

# Hanford High School

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	Hanford High School
<b>Street</b>	120 East Grangeville Blvd.
<b>City, State, Zip</b>	Hanford, CA 93230-3067
<b>Phone Number</b>	(559) 583-5902 Ext. 4002
<b>Principal</b>	Eric F. Evans, Ed.D
<b>Email Address</b>	eevans@hjuhsd.k12.ca.us
<b>School Website</b>	<a href="https://www.hjuhsd.k12.ca.us/Page/9">https://www.hjuhsd.k12.ca.us/Page/9</a>
<b>County-District-School (CDS) Code</b>	16 63925 1634401

## 2023-24 District Contact Information

<b>District Name</b>	Hanford Joint Union High School District (HJUHSd)
<b>Phone Number</b>	(559) 583-5901
<b>Superintendent</b>	Victor Rosa, Ed.D.
<b>Email Address</b>	vrosa@hjuhsd.k12.ca.us
<b>District Website</b>	<a href="http://www.hjuhsd.k12.ca.us">www.hjuhsd.k12.ca.us</a>

## 2023-24 School Description and Mission Statement

When Hanford High School opened its doors in August of 1892, it did so with the promise of new and innovative approaches to education that would empower all students to reach their highest potential. We continue that today with our goal to build a learning community dedicated to the development of students who are critical thinkers, effective communicators and responsible citizens. We strive to ensure that all students are actively engaged in the pursuit of knowledge and are respectful, capable problem-solvers who demonstrate integrity, enabling them to become productive members of our school, community, and world. This mission statement was designed and agreed upon by the high school community by reevaluating our core beliefs and desired outcomes for student success. The high school's curricular emphasis has both a solid foundation in the depth and breadth of California State Standards while maintaining particular attention to the various learning styles and needs represented by all students.

We also provide students with opportunities to excel in the areas of special interests. In addition to the array of course offerings that meet the A-G University of California/California State University requirements and State of California requirements, the school offers specialized course offerings. Examples include Career Technical Educational courses, local community college courses, English Language Development courses, Literacy support classes, Partnership Program, American Sign Language, music, drama, fine arts, agriculture, and technology classes.

The administrative team consists of the Principal, Assistant Principal, and two Learning Directors, each having designated areas of particular focus with Student Services, Counseling, Attendance, Athletics, and Discipline. We have a strong administrative support team. Currently, five counselors each have an emphasis on monitoring students deemed at risk. The school has the support of a School Psychologist, a Social Worker, five qualified interpreters, librarian, a library technician, an Instructional Technician, a registrar, a site testing secretary and a dedicated school site LVN. Both classified and certificated

## 2023-24 School Description and Mission Statement

staff members are involved in ongoing in-service opportunities aimed at professional academic growth in a safe and conducive environment for learning. Hanford High utilizes Wednesdays (designated as School Improvement Planning, or SIP, days) for in-service training and teacher collaborative planning under the PLC model. In addition, we have instituted Zero Hour which is a designated time for student academic intervention in Core areas.

Our mission/vision is to build a learning community dedicated to the development of students who are critical thinkers, effective communicators, and responsible citizens. We strive to ensure that all students are actively engaged in the pursuit of knowledge and are respectful, capable problem solvers who demonstrate integrity, enabling them to become productive members of our school, community, and world. To this end we aim to accomplish our vision through our mission; "The Hanford High School community works together to provide an environment that is committed to Integrity, Knowledge, and Respect for every person every day."

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	431
Grade 10	391
Grade 11	389
Grade 12	338
Total Enrollment	1,549

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.5%
American Indian or Alaska Native	0.1%
Asian	0.4%
Black or African American	3.7%
Filipino	0.5%
Hispanic or Latino	75.8%
Native Hawaiian or Pacific Islander	0.2%
Two or More Races	3.1%
White	15.6%
English Learners	13%
Foster Youth	0.5%
Homeless	1.7%
Migrant	3.1%
Socioeconomically Disadvantaged	81.3%
Students with Disabilities	9.1%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	55.50	88.73	140.90	82.10	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.80	2.95	6.60	3.90	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	2.40	3.91	6.60	3.89	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.30	2.19	10.70	6.27	12115.80	4.41
<b>Unknown</b>	1.30	2.17	6.50	3.83	18854.30	6.86
<b>Total Teaching Positions</b>	62.60	100.00	171.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	55.60	88.95	140.60	79.98	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.90	1.58	6.40	3.67	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	2.80	1.64	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	2.30	3.75	11.50	6.55	11953.10	4.28
<b>Unknown</b>	3.50	5.69	14.30	8.15	15831.90	5.67
<b>Total Teaching Positions</b>	62.60	100.00	175.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	0.00
Misassignments	1.40	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>2.40</b>	<b>0.00</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.30	2.30
<b>Total Out-of-Field Teachers</b>	<b>1.30</b>	<b>2.30</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.4	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	3.4	1.3

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Hanford High School are aligned to the California State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health.

The Hanford Joint Union High School District's Board of Trustees holds public hearings to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees has adopted the resolution that certifies the materials as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts, (3) sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and (4) sufficient laboratory science equipment was available for science laboratory classes offered in grades 9-12 inclusive.

Year and month in which the data were collected

12/2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	The Art of Voice Language & Composition, McGraw Hill. 2014 Palaces for the People, Broadway Books. 2019 Language of Literature 9, McDougal Littell. 2006 Language of Literature 10, McDougal Littell. 2006 Language of Literature 11, McDougal Littell. 1997 Advancing Vocabulary Skills, Townsend Press. 2002 Language of Literature: British Literature, McDougal Littell. 2006 Literature: Reading Fiction, Poetry, & Drama, McGraw-Hill. 2002	Yes	0
<b>Mathematics</b>	Calculus for AP Cengage Learning 2017 Calculus for AP Cengage-Webassign 6-Year Calculus for AP Teacher Resources Cengage-Webassign 6-Year Excursions in Modern Mathematics Pearson 2014 Core Connections, Course 3 Teacher Resource CPM Educational Program 2013 Core Connections, Course 3 CPM Educational Program 6-Year Core Connections, Course 3 Teacher Resource CPM Educational Program 6-Yr Core Connections, Integrated 1 CPM Educational Program 2013 Core Connections, Integrated 1 Teacher Resources CPM Educational Program 2015 Core Connections, Integrated 1 CPM Educational Program 8-Year Core Connections, Integrated 1 Teacher Resources CPM Educational Program 8-Year Core Connections, Integrated 2 CPM Educational Program 2015	Yes	0



	<p>Core Connections, Integrated 2 Teacher Resources CPM Educational Program 2015</p> <p>Core Connections, Integrated 2 CPM Educational Program 6-Year</p> <p>Core Connections, Integrated 2 Teacher Resources CPM Educational Program 6-Year</p> <p>Core Connections, Integrated 3 CPM Educational Program 2016</p> <p>Core Connections, Integrated 3 Teacher Resources CPM Educational Program 2015</p> <p>Core Connections, Integrated 3 CPM Educational Program 6-Year</p> <p>Core Connections, Integrated 3 Teacher Resources CPM Educational Program 6-Year</p> <p>Statistics AP (2120/2121) Updated: The Practice of Statistics 6th Edition Bedford, Freeman &amp; Worth 2020</p> <p>Statistics AP (2120/2121) Practice of Statistics WH Freeman 2012</p> <p>Statistics AP (2120/2121) Updated: The Practice of Statistics 6th Edition Bedford, Freeman &amp; Worth 6-Yr</p> <p>Statistics AP (2120/2121) Updated: The Practice of Statistics 6th Edition Teacher Resources Bedford, Freeman &amp; Worth 6-Year</p>		
<b>Science</b>	<p>Fundamentals of Anatomy &amp; Physiology Primary Savvas Learning Company 2018</p> <p>Fundamentals of Anatomy &amp; Physiology ebook Savvas Learning Company 6-Year</p> <p>Fundamentals of Anatomy &amp; Physiology Teacher Resources Ebook Savvas Learning Company 6-Year</p> <p>Mastering biology w/ Pearson eText ebook Savvas Learning Company 6-Year</p> <p>Mastering biology w/ Pearson eText Teacher Resources ebook Savvas Learning Company 6-Year</p> <p>The Living Earth Supplemental Houghton Mifflin 2020</p> <p>The Living Earth ebook Houghton Mifflin Harcourt 1-Year</p> <p>The Living Earth Teacher Resources ebook Houghton Mifflin Harcourt 1-Year</p> <p>CA Inspire Chemistry Supplemental McGraw Hill Education 2020</p> <p>CA Inspire Chemistry ebook McGraw Hill Education 8-Year</p> <p>CA Inspire Chemistry Teacher Resources ebook McGraw Hill Education 8-Year</p> <p>Inspire Science Physical Science w/ Earth Science Supplemental McGraw Hill 2021</p> <p>Inspire Science Physical Science w/ Earth Science ebook McGraw Hill 1-Year</p> <p>Inspire Science Physical Science w/ Earth Science Teacher Resources ebook McGraw Hill 1-Year</p> <p>Physics: Principles and Problems Primary Glencoe 2008</p>	Yes	0
<b>History-Social Science</b>	<p>American Government Houghton Mifflin 2005</p> <p>Economics: CA 2019 Savvas Learning Company 2019</p> <p>Economics: CA 2019 Savvas Learning Company 8-Year</p> <p>"Economics: CA 2019 Teacher Resources" Savvas Learning Company 8-Year</p> <p>Magruder's American Government Pearson Education 2019</p> <p>Magruder's American Government Savvas Learning Company 8-Year</p> <p>"Magruder's American Government Teacher Resources" Savvas Learning Company 8-Year</p>	Yes	0



	<p>World History CA 2019 Savvas Learning Company 2019  World History CA 2019 Savvas Learning Company 8-Year  "World History CA 2019 Teacher Resources" Savvas Learning Company 8-Year  Ways of the World Bedford St. Martins 2013  Thinking about Psychology Bedford, Freeman &amp; Worth 2019  Myers' Psychology for AP 3rd Edition Bedford, Freeman &amp; Worth 2021  Sociology and You National Textbook Company 2001  American Vision Modern Times Glencoe 2006  IMPACT: US Hist. &amp; Geog. McGraw Hill 2019  IMPACT: US Hist. &amp; Geog. McGraw Hill 8-Year  "IMPACT: US Hist. &amp; Geog. Teacher Resources" McGraw Hill 8-Year  Give Me Liberty! An American History W.W. Norton 2004</p>		
<b>Foreign Language</b>	<p>Master ASL Sign Media, Inc. 2006  Master ASL! Fingerspelling, Numbers, and Glossing Sign Media, Inc. 2006  Learning American Sign Language Paramount Comm. Company 1992  Senderos Level 1: Spanish for a Connected World Vista Higher Learning 2016  Senderos Level 1: Spanish for a Connected World Vista Higher Learning 6-Year  "Senderos Level 1: Spanish for a Connected World Teacher Resources" Vista Higher Learning 6-Year  "Senderos Level 2: Spanish for a Connected World" Vista Higher Learning 2016  "Senderos Level 2: Spanish for a Connected World" Vista Higher Learning 6-Year  "Senderos Level 2: Spanish for a Connected World Teacher Resources" Vista Higher Learning 6-Year  Senderos Level 4: Vista Higher Learning 2016  Senderos Level 4: Vista Higher Learning 6-Year  "Senderos Level 4: Teacher Resources" Vista Higher Learning 6-Year  Galeria de lengua y cultura 1 Vista Higher Learning 2020  Galeria de lengua y cultura 1 Vista Higher Learning 6-Year  "Galeria de lengua y cultura 1 Teacher Resources" Vista Higher Learning 6-Year  Galeria de lengua y cultura 2 Vista Higher Learning 2020  Galeria de lengua y cultura 2 Vista Higher Learning 6-Year  "Galeria de lengua y cultura 2 Teacher Resources" Vista Higher Learning 6-Year  AP Spanish: Language and Culture Exam Prep Vista Higher Learning 2014  Temas Vista Higher Learning 2014</p>	Yes	0
<b>Health</b>	<p>Positive Prevention Plus, Sexual Health Education for America's Youth for High School and Community Settings - 2016  Intro to Sport Medicine - Introduction to Sports Medicine &amp; Athletic Training - 2020</p>	Yes	0
<b>Visual and Performing Arts</b>	<p>Art Talk. Glencoe 2005  The Visual Experience. 3rd Edition Davis, 2004  Discovering Drawing. 2nd Edition Davis, 2007  Exploring Painting. 3rd Edition Davis, 2003  Experiencing Clay. 2nd Edition Davis, 2011</p>	Yes	0

## School Facility Conditions and Planned Improvements

Listed below are the potential projects for the 2023/2024 school year. (Please keep in mind this list does not include standard/preventive maintenance and deep cleaning which is completed every summer at every site.)

Potential Projects for the 2023/2024 school year.

1. Test Fire alarm system
2. Inspect and repair bleachers
3. Service weight room equipment
4. Refinish main gym floor
5. Replace JV baseball and V softball back stops
6. Roof the administration/library/400 wing
7. Add HVAC to main gym
8. Add athletic lighting
9. Refinish tennis courts
10. Resurface Kensington parking lot
11. Air handler coil cleaning
12. Add ventilation to 704
13. Add power for woodshop

Year and month of the most recent FIT report

11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
<b>Interior:</b> Interior Surfaces	X			N/A
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			N/A
<b>Electrical</b>	X			N/A
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			N/A
<b>Safety:</b> Fire Safety, Hazardous Materials	X			N/A
<b>Structural:</b> Structural Damage, Roofs	X			N/A
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

- 1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- 2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	55	53	51	46	47	46
Mathematics (grades 3-8 and 11)	12	17	15	17	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	371	368	99.19	0.81	53.13
<b>Female</b>	170	168	98.82	1.18	57.14
<b>Male</b>	200	199	99.50	0.50	49.49
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	15	93.75	6.25	35.71
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	275	273	99.27	0.73	51.65
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	17	17	100.00	0.00	64.71
<b>White</b>	56	56	100.00	0.00	57.14
<b>English Learners</b>	45	45	100.00	0.00	15.56
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	23	23	100.00	0.00	36.36
<b>Socioeconomically Disadvantaged</b>	301	299	99.34	0.66	52.35
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	42	41	97.62	2.38	12.20

## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	370	366	98.92	1.08	16.67
<b>Female</b>	169	167	98.82	1.18	13.77
<b>Male</b>	200	198	99.00	1.00	19.19
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	16	15	93.75	6.25	13.33
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	275	272	98.91	1.09	14.34
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	17	17	100.00	0.00	17.65
<b>White</b>	55	55	100.00	0.00	25.45
<b>English Learners</b>	45	45	100.00	0.00	4.44
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	23	23	100.00	0.00	13.04
<b>Socioeconomically Disadvantaged</b>	300	297	99.00	1.00	14.14
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	42	40	95.24	4.76	5.00

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	18.36	15.41	21.81	19.52	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	1089	1075	98.71	1.29	15.64
<b>Female</b>	508	504	99.21	0.79	15.28
<b>Male</b>	580	570	98.28	1.72	15.82
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	41	39	95.12	4.88	7.69
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	821	811	98.78	1.22	13.58
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	44	44	100.00	0.00	27.27
<b>White</b>	169	167	98.82	1.18	23.35
<b>English Learners</b>	139	138	99.28	0.72	0.72
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	32	30	93.75	6.25	6.67
<b>Military</b>	76	75	98.68	1.32	12.00
<b>Socioeconomically Disadvantaged</b>	865	852	98.50	1.50	14.22
<b>Students Receiving Migrant Education Services</b>	30	30	100.00	0.00	13.33
<b>Students with Disabilities</b>	101	95	94.06	5.94	5.32

## 2022-23 Career Technical Education Programs

Hanford High School offers the following career technical education programs as elective courses:

Agriculture and Natural Resources  
Arts, Media, & Entertainment  
Building and Construction Trades  
Business and Finance  
Education, Child Development, and Family Services (partnership)  
Information and Communication Technologies

All career and technical education (CTE) courses comply with state-adopted content standards and are integrated into the student's four-year academic plan as elective courses. Hanford High School receives funds from the Carl D. Perkins Vocational and Technical Education Act (Perkins). This grant enables Hanford High School to provide its students with the academic and technical skills needed to succeed in a knowledge- and skills-based economy and helps provide programs that prepare students for both postsecondary education and the careers of their choice. Individual student assessment of work readiness skills takes place through the completion of course-required projects and classroom observations. Through Hanford High School's high-quality pathways, students who have completed a sequence of CTE courses are tracked and reported to CALPADS. A survey is conducted of our graduated CTE completers in order to collect data on those that pursue postsecondary options in a CTE field. These figures are documented in our Local Control Accountability Plan (LCAP) and discussed as a whole with the CTE department.

Hanford Joint Union High School District's CTE Advisory Committee represents several industries including;

- Agriculture Mechanics
- Plant & Soil Science
- Agriculture Science
- Animal Science
- Business Finance/Marketing
- Welding Technology
- Construction & Technology

The Hanford Joint Union High School District's CTE Advisory Committee meets regularly and monitors our various pathways' progress and expenditures. Our CTE Advisory Committee's primary representative is Bobby Peters, Assistant Superintendent of Educational Services.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1144
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	57
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	



## Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	99.42
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	37.7

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9		31%	65%	64%	65%

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

## 2023-24 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through Parent Square (automated message delivery system), email, newsletters, the school website, voicemails, back-to-school nights, parent resources via the district website, and social media. Contact the Principal, Dr. Eric F. Evans, at (559) 583-5902 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer include Athletics, Band, Athletic Booster Clubs, Ag Boosters, and Parent Orientation Nights. Committees that parents are encouraged to be involved with are: English Learner Advisory Council (ELAC), District English Learner Advisory Council (DELAC), District Site Leadership Team, LCAP Committee, School Site Council and the Superintendent's Parent Advisory Committee. Other school activities that have parent outreach include: 8th Grade Orientation Night, Annual Title I Parent Meeting, College and Career Parent Night (What's Your Plus), Back to School Night, and Walk-through Registration.

## C. Engagement

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
<b>Dropout Rate</b>	0	1.2	2.4	2.6	2.6	3.1	9.4	7.8	8.2
<b>Graduation Rate</b>	98.4	97.8	95.1	92.2	96.5	94.3	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
<b>All Students</b>	328	312	95.1
<b>Female</b>	156	153	98.1
<b>Male</b>	172	159	92.4
<b>Non-Binary</b>			
<b>American Indian or Alaska Native</b>	0	0	0.00
<b>Asian</b>	0	0	0.00
<b>Black or African American</b>	--	--	--
<b>Filipino</b>	--	--	--
<b>Hispanic or Latino</b>	253	238	94.1
<b>Native Hawaiian or Pacific Islander</b>	--	--	--
<b>Two or More Races</b>	--	--	--
<b>White</b>	55	55	100.0
<b>English Learners</b>	34	28	82.4
<b>Foster Youth</b>	--	--	--
<b>Homeless</b>	13	12	92.3
<b>Socioeconomically Disadvantaged</b>	274	259	94.5
<b>Students Receiving Migrant Education Services</b>	13	13	100.0
<b>Students with Disabilities</b>	23	18	78.3

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1642	1603	353	22.0
Female	770	750	172	22.9
Male	871	852	181	21.2
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	6	6	0	0.0
Black or African American	61	60	18	30.0
Filipino	7	7	0	0.0
Hispanic or Latino	1244	1218	263	21.6
Native Hawaiian or Pacific Islander	4	3	1	33.3
Two or More Races	50	48	15	31.3
White	257	248	54	21.8
English Learners	235	230	63	27.4
Foster Youth	14	13	5	38.5
Homeless	48	46	20	43.5
Socioeconomically Disadvantaged	1339	1306	317	24.3
Students Receiving Migrant Education Services	52	51	8	15.7
Students with Disabilities	157	150	50	33.3

## C. Engagement

### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	1.15	8.06	8.95	1.09	7.84	8.17	0.20	3.17	3.60
Expulsions	0.30	1.37	2.01	0.19	1.78	1.89	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.95	2.01
Female	6.36	1.69
Male	11.25	2.3
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	19.67	4.92
Filipino	0	0
Hispanic or Latino	9.41	1.77
Native Hawaiian or Pacific Islander	0	0
Two or More Races	12	4
White	4.28	2.33
English Learners	12.77	5.11
Foster Youth	21.43	7.14
Homeless	25	4.17
Socioeconomically Disadvantaged	9.86	2.24
Students Receiving Migrant Education Services	7.69	1.92
Students with Disabilities	17.83	2.55

## 2023-24 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Hanford High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include, but is not limited to; child abuse reporting procedures, teacher notification of dangerous pupil procedures, sexual harassment policy, threat assessment, disaster response procedures, evacuation procedures, practice drills, and the adoption of our newly acquired communication protocol utilizing CrisisGo. The school's most recent school safety plan was updated, reviewed, discussed and approved by the school site council (SSC) in December 2023.

## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	39	45	9
Mathematics	21	27	24	17
Science	24	15	16	25
Social Science	17	47	19	18

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	36	48	5
Mathematics	23	18	31	11
Science	25	10	24	14
Social Science	16	47	39	5

## 2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	39	38	12
Mathematics	22	22	34	10
Science	23	11	29	4
Social Science	19	31	34	10

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	336.74

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.6
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	1.1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8,032.99	366.56	7,666.43	86,281
District	N/A	N/A	12,105.29	\$83,350
Percent Difference - School Site and District	N/A	N/A	-44.9	3.5
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	0.8	0.6

## Fiscal Year 2022-23 Types of Services Funded

School districts are required to develop, adopt, and annually update a Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP where resources must be focused:

### Conditions of Learning (Basic Services) – State Priority 1:

Degree to which teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned Instructional materials and school facilities are maintained in good repair... Instructional Materials, including the Textbooks...

### Implementation of State Standards – State Priority 2:

Implementation of academic content and performance standards adopted by the state board for all pupils.

### Parental Involvement – State Priority 3:

Efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. Covered in Parent Involvement.

### Pupil Achievement – State Priority 4:

Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with a 3 or higher, and share of pupils determined prepared for college by the Early Assessment Program (California Assessment of Student Performance and Progress)

### Engagement (Pupil Engagement) – State Priority 5:

School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, and high school graduation rates. Covered in Dropouts, including the Dropout chart; and Graduation Requirements, including the Graduation Rate chart for high schools only.

### School Climate – State Priority 6:

Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, and parents and teachers on the sense of safety and school connectedness. Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

### Conditions of Learning (Course Access) – State Priority 7:

Pupil enrollment in a broad course of study that includes all of the subject areas. Not covered in the School Accountability Report Card.

### Other Pupil Outcomes – State Priority 8:

Pupil outcomes in the subject areas. Covered in Physical Fitness, including the Physical Fitness Test chart.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,732	\$53,824
Mid-Range Teacher Salary	\$81,832	\$84,312
Highest Teacher Salary	\$106,964	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$162,368	\$148,501
Superintendent Salary	\$202,294	\$199,596
Percent of Budget for Teacher Salaries	27.1%	28.73%
Percent of Budget for Administrative Salaries	5.2%	5.39%

## 2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	9.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	1
Social Science	4
<b>Total AP Courses Offered</b> Where there are student course enrollments of at least one student.	12

## Professional Development

All training and curriculum development activities at Hanford High School revolve around the California State Standards. During the 2022-23 school year, Hanford High School facilitated and/or supported several staff development training sessions which included;  
Professional Learning Communities (PLCs), MTSS, Hatching, Kagan Cooperative Learning Strategies, CPM Training, Student Records, Aeries, APEX, Read 180 and Pacific AP Institute.

Professional Development

Hanford High supports ongoing professional growth throughout the year on late start days. Teachers meet in Professional Learning Communities (PLC's) and department level teams to conduct data analysis in order to identify areas of student academic need. Teaching staff are also provided the opportunity to participate in district-sponsored staff development workshops or training session that are;

- i) supplemental to site-based staff development
- ii) a reinforcement of, or follow-up to, previous training sessions
- iii) training follow up for newly implemented programs and/or curricula.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5