

## **Hanford Elementary School District Model Programs and Practices**

### **District Information**

CD (County District) Code: 1663917

County: Kings

District (Local Educational Agency): Hanford Elementary School District

### **Demographics**

Enrollment: 5,973

Location Description: Suburban

### **Overview**

The Hanford Elementary School District is located in the city of Hanford, in Kings County, in California's Central Valley. The city of Hanford has a population of 55,470. The Hanford Elementary School District is comprised of eight elementary schools, two junior high schools, one charter school, and one community day school. The district serves students in grades TK–8. The district's 17–18 enrollment is 5,973.

Unduplicated Students (students from low income families, English learners, and foster youth) make up eighty-two percent of the district's enrollment. Students who are English learners make up twenty-three percent of the district's enrollment. The district's largest ethnic subgroup is Hispanic (74%). The district has the following additional student groups: African American, Asian, Filipino, White, Two or More Races, Students with Disabilities, Migrant Students, Foster Youth, and Homeless students.

All services and programs for students are provided with the intent of achieving the district's five overarching goals. These goals are the foundation of the district's Local Control Accountability Plan (LCAP):

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 that progress will be measured and shared with students, parents, teachers, and administrators.

3. The district will hire, support, and retain qualified teachers, support staff, and administrators.
4. Students will attend a safe, well maintained school and will have access to standards aligned materials.
5. Communication between schools and home will be regular and meaningful.

Through the sustained focus on achieving these goals, the district has built a positive culture and climate at all of its schools; and in so doing, has made exceptional progress in reducing suspension rates while maintaining high expectations for student behavior and citizenship. Additionally, the district has maintained high levels of student attendance and low chronic absenteeism.

## **Model Program/Practice**

### **Name of Model Program/Practice**

Exceptional Strides in Student Achievement

### **Summary**

Length of Model Program/Practice: 2–4 years

### **Description**

The Hanford Elementary School District has made exceptional strides in providing its students with a positive learning environment where they are engaged in school, are interested in learning, are good citizens who respect the cultural values and rights of others, and who demonstrate ethical behavior, integrity, responsibility, and accountability. The district's efforts to develop students with these characteristics are focused in two main strands that align with the LCAP goals creating a climate where students want to come to school, are eager, and able to learn. With this educational model, students participate in a rich, engaging, interesting educational program that is designed to develop a love for learning and a desire for achievement. At the same time, students are thoroughly supported with programs and services that develop their social, emotional, and physical health.

#### **A Broad Educational Program (Aligns with State Priorities 2 and 4)**

The first layer of the district's model program comes from the first LCAP goal and has strong support from all of the district's stakeholder groups. This strand is based on the idea that a good education is focused on reading and math, but is also well-rounded, providing science, history, art, music, and physical education. Moreover, a well-rounded education also includes opportunities to travel to museums and scientific exhibits, to participate in concerts and sporting events, and to have access to modern technology. Providing students with a broad educational program creates a culture where students

are engaged in learning, interested in achieving, and motivated to come to school each day.

### Eliminating Barriers to Learning (Aligns with State Priorities 5 and 6)

The second layer of the district's model program comes from the district's fourth LCAP goal and is based on providing students and their families with the types of supports that ameliorate the barriers to learning that students, especially students from low-income families, experience. These supports provide for physical health, social and emotional well-being, character development, and behavioral intervention. Providing students with these supports delivers an environment where they are physically safe and free from the barriers that can distract from learning and/or keep them out of school.

Together these two strands, delivering a broad educational program and eliminating barriers to learning, have created a school culture of academic achievement, have dramatically reduced suspensions, have increased attendance, and have reduced chronic absenteeism.

### **Implementation and Monitoring**

In addition to core academic subjects, the district provides instruction in art, music, and physical education.

The district employs three credentialed art teachers who serve schools on a rotational basis. Students in grades 7–8 are offered art as an elective. The district employs five credentialed music teachers. Students in grades 4–6 may participate in music education including beginning and intermediate band. Students in grades 7–8 participate in music as an elective and choose between several band ensembles.

All students receive physical education from eight credentialed PE teachers. Physical education teachers have no duties other than to provide students with a high quality physical education program.

All students participate in academic study trips each year. All study trips are researched and approved by the district's curriculum committee, which is comprised of a majority of classroom teachers. Study trip are of high interest to students, are age appropriate, and are closely aligned with the state standards for each grade level.

The district has an after-school program that serves each of its elementary schools. Students in the after school program are provided with both academics and enrichment. The after-school program operates until 6:00 p.m. each week-day at no cost to parents/guardians. The Hanford Elementary School District provides students and their families with a broad suite of supports designed to eliminate the barriers that distract from learning and keep students out of school.

Each school in the district has a LVN on site during the instructional day. The LVNs provide health support and education for students. The LVNs are supported and

supervised by a team of five RNs. The RNs also provide health support for students with more serious medical conditions.

Each of the two junior high schools have a full-time, credentialed school counselor. At the junior highs, the counselor provides both social/emotional and academic counseling for students. An additional three counselors serve the elementary schools focusing on social/emotional health. The district employs seven school psychologists who serve all of the district's schools.

Each elementary school has a full-time student specialist on staff. The student specialist provides a proactive support system working with students and families to prevent behavior incidents before they happen and assisting families in ensuring their children come to school each day.

The district employs a Director of School Climate, Child Welfare, and Attendance to provide technical assistance to school sites in the coordination and monitoring of support services. A learning director at each school site coordinates and monitors services for students at the site level. The district maintains a robust reporting system in which real-time statistics for monitoring discipline incidents, suspensions, and attendance are readily available to district and school staff.

## **Results and Outcomes**

The statistics below demonstrate that the district's model practices have had a significant positive impact on school culture and climate and provide support for student learning.

### **Broad Educational Program**

Of 2,062 students surveyed in grades 5–8:

67.67% have seen the school nurse this year.

95.18% agree or strongly agree with the statement: I think it is important to have physical education (PE) activities at my school.

75.62% agree or strongly agree with the statement: Physical education activities enrich (improve) my experience at school.

83.59% agree or strongly agree with the statement: I think it is important to have music at my school.

65.01% agree or strongly agree with the statement: Learning about music adds value to my life.

91.09% agree or strongly agree with the statement: I think it is important to have art at my school.

68.98% agree or strongly agree with the statement: Participating in art motivates me to come to school every day.

93.65% agree or strongly agree with the statement: Study trips enrich (improve) my experience at school.

96.27% agree or strongly agree with the statement: Study trips make the topics we learn about in class more interesting.

Of 4,876 parents surveyed:

98% agree or strongly agree with the statement: In addition to English language and mathematics, it is important for my child to have instruction in science, history, art, music, and physical education.

95% agree or strongly agree with the statement: It is important for my child to attend academic study trips that are aligned with classroom instruction including travel to museums, zoos, state, and national parks.

#### Eliminating Barriers to Learning

In 12–13 the district suspended 398 students. The suspension rate was 6.3% (CDE Dataquest).

In 16–17 the district suspended 208 students. The suspension rate was 3.2% (CDE Dataquest).

In 16–17, Lincoln Elementary, our school with the highest percentage of unduplicated students (97%) suspended six students. Their suspension rate was 1.1% (CDE Dataquest).

In 16–17, the district's chronic absenteeism rate was 7.5%. This compares to Kings County with 9.9% and California overall with 10.8% (CDE Dataquest).

The combination of providing a broad educational program and eliminating barriers to learning have created high satisfaction, from both students and their families, with our instructional program and have led to a significant reduction in suspensions, along with low chronic absenteeism rates.