 - Facilities

- 7 Course Access**
- Student access and enrollment in courses of study

- 6 School Climate**
- Student suspension rates
 - Student expulsion rates
 - Other local measures

- 3 Parental Involvement**
- Efforts to seek parent input
 - Promotion of parental participation and leadership

- 5 Student Engagement**
- School attendance rates
 - Chronic absenteeism rates
 - Middle School dropout rates
 - High School dropout rates
 - High School graduation rates

- 2 Implementation of State Standards**
- Implementation results for all students, including English learners

- 8 Other Student Outcomes**
- Other indicators of student performance in courses of study. May include performance and other exams.



CONDITIONS OF LEARNING



BASIC SERVICES



IMPLEMENTATION OF STATE STANDARDS



COURSE ACCESS

FOCUS PLANNING ON ASSESSING TO WHAT EXTENT:

- TEACHERS ARE QUALIFIED AND APPROPRIATELY ASSIGNED
- SCHOOL FACILITIES ARE IN GOOD REPAIR
- STUDENTS HAVE ACCESS TO STANDARDS-ALIGNED MATERIALS AND ARE RECEIVING INSTRUCTION THAT IS ALIGNED WITH STATE-ADOPTED CONTENT AND PERFORMANCE STANDARDS
- STUDENTS ARE ENROLLED IN A BROAD COURSE OF STUDY



STUDENT OUTCOMES



STUDENT
ACHIEVEMENT



OTHER STUDENT
OUTCOMES

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



ENGAGEMENT



STUDENT ENGAGEMENT



PARENT INVOLVEMENT



SCHOOL CLIMATE

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



Local Control Accountability Plan (LCAP)

District 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.

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
 - Pupil outcomes in broad course of study
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 misassignments
 - ~~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 misassignments~~
 - 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

Mission

Engagement
with Board, community,
and staff

Goals, Actions, and Services — Plan the Future

– **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 are 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

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
Meeting 3	March 21, 2023
Meeting 4	May 23, 2023