

Hanford Community Day School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 School Contact Information

School Name	Hanford Community Day School
Street	120 E. Cameron St.
City, State, Zip	Hanford CA 93230
Phone Number	559.583.5916
Principal	Yolanda Bell
Email Address	ybell@hjuhsd.org
School Website	https://www.hjuhsd.k12.ca.us/cds
Grade Span	9-12
County-District-School (CDS) Code	16 63925 1630151

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

Hanford Community Day School (CDS) provides an alternative educational environment for students in grades 9-12 who have been expelled or are at risk of expulsion. Our program is designed to offer these students a structured opportunity to transition back into a comprehensive school setting. The core curriculum is delivered in a self-contained classroom, with a student-to-teacher ratio significantly lower than that of traditional high schools. This allows for increased individualized support, facilitated by both a credentialed teacher and a dedicated instructional aide.

To maintain the integrity of the program, CDS students have separate break and lunch times from the comprehensive high school, reinforcing the program's distinct nature. Daily attendance, punctuality, and engagement are emphasized as key

2024-25 School Description and Mission Statement

components of student success. Positive attendance measures are utilized to encourage accountability. In addition to academic instruction, students at CDS receive access to essential support services, including academic counseling, probation monitoring, and mental health and substance abuse counseling. The overarching goal of CDS is to address the behaviors that led to a student's placement in the program—whether related to attendance, discipline, or academic performance—and to equip them with the tools necessary for success both within the program and upon their return to a traditional school setting.

Mission Statement

“Preparing Today’s Students for Tomorrow’s World”

The Hanford Joint Union High School District is an educational community committed to providing all students a quality education with multiple learning opportunities in a safe, orderly environment fully equipped to teach 21st-century skills. As a learning community, we strive to increase student achievement, to be responsive to community needs, and to foster accountability for all. Within that, the Hanford Community Day school encompasses student growth by providing skills that promote empathy, self-control, integrity, and the ability to embrace diversity while empowering them to become supportive, productive, and integral individuals within the community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	14
Grade 11	18
Grade 12	5
Total Enrollment	39

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	30.8
Male	69.2
American Indian or Alaska Native	2.6
Black or African American	2.6
Hispanic or Latino	87.2
Two or More Races	2.6
White	5.1
English Learners	30.8
Foster Youth	2.6
Homeless	2.6
Migrant	2.6
Socioeconomically Disadvantaged	84.6
Students with Disabilities	17.9

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)	0.90	29.82	140.90	82.10	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.60	3.90	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.60	3.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.30	70.18	10.70	6.27	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	6.50	3.83	18854.30	6.86
Total Teaching Positions	3.30	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)	1.10	35.14	140.60	79.98	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	6.40	3.67	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	2.80	1.64	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.90	58.56	11.50	6.55	11953.10	4.28
Unknown/Incomplete/NA	0.20	6.01	14.30	8.15	15831.90	5.67
Total Teaching Positions	3.30	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.

2022-23 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)	0.90	26.55	141.60	78.46	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	6.80	3.77	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	2.54	6.10	3.43	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.50	70.90	13.90	7.71	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	11.90	6.63	14303.80	5.15
Total Teaching Positions	3.50	100.00	180.50	100.00	277698.00	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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	0
Local Assignment Options	2.30	1.90	2.5
Total Out-of-Field Teachers	2.30	1.90	2.5

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Hanford Community Day School are aligned with 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 the areas of foreign language, visual and performing arts, and health. The Hanford Joint Union High School District's Board of Trustees holds a regularly scheduled 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 a 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 SARC's the sufficiency of instructional materials used for their visual/performing arts curricula.

Year and month in which the data were collected

September 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ERWC, The California State University (2015) English 3- Language of Literature 11, McDougal Littell (1997) The Language of Literature 9 & 10, McDougal Littell (2006) Houghton Mifflin Harcourt, Read 180, 2017, Exact Path - Intervention Program, APEX	Yes	0
Mathematics	CPM Educational Program, Core Connections, Course 3, 2013 CPM Educational Program, Core Connections, Integrated 1, 2013 Integrated Math 1 E-book Math 180, Houghton Mifflin Harcourt, 2017, APEX, Exact Path -Intervention Program	Yes	0
Science	Inspire Physical Science, McGraw Hill 2021 The Living Earth, Houghton Mifflin Harcourt, 2020, APEX	Yes	0
History-Social Science	World History CA, Savvas Learning Company, 2019	Yes	0

	McGraw Hill, IMPACT US History & Geography, McGraw Hill, 2019 Magruder's American Government, Pearson Education, 2019 Economics - CA, Savvas Learning Company, 2019, APEX		
Foreign Language	APEX	Yes	0
Health	APEX, eDynamics	Yes	0
Visual and Performing Arts	APEX	Yes	0
Science Laboratory Equipment (grades 9-12)	N/A		0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Hanford Community Day School on an annual basis in accordance with Education Code §17592.72(c)(1). HJUHSD Community Days 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 August 19th, 2023. At the time of inspection, there was one deficiency found for Hanford Community Day School.

During the fiscal year 2022-23, the following projects were completed:

- Test fire alarm system
- Add shade structure
- Add drinking fountain to room 5
- Repair and paint wrought iron fence
- Renovate field area

For the 2023-2024 school year, the potential projects are:

- Test the fire alarm system

For the 2024-2025 school year, the potential projects are:

- Test fire alarm system
- Add EMS to the site

Year and month of the most recent FIT report

December 15, 2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			ceiling tile, door hinge to be fixed
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Conditions and Planned Improvements

External:

Playground/School Grounds, Windows/
Doors/Gates/Fences

X

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).

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--	--	46	44	46	47
Mathematics (grades 3-8 and 11)	--	--	17	17	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	--	--	--	--	--
Female	0	0	0	0	0
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0

Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	3.85	--	19.52	17.56	30.29	30.73

2023-24 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	12	10	83.33	16.67	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 Career Technical Education Programs

Hanford Community Day School provides students in grades nine through twelve with academic counseling from school personnel regarding career paths and courses of study. The school counselor meets with each student regularly to follow up on their progress in meeting graduation requirements and career objectives. Students take Career Choice as an elective where they participate in mock interviews, and complete formal presentations regarding their college or career of choice, in order to develop job skills and increase interest in school. They also listen to presentations given by local companies, military forces, and college personnel. Students have access to College and Career semesters 1 and 2 in the APEX online curriculum as well as CTE coursework through the eDynamics program.

More specialized programs include Workability through the County Office of Education. Workability provides work experience opportunities outside the school day that meet the student's interests and aptitudes while providing real-world job experience prior to graduation. The program is available to all students with disabilities who have an Individualized Education Plan. All students interested in working have the ability to obtain a work permit.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	37
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	87.5
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	0

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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	--	--	--	--	--

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.

2024-25 Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment. Parents attend an intake meeting with the Principal to determine the best academic placement for the child and ascertain any other special needs upon student enrollment. There is a progress monitoring meeting regarding grades, academic credits, behavior, and eligibility for readmittance each semester. Further, parents actively participate in IEPs, 504 meetings, and School Site Council, and are

2024-25 Opportunities for Parental Involvement

encouraged to attend our local parent advisory groups. Twice a year parents participate in awards assemblies where the students are honored for outstanding academics, improved academics/attendance, and special acknowledgments of character based on the school posture.

Classroom teachers and office staff maintain regular contact with parents to inform them of student grades, attendance, and behavior through the use of ParentSquare. Please contact the Principal, Yolanda Bell, at (559) 583-5916 for more information on how to become involved in your child's learning environment.

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	--	15.4	18.2	2.6	3.1	3.1	7.8	8.2	8.9
Graduation Rate	--	76.9	72.7	96.5	94.3	95.5	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	11	8	72.7
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	11	8	72.7
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	0	0	0.00
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	11	8	72.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	108	75	57	76.0
Female	33	25	21	84.0
Male	75	50	36	72.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	92	65	50	76.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	29	23	18	78.3
Foster Youth	--	--	--	--
Homeless	11	--	--	--
Socioeconomically Disadvantaged	94	65	52	80.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	21	13	8	61.5

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.61	10.87	9.26	7.84	8.17	6.43	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	1.78	1.89	1.92	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	9.26	0.00
Female	6.06	0.00
Male	10.67	0.00
Non-Binary	0.00	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	6.52	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	7.45	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	14.29	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Hanford Community Day 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/irrational behavior procedures, disaster response procedures, violent

2024-25 School Safety Plan

intruder response protocols, procedures for safe arrival and departure from school, sexual harassment policy, safety communications protocols, and threat assessment procedures. The school's most recent school safety plan was reviewed and discussed with school staff in August during pre-service days. It was updated with staff and student input in October 2024.

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	3	5		
Mathematics	4	4		
Science	6	2		
Social Science	5	4		

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	5	7		
Mathematics	4	7		
Science	9	3		
Social Science	5	6		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	5	8		
Mathematics	5	7		
Science	9	4		
Social Science	8	5		

2023-24 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	78

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	38,306.42	3,628.78	34,677.64	98,828
District	N/A	N/A	13,221.08	\$90,661
Percent Difference - School Site and District	N/A	N/A	89.6	8.6
State	N/A	N/A	\$10,771	\$93,742
Percent Difference - School Site and State	N/A	N/A	105.2	5.3

Fiscal Year 2023-24 Types of Services Funded

We provide our students with a variety of support throughout the school year. More specifically, students have available to them a School Social Worker, District School Psychologist, Licensed Professional Clinical Counselor, LVN, and Academic Counselor as needed. Further, we work with Homeless/Foster Youth Liaisons that provide students with many types of support. The Kings County Probation Department, Kings Behavioral Health, and Kings County Truancy Officer/SARB chair also play a

Fiscal Year 2023-24 Types of Services Funded

big role in supporting our students for greater success. Migrant, Foster/Homeless, Juvenile students, and students on Individual Education Plans have additional opportunities for county programs and credit recovery programs. Students qualifying for a readmit can participate in the district summer school program. All of these services continue to be available and present to our students for the 2024-2025 school year.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$58,837	\$56,629
Mid-Range Teacher Salary	90,661	\$92,603
Highest Teacher Salary	\$117,126	\$116,417
Average Principal Salary (Elementary)	\$0	\$141,349
Average Principal Salary (Middle)	\$0	\$156,338
Average Principal Salary (High)	\$177,730	\$159,410
Superintendent Salary	\$230,151	\$213,044
Percent of Budget for Teacher Salaries	26.84	27.62
Percent of Budget for Administrative Salaries	5.26	5.55

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
-----------------------------------	---

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 Where there are student course enrollments of at least one student.	0

Professional Development

For the 24-25 school year 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. 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. Hanford Joint Union High School District has provided 5 days specifically designated for Professional Development. The focus was on MTSS, development English Learners supports, Kagan instructional strategies, CPR/First Aide, Trauma-Informed Approaches, Exact Path, and the eDynamics program.

In addition, 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 was delivered ranged from pre-service workshops and breakout sessions, conferences (one-day and multi-day), site meetings, PLC meetings, individual mentoring, and/or PLC workdays. Teachers are supported by Academic Coaches, Instructional Technology Specialists, the Informational Technology Department, Curriculum Facilitators, PLC Leads, Site Administrators, Consultants, District Directors, and their department and/or PLC members. All staff was encouraged to attend professional workshops and conferences throughout the year as they became available. Classified support staff received job-related training from outside agencies, department supervisors, and district representatives throughout the year as well.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	