School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hanford High School	16 63925 1634401	Dec.13, 2023	

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The SPSA Self-Reflection and Feedback Instrument was designed to support district and school leaders as they lead the strategic development of School Plans for Student Achievement (SPSA). The instrument is intended to serve as a reference/guide for developing a meaningful (SPSA) which ensures districts and schools are prioritizing the needs of students and allocating federal funds in a compliant and responsible manner that when implemented, improves outcomes for all students.

As a school that has been identified for Additional Targeted Support and Improvement, Hanford High School (HHS) has partnered with the Kings County Office of Education (KCOE) to research and identify the root causes of student inequity. A plan is currently underway to identify specific inequities among student sub groups and implement a plan to address these target areas for

improvement. The principal goal is to identify the antecedents and primary root cause(s) in order to bridge the inequity gap between these student sub groups and the general student population.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The required process for developing a SPSA ensures equitable opportunities and allocates funding in order to improve the educational experience of underserved students through the ongoing review/analysis of data as a collaborative team (school and district staff, parents and community members) to identify areas of strength, growth areas, inequities, and solutions to close gaps in order to continuously improve in our support of personal and academic achievement for all students.

This plan is aligned with the Local Control Accountability Plan (LCAP) and meets the Every Student Succeeds Act (ESSA) requirements.

Hanford High has worked to align goals, expected outcomes, actions, and funds to support improved performance and growth of its students. We have 3 district LCAP Goals.
These are the same goals we use for our Single Plan for Student Achievement. They are;

1) Every student will have access to standards-aligned instructional materials and be enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers in facilities maintained in good repair.
2) Hanford High will foster an engaging culture that supports parent participation, equity, student safety, and school connectedness.
3) All students will achieve at grade level or higher to ensure college and career readiness.

Hanford High School is one of three comprehensive high schools serving 9th-12th grade students in the Hanford Joint Union High School District. The school enrollment is based on attendance boundaries that were created with input from parents and other community members. Neighboring comprehensive sites include Hanford West and Sierra Pacific High school. The schools in the district are Earl F. Johnson (EFJ), an alternative education site that serves approximately 100 students, Hanford Adult School, which is open to adults who meet the educational prerequisites and enrollment criteria and, Hanford Community Day School (CDS) which serves roughly 35 students who have been placed on expulsion.

The Hanford High staff consists of 64 teachers, all of whom are either credentialed within their subject areas, are working toward their credentials as interns, or are working under board stipulations. All HHS teachers possess either a CLAD or BCLAD certification or have specialized training to work with English language learners. Hanford High School also has a strong administrative support team. The five full-time counselors monitor the students on their respective caseloads, as well as all at-risk students. Furthermore, the counselors closely monitor the EL/migrant student population. The school also employs a school social worker, school psychologist, and shares a district psychologist and a family therapist. The school also has a school interpreter, and eight instructional aides.

In order to provide added support for staff and students, Hanford High employs two library technicians, a registrar, and a site testing coordinator. The classified staff consists of 33 full/part-time employees, all of whom assist in various capacities to ensure operational efficiency.

Hanford High School offers a number of programs designed to meet the academic needs of its student population which includes but is not limited to; Advanced Placement (AP), Honors classes, English Language Development (ELD), Visual & Performing Arts (VAPA), Career Technical Education pathways (CTE) and Partnerships Academies. Hanford High is a one to one school (each student possesses a Chromebook) which provides students 24 hour access to selected instructional materials.

Finally, student academic achievement data, student, parent and staff climate surveys, provide Hanford High with the necessary information needed to aid in planning and driving improvement initiatives.

The SPSA serves as a school's story and provides educational partners an overview of the school's plan for continuous improvement. Under ESSA, the SPSA ensures the school is strategically developing, implementing and monitoring the plan and specific actions that support student success. Through meaningful SPSA development and implementation, every member of the school's learning community receives the "just right" support that yields growth toward the state determined long-term goals.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student Survey
For the 2023-24 school year, the California "Youth Truth" survey was administered in October 2023. The results and findings of this latest survey are pending.
The California "Youth Truth" Survey conducted during the 2022-23 school year presented questions that were centered about the school climate at Hanford High from the perspective of students, staff employees and parents/guardians. The survey helped to provide anecdotal information on student engagement, academic challenges, relationships, belonging, peer collaboration, culture, school safety, bullying, and the schools overall strengths and areas of improvement. Hanford High also administered the "Research on Lowering Violence in Communities & Schools" (ReSolv) during the 2022-23, another survey centered about the respondents perceptions on Hanford High schools climate.

Selected excerpts from the 2022-23 survey were as follows;

Student Respondent Demographic:
3% of students respondents identified as African American
36% of students respondents identified as mixed (two or more) races
22% of students respondents identified as white

Select findings of students include:
44% of students respondents were born in Hanford
41% of student respondents feel connected to the school
49% of student respondents perceived school as a safe place to be
45% of student respondents know the school rules
42% of student respondents feel that teachers treat them fairly
42% of students respondents feel there are teachers or adults available to talk to
37% of students respondents feel as though ethnic/minority groups are treated fairly

Select findings of staff include:
29% of staff respondents believe there are enough teachers
46% of staff respondents believe teachers have adequate experience
80% of staff respondents state they speak with parents about how students are doing in class
74% of staff respondents agree that they have a good relationship with most students, parents/guardians
45% of staff respondents cite they are trained to manage classroom discipline

Parent Respondent Demographic:
78% of parent respondents identify as female
3% of parent respondents identify as black/African American
77% of parent respondents identify as white
6% of parent respondents identify as mixed (two or more) race

Parent Survey
15% of parent respondents agree that the district is preparing students for college/career paths
61% of parent respondents talk to teachers about how their students are doing in class
86% of parent respondents check online to see how their child is doing in class
74% of parent respondents have an accurate understanding of the school's safety policy
79% of parent respondents feel their student is safe at school

With the recent turnover in certificated and classified employees, (retirements, transfers & attrition) the replacement of the activities director and administrative assistant to the principal, Hanford High anticipates a cultural shift that will positively impact the results of the Youth Truth survey for the 2023-24 school year. As a start, although the participation rate for families remained flat at 11%, Hanford High realized a 3% increase in staff participation and a 6% increase among our student population.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators formally and informally observe teachers and have observed substantive student-centered instruction taking place in the classrooms. Instructional strategies include direct instruction, vocabulary development, peer interactions, collaborative teaching strategies, use of technology to augment lesson delivery, techniques for improving student engagement, managing response rates and checking for understanding. For the 2023-24 school year, professional development in Kagan strategies and CPM, in our math department will continue for instructional staff. During class observations there has been in increase in the use of these instructional practices as teachers become more familiar with the strategies. Students appear to clearly understand learning goals/objective, which are consistently posted in most classrooms. Students are also working far more frequently in collaborative groups under the Kagan model and finally, for the 2023-24 school year, there will be added focus on improving student engagement through instructional rounds and shared best practices among staff.

Tenured teachers are formally evaluated every other year while probationary teachers are evaluated annually. This is a three-part process that involves 2 formal observations and a summative evaluation. Formal evaluations include a pre-observation conference with an administrator, a formal observation and a post observation conference to discuss findings and provide feedback. The formal observation process is centered about the California Standards for the Teaching Profession (CSTP). Note, these standards are intended to provide a common language, and are used to determine the "look for's" so teachers, with the assistance of an administrator, can more succinctly define and develop their instructional skills & practices. In short, teachers and administrators are better able to more clearly define instructional focus areas in the classrooms and establish a common understanding of what "good instruction" looks like. Finally, the summative evaluation is completed at the end of the school year utilizing data collected during this yearlong process.

Professional Learning Communities (PLC's) provide members of their respective instructional discipline, pacing guides and common formative assessments (CFA's). These curriculum guides provide pacing for teachers in the classroom but also provide instructional uniformity across the comprehensive schools within the district. The added benefit of this practice is the seamless transition between schools and uninterrupted academic progress should an HJUHSD student transfer between the comprehensive sites. In summary, the overall benefits of the PLC cannot be overstated, PLCs provide a supportive network where members, in their respective departments, can share concerns, challenges and successes and foster a sense of camaraderie in an environment that facilitates the sharing of best practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

State and local assessments are used to modify instruction and improve student achievement (ESEA). Local assessments such as district common formative assessments (CFA's) and academic program surveys will be evaluated and additionally used to modify and/or improve instruction. The results of State assessments, California Assessment of Student Performance and Progress (CAASPP), California Science Test (CAST), and English Language Proficiency Assessment for California (ELPAC) are also used to determine course of action regarding improvements to instructional practices and determining proper student placement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is collected and analyzed from weekly course assessments (CFA's) as well as pre and post unit assessments on student academic performance. During weekly meetings in their respective Professional Learning Communities (PLC's), teachers analyze data from these assessment tools and use the resultant data to plan and drive subsequent instructional improvement initiatives.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers at Hanford High are all appropriately credentialed. New teachers are enrolled in induction programs and/or are completing coursework that will result in credentialing. Additionally, each of the new teachers on staff receive full academic support from HJUHSD's academic coaches who, in concert with the Principal, provide guidance and support with the development of their Individual Learning Plans (ILP's), classroom management techniques and research based instructional strategies. In addition to classroom observations, and careful monitoring, new teachers are also reported annually on the school Accountability Report Card (SARC.)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Regarding the sufficiency of credentialed teachers, there are instructional vacancies at present. All teachers at Hanford High have received several professional development days focused on improving instruction (refer Kagan, MTSS, PLC, CPM, AP/Honors, Hatching Results etc.) All professional development is geared toward the alignment of instructional practice to content standards with the expressed purpose of improving student academic outcomes.

During the summer break, HJUHSD provides professional development opportunities along with ongoing staff development targeted toward core departments. These staff development opportunities provide support in common core unit development, core content lesson design, content articulation, and standards alignment. Planning is also provided for curricular teams in our Career Technical Education (CTE) programs.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All staff development is focused on alignment to content standards. Ongoing instructional assistance and support for new teachers are provided by District Academic Coaches and those veteran teachers who request support.

On a weekly basis, teachers are able to work in their respective site PLC, district PLC, or attend staff meetings. During these meeting periods, teachers focus on data review & analysis, instructional strategies, revising essential standards, updating common formative assessment, and finals. The district also provides summer planning support for curricular teams as needed to update curriculum or essential standards. During the summer, district and categorical resources are used to fund professional development opportunities. The district also continues to conduct specific staff development with the core departments to support teachers in common core unit development, core content lesson design, content articulation, and standard alignment.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers have access to ongoing instructional assistance and support through District Coaches, Professional Learning Communities, Department Facilitators, and site Administration. On-site professional development activities are designed to increase rigor, engagement, and reading in all content areas.

Ongoing instructional assistance and support for teachers are provided by the District with four Academic Coaches, the involvement of administration in classrooms, and the support drawn from Professional Learning Communities. Weekly School Improvement Planning days offer collaboration time for teachers to hone their craft, discuss successful delivery of instruction, and plan together. Our new teachers are involved in the district Induction program and regularly meet with district support staff.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate in Professional Learning Communities (PLC's) with subject specific groups throughout the District. Teachers meet on Wednesday's to work collaboratively, in content specific PLC groups. During these meetings, teachers share best practices, design lessons that will increase rigor and improve student engagement. Discussions are also centered about available resources and interventions and how to best align these resources to realize maximum student academic outcomes.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Hanford High School curriculum and academic content standards are aligned to state curriculum frameworks, state and district assessments, graduation requirements, and school and district improvement plans. Hanford High seeks to provide research-based, sequential curriculum that promotes high levels of student engagement, achievement and emphasizes the development of basic skills, problem-solving, and decision making. Hanford High also reports all textbook adoptions annually in the SARC.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Hanford High School adheres to recommended instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers work within their Professional Learning Communities (PLC's) to develop pacing schedules and Counselors work to schedule students into appropriate intervention courses.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The Board of Trustees 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.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

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. In September, the Hanford Joint Union High School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Significant learning loss occurred during "data disruption." To address the need of many students that are credit deficient, Hanford High offers unit/credit recovery opportunity every period during the day for students. With this offer built into the master schedule, credit deficient students have increased opportunity to make up the deficiencies.

To address other areas of deficiency, Hanford High has formed an MTSS team that meets weekly to focus on the administering of targeted interventions and supports for students identified as "At Risk." Recommended interventions are to address Academic, Behavior and/or Social Emotional concerns (low GPA, poor/declining attendance, high discipline referrals, high documented pre-referrals recorded in our Student Information System (SIS) AERIES.) Finally, small Groups, and Check and Connect services are available to students that need additional support along with peer tutoring and "Zero Hour" intervention that allows students, through a referral process, to receive targeted support before school starts.

Evidence-based educational practices to raise student achievement

As earlier mentioned, Hanford High has implemented evidence-based educational practices to raise student achievement with the use of Zero Hour support. This practice provides students with additional opportunities for extra time and support from teachers. During this time they may receive one on one instruction, make up missing assignments, take tests and/or retake CFA's. Other interventions include Apex (credit recovery), English Language Development (ELD), Language Acquisition Support (LAS) classes & Multi-Tiered Systems of Support (MTSS)

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Hanford High School receives Federal Title funding to assist under-achieving students. We currently provide parent training on the use of Parent Portal for progress monitoring of students. The counseling department and career center provides students and parents several training sessions related to college applications and Free Application for Federal Student Aid (FAFSA) completion. Additionally, parents are encouraged to participate in their child's education through parent/teacher meetings, IEP, SST, and 504 meetings, and SART/SARB meetings.

Hanford High also provides opportunities for all parents to engage during our school wide events (re; Back to School Night, 8th Grade Parent Night, Open House, School Site Council meetings, parent/student/admin meetings, ELAC, Migrant, DELAC, Booster meetings, Academy meetings, etc.)

Our primary method of communicating with parents directly is through "Parent Square." Parents may also visit their child's classes at any time as long as 24-hour notice is provided. The school website has recently been revamped and thus Hanford High has recently experienced increased viewership.

Hanford High hopes to begin hosting "Parent Information Nights" in order to provide information on items such as; increasing parent involvement opportunities (volunteering), how to effectively navigate the district Student Information System (AERIES), how to efficiently navigate Parent Portal, Google Classroom, and general information on available Social-Emotional supports.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Hanford High School Site Council (SSC) meets a minimum of once each quarter, or more if necessary. The SSC has developed a Parent Involvement Policy. The council is made up of parents, teachers, school staff, community members, and the Principal. At each meeting, student progress is discussed; concerns and questions are addressed. ELAC meetings will also include the sharing of information & data included in the SPSA with its members. The review process is most active in the Spring and Fall when data is reviewed and the plan is revised to address student achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

A comprehensive plan to address the school's identified needs is securely in place. Moreover, under the direction of the Principal, the site leadership team will continue to work collaboratively with their discipline members to enhance the school environment and to implement the action plan as outlined herein.

The site leadership team will continue to work together to make decisions regarding the expenditures of professional development resources in order to guarantee that the plan is followed so as to meet the needs of all students. The School Site Council will review the recommendations of the WASC Focus Group as well as the academic performance of student groups.
The School Site Council will consider the effectiveness of the instructional program for students that are failing to meet academic performance index and adequate yearly progress growth targets.

Services provided by categorical funds that enable underperforming students to meet standards include include:
Support staff for English Language Learners; Teacher training to help under-performing students within the core; Provide access to technology for students who do not have access at home; Teacher tutoring for struggling students; credit recovery program opportunities; Counseling support; Supplemental instructional support materials; Website development to increase parent involvement. Read-180 and Math 180.

Fiscal support (EPC)

Hanford High School is directly funded by the District for a portion of the federally funded programs. The Principal works with site leadership and the School Site Council to plan for Title I program expenses based on determined needs.

The School Site Council must approve Title I expenses within the school plan. This plan is then taken to the HJUHSD Board for approval. All expenses are monitored by the Assistant Superintendent of Educational Services to determine feasibility.

Budget updates are provided to stakeholders and committees throughout the year. Annually, the School Site Council reviews actions and expenditures to evaluate the implementation and
effectiveness, and plan for the upcoming school year.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Hanford High School has developed a written Title I parent and family engagement policy with input from Title I parents and family members. Hanford High School seeks to involve parents in the most comprehensive way possible with the expressed aim of increasing the likelihood of positive student academic outcomes through a collaborative partnership.

The engagement activities described are integrated into the school plan for academic accountability. The policy is posted on the school website and distributed by mail to all families before Back to School Night in August. This policy was developed in conjunction with members of the School Site Council, English Language Advisory Committee, as well as, Certificated and Classified staff, site and district administration. The policy describes the means for carrying out the following Title I parent and family engagement requirements [20 USC 6318 Section 1118(c),-(g) inclusive].

Parents were involved with the development and review of the written parent involvement policy through the School Site Council, English Learner Advisory Committee, and annual Title 1 meetings. It has distributed the policy to parents of Title I students. Parents receive information about the parent involvement policy in the Student-Parent Handbook (shared on the district & school website),

Back-To-School Night, ELAC and SSC meetings. Written copies of school and district Parent Involvement Policies are included in informational packets that are sent home with students at the beginning of each school year. The Annual Title 1 Meeting is held in August. The meeting is announced in the informational letter about Categorical Programs sent to all parents and in a separate flyer for the meeting. At the annual meeting parents are asked to provide input into parent education for the school year. Parent meetings are offered at a variety of times during the day and week. Notices of the English Learner Advisory Committee (ELAC) and School Site Council meetings are posted at school and on the webpage. When parents are requested to attend meetings regarding their student's educational or behavioral needs at school (Student Study Team, Individual Educational Plan, parent conferences, for example), attempts are made to schedule the meetings at a time that is convenient for the parent. If parents are unable to attend the meeting, the site Leadership Team will make a home visit or phone call to insure that information from the meeting is shared with the parent.

There are several mechanisms in place to insure that parents are involved in the development and revision of the Comprehensive School Plan. Annually parents are surveyed to provide input on the school's programs. The information summarized from the survey is presented to the School Site Council and English Learner Advisory Committee during the development of the School wide Plan. Additionally, Categorical Program Budgets are reviewed at the Annual Title 1 meeting in the fall.

During the first week of school, all parents receive a letter explaining categorical programs. At the Annual Title 1 meeting, available Title I services are discussed. The school newsletter informs parents of upcoming events funded through Title I. In addition, parents receive flyers and letters from the school inviting them to events and parent workshops that are provided through Title I. These letters and flyers written in Spanish and English are sent home and posted in the school office and on our webpage. Additionally, parents are invited to become involved in the parent advisory groups including the School Site Council and English Learner Advisory Committee.

The Title 1 Annual Meeting provides parents with information about Title 1 programs and gives parents the opportunity for input into the services. An annual needs assessment is completed in March. The information is part of the SSC and ELAC agendas in order to provide for parent input into the planning for the next school year's School Wide Plan Revision and Budget. Timely responses to parent suggestions are provided through the most appropriate way of addressing the suggestion or concern. If the suggestion or concern is made through a parent survey or questionnaire, that information is summarized and presented at the next SSC and ELAC meetings. The SSC and ELAC are open meetings and interested parents are invited to attend through posted agendas and notices of the meetings. If the suggestion or concern is of a personal nature and student confidentiality must be maintained, the parent is personally contacted to confirm the suggestion or concern and to explain the school's response/resolution. If the parent is not satisfied with the school response/resolution, a uniform complaint procedure is in place with which the parent can express dissatisfaction.

Hanford High School, to the extent practicable, provides opportunities for the informed participation of all parents and family members which includes; parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students. General information along with school reports are provided in a format and language that parents understand (20 USC 6318 (f). Hanford High School does not discriminate in any form and abides by all federal and state guidelines in reference to the aforementioned populations. As stated previously, translators are available in most languages spoken in our student households and written correspondence is sent home in the primary language when applicable.

Surveys are also administered to Parents, Teachers and Students to gather information of ideas for improvement. Students are issued the California Healthy Kids survey, Parents are given the District Technology survey and the LCAP survey. Teachers are given the staff climate survey and all stakeholders are invited to participate in the annual Youth Truth survey.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Hanford High School receives base funding through the Local Control Funding Formula (LCFF). Supplemental grants are received for the unduplicated percentage of English Learners, income-eligible for free or reduced-price meals, foster & homeless youth pupils. Concentration grants are another source of funding given for unduplicated pupils above 55 percent. Hanford High also qualifies for Title funding (i.e., Title I Part A allocation and Title III.) Still available for 2023-24 are various funding sources/grants which include, Partnership, Perkins, CTEIG, Strong Workforce (SWP), and the Professional Development Block Fund.

Though provided professional development opportunities, teachers would still benefit from additional training with state testing systems (CAASPP, CAST, Dashboard) and data information systems as a means of coaching our education professionals in the effective use of data to guide/drive instruction.

Students that are identified as English Language Learners (EL) have shown marginal improvement as measured by the ELPAC exam. Improvement for all students identified as English Language learners remain an area of focus for Hanford High School.

Academic growth in mathematics, as measured by the State assessment, continues to be an area of concern and therefore focus. Also, state mandated curriculum in "Positive Prevention Plus" is currently being taught in Freshman Physical Education classes.

Hanford High School provides approximately twenty-two inclusive athletic programs that are available to all students who are academically and behaviorally eligible. Additionally, our Associated Student Body (ASB) has student clubs that are active on campus, including but not limited to; Academic Decathlon, Art Club, FBLA, BSU, Drama Club, Salad Bowl, Acts of Kindness, American Sign Language, Fellowship of Christian Athletes, S-Club, Chess Club etc.

STATEMENT OF NON-DISCRIMINATION: The Hanford Joint Union High School District (HJUHSD) prohibits discrimination, harassment, intimidation and bullying on the basis of actual or perceived characteristics including: physical or mental disability, genetic information, gender, gender identity, gender expression, nationality, race or ethnicity, color, ancestry, age, marital or parental status, religion, sex, sexual orientation, and/or association with a person or group with one or more of these actual or perceived characteristics, in any HJUHSD program or activity, which is funded directly by, or that receives or benefits from any state financial assistance, including in its educational programs, activities, or employment policies, as required by state and federal law. (See, e.g., Title VI of the Civil Rights Act of 1964; Title IX of the 1972 Educational Amendments; Section 504 of the Rehabilitation Act of 1973; Age Discrimination Act of 1975; EC §§ 200, 220; Government Code § 11135.) Inquiries regarding compliance with applicable state and federal anti- discrimination statutes may be directed to Director of Administrative Services, 823 W. Lacey Blvd., Hanford CA. 93230, the Director of the Office of Civil Rights, Department of Education, Washington, D.C. The lack of English language skills will not be a barrier to the admission and participation in HJUHSD programs. (P.L. 92-318; 34 CFR 106.9) A copy of the District's Uniform Complaint Policy is available at 823 W.

Lacey Blvd., Hanford, California. The District's Title IX Coordinator is: Ward Whaley, Director of Administrative Services, Contract information is (559)583-5901 extension 3126. The District's 504 Coordinator is : Janice Ede, Director of Special Programs. Contact information is (559)583-5901, extension 3117.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.32%	0.06%	6	5	1
African American	3.0%	3.24%	3.68%	47	50	57
Asian	0.4%	0.58%	0.39%	7	9	6
Filipino	0.7%	0.65%	0.45%	11	10	7
Hispanic/Latino	73.9%	74.12%	75.79%	1,166	1,143	1174
Pacific Islander	0.2%	0.13%	0.19%	3	2	3
White	18.6%	17.57%	15.62%	293	271	242
Multiple/No Response	1.9%	2.72%	3.1%	30	42	48
			Total Enrollment	1,577	1,542	1549

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	455	410	431
Grade 10	432	412	391
Grade 11	389	388	389
Grade 12	301	332	338
Total Enrollment	1,577	1,542	1,549

Conclusions based on this data:

1. Since the pandemic (data disruption) Hanford high has experienced a decline in student enrollment. As of the time of this report HHS has realized a loss of 34 students for the 2023-24 school year.

2. Hispanic/Latino population accounts for the largest demographic group at above 70% and continues to steadily rise each year.

3. Next steps will be to review services that currently target the Hispanic/Latino group to make sure we are supporting their specific student group needs.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	171	188	202	10.8%	12.2%	13.0%
Fluent English Proficient (FEP)	428	405	377	27.1%	26.3%	24.3%
Reclassified Fluent English Proficient (RFEP)	3			1.8%		

Conclusions based on this data:

1. Fluent English Proficient (FEP) student numbers continue to decline significantly year over year.

2. The number of enrolled EL students continues to rise sharply increasing from 10.8% in 2020-21 to 13.0% in 2022-23.

3. The EL & FEP group is a focus for Hanford High, especially given that the school has been designated as requiring "Additional Targeted Support & Intervention" (ATSI). Reclassifications may have dipped from 2019-20 to 2022-23 however, Hanford High is beginning to realize marginal improvement due to a much more refined & streamlined testing procedure along with some staffing adjustments in the counseling department. Next steps include the continued monitoring of programs to recognize opportunities for improvement and bridge the performance gap.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	354	352	369	0	340	366	0	340	365	0.0	96.6	99.2
All Grades	354	352	369	0	340	366	0	340	365	0.0	96.6	99.2

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2582.	2579.		17.35	16.99		37.94	35.89		22.94	26.85		21.76	20.27
All Grades	N/A	N/A	N/A		17.35	16.99		37.94	35.89		22.94	26.85		21.76	20.27

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		20.59	18.90		62.35	61.64		17.06	19.45
All Grades		20.59	18.90		62.35	61.64		17.06	19.45

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		24.71	25.00		53.53	53.85		21.76	21.15
All Grades		24.71	25.00		53.53	53.85		21.76	21.15

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		10.88	12.60		74.12	72.88		15.00	14.52
All Grades		10.88	12.60		74.12	72.88		15.00	14.52

	Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 11		17.65	18.08		67.65	67.40		14.71	14.52
All Grades		17.65	18.08		67.65	67.40		14.71	14.52

Conclusions based on this data:

1. The number of overall students tested increased by 26 from 2021-22 to 2022-23. There has been a 2.8 point decline in students overall mean score performance, and a decline in students exceeding or meeting standards. Students nearly meeting standards has increased and students that perform below standard have also decreased slightly (21.76 - 20.27)

2. Of note, the number of students performing below standard in reading has increased (17.06% to 19.45%)

3. The next steps are to review current practices so we can more accurately target precise areas in need of academic intervention.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	353	351	368	0	338	364	0	338	364	0.0	96.3	98.9
All Grades	353	351	368	0	338	364	0	338	364	0.0	96.3	98.9

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2503.	2509.		2.66	4.12		9.17	12.09		22.78	21.43		65.38	62.36
All Grades	N/A	N/A	N/A		2.66	4.12		9.17	12.09		22.78	21.43		65.38	62.36

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		5.33	7.14		34.62	33.24		60.06	59.62
All Grades		5.33	7.14		34.62	33.24		60.06	59.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		3.25	4.95		60.95	57.14		35.80	37.91
All Grades		3.25	4.95		60.95	57.14		35.80	37.91

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11		2.96	6.32		63.02	62.09		34.02	31.59
All Grades		2.96	6.32		63.02	62.09		34.02	31.59

Conclusions based on this data:

1. for the 2021-22 to 2022-23 school year, the overall performance mean score is up 5.6 points. Student performing at "meets standard" and "exceed standard" has also improved by 2.92% and 0.93% respectively. Finally, the number of students performing at "below standard" has decreased from 34.02% to 31.59%

2. The area that appears to require the most support is "Problem Solving & Modeling/Data Analysis" which saw a 2.11% increase in students' performing "below standard."

3. The next steps are to review current practices so we can more accurately target precise areas of student academic support in the area of "Problem Solving & Modeling/Data Analysis."

School and Student Performance Data

Local Assessment Results
English Language Arts/Literacy

11th Grade Student Groups	11th Grade Total Enrollment	11th Grade Number Tested	11th Grade Percent Tested	11th Grade Percent Not Tested	11th Grade Percent At or Above Grade Level
All Students	1542	366	99.18%	3%	53.0%
Female		168		2%	57%
Male		197		1%	51%
American Indian or Alaska Native		1		0%	100%
Asian		2		0%	50%
Black or African American		15		1%	32%
Filipino		4		0%	100%
Hispanic or Latino		271		2%	51%
Native Hawaiian or Pacific Islander		0		0%	N/A
Two or More Races		13		0%	61%
White		56		0%	57%
English Learners		45		0%	15%
Foster Youth		0		0%	N/A
Homeless		10		0%	20%
Military		23		0%	36%
Socioeconomically Disadvantaged		299		2%	52%
Students Receiving Migrant Education Services		7		0%	0%
Students with Disabilities		38		0%	8%

Conclusions based on this data:

1. Black & African American, English Learners & Students with Disabilities perform significantly lower than the other demographic groups

2. Of notable concern is the single digit performance percentage of "Students with disabilities.

3. Hanford High school continues to develop the MTSS initiative as a means of reaching and providing targeted supports for those students that continue to struggle academically. The supports bridge the academic, behavioral and social emotional needs of the students that have been identified as needing tiered interventions.

Mathematics

11th Grade Student Groups	11th Grade Total Enrollment	11th Grade Number Tested	11th Grade Percent Tested	11th Grade Percent Not Tested	11th Grade Percent At or Above Grade Level
All Students	1542	364	98.1	1.08	6%
Female		167	2%		14%
Male		197	2%		18%
American Indian or Alaska Native		1	0%		0%
Asian		2	0%		0%
Black or African American		15	1%		13%
Filipino		4	0%		75%
Hispanic or Latino		270	3%		13%
Native Hawaiian or Pacific Islander		0	0%		N/A
Two or More Races		13	0%		7%
White		55	0%		24%
English Learners		45	0%		4%
Foster Youth		0	0%		N/A
Homeless		10	0%		0%
Military		23	0%		13%
Socioeconomically Disadvantaged		297	3%		13%
Students Receiving Migrant Education Services		7	0%		0%
Students with Disabilities		37	2%		8%

Conclusions based on this data:

1. 98.1% of the 364 students in the 11th grade were tested, However, the data indicates that a mere 6% of these students performed at or above grade level.

2. The lowest performers of this group were the Students with disabilities.

3. Hanford High school continues to develop the MTSS initiative as a means of reaching and providing targeted supports for those students that continue to struggle academically. The supports bridge the academic, behavioral and social emotional needs of the students that have been identified as needing tiered interventions.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1529.5	1535.0	1539.5	1517.6	1518.7	1533.9	1540.9	1550.9	1544.7	65	67	63
10	1522.1	1545.8	1546.6	1500.8	1535.0	1543.2	1542.9	1556.1	1549.5	46	58	66
11	1533.8	1545.1	1567.6	1520.3	1533.1	1555.9	1546.8	1556.7	1578.8	32	36	45
12	1566.8	1550.7	1519.3	1550.9	1538.2	1500.9	1582.2	1562.8	1537.0	13	26	29
All Grades										156	187	203

Overall Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	6.15	7.46	9.52	29.23	41.79	42.86	43.08	31.34	23.81	21.54	19.40	23.81	65	67	63
10	8.70	6.90	25.76	28.26	44.83	24.24	41.30	34.48	25.76	21.74	13.79	24.24	46	58	66
11	3.13	19.44	20.00	34.38	27.78	44.44	37.50	25.00	15.56	25.00	27.78	20.00	32	36	45
12	7.69	23.08	13.79	30.77	26.92	27.59	61.54	19.23	24.14	0.00	30.77	34.48	13	26	29
All Grades	6.41	11.76	17.73	30.13	37.97	34.98	42.95	29.41	22.66	20.51	20.86	24.63	156	187	203

Oral Language Percentage of Students at Each Performance Level for All Students												
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	10.77	13.43	26.98	38.46	49.25	36.51	30.77	20.90	17.46	20.00	16.42	19.05	65	67	63
10	10.87	20.69	28.79	34.78	43.10	30.30	34.78	29.31	22.73	19.57	6.90	18.18	46	58	66
11	25.00	33.33	26.67	18.75	27.78	46.67	40.63	16.67	15.56	15.63	22.22	11.11	32	36	45
12	30.77	34.62	17.24	30.77	30.77	37.93	38.46	7.69	10.34	0.00	26.92	34.48	13	26	29
All Grades	15.38	22.46	26.11	32.69	40.64	36.95	34.62	20.86	17.73	17.31	16.04	19.21	156	187	203

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.08	1.49	6.35	21.54	28.36	22.22	38.46	46.27	44.44	36.92	23.88	26.98	65	67	63
10	8.70	5.17	7.58	17.39	34.48	30.30	43.48	36.21	28.79	30.43	24.14	33.33	46	58	66
11	3.13	8.33	15.56	15.63	19.44	24.44	43.75	44.44	37.78	37.50	27.78	22.22	32	36	45
12	0.00	11.54	3.45	46.15	19.23	24.14	46.15	34.62	27.59	7.69	34.62	44.83	13	26	29
All Grades	4.49	5.35	8.37	21.15	27.27	25.62	41.67	41.18	35.47	32.69	26.20	30.54	156	187	203

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	4.62	4.48	9.52	75.38	71.64	76.19	20.00	23.88	14.29	65	67	63
10	8.70	1.72	15.15	60.87	84.48	65.15	30.43	13.79	19.70	46	58	66
11	0.00	11.11	6.67	56.25	61.11	73.33	43.75	27.78	20.00	32	36	45
12	0.00	0.00	6.90	84.62	65.38	55.17	15.38	34.62	37.93	13	26	29
All Grades	4.49	4.28	10.34	67.95	72.73	68.97	27.56	22.99	20.69	156	187	203

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	41.54	43.28	63.49	35.38	43.28	14.29	23.08	13.43	22.22	65	67	63
10	30.43	55.17	63.64	45.65	31.03	18.18	23.91	13.79	18.18	46	58	66
11	43.75	55.56	60.00	43.75	25.00	31.11	12.50	19.44	8.89	32	36	45
12	53.85	57.69	51.72	46.15	19.23	24.14	0.00	23.08	24.14	13	26	29
All Grades	39.74	51.34	61.08	41.03	32.62	20.69	19.23	16.04	18.23	156	187	203

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	7.69	10.45	12.70	40.00	53.73	39.68	52.31	35.82	47.62	65	67	63
10	10.87	10.34	19.70	54.35	53.45	37.88	34.78	36.21	42.42	46	58	66
11	9.38	13.89	17.78	31.25	47.22	44.44	59.38	38.89	37.78	32	36	45
12	7.69	23.08	13.79	69.23	26.92	34.48	23.08	50.00	51.72	13	26	29
All Grades	8.97	12.83	16.26	44.87	48.66	39.41	46.15	38.50	44.33	156	187	203

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
Writing Domain **Percentage of Students by Domain Performance Level for All Students**												
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	3.08	4.48	1.59	81.54	79.10	79.37	15.38	16.42	19.05	65	67	63
10	0.00	5.17	4.55	82.61	79.31	74.24	17.39	15.52	21.21	46	58	66
11	6.25	8.33	20.00	75.00	66.67	68.89	18.75	25.00	11.11	32	36	45
12	7.69	15.38	3.45	92.31	69.23	65.52	0.00	15.38	31.03	13	26	29
All Grades	3.21	6.95	6.90	81.41	75.40	73.40	15.38	17.65	19.70	156	187	203

Conclusions based on this data:

1. The overall Mean Scale Scores continue to increase in each grade level with the exception of the 12 grade which has a three year declining trend.

2. The number of students performing at the "beginning" level is increasing year over year.

3. This group is a particular focus for Hanford High as we are eligible for Additional Targeted Support and Improvement (ATSI) based on the English Learner Student Group. The next steps are to review current practices so we can more accurately target precise areas of student academic supports in the area of Reading.

School and Student Performance Data
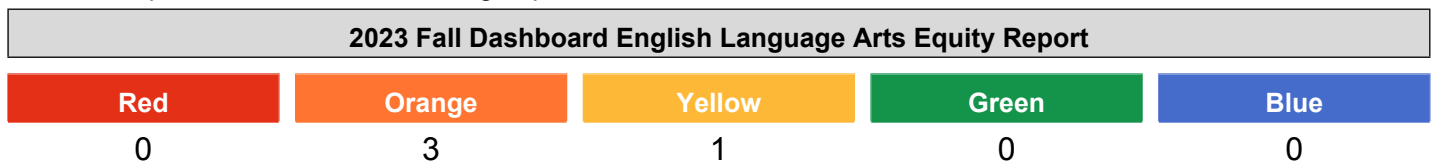
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
1549	**81.3**	**13**	**0.5**
Total Number of Students enrolled in Hanford High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	202	13
Foster Youth	8	0.5
Homeless	27	1.7
Socioeconomically Disadvantaged	1259	81.3
Students with Disabilities	141	9.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	57	3.7
American Indian	1	0.1
Asian	6	0.4
Filipino	7	0.5
Hispanic	1174	75.8
Two or More Races	48	3.1
Pacific Islander	3	0.2
White	242	15.6

Conclusions based on this data:

1. 77.3% of the students are identified as Socioeconomically Disadvantaged. Additionally, 74.1% of students are identified are Hispanic.

2. 12.2% of students are English Learners. This group is a particular focus for Hanford High & the greater HJUHSD at large as we are eligible for Additional Targeted Support and Improvement (ATSI) based on the English Learner (EL) Student Group.

3. Next steps are to review current teaching practices and explore research based instructional strategies to address this achievement gap.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Graduation Rate** Blue	**Suspension Rate** Orange
Mathematics Yellow	**Chronic Absenteeism** No Performance Color	
English Learner Progress Orange		
College/Career Medium		

Conclusions based on this data:

1. | Overall performance for students in the area of graduation continues to be noteworthy. |

2. | The area of greatest need is Mathematics and Rates of suspension. |

3. | The next steps are to review current practices in order to specifically target areas of need so we can provide research based instructional strategies to address student achievement in the area of Mathematics. Additionally, given the high suspension rates, more targeted MTTS interventions that focus on academic, behavioral & social emotional will continue to be an area of focus. |

School and Student Performance Data

Academic Performance
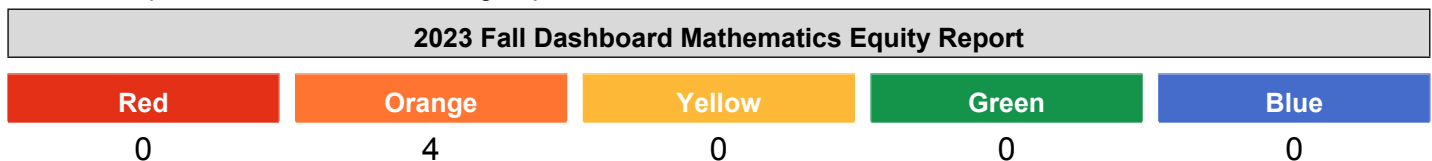## English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
1.2 points below standard	78.3 points below standard	0 Students
Maintained -2.5 points	Increased Significantly +25.1 points	
354 Students	54 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students		113.1 points below standard
	Orange	Increased Significantly +51.7 points
9 Students	9.7 points below standard	
	Decreased -5.9 points	40 Students
	290 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
50.2 points below standard Increased Significantly +58.9 points 11 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 7.6 points below standard Decreased -8.5 points 263 Students	13.3 points above standard 13 Students	No Performance Color 0 Students	Yellow 19.4 points above standard Decreased -9.5 points 56 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
97.4 points below standard Increased Significantly +15.5 points 43 Students	3.4 points below standard 11 Students	0.1 points below standard Maintained -0.8 points 224 Students

Conclusions based on this data:

1. The following subgroups have scores that are significantly below standard:
Current English Learners (112.9 points below standard)
African American (104.4 points below standard)
Hispanic (112.9 points below standard)
English Learners. (103.4 points below standard)

2. The African American student subgroup have declined significantly by (30 points). English Only students have also declined by 14.6 points.

3. Our next steps are to review current practices in order to specifically target shortcomings and provide research based instructional strategies to aid in closing the achievement gap for each of the sub groups identified in section one.
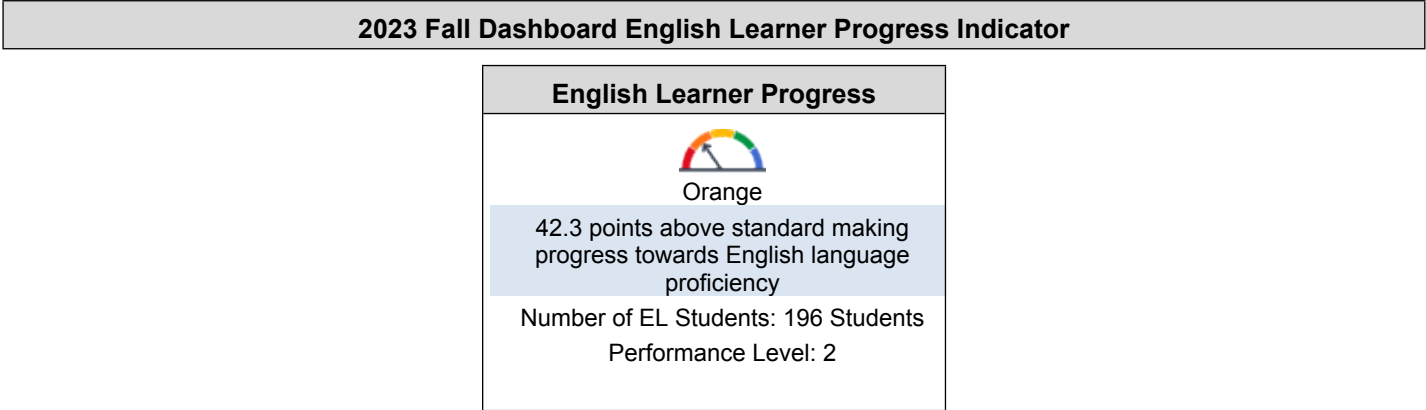
School and Student Performance Data

Academic Performance
Mathematics

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
112.9 points below standard	184.5 points below standard	0 Students
Increased +9 points	Increased Significantly +26.3 points	
352 Students	54 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	191.2 points below standard
9 Students	123.7 points below standard	Increased Significantly +53.6 points
	Increased +6.6 points	39 Students
	288 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
122 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students
Increased Significantly +76.2 points	1 Student	2 Students	4 Students
11 Students			

Hispanic	Two or More Races	Pacific Islander	White
Orange	97.8 points below standard	No Performance Color	Orange
121.7 points below standard	13 Students	0 Students	87.7 points below standard
Increased +3.8 points			Maintained -2.6 points
261 Students			56 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
188.7 points below standard	168.1 points below standard	107.7 points below standard
Increased Significantly +38 points	11 Students	Increased Significantly +15.8 points
43 Students		222 Students

Conclusions based on this data:

1. All student subgroups have scores that fall well below standard. Additional Targeted Support and Improvements (ATSI) are required for all students and subgroups.

2. The subgroup that appear least impacted are white students. However, the scores for this subgroup is also recorded as 85.1 points below standard.

3. Hanford High next steps are to review current practices to target areas we can adopt and/or enhance in order to support student achievement.
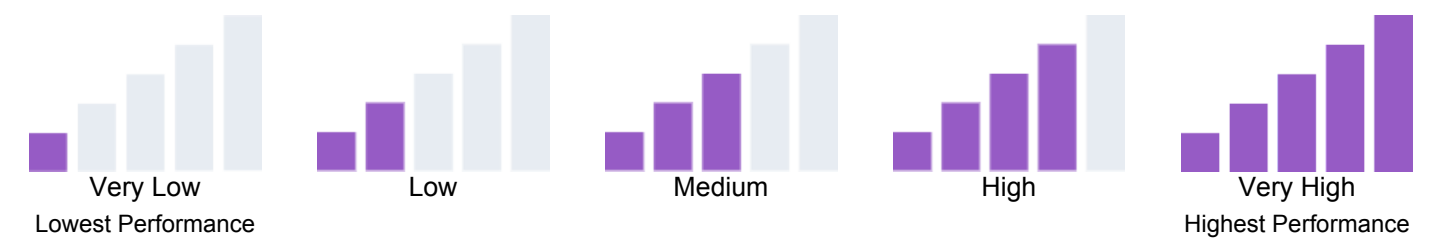
School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
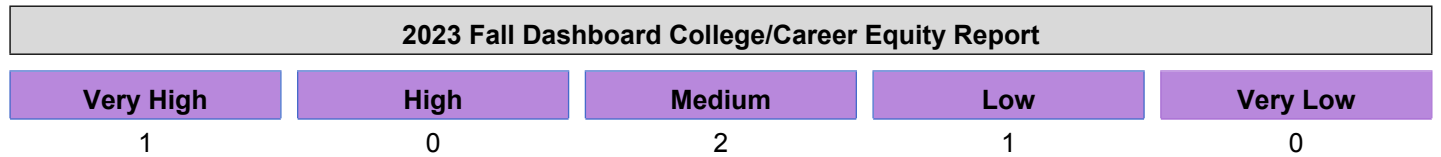
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
42.3 points above standard making progress towards English language proficiency
Number of EL Students: 196 Students
Performance Level: 2

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
52	61	3	80

Conclusions based on this data:

1. 43.8% of students Progressed at least One ELPI Level. Conversely, 18.8% decreased one ELPI level.

2. The data indicates that 45.5% of HHS students are making progress towards English language proficiency.

3. This overall group is of particular focus for HHS the school is eligible for Additional Targeted Support and Improvement (ATSI) based on the English Learner Student Group. The next steps are to review current practices to target areas we could enhance to support overall English Learner proficiency.

School and Student Performance Data

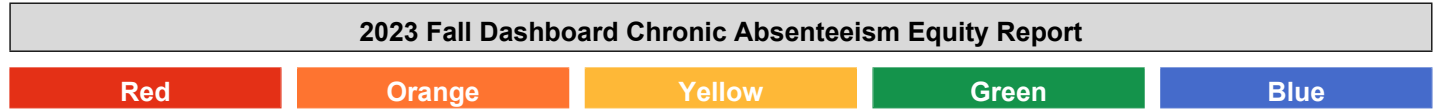## Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
1	0	2	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students
42.1 Prepared

328 Students

English Learners
2.9 Prepared

34 Students

Foster Youth
Less than 11 Students

5 Students

Homeless
7.7 Prepared

13 Students

Socioeconomically Disadvantaged
37.6 Prepared

274 Students

Students with Disabilities
4.3 Prepared
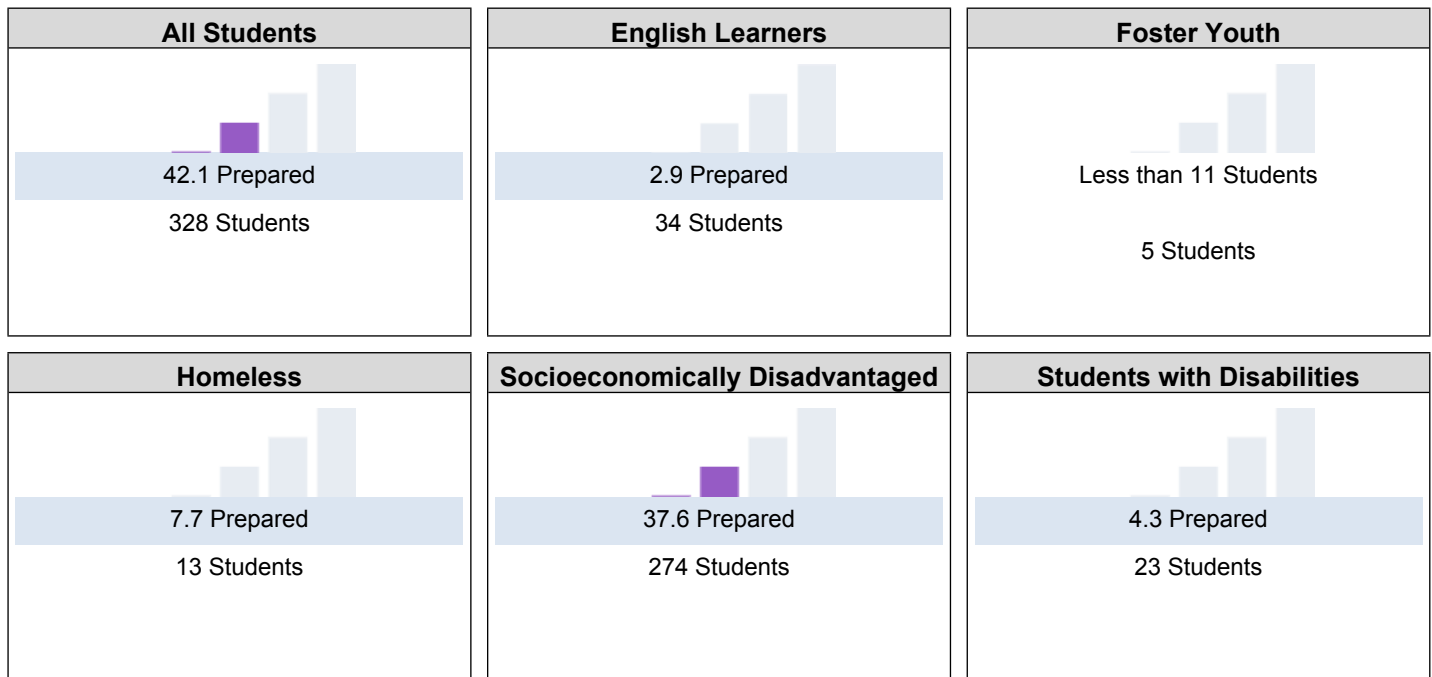
23 Students

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American
Less than 11 Students

10 Students

American Indian
0 Students

Asian
0 Students

Filipino
Less than 11 Students

1 Student

Hispanic
38.3 Prepared

253 Students

Two or More Races
Less than 11 Students

7 Students

Pacific Islander
Less than 11 Students

1 Student

White
58.2 Prepared
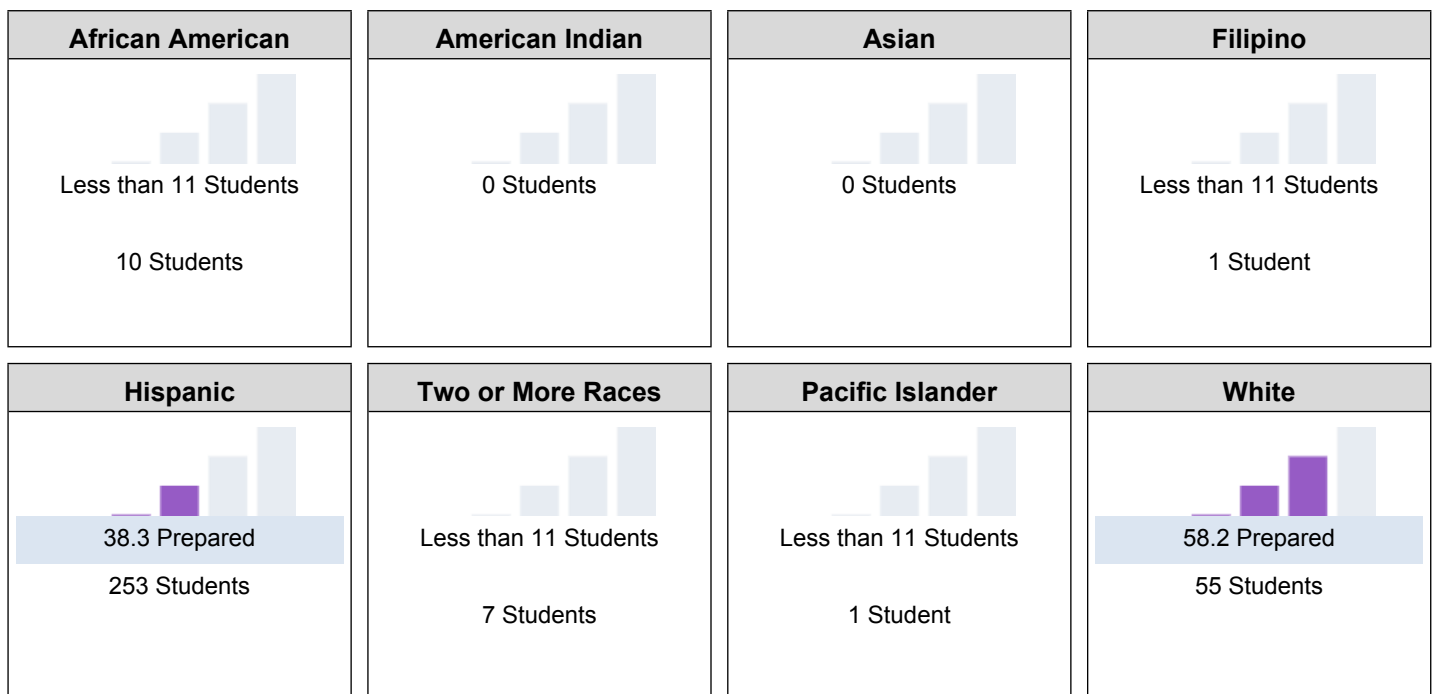
55 Students

Conclusions based on this data:

1. In analyzing the 2020 CCI levels for Hanford High, 63.4% of white students were "prepared," a stark contrast to 46.6% of Socio economically disadvantaged students, 7.4% of EL and 4.0% of students with disabilities. Further analysis reveals 15.1% of whites are reported as "not prepared," 44.4% of the EL students, 22.9% socio economically disadvantaged and 64% students identified as students with disabilities.

2. From 2017 to 2020 Hanford High has seen a 9.6% increase among all students reported as "prepared." Over the same period Socio economically disadvantaged students also realized a 11% increase in prepared status. EL students however saw a 2.4% decrease over the same period. Finally, with the exception of African American students, all other groups saw a decline in students reported as "not prepared."

3. The next steps are to continue reviewing college and career indicators and examine current practices with a focus on shifting focus to target areas that can support and enhance student achievement among African American, EL and socio economically disadvantaged students. We will use CTEIG & Strong Workforce funds to realign instruction to support student needs.

School and Student Performance Data

Academic Engagement
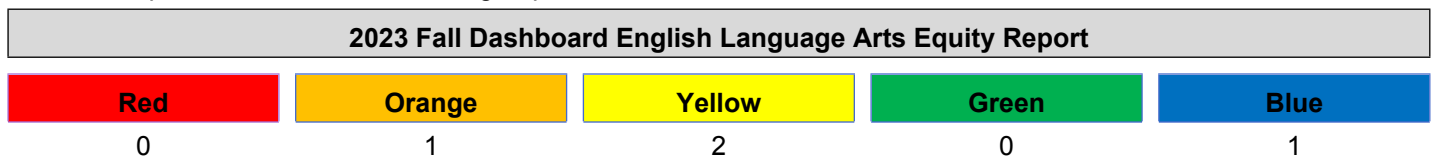## Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0 Students	0 Students	0 Students	0 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	0	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	Less than 11 Students
95.1% graduated	82.4% graduated	
Decreased -2.7	Decreased Significantly -7.6	5 Students
328 Students	34 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
92.3% graduated		78.3% graduated
13 Students	Yellow	Decreased Significantly -10.2
	94.5% graduated	
	Decreased -3.2	23 Students
	274 Students	

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	No Performance Color	Less than 11 Students
10 Students	0 Students	0 Students	1 Student

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	Less than 11 Students	Blue
94.1% graduated	7 Students	1 Student	100% graduated
Decreased -3.5			Increased 1.7
253 Students			55 Students

Conclusions based on this data:

1. Hanford High continues to realize high graduation rates relative to California state averages.

2. Although not reflected on this data set, our ATSI identified group (African American, English Learners & Students with disabilities) have graduation rates that fall below the high numbers realized by the rest of the student population.

3. A key driver responsible for the high graduation rates realized is the credit recovery program offered to students throughout the district. Students that are in jeopardy are provided several opportunities to make up units either during their regular school day (built into their schedule) or summer school. HJUHSD also offers students the option of attending alternative sites if the comprehensive does not align with their learning needs. To improve graduation rates among the groups targeted for ATSI, next steps include maintaining our credit recovery program and working toward identifying and addressing antecedents & contributing factors through the MTSS initiative.

School and Student Performance Data

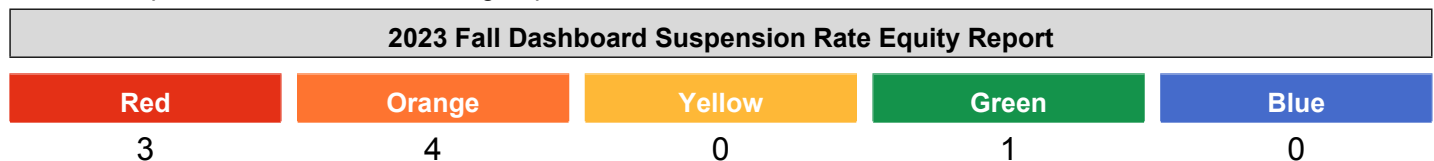## Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
3	4	0	1	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	21.4% suspended at least one day
9% suspended at least one day	12.8% suspended at least one day	
Increased 0.9	Declined -1.3	Increased 4.8
1642 Students	235 Students	14 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Red	Orange	Red
25% suspended at least one day	9.9% suspended at least one day	17.8% suspended at least one day
Increased 4.1	Increased 0.8	Increased 1.3
48 Students	1339 Students	157 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 19.7% suspended at least one day Increased 0.7 61 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 9.4% suspended at least one day Increased 1.4 1244 Students	Orange 9.7% suspended at least one day Increased 4.2 62 Students	Less than 11 Students 4 Students	Green 4.3% suspended at least one day Declined Significantly -2.3 257 Students

Conclusions based on this data:

1. At Hanford High, suspension rates continue to be high across all demographic groups with Homeless, African American and English learner students experiencing the highest rates 20.9%, 19% & 14% respectively..

2. The group least impacted are students identified as two or more races (5.5%) and white (6.6%)

3. Our next steps are to continue reviewing our suspension practices, implement measures that provide alternatives to suspension and continue to cultivate a climate of inclusiveness and belonging among the student body. Review of our climate surveys will also help in identifying those practices that are of concern to students, practices that may be inadvertently counter to inclusiveness and belonging (i.e., course offering, clubs & extracurricular opportunities, involvement, fair & equitable administration of discipline and consequences.)

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Every student will have access to standards aligned instructional materials and be taught by fully credentialed teachers in facilities that are maintained and in good repair.

State Priority 1
Hanford High is fully committed to ensuring that every student has access to the materials & resources necessary to advance their learning. Professionally credentialed teachers will be hired to provide instruction that is in alignment with applicable local & state standards and will be continually supported by the administrative staff and academic coaches. Furthermore, teachers will receive opportunities to participate in professional development & training exercises throughout the school year so they can maintain and/or develop their teaching craft. Both students and teachers will operate in a clean and safe environment conducive to practice of teaching & learning. Hanford High will continue with its agenda of cultivating and maintaining a culture of respect for equity, diversity & inclusivity. Finally, the Hanford High community is committed to Integrity, Knowledge, and Respect for every person every day.

Goal 1

Every student at Hanford High will have access to standards-aligned instructional materials and be enrolled in a comprehensive course of study taught by effectively trained and fully credentialed teachers in facilities maintained and in good repair.

Identified Need

Hanford High believes that the conditions of learning, State Priority 1 and 2, speaks to the provision & equitable access to curriculum and a means of measuring student success. This includes a supportive and engaging school culture where every student has the opportunity to succeed through access to standards-aligned instructional materials and resources. The fundamentals of teaching and learning begins with Hanford High providing students with professionally trained & credentialed teachers whilst ensuring a safe operating environment that is conducive to learning. Additionally, state priorities 3 and 5 also support student engagement and the maintenance and fostering of a safe and supportive educational climate.

The goal at Hanford High is to ensure 100% of its teachers are appropriately assigned to the subject area in which they hold a credential. Secondarily, Hanford High aims to ensure that 100% of the student body and teachers have at their disposal standards-aligned instructional materials. HHS also aims to ensure that the facility is in compliance, comfortable & safe (re; FIT report.) and that students, staff & community report positively on future climate surveys (safety, engagement, communication, support, climate etc.)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of teachers appropriately assigned (2021-22)	97.8% of teachers are appropriately assigned. (Refer 202-21)	100% of teachers are appropriately assigned. (Refer 2021-22)
Percentage of fully credentialed teachers.	89.0% of teachers are fully credentialed (2021-22)	100% of teachers will be fully credentialed. (Refer 2021-22)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sufficiency of materials	100% of students have sufficient materials.	100% of students will have sufficient materials. (Refer 2021-22)
Facilities Inspection Tool (FIT)	Avg. Percentage of 8 Categories (Systems, Interior, Cleanliness, Electrical, Restroom/fountains, Safety, Structural, External) = 93.93% Good (2022-23)	98.0% FIT score average and an overall average rating of (Good).
Professional learning opportunities for core content teachers that align with district goals.	100%	100%
Implementation of State Adopted Curriculum in all core classes (Priority two)	100%	100%
Dedicated structured time will be provided for all PLC teams for collaborative planning.	Two hours per month	Two hours per month

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1.1 - Continue to participate in and facilitate teacher recruitment fairs (Fresno & Tulare county job fairs). (Funded by district)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students: with focus on the following sub groups. (English Learners, Low Income, Foster and African Americans)

Strategy/Activity

1:2-Continue to provide common core aligned materials & resources

Goal 1:2
HJUHSD will continue to provide common core aligned materials & resources that are principally directed toward English Learners, Foster Youth, Homeless, & Low-Income students on an LEA wide basis to ensure that 100% of students and teachers have standards-aligned instructional materials. Currently 100% of classrooms and/or students have access to common core aligned materials. The administration of ELPAC, CAASPP, CAST, A.P. and other tests as needed to support the tracking of academic progress (progress monitoring) will also occur throughout the year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,233.00	Testing
113,500	Textbook
0	
52,000.00	Lottery: Instructional Materials
32,082	Arts, Music, and Instructional Materials Block Grant
1,452,680	LCFF

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1:3 - Continue to provide Common Core aligned intervention resources.
Funding Source: Title I
Supplemental materials (consumables)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
53,105.21	Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1:4 - Continue to support and provide digital resources/materials

Goal 1, Action: 4
HJUHSD will continue to support and provide digital resources and materials that are principally directed to English Learners, Foster Youth, Homeless & Low-Income students LEA wide basis to ensure that 100% of students and teachers have digital resources and materials, currently 100% of students have the appropriate digital resources needed to access the curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,471.83	Title I

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1:5 - Continue to provide safe and secure facilities through the effective use of FIT.

Goal 1:5
HJUHSD will continue to provide safe and secure facilities that are principally directed to English Learners, Foster Youth, Homeless, & Low-Income students LEA wide basis to ensure that 100% of the facilities and teachers have safe a secure environment, currently 98.88% of facilities are in good repair. (District Funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless.

Strategy/Activity

1:6 - Continue to provide Internet access for staff and students. (District funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1:7 - Continue to provide new teachers with New Teacher Induction.

Goal 1, Action: 7
Continue to provide new teachers with New Teacher Induction training that is principally directed to English Learners, Foster Youth, Homeless & Low-Income students LEA wide basis to ensure that 100% of the teachers are being supported and trained in the latest teaching strategies, currently 100% have participated in New Teacher Induction. (District funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1:8 - Continue to provide Chromebooks to low income, foster youth, Homeless, & English language students.

Goal1, Action: 8
Continue to direct Chromebooks to low income, foster youth, Homeless, & English Language students at all schools to ensure that 100% of the low income, foster youth, Homeless, & English Language students are being provided Chromebooks. Currently, 100% of the students are receiving Chromebooks. (District funded)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1:9 - Provide Internet Options for Low Income, Foster youth, Homeless, English Learner, and Migrant students.

Goal 1, Action: 9
Continue to direct internet options to low income, foster youth, & English Learner students at all schools to ensure that 100% of the low income, foster youth, & English Learner students are being provided internet at home. Currently, 100% of the students are receiving internet. (District funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1:10- Provide targeted ELA & Math intervention for at-risk students.

Goal 1, Action: 10
Continue to direct targeted ELA & Math intervention for low income, foster youth, Homeless, & English Learners students at all schools to ensure that 100% of the low income, foster youth, & English Learners students are being provided with ELA and Math support, currently 100% of the students are receiving targeted intervention courses.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

23,345.16	Title I

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

1:11- Continue to be fiscally responsible and monitor expenditures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Foster Youth

Strategy/Activity

1:12 a. Continue to support teachers with professional development, mentorship, support & training with Academic coaches. b. Continue to provide support for Instructional Technician c. Continue to support the collaborative support of WHC peer tutors

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
149,334.00	Title I
45,022.00	Title I
1,500.00	Title I
19,870	Educator Effectiveness Block Grant
2,459	Professional Development Block Grant

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Foster Youth

Strategy/Activity

Hanford High will continue to support the visual and performing arts programs with professional development opportunities and Instructional Materials.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
231,137	Arts, Music, and Instructional Materials Block Grant

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Professional development has been a focus for HJUHSD this year and teachers at Hanford High have been active participants. The training provided has yielded positive returns in the classroom. Teachers are able to immediately implement the research based strategies learned almost immediately resulting in improved instructional practices. Kagan, UDL, PLC and Hatching Results, for counselors, are examples of some of the professional development opportunities provided. Along with the support of the administrative team, academic coaches and representatives from KCOE, professional training and development can easily be characterized as a win.

Academic coaches continue to play a significant role in the professional support of our new teachers across campus. Working in tandem with the administrative team on site, they serve as an excellent conduit between Hanford High school and the district office to ensure that the overall goal of HJUHSD and Hanford High remain aligned with regard to professional development and support of new & veteran teachers.

HJUHSD continues to attend recruitment fairs in an attempt to attract and hire quality teachers. Hanford High is actively involved in the task of recruiting & hiring quality teachers. However, this area of planning continues to present a challenge for all schools in the district. At present (at the time of this document preparation) Hanford High has no certificated vacancies.

Our MTSS team is functioning well as a group however, there is work to be done with the expanding of knowledge and benefits of MTSS to teachers & staff. Intervention strategies employed appear to be yielding positive outcomes but the team still needs to create an effective tool for capturing and sharing positive outcomes.

Although there has been improvement in the number of respondents on our climate survey, the information gleaned highlight specific areas in need of attention. The importance of clear

communication, both internal & external, is highlighted throughout the climate survey. The move made to remedy this shortcoming (staff changes in ASB and office of administration) has, thus far, yielded positive improvements with communication & messaging both internally and externally to our stakeholders in the community.

Hanford High's facility is currently undergoing renovations and building upgrades. This has inadvertently had a positive impact on our FIT report as we continue to be proactive in identifying and remedying challenges before they become a concern.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences identified between the intended implementation and/or the budgeted expenditures needed to meet these goals with current funding sources.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of our 2022-23 goals will occur during the 2023-24 update cycle. For the foreseeable future however, the training and implementation of Instructional Rounds, with an emphasis on enhancing student engagement, will be the focus of Hanford High. The Instructional Round process will include teacher training & development, peer observation, review, analysis and evaluation of data collected and the assembly, preparation and presentation of best practices observed. Each teacher will be provided an opportunity to participate in this activity.

The anticipated impact across all student demographic of this initiative, to include to include English Learners, Low Income and Foster Youth, will be; improved students academic outcomes, lower recorded incidents of classroom level aberrant behaviors and improved attendance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

HJUHSD will foster an engaging culture that supports parent participation, equity, student safety, and school connectedness.

Goal 2

Hanford High School will foster an engaging culture that supports parent participation, equity, student safety, and school connectedness.

Identified Need

Hanford High recognizes that state priorities 3, 5, and 6 support student engagement, and maintaining and fostering a safe, supportive school climate engaged in equitable practices leads to student achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Improve rate of response on climate survey (re: Youth Truth)	(2022-23) 87%, 85% & 11% students, teachers, families respectively	5 percent increase in participation across the three areas identified.
Increase viewership (average hits) on the school site website.	(2023) (Jul. 816, Aug. 2171, Sep. 1648, Oct. 1509, Nov. 1037) to date.	Improve average viewership (hits) on HHS school website by 5% each month.
Increase/Improve parent participation (School Site Council, ELAC)	3 School Site Council meetings (w/inaccurate member composition) & 4 ELAC meetings.	4 meetings (two per semester) for both SSC & ELAC. Note; Active SSC membership, functioning as per requirements outlined in EC Section 65000[c][2][B], will also be an area of focus. (re; accurate member composition)
IEP parent/guardian participation	100%	100%
Improve overall school climate/culture (Re. Youth Truth survey)	21% of HHS students, 43% of HHS Families & 46% of HHS staff perceive the culture to be positive.	Improve student, family and staff perception of positive school culture by 10% across each of the areas identified.
Improve overall school engagement (Re. Youth Truth survey)	Student 48%, Family 32%, Staff 68%	Improve perceptions on engagement by 20% across each of the areas identified.
Improve overall school relationships (Re. Youth Truth survey)	Student 27%, Family 46%, Staff 67%	Improve perceptions on relationships by 10% across each of the areas identified.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease rates of suspension.	8.1% (183 2021-22)	Decrease suspension rates by 10% (reduce down to pre-pandemic levels)
Improve overall perceptions about safety (re; Youth Truth survey)	Family 36%, Staff 54%	Increase perception about school safety by 10% (Re Youth Truth survey)
Decrease student expulsion rates.	1.37% (23 expulsions documented for 2021-22)	Decrease student expulsion rate by 26% (-6)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Hanford High will provide Parent Information Events, continue to provide digital and print communications to parents, students, and community members. HHS will also continue to provide translated digital and print materials to parents that speak a language other than English.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Continue to offer Unit Recovery (APEX) courses to aid in addressing credit deficiencies and thus improve graduation rate. HJUHSD will continue to a Unit Recovery courses that are principally directed to English Learners, Foster Youth & Low Income students to reduce the number of dropouts and increase the number of Graduates LEA wide basis to ensure that 100% of students have access to targeted unit recovering courses.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
20,193.34	LCFF

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Implement student celebrations through ASB (Friday student/teacher activities, events, performances etc.) Create a spirit of lively internal competitions among graduating cohorts.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,047	Title IV

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Hanford High will continue to provide support, transportation, and incentives to assist in keeping students in school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I
50	LCFF

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Hanford High will support and maintain the Student Information System (SIS).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,921	Title I

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Hanford High will continue to offer Summer School opportunities for students that are credit deficient and at-risk of not graduating. (District funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Hanford High will continue to recommend Earl F. Johnson Continuation High School (EFJ) as an option for 11th and 12th grade students that are at-risk of not graduating and/or dropping out. (District funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Hanford High will continue to support the academic, behavioral & social emotional well being and safety of students by providing a site dedicated nurse, SRO, Campus Safety personnel, site Social

Worker, Psychologists and MTSS interventions which include the support and specific assignments charged to the assigned Student Specialist.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,399	LCFF

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Hanford High, through the site social worker, through donations, collects & maintains a closet of provision and basic supplies (sundries, school supplies, clothing etc.) In addition, Hanford High will continue to provide basic needs such as transportation, clothing and hygiene products as needed.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,099	Title I

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Encourage and promote parent and community involvement in the organization by; facilitating Parent Information/Education Nights, student academic awards ceremony, provide parents with athletic & event schedules in a timely manner to increase attendance, Parent meetings as needed, progress reports every 6 weeks, share weekly bulletin via the school website & Parent Square, increase School Site Council membership & participation.

Funding Source: Title I (parent involvement reserve)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9,106.90	Title I
5,701.85	LCFF

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Hanford High will offer a Drug & Alcohol Program (DAP) as an alternative to suspension for students who qualify. Hanford High will also continue to offer Community Day School (CDS) for students that are at-risk or have been expelled. (District-funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The implementation of strategies proposed is to positively impact the overall climate of the school. Hanford High will continue to capitalize on the relational capital established over the past year and build from there. To ensure that instructional practices are data driven, the PLC model will continue to be supported. Supporting activities that encourage the cultivation of student teacher relationships is also a mainstay. Providing as many opportunities as are available for students to stay enrolled through graduation, is also a primary driver with this goal. Credit recovery for those students who are credit deficient will continue to be offered and a means of support for those students in need. Finally, the role and importance of MTSS will continue to be promoted and shared with stakeholders. The MTSS team will be charged with developing a consistent method of collecting and sharing the positive outcomes as the process matures.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation and/or the budgeted expenditures needed to meet this goal for Title 1 funds

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of our 2022-23 goals will occur during the 2023-24 update cycle. For the foreseeable future however, the training and implementation of Instructional Rounds, with an emphasis on enhancing student engagement, will be the focus of Hanford High. The Instructional Round process will include teacher training & development, peer observation, review, analysis and evaluation of data collected and the assembly, preparation and presentation of best practices observed. Each teacher will be provided an opportunity to participate in this activity.

The anticipated impact across all student demographic of this initiative, to include to include English Learners, Low Income and Foster Youth, will be; improved students academic outcomes, lower recorded incidents of classroom level aberrant behaviors and improved attendance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will achieve at grade level or higher to ensure college and career readiness.

Goal 3

All students will achieve at grade level or higher to ensure college and career readiness

Identified Need

Hanford High strives to see pupil outcomes represented by state priorities 4 and 8. All students receive a quality education that will prepare them for college and or career.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Total AP Students (2023)	94	100
CAASPP results in English (2023)	36% Met or exceeded standard	Increase "met or exceeds" standard to 45%
CAASPP results in Math (2023)	12% Met or exceeded Standard	Increase "met or exceeds" to 21%
CTE Pathway Completion	48.3% 155 Students (2022)	Increase pathway completers to 165
Graduation Rate	97.8% 2022	98%
College/Career Indicator % Prepared (All Students)	51.03% (2020)	55%
Number of AP Exams (2023)	155	170
% of Total AP Students w/ Scores 3+ (2023)	45%	50%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

3:1

Hanford High will continue to provide support for classes that incorporate skills based learning in their programs which includes but is not limited to the business program, CTE Building & Construction & AG Floral. (District funded - CTEIG)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

3.2
With the support of HJUHSD Hanford High will continue to utilize the Illuminate Education Data and Analysis (DnA) program, and Aeries analytics to support the development of CCSS aligned assessments, create reports, and analyze data. (District funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

3.3 - With the support of HJUHSD Hanford High will continue to offer reduced class sizes in ELA. (District funded)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

3.4 - Hanford High will continue to check student transcripts every 6 weeks in the Learning Skills class, provide College & Career integrated instruction and continue to support the building & construction CTE pathway and the business program.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Other

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students - to include English Learners, Low Income and Homeless

Strategy/Activity

3.5 - Hanford High will continue to provide students with exposure to a variety of post-secondary options, provide subs to assist with proctoring of CAASPP and ELPAC tests if/when needed. Continue to provide a Work Based Learning Coordinator to structure opportunities for student internships at local businesses and organizations. (re: Work Experience)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students including Low Income, English Learners, and Homeless Students

Strategy/Activity

3.6 - Hanford High will work with the District's Work-Based Learning coordinator to structure opportunities for student internships at local businesses and organizations.

Hanford High will continue to provide the College and Career Readiness Center with assistance in their support and guidance of students in their exploration of career and college opportunities. Hanford High will also continue to foster a relationship with College of the Sequoias and West Hills

College and elicit their ongoing assistance with the programs available for provision of student information, recruitment and support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
40,705.00	Title I

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students including Low Income, English Learners, and Homeless Students

Strategy/Activity

3.7 - Hanford High will continue to support students through the Partnership Academy.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
162,000.00	Partnership

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students including Low Income, English Learners, and Homeless Students

Strategy/Activity

3:8
Hanford High will enhance the quality of our first instruction by implementing the Instructional Rounds process. Through this process we will be able to systematically quantify the effectiveness of student engagement strategies employed in each of the classrooms observed. Hanford High will further be able to identify, replicate and share successful best practices.

During the Instructional Rounds process, monitoring will encompass all student groups. However, the primary focus will be on English Learners, Special Education students, and those students who are identified as socioeconomically disadvantaged.

In addition to instructional rounds and as an extension of the initiative, Hanford High will incorporate "checking for understanding" (CFU)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	Title I

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Activities are all strategies designed to support students in preparation for postsecondary options in the area of College and Career Readiness which includes aggressive recruitment and retention efforts for Advance Placement (AP) courses. Hanford High realized an increase in enrollment and an increase in the number of AP student preparing to test. These strategies will continue as they are a focus of the CSI work to increase College and Career readiness. Activities will also be provided to continue support for our EL students toward reclassification.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No differences

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of our 2022-23 goals will occur during the 2023-24 update cycle. For the foreseeable future however, the training and implementation of Instructional Rounds, with an emphasis on enhancing student engagement, will be the focus of Hanford High. The Instructional Round process will include teacher training & development, peer observation, review, analysis and evaluation of data collected and the assembly, preparation and presentation of best practices observed. Each teacher will be provided an opportunity to participate in this activity.

The anticipated impact across all student demographic of this initiative, to include to include English Learners, Low Income and Foster Youth, will be; improved students academic outcomes, lower recorded incidents of classroom level aberrant behaviors and improved attendance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

All students will achieve at grade level or higher to ensure successful path to graduation.
State Priority 5
Hanford High will continue to see that both students and teachers receive the professional support needed to ensure good teaching & learning practices occurs that is centered around improving student engagement.

Goal 4

The provision of opportunities for Hanford High teaching staff to participate in Instructional Rounds with the expressed purpose of increasing teacher use of "student engagement strategies." All teachers at Hanford High will be provided guidance through instructional rounds in order to promote shared best practices. The instructional rounds will be centered about increasing student engagement with attention and focus on our English Learner, African American, Socioeconomically disadvantaged, Homeless & Foster student academic outcomes.

Identified Need

English Learner, African American, Socioeconomically disadvantaged, Homeless & Foster students consistently perform below standard across all measured matrices. The purpose of this initiative is to provide supports to aid in closing the achievement gap.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP results in English (2023)		
CAASPP results in Math (2023)		
Graduation Rate		
Rates of Suspension		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The Administrative team will first identify the "problems of practice" beginning with measuring the frequency of "engagement strategies" taking place in classrooms across campus.
Provide staff with the results of the observation.
Provide staff with research based information/strategies for increasing student engagement.
Provide time for teachers to select and integrate strategies into lessons.
Provide teachers with training on how to objectively observe & collect data during Instructional Rounds.
Invite teachers & conduct subsequent [teacher led] class walkthroughs/Instructional Rounds.

With the guidance, training & support of administration, academic coaches & department facilitators, teachers will be provided an opportunity to observe & share best practices.
The cycle will continue until all teachers have had an opportunity to participate in the process.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No notable difference at this time

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of our 2022-23 goals will occur during the 2023-24 update cycle. For the foreseeable future however, the training and implementation of Instructional Rounds, with an emphasis on enhancing student engagement, will be the focus of Hanford High. The Instructional Round process will include teacher training & development, peer observation, review, analysis and evaluation of data collected and the assembly, preparation and presentation of best practices observed. Each teacher will be provided an opportunity to participate in this activity.

The anticipated impact across all student demographic of this initiative, to include to include English Learners, Low Income and Foster Youth, will be; improved students academic outcomes, lower recorded incidents of classroom level aberrant behaviors and improved attendance.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$345,901
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$2,496,212.29

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$340,860.10
Title IV	$5,047.00

Subtotal of additional federal funds included for this school: $345,907.10

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
Arts, Music, and Instructional Materials Block Grant	$263,219.00
Educator Effectiveness Block Grant	$19,870.00
LCFF	$1,480,024.19
Lottery: Instructional Materials	$52,000.00
Other	$50,000.00
Partnership	$162,000.00
Professional Development Block Grant	$2,459.00
Testing	$7,233.00
Textbook	$113,500.00

Subtotal of state or local funds included for this school: $2,150,305.19

Total of federal, state, and/or local funds for this school: $2,496,212.29

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

2 Other School Staff

4 Parent or Community Members

3 Secondary Students

Name of Members	Role
Evans, Eric F.	Principal
Combes, Brian	Classroom Teacher
Perkins-Baysinger, Cynthia	Classroom Teacher
Paul, Kristopher	Classroom Teacher
King, Michelle	Classroom Teacher
Ortiz, Alma	Parent or Community Member
Paul, Heather	Parent or Community Member
Resendis, Veronica	Parent or Community Member
Sinclair, Josefina	Parent or Community Member
Lujan, Madison	Secondary Student
McKinley, Julian	Secondary Student
Escalera, Isaiah	Secondary Student
Montano, Irma	Other School Staff
Avalos, Eulogia	Other School Staff

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on December 13, 2023.

Attested:

[signature]	Principal, Eric F. Evans, Ed.D on Dec. 13, 2023
[signature]	SSC Chairperson, Sinclaire, Josefina on Dec. 13, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

● Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

● Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

● Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

● Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

● Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

    a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

    b. use methods and instructional strategies that:

        i. strengthen the academic program in the school,

        ii. increase the amount and quality of learning time, and

        iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

        i. strategies to improve students' skills outside the academic subject areas;

        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019