

Hanford West High School

2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

School Name	Hanford West High School
Street	1150 W. Lacey Blvd.
City, State, Zip	Hanford, CA 93230
Phone Number	559-583-5903
Principal	Dr. Katy V. Culver
Email Address	Kculver@hjuhsd.k12.ca.us
School Website	www.hanfordwest.org
County-District-School (CDS) Code	16-63925-1630169

2022-23 District Contact Information

District Name	Hanford Joint Union High School District
Phone Number	559-583-5901
Superintendent	Dr. Victor Rosa
Email Address	vrosa@hjuhsd.k12.ca.us
District Website Address	https://www.hjuhsd.k12.ca.us/

2022-23 School Overview

Hanford West High School is a comprehensive high school with approximately 1300 students enrolled in grades 9-12. Hanford West is one of three comprehensive high schools in the Hanford Joint Union High School District. Additionally, HJUHS has a continuation high school, an adult school, an online Independent Study program, a Community Day School, and an online charter school. The high schools draw students from seven different elementary school districts in the surrounding area. Parent advisory committees, professional development, mandated reports, and documents are among the activities coordinated by the District with representation from each school site.

Situated in the San Joaquin Valley midway between San Francisco and Los Angeles, Hanford is the largest city in Kings County. With the 2020 Census, Hanford has a population of 57,990, increasing by 4,000 since the 2010 Census. Historically an agricultural community, Hanford has diversified to include agriculture, agribusiness, industrial, and commercial sectors to support the current population. It is also a common area to settle for those who work in Fresno and Visalia as well as being within commuting distance to a Lemoore Naval Air Station and five state correctional facilities.

HJUHS and Hanford West's Mission Statement: "Preparing Today's Students for Tomorrow's World."

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	401
Grade 10	331
Grade 11	338
Grade 12	260
Total Enrollment	1,330

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.8
Male	50.0
American Indian or Alaska Native	0.3
Asian	0.9
Black or African American	4.0
Filipino	1.8
Hispanic or Latino	74.4
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.9
White	15.3
English Learners	10.8
Foster Youth	1.1
Homeless	1.4
Migrant	4.3
Socioeconomically Disadvantaged	68.9
Students with Disabilities	9.2

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.40	81.02	140.90	82.10	228366.10	83.12
Intern Credential Holders Properly Assigned	2.60	4.54	6.60	3.90	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.00	5.24	6.60	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.80	3.23	10.70	6.27	12115.80	4.41
Unknown	3.40	5.94	6.50	3.83	18854.30	6.86
Total Teaching Positions	57.20	100.00	171.60	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.50	73.92	140.60	79.98	234405.20	84.00
Intern Credential Holders Properly Assigned	3.90	6.47	6.40	3.67	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	3.37	2.80	1.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.50	4.26	11.50	6.55	11953.10	4.28
Unknown	7.20	11.96	14.30	8.15	15831.90	5.67
Total Teaching Positions	60.20	100.00	175.70	100.00	279044.80	100.00

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	2.00	2.00
Misassignments	1.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.00	2.00

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.20	1.90
Local Assignment Options	1.50	0.50
Total Out-of-Field Teachers	1.80	2.50

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.90	0.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	7.80	0.00

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Hanford West High School are aligned to the California State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The sufficiency of materials is also presented each year to our school board for approval per Ed Code 60119. This list was approved on September 13, 2022 by the HJUHS School Board.

Year and month in which the data were collected

09/22

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1997 McDougal Littell: Language of Literature 11 2002 McGraw-Hill: Literature: Reading, Fiction, Poetry, & Drama 2005 Thomson Wadsworth: Frames of Mind 2006 McDougal Littell: Language of Literature 9	Yes	0

	2006 McDougal Littell: Language of Literature 10 2014 McGraw Hill: Language and Composition: The Art of Voice 2015 The California State University: Expository Reading and Writing Course 2017 Houghton Mifflin Harcourt: Read 180		
Mathematics	2007 Prentice Hall: Calculus: Graphical, Numerical, Algebraic 2012 WH Freeman: Practice of Statistics 2013 CPM Educational Program, Core Connections, Course 3 2013 CPM Educational Program, Core Connections, Integrated 1 2015 CPM Educational Program, Core Connections, Integrated 2 2016 CPM Educational Program, Core Connections, Integrated 3 2017 Houghton Mifflin Harcourt: Math 180 2021 The California State University: MRWC Workbook	Yes	0
Science	2008 Glencoe: Physics: Principles and Problems 2012 McGraw Hill: Hole's Human Anatomy & Physiology 2020 McGraw Hill: Inspire Chemistry 2020 Houghton Mifflin Harcourt: The Living Earth 2021 McGraw Hill: INspire Physical Science 2021 Edvantage Science: AP Chemistry 2	Yes	0
History-Social Science	2004 W.W. Norton: Give me Liberty! An American History 2006 McDougal Littell: World Geography 2011 Rockwood: Closing the Gap: Applied Sport Psychology for High School 2013 Bedford St. Martins: Ways of the World 2019 McGraw Hill: IMPACT: US History & Geography 2019 Savaas Learning Company: Economics- CA 2019 2019 Pearson: Magruder's American Government 2019 Savvas Learning Company: World History CA 2019 2019 Bedford, Freeman & Worth: Psychology, Thinking About 2021 Bedford, Freeman & Worth: Myers' Psychology for AP 3rd Edition	Yes	0
Foreign Language	2014 Vista Higher Learning: AP Spanish: Language and Culture Exam Prep 2014 Vista Higher Learning: Temas 2016 Vista Higher Learning: Senderos Level 1 2016 Vista Higher Learning: Senderos Level 2 2016 Vista Higher Learning: Senderos Level 4 2020 Vista Higher Learning: Galeria de lengua y cultura 1 2020 Vista Higher Learning: Galeria de lengua y cultura 2	Yes	0
Health	2020 Positive Prevention Plus: Sexual Health Education for America's Youth for High School and Community Settings	Yes	0
Visual and Performing Arts			0
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Hanford West High School on an annual basis in accordance with Education Code §17592.72(c)(1). Hanford West High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on November 16, 2021. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department.

Projects Completed- Listed below are the projects that were completed for the 2021/2022 school year.

(Please keep in mind this list does not include standard/preventive maintenance and deep cleaning which is completed every summer.)

1. Test the fire alarm system
2. Inspect and repair bleachers
3. Service weight room equipment
4. Remodel 200 wing boys/girls restrooms
5. Remodel 400 wing boys/girls restrooms
6. Remodel boys'/girls' locker room
7. Replace tennis courts and refurbish two additional courts
8. Remodel 705 and 706
9. Replace 3 exterior drinking fountains with new ones
10. Add 3 large shade structures
11. Replace tack board and ceiling tiles in the nurse's room
12. Recondition 3 raised planters with new plants
13. Refinish the gym floor
14. New flood lights for the band field and repaint the bandstand
15. Replace HVAC in rooms P-9 and P-12
16. Clean air handler interior coils in rooms 101, 251, 153, 154, 202, 203, 253, 302, & amp; 303
17. Add a student services area with 6 offices and a large meeting space for student needs.

Projects Planned- Listed below are the potential projects for the 2022/2023 school year.

1. Test the fire alarm system
2. Inspect and repair bleachers
3. Service weight room equipment
4. Air handler coil cleaning
5. Replace the school marquee
6. Refinish all-weather track
7. Add athletic lighting

Year and month of the most recent FIT report

June 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 104: vent covers are missing. Room 352: HVAC makes loud banging sound.
Interior: Interior Surfaces			X	Admin: The ceiling tile has a water stain. The carpet trim is missing under the countertop. Conference room, 202, 252: The carpet is worn. Room 107: The carpet is torn. Room 108, 301, 703: The wallpaper is torn. Room 153 and 154: wall tiles have water stains, carpet is torn. 155: carpet is stained. Room 158, 201, 203, 302, 303, 353, 703: The carpet is worn/stained. Room 251: Formica trim is loose around the sink. Lounge/Kitchen: ceiling tiles have water stains, and wall tiles have water stains. Snack bar: ceiling tiles have water stains, and Formica is chipping on the countertop. Room 352: ceiling tile has a hole, carpet is stained and worn. Storage: rubber molding is missing,

School Facility Conditions and Planned Improvements

			<p>and floor tiles are broken. Room 403: ceiling tiles have holes, carpet is stained and worn. Room 451: ceiling tile has a water stain. Room 452: wall tile has a water stain. Room 501: wall tiles have water stains. Room 504, 551: ceiling tiles have holes. Room 511: Formica is chipping on countertop. Room 552: ceiling tiles have holes, and ceiling tile is broken. Room 601, 602: ceiling tiles are missing, and ceiling tiles are loose. Room 603: floor tiles are broken. Room 605: ceiling tiles have water stains, and plaster is chipping on the wall. Prep: ceiling tiles have water stains. P9: ceiling tile is torn, and the carpet is lifting, worn, torn, and stained. P10, P11, P12: ceiling tile is torn, ceiling tile has a hole, carpet is lifting, worn, torn, and stained. The wallpaper is torn. Room 704: ceiling tiles have water stains, carpet is worn and stained. 707: ceiling tiles have water stains, ceiling tiles have holes, and ceiling tiles are broken. Room 753: ceiling tiles have water stains, carpet is worn and stained. Book storage: Formica is chipping on countertop. Office: ceiling tiles have water stains. Room 562: Formica is chipping on the counter top and the carpet is worn. Room 561: Formica is chipping on countertop. Weight room: rubber base cove missing. Exercise Room: ceiling tiles are missing, and ceiling tiles are loose.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Room 703: Graffiti on interior wall.
Electrical		X	<p>Room 108: The ethernet cover is missing, and the electrical conduit end cap is missing. Room 156: outlet cover is missing. Room 158: outlet cover is missing, and ethernet boxes are loose. Room 403: two light panels are out, and multiple light bulbs are out. Room 452: cord is creating a trip hazard. Room 412: multiple light bulbs are out. Room 413: multiple bulbs are out. Room 503: one light panel is out. Room 511: one can light is out. Room 551: multiple light bulbs are out. Room 552: one light panel is out, multiple light bulbs are out, and cords are creating a rip hazard. Room 601: multiple light bulbs are out. Room 602: multiple light bulbs are out. Room 603: outlet cover missing, electrical cover missing. unisex restroom: one of two light bulbs is out. Room 604: multiple light bulbs are out. Room 605: two light panels are out. P9: two light panels are out. the light diffuser is broken, and the cords are creating trip hazards. P11: the light diffuser is broken. P12: electrical cover is missing (taped). Room 707: Electrical covers are missing, and multiple light bulbs are out. Room 704: multiple light bulbs are out. Room 702: multiple light bulbs are out. Room 701: one light panel is out. multiple light bulbs are out. The electrical conduit end cap is missing. Storage: multiple light bulbs are out. Room 754: electrical cover is missing. Room 755: multiple light bulbs are out, and the electrical cover is missing. Room 756: multiple light bulbs are out. Room 802/Career center: floor outlet covers are missing. Room 561, 563: one can light is out. Room 562: two can lights are out. Women's restroom: multiple light bulbs are out. Men's</p>

School Facility Conditions and Planned Improvements

			restroom: multiple light bulbs are out. Cafeteria: two light panels are out.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Room 109: drinking fountain has no flow. Room 251: Faucet has a drip and is loose at the base. Unisex restroom: faucet leaks at the handle. Room 552: faucet has a drip. Unisex restroom: the toilet handle support is rusted. Boys' restroom: urinal drain guards are loose and the faucet has no flow. Girls' restroom: one stall is out of order. Room 701: faucet has a low flow. Room 757: has no flow.
Safety: Fire Safety, Hazardous Materials	X		Girls' Restroom: The paint is peeling on the interior wall. Room 106, 107, 108, 109, 157, 158, 159, 502, 511: Paint is peeling on the door. Room 251: paint is peeling on the door frame. Room 352: Paint is peeling on an exterior wall. Room 452, 602, 604: paint is peeling on an exterior wall. Room 756, 757: paint is peeling on the door. Men's restroom: paint is peeling on the ceiling (hallway).
Structural: Structural Damage, Roofs	X		Girls Restroom: Crack in interior wall. Room 604: eaves support beams are rusted.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		Room 412: door closer covers are missing. Room 603: Door closer cover is missing. Unisex restroom: door slams shut. Gym: door closer cover is missing.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	44	N/A	51	N/A	47
Mathematics (grades 3-8 and 11)	N/A	16	N/A	15	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	316	308	97.47	2.53	44.16
Female	154	150	97.40	2.60	54.00
Male	162	158	97.53	2.47	34.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	35.71
Filipino	--	--	--	--	--
Hispanic or Latino	225	219	97.33	2.67	39.27
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	12	92.31	7.69	75.00
White	52	51	98.08	1.92	54.90
English Learners	25	24	96.00	4.00	4.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	220	216	98.18	1.82	38.89
Students Receiving Migrant Education Services	15	15	100.00	0.00	46.67
Students with Disabilities	40	39	97.50	2.50	5.13

2021-22 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	317	308	97.16	2.84	15.58
Female	155	150	96.77	3.23	16.00
Male	162	158	97.53	2.47	15.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	14	14	100.00	0.00	14.29
Filipino	--	--	--	--	--
Hispanic or Latino	226	219	96.90	3.10	10.96
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	13	12	92.31	7.69	33.33
White	52	51	98.08	1.92	27.45
English Learners	25	24	96.00	4.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	12	12	100.00	0.00	25.00
Socioeconomically Disadvantaged	221	216	97.74	2.26	9.72
Students Receiving Migrant Education Services	15	15	100.00	0.00	20.00
Students with Disabilities	40	39	97.50	2.50	2.56

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	21.21	NT	21.81	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	562	547	97.33	2.67	21.21
Female	284	276	97.18	2.82	20.29
Male	278	271	97.48	2.52	22.14
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	24	22	91.67	8.33	22.73
Filipino	12	12	100	0	50
Hispanic or Latino	408	402	98.53	1.47	16.42
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	17	89.47	10.53	29.41
White	92	87	94.57	5.43	37.93
English Learners	39	39	100	0	0
Foster Youth	--	--	--	--	--
Homeless	12	10	83.33	16.67	--
Military	19	19	100	0	21.05
Socioeconomically Disadvantaged	382	372	97.38	2.62	15.59
Students Receiving Migrant Education Services	31	31	100	0	22.58
Students with Disabilities	63	56	88.89	11.11	1.79

2021-22 Career Technical Education Programs

During the 2022-23 school year, Hanford West High School offered the following Career Technical Education programs as elective courses:

- Agriculture Science
- Agriculture Mechanics
- Allied Health Assistant (eDynamic)
- Animal Science
- Biotechnician (eDynamic)
- Business Systems Development
- Consumer Foods
- Cultural Foods
- Dental Assistant (eDynamic)
- EKG/ECG Technician (eDynamic)
- Emergency Medical Responder (eDynamic)
- Food Science, Dietetics & Nutrition
- Medical Assistant (eDynamic)
- Medical Lab Assistant (eDynamic)
- ROP Business Internship
- ROP California Nursing Assistant
- ROP Digital Communication
- ROP Retail Marketing 1 & 2
- ROP Welding and Construction 1 & 2
- ROP Welding and Fabrication 1 & 2
- ROP Welding-Stainless
- Sports Medicine & Fitness Trainer (eDynamic)
- Video Production
- Welding Technology

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

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

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

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

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	994
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	77.3
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	99.19
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	36.36

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.51%	93.7%	100%	98.9%	100%

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

Parent/Guardian Involvement

Parents/guardians are encouraged to get involved in their child's learning environment either by volunteering, participating in a decision-making group (for example a Boosters group or ELAC), communicating with school staff, and/or attending school

2022-23 Opportunities for Parental Involvement

events. Parents/Guardians stay informed on upcoming events and school activities through the school/district websites, emails, newsletters, Facebook, Instagram, and ParentSquare messages.

Opportunities to Volunteer

We have several opportunities for our parents/guardians to volunteer through groups on campus: Athletic and Band Booster clubs, ELAC, School Site Council, and/or coaching athletic teams. We also ask for parent/guardian participation when having guest speakers for college or career days. Parents/guardians are also able to visit classrooms as long as we give our teachers 24-hour notice.

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		1.6	1.6		4	2.6		8.9	7.8
Graduation Rate		94.5	97.7		93.1	96.5		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	258	252	97.7
Female	136	133	97.8
Male	122	119	97.5
American Indian or Alaska Native	0	0	0.0
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	193	190	98.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	41	40	97.6
English Learners	23	23	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	200	194	97.0
Students Receiving Migrant Education Services	19	19	100.0
Students with Disabilities	26	23	88.5

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1397	1367	450	32.9
Female	692	680	231	34.0
Male	702	684	217	31.7
American Indian or Alaska Native	6	4	2	50.0
Asian	12	12	1	8.3
Black or African American	56	56	22	39.3
Filipino	25	24	1	4.2
Hispanic or Latino	1042	1020	359	35.2
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	40	39	9	23.1
White	210	206	54	26.2
English Learners	170	163	49	30.1
Foster Youth	23	22	10	45.5
Homeless	26	25	16	64.0
Socioeconomically Disadvantaged	995	968	365	37.7
Students Receiving Migrant Education Services	61	61	19	31.1
Students with Disabilities	138	132	55	41.7

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	5.60	5.28	2.45
Expulsions	0.60	0.79	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	1.44	9.88	1.09	7.84	0.20	3.17
Expulsions	0.15	3.22	0.19	1.78	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.88	3.22
Female	7.08	1.59
Male	12.39	4.84
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	17.86	8.93
Filipino	8.00	0.00
Hispanic or Latino	10.08	3.36
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.50	0.00
White	9.05	1.90
English Learners	8.82	4.71
Foster Youth	21.74	13.04
Homeless	19.23	7.69
Socioeconomically Disadvantaged	10.95	3.62
Students Receiving Migrant Education Services	6.56	3.28
Students with Disabilities	20.29	6.52

2022-23 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Hanford West High School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include; child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed and shared with school staff in August 2022 and approved by School Site Council in November 2022. The safety plan is updated annually and staff is notified regularly of their role on Emergency Teams and any changes that may occur.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	40	27	9
Mathematics	22	19	32	2
Science	22	19	16	13
Social Science	20	26	21	8

2020-21 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	12	81	35	1
Mathematics	14	50	33	1
Science	14	40	31	4
Social Science	12	66	22	10

2021-22 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	43	41	4
Mathematics	18	30	37	
Science	19	26	24	9
Social Science	15	43	12	20

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	332.5

2021-22 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	4.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	1.1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,932.06	\$3,975.22	\$9,956.84	\$75,330
District	N/A	N/A	\$10,126.05	\$80,562
Percent Difference - School Site and District	N/A	N/A	-1.7	-6.7
State	N/A	N/A	\$6,594	\$84,932
Percent Difference - School Site and State	N/A	N/A	40.6	-12.0

2021-22 Types of Services Funded

In addition to general fund state funding, Hanford Joint Union High School District receives state and federal categorical funding for special programs. For the 2022-2023 school year, the District received categorical, special education, and support programs funds for:

- CTEIG Funding
- CSI Funding
- Education Protection Account
- ESSER
- Expanded Learning Opportunity Grant
- In-Person Instruction Grant
- Lottery: Instructional Materials
- Other Local: Locally defined
- Partnership Academies Program
- Special Education
- State Lottery
- StrongWork Force Grant
- Title I
- Title II
- Title III
- Vocational Programs

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,665	\$50,352
Mid-Range Teacher Salary	\$78,685	\$83,849
Highest Teacher Salary	\$102,850	\$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$169,216
Average Principal Salary (High)	\$162,588	\$144,431
Superintendent Salary	\$187,213	\$193,259
Percent of Budget for Teacher Salaries	29%	30%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses

14

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

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	3
Science	1
Social Science	6
Total AP Courses Offered Where there are student course enrollments of at least one student.	13

Professional Development

Throughout the school year, Hanford West High School held staff development training devoted to the implementation of MTSS and its three branches of support (Academic, Behavior, and Social/Emotional), which include, but are not limited to use of technology and Common Core State Standards. Listed below are specific professional development opportunities our staff (classified and certificated) received throughout the 2022-2023 school year:

- Site MTSS
- MTSS Conference
- MTSS PD with KCOE
- Ebook
- Independent Study
- Nearpod
- eDynamic Learning
- NJROTC New Instructor
- Math 180
- New SPED Teacher
- AG TK CATA
- PBL Training
- Kagan Training & On-site Coaching
- CPM
- AP by the Sea
- Crisis Intervention & Implementation
- Math Reasoning With Connections
- ERWC
- Positive Prevention Plus
- SEL Training offered by KCOE
- NTI Orientation
- Skills USA Leadership Conference
- SPED Legal Consortium
- Student Discipline Workshop

Professional Development

- Health Science & Medical Technology Sector Summit
- CADA Advisor Conference
- Partnership Academies Conference
- ACSA Special Education Academy
- ACSA Master Schedule Training
- WASC
- Solution Tree, Inc. on-site coaching
- Solution Tree, Inc. PLC Institute

Decisions concerning the selection of staff development activities are performed by the principal using tools such as student data, teacher input, and student needs based on the climate and culture of campus (recovering from the global pandemic, number of SEL referrals, implementation of MTSS). Hanford West High School supports ongoing professional growth throughout the year on late-start days. Teachers meet in both course-level and department teams to conduct data analysis, collaborate on instructional practices, and plan common assessments. The teaching staff is provided the opportunity to participate in district-sponsored staff development workshops and/or training sessions focusing on 1) supplementing site-based staff development, 2) reinforcing or refreshing previous training, and/or 3) supporting follow-up training for newly implemented programs/curricula. During the school year, Hanford West High School's teachers attended the following events hosted by the Hanford Joint Union High School District:

- AERIES
- SEL Training
- E-Book Training
- Math 180
- Professional Learning Communities (PLCs)
- ParentSquare
- MTSS
- Read 180
- UDL

Hanford West High School offers support to new and veteran teachers through peer coaching and mentoring. All staff is encouraged to attend professional workshops and conferences.

Classified support staff receives job-related training from department supervisors and district representatives. Training opportunities through the district that have been offered are:

- AERIES
- Mandated Reporter
- GoGuardian
- Google
- AERIES Analytics
- ParentSquare
- MTSS

Members of the Administrative Team also receive ongoing professional development, such as, but not limited to:

- MTSS
- AERIES
- AERIES Analytics
- Lozano Smith Workshops
- Special Ed.
- Discipline Workshops
- FRISK
- SEL
- Kagan
- UDL
- ACSA Workshops and Academies

Professional Development

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5