Earl F. Johnson High School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Earl F. Johnson High School
Street	1150 W. Lacey Blvd.
City, State, Zip	Hanford
Phone Number	5595835904
Principal	Delbert Ray
Email Address	dray@hjuhsd.k12.ca.us
School Website	https://earlfjohnson.org
County-District-School (CDS) Code	16639251634245

2021-22 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/

2021-22 School Overview

The mission of Earl. F. Johnson is to provide alternative education opportunities for high school students outside of the comprehensive school setting. The staff is dedicated to providing programs and curricula that meet common core state standards.

The vision of Earl F. Johnson is that we are an educational community committed to providing all students with a competitive education and multiple learning opportunities in a safe, orderly environment, fully equipped to teach 21st-century skills.

As a learning community, we strive to improve student achievement, to be responsive to community needs, and to foster accountability for all. Part of our establishment of a multi-tiered system of support is developing behavior expectations for all staff and students. This posture and these behavior expectations represent the characteristics that we desire our students to emulate. The posture for 2021-2022 is "Be R.E.A.L." Be Responsible, Engaged, Accountable, and a Leader.

The school's purpose is to provide alternative educational opportunities for students who are at least 16 years old and need to recover credits and/or need specialized instruction. We also offer special education classes, which allow qualified students to remain a part of our school until they reach the age of twenty-two. For general education students who need additional time to graduate, we offer a fifth-year option. Students who remain with us a fifth-year must remain in good standing with their academics, behavior, and attendance.

Earl F. Johnson High School is an alternative high school setting. EFJ High School consists of a seven-period day with students participating in all seven periods of core and elective classes. We have a reduced credit requirement for graduation. Due to adjustments in curriculum, we are not an A-G school. There are four full-time teachers, one part-time teachers, and one full-time counselor who is shared between EFJ and another site. The minimum credit loss to qualify to be referred to Earl F. Johnson is 25 credits. The school's program is designed to assist students in recovering needed credits and help students earn a high school diploma. Juniors have the ability to return to their home school if they reach 160 credits at the end of their 11th grade Fall semester and 195 credits prior to the start of their Senior year. Seniors starting in alternative education will finish in alternative education.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 11	30
Grade 12	58
Total Enrollment	88

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	33
Male	67
American Indian or Alaska Native	1.1
Black or African American	6.8
Hispanic or Latino	75
Two or More Races	2.3
White	14.8
English Learners	15.9
Foster Youth	3.4
Homeless	3.4
Socioeconomically Disadvantaged	79.5
Students with Disabilities	8

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

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

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)	3.3	73.0	140.9	82.1	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	6.6	3.9	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.0	0.0	6.6	3.9	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.0	23.1	10.7	6.3	12115.8	4.4
Unknown	0.1	3.7	6.5	3.8	18854.3	6.9
Total Teaching Positions	4.5	100.0	171.6	100.0	274759.1	100.0

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	1.0
Total Out-of-Field Teachers	1.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Earl F. Johnson High School are aligned to the California State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The district follows the State Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in foreign language, visual and performing arts, and health. The Hanford Joint Union High School District's Board of Trustees holds a regularly scheduled a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 17-16 which certifies 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. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula.

Year and month in which the data were collected	December 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ERWC- Language of Literature: British Literature (2015) English 3- Language of Literature 11 (1997)	Yes	0
Mathematics	Core Connections Course 3 (2013) Core Connections, Integrated Math1 (2013) Integrated Math 1 E-book	Yes	0
Science	PREN (2013) Conceptual Integrated Science	Yes	0
History-Social Science	Krugman's Macroeconomics (2019), Magruder's American Government (2019), World History: The Modern World (2019), IMPACT California Social Studies, United States History & Geography - Continuity & Change (2019)	Yes	0
Foreign Language	N/A		0
Health	N/A		0
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Earl F. Johnson High School on an annual basis in accordance with Education Code §17592.72(c)(1). Earl F. Johnson 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 15, 2021. At the time of inspection, there were only four deficiencies found for Earl F. Johnson High School.

One deficiency was in the category of Office, where the front door was hard to open and is waiting on a repair vendor. The second deficiency was in the area of Grounds Front where the fence needs to be weeded. The third and fourth deficiencies were in the area of Grounds Back where the Fence structurally is in great shape but needs paint, and asphalt needs to have the cracks sealed. During the fiscal year 2021-2022, all restrooms were fully functional and available for student use at the time of the inspection.

For the 2020-2021 school year the following projects were completed at E.F.J.:
- Replace various exterior doors
- Add bark and plants to beautify the campus
- Add new entry for Independent Study
- New HVAC for cafeteria
- Add Knox box to site for fire safety
- Test fire alarm system

For the 2021-2022 school year, the potential projects at Earl F. Johnson are:
- Test fire alarm system repair as needed
- New HVAC on room 6
- Paint exterior doors (ones that have been replaced)
- Replace all student desks and chairs sitewide

Year and month of the most recent FIT report	November 2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces	X			N/A
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Fence needs to be weeded.
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			N/A
Safety: Fire Safety, Hazardous Materials	X			N/A
Structural: Structural Damage, Roofs	X			Asphalt needs cracks sealed.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Surrounding fence needs to be painted.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

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).

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 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 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 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	NT	NT	NT	NT
Female	13	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	52	NT	NT	NT	NT
Female	13	NT	NT	NT	NT
Male	39	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	41	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	49	8	16	84	N/A
Female	12	2	17	83	N/A
Male	37	6	16	84	N/A
American Indian or Alaska Native	1	0	0	100	N/A
Asian	0	0	0	0	N/A
Black or African American	6	1	17	83	N/A
Filipino	0	0	0	0	N/A
Hispanic or Latino	38	7	18	82	N/A

Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	0	0	0	0	N/A
White	4	0	0	100	N/A
English Learners	9	3	33	66	N/A
Foster Youth	4	0	0	100	N/A
Homeless	4	1	25	75	N/A
Military	3	0	0	100	N/A
Socioeconomically Disadvantaged	39	8	21	79	N/A
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	3	1	33	66	N/A
All Students	--	--	--	--	--
All Students	--	--	--	--	--
All Students	--	--	--	--	--
All Students	--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	49	4	8	92	N/A
Female	12	0	0	100	N/A
Male	37	4	11	89	N/A
American Indian or Alaska Native	1	0	0	100	N/A
Asian	0	0	0	0	N/A
Black or African American	6	1	17	83	N/A
Filipino	0	0	0	0	N/A
Hispanic or Latino	38	3	8	82	N/A
Native Hawaiian or Pacific Islander	0	0	0	0	N/A
Two or More Races	0	0	0	0	N/A
White	4	0	0	100	N/A
English Learners	9	0	0	100	N/A
Foster Youth	4	0	0	100	N/A
Homeless	4	1	25	75	N/A
Military	3	0	0	100	N/A
Socioeconomically Disadvantaged	39	1	3	97	N/A
Students Receiving Migrant Education Services	0	0	0	0	N/A
Students with Disabilities	3	3	100	0	N/A
All Students	--	--	--	--	--

All Students		--	--	--	--	--
All Students		--	--	--	--	--
All Students		--	--	--	--	--

*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	52	NT	NT	NT	NT
Female	16	NT	NT	NT	NT
Male	36	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	40	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	--	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

2020-21 Career Technical Education Programs

Classes offered to assist students with career preparation and/or preparation for work are: College and Career Preparation Semester 1 and 2 in APEX, and the Workability program. These classes are integrated with their academic courses because the students who are in need of CTE credits have only this course to take, the students in need of elective credit also take this class to fulfill requirements. Workability works with our special education students to help them gain some work experience prior to finishing high school.

2020-21 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	53
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
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
2020-2021 Pupils Enrolled in Courses Required for UC/CSU Admission	93.18
2019-2020 Graduates Who Completed All Courses Required for UC/CSU Admission	6.45

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

The most efficient way for our parents to become involved would be to contact the main office in person, message via ParentSquare, via email, or via phone. Each year we send out a summer mailer that has information regarding parent involvement opportunities, specifically the School Site Council. The meeting has been posted in both English and Spanish. Our School Site Council continues to focus on how to involve parents during this pandemic.

We have a ParentSquare account set up for Earl F. Johnson, where parents receive texts, calls, and/or emails from the school that include, but are not limited to: weekly bulletins, daily screener reminders, and other important school information. We also have AERIES Parent and Student accounts that allow the parents and students to have 24/7 access to their grades, attendance, and testing scores. Our parents may also sign up as coaches for our APEX (credit recovery program) and will receive weekly emails, every Sunday, about their student's progress for that week. Our families are sent newsletters at the end of each grading period with information regarding Earl F. Johnson, such as, but not limited to: activities, upcoming dates to remember, strategies for success, and a highlight picture from the previous grading period. The EFJ Staff is also always available for parent meetings, scheduled or unscheduled. We hold regular 6-week meetings for parents/guardians and their students who are not achieving their grading period goals to determine a new game plan, new goals, and any support needed. All communication is shared in both English and Spanish.

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 2018-19	School 2019-20	School 2020-21	District 2018-19	District 2019-20	District 2020-21	State 2018-19	State 2019-20	State 2020-21
Dropout Rate	0.0	19.6	17.6	1.7	4.0	2.6	9.0	8.9	9.4
Graduation Rate	67.8	60.9	50.0	93.7	93.1	92.2	84.5	84.2	83.6

2020-21 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2020-21 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	68	34	50.0

Female	20	9	45.0
Male	48	25	52.1
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	53	27	50.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	14	8	57.1
Foster Youth	--	--	--
Homeless	11	7	63.6
Socioeconomically Disadvantaged	64	32	50.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	149	138	50	36.2
Female	38	36	15	41.7
Male	111	102	35	34.3
American Indian or Alaska Native	2	2	2	100.0
Asian	0	0	0	0.0
Black or African American	14	13	7	53.8
Filipino	0	0	0	0.0
Hispanic or Latino	116	106	34	32.1
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	2	2	0	0.0
White	15	15	7	46.7
English Learners	24	20	5	25.0
Foster Youth	8	7	5	71.4
Homeless	9	8	4	50.0
Socioeconomically Disadvantaged	123	113	44	38.9
Students Receiving Migrant Education Services	3	2	1	50.0
Students with Disabilities	10	10	5	50.0

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 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 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	12.59	2.01	7.22	1.09	3.47	0.20
Expulsions	5.93	0.00	1.52	0.19	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 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 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	13.14	5.28	2.45
Expulsions	3.65	0.79	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.01	0.00
Female	2.63	0.00
Male	1.80	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.59	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.17	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.44	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

Earl F. Johnson High School has implemented a school safety plan that was last updated in November 2021 and was approved by the School Site Council on December 6, 2021. The following safe school program has been implemented in the Hanford Joint Union High School District, and through school site and district efforts to ensure a positive and safe environment for all students.

School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities. A crisis response plan has been written to identify procedures to follow during (1) human emergencies, such as bomb threats, death of a student, suicide pacts, weapons on campus, and riots: and (2) natural emergencies, such as fires, earthquakes, and other natural disasters. Each school year, before the arrival of the classified and certificated staff, the principal and/or designee will complete a physical survey of the school grounds and identify any hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open areas. During the first month of each school year, the teachers will conduct a physical survey of each classroom and complete a classroom hazard checklist and forward it to the principal. Following state law: A fire drill will be conducted no less than twice a year. (EC 32001), An earthquake "DROP, COVER AND HOLD" drill will be conducted each semester. (EC 35297), Test earthquake plan or portions thereof, and on a rotating basis at least twice during the school year. (Section 560, Title V, California Administrative Code). All students and staff will participate in these mandated drills.

As part of our School Safety Plan, there is a Student Crisis Intervention Team. The site Student Crisis Intervention Team acting as a crisis response team would need to work with district personnel and possibly city and county officials and follow the appropriate crisis response plan protocols to determine which crisis events require a team response. Crisis categories would include Death of a student, a staff member, or a community member whose death affects a significant portion of the school population; Major environmental crisis, such as earthquake, fire, or hazardous materials accident; Situation that involves a threat to physical threat to the physical safety of students, such as school bus accident or possible shooter on campus; and/or Situation that involves a perceived threat to the emotional well-being of students, such as hate crimes or gang graffiti throughout the school. The plan also covers bullying, harassment, mandated reporting, violent intruder response training, disaster response procedures, and protocols, emergency actions, and emergency teams.

2021-22 School Safety Plan

Students, parents, staff, and community members are encouraged to quickly and anonymously report school safety concerns with the STOPit app, available on Google Play Store or Apple App Store, or the web. STOPit School Access Code: efjstopit This information is found on posters around the school, on the back of staff and student ID cards, and on our school website. We also make the National Suicide Prevention Lifeline available on the back of ID cards and our website: 1-800-273-8255 as well as the Crisis Text Line: Text HOME to 741741.

2018-19 Secondary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	9	8	2	
Mathematics	11	6		
Science	7	8	1	
Social Science	7	12	2	

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	15	5	1	
Mathematics	16	2	1	
Science	15	4		
Social Science	15	5	1	

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	13	6	3	
Mathematics	10	5	2	
Science	12	6	1	
Social Science	13	8	3	

2020-21 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	176

2020-21 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)	0.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0.5
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$19,203.79	2213.75	16990.04	70843
District	N/A	N/A	10069.39	$80,693
Percent Difference - School Site and District	N/A	N/A	51.2	-13.0
State			$8,444	$83,672
Percent Difference - School Site and State	N/A	N/A	67.2	-16.6

2020-21 Types of Services Funded

We provide our students a variety of supports throughout the school year that ranges from all staff using Restorative Justice practices to resolve conflicts. Response to Intervention time that is built-in during the school day to give the students targeted instruction in Math, English, Science, and/or History, extra time after school for students to receive help in classes, to a robust athletic program. Our female students are also able to build relationships and receive mentoring from a group of women from Soroptimist. We also had an active Leadership Club and an E-Sports club for students to participate in outside of class time.

More specifically, students have available to them a site Social Worker, a District School Psychologist, a District Therapist, an Academic Counselor, and WestCare Substance & Alcohol abuse program counselors. The Kings County Probation Department is also available to assist and makes frequent visits. Hanford Joint Union High School District has instituted a Universal Breakfast Program for all students, which allows all students to receive free breakfast. Migrant services for qualified students are available (after school CyberHigh credit recovery). All students have the possibility of a reduction of credits if they meet the appropriate requirements (AB qualified student). We work with our students and the Homeless/Foster Youth Liaison to provide students with many types of support. We also have Work-ability counselors come in and work with our students, who turn around and find them jobs.

All of these services continue to be available and present to our students for the 2020-2021 school year as allowed. For the 2020-2021 school year, the Alternative Education Program has the following support staff available to our students: an Alternative Education Social Worker and Alternative Education School Psychologist, as well as an Alternative Education School Resource Officer.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$50,546
Mid-Range Teacher Salary	$78,685	$81,807
Highest Teacher Salary	$102,850	$103,463
Average Principal Salary (Elementary)	$0	$0
Average Principal Salary (Middle)	$0	$169,216
Average Principal Salary (High)	$158,895	$140,004
Superintendent Salary	$180,185	$182,878
Percent of Budget for Teacher Salaries	30%	31%
Percent of Budget for Administrative Salaries	6%	6%

2020-21 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	

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	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Professional Development

Professional development has typically consisted of 3 pre-service days prior to the beginning of the school year each year as well as 2 additional days throughout the school year. In 2018-2019 and 2019-2020 Hanford Joint Union High School District has provided 5 days specifically designated for Professional Development. For the 2020-2021 school year, HJUHSD reached an agreement with all involved parties to have all 5 professional development days be prior to the beginning of the school year, eliminating the 2 days throughout the school year. This was so that the District and all of its employees could better prepare their classrooms and instruction prior to starting in an entire distance learning model. For the 2021-22 school year, HJUHSD is back to 3 pre-service days and 2 days during the school year. In addition, at each school site, there are multiple opportunities for site staff to receive one-on-one training and/or site-specific training (i.e. District Academic Coaches and Kings County Staff). The methods by which professional development is delivered range from pre-service workshops and breakout sessions, conferences (one-day and multi-day), site meetings, PLC meetings, individual mentoring, and/or PLC workdays. The teachers are supported by Academic Coaches, Instructional Technology Specialist, the Informational Technology Department, Curriculum Facilitators, PLC Leads, Site Administrators, Consultants, District Directors, and their department and/or PLC members. All staff is encouraged to attend professional workshops and conferences throughout the year as they become available. Classified support staff receives job-related training from outside agencies, department supervisors, and district representatives throughout the year as well.

Our staff development needs are determined by yearly student achievement data and all stakeholder group input and board input. This information is used to complete the process of developing our LCAP goals.

The major area of focus for staff development in the 2018/2019 school year was PLC training through Solution Tree that is focused on our Response to Intervention system, whose focus is to support struggling students towards achieving academic success. In addition, for 2018/2019, our Support Service staff (counselors, school psychologists, social workers, and LMFT therapist) received Building Trauma-Informed Schools training to better assist our students who struggle with social/emotional issues and our counselors continued to receive more in-depth CCGI training. For the 2019-2020 school year, the focus was on Illuminate DnA, MTSS framework, Suicide Prevention and Awareness for all classified and certificated staff as well as students, Tier 1 instruction with the County for English, Math, and Social Studies, and continued time to work, review, revise, and improve our course-specific professional learning communities. For the 2020-2021 school year, the focus of professional development has been AERIES training as our District moved information systems. For the 2021-22 school year, the focus is on Aeries Analytics, MTSS, and RTI outside the school day. We continued our focus on Google Apps as they are our main vehicle for delivering instruction and completing assignments. Since 2016, the district has also made it a focus to incorporate the training of all staff each year in Google Apps to ensure that there is continued learning in each of those programs.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Hanford Joint Union High School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 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/

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	890	NT	NT	NT	NT
Female	427	NT	NT	NT	NT
Male	463	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	16	NT	NT	NT	NT
Black or African American	25	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	622	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	181	NT	NT	NT	NT
English Learners	76	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	17	NT	NT	NT	NT
Socioeconomically Disadvantaged	571	NT	NT	NT	NT
Students Receiving Migrant Education Services	32	NT	NT	NT	NT
Students with Disabilities	72	NT	NT	NT	NT

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	889	NT	NT	NT	NT
Female	426	NT	NT	NT	NT
Male	463	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	16	NT	NT	NT	NT
Black or African American	25	NT	NT	NT	NT
Filipino	17	NT	NT	NT	NT
Hispanic or Latino	621	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	25	NT	NT	NT	NT
White	181	NT	NT		NT
English Learners	76	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	24	NT	NT	NT	NT
Military	17	NT	NT	NT	NT
Socioeconomically Disadvantaged	570	NT	NT	NT	NT
Students Receiving Migrant Education Services	32	NT	NT	NT	NT
Students with Disabilities	72	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.