

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEES**

AGENDA

The Hanford Joint Union High School District is an educational community committed to providing all students a competitive education with 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.

BOARD OF TRUSTEES – Regular Meeting
Tuesday, January 13, 2026

5:30PM – Closed Session
6:00PM – Open Session

Hanford Joint Union High School District Office
300 W. 6th Street
Hanford, CA 93230

The public is welcome to attend HJUHS Board of Trustees meetings in-person. In addition, should overflow space be necessary, the meeting may be viewed on the monitor located in the district office reception area.

I. CALL TO ORDER

A. COMMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS

Note: Members of the public may address the Board regarding items on the Closed Session Agenda prior to the Board's adjournment into Closed Session. Individual speakers are allowed three minutes to address the Board. The Board shall limit the total time for public input on each item to 20 minutes.

II. ADJOURN TO CLOSED SESSION

A. PERSONNEL

1. Public Employee Appointment (Certificated) (GC 54957)
2. Public Employee Appointment (Classified) (GC 54957)
3. Public Employee Discipline/Dismissal/Release (Classified) (GC 54957)
4. Public Employee Discipline/Dismissal/Release (Certificated) (GC 54957)

B. STUDENT MATTERS

1. Consideration of Student Expulsions (EC 35146; 48912; 48918)

III. RECONVENE TO OPEN MEETING, FLAG SALUTE AND WELCOME – 6:00PM

IV. REPORTS / BUSINESS

A. REPORT OF CLOSED SESSION

B. COMMENTS FROM THE STAFF

C. COMMENTS FROM THE PUBLIC

Note: Members of the public may address the Board regarding any agenda item or other item within the subject matter jurisdiction of the Board. Individual speakers are allowed three minutes to address the Board. The Board shall limit the total time for public input on each item to 20 minutes. Board members may engage in limited discussion of non-agenda items or issues raised during public comments, to briefly ask clarifying questions, make a brief announcement, report on their own activities, or to refer the matter to staff.

D. CORRESPONDENCE

E. STUDENT BOARD REPORTS

- | | |
|-------------------------------|----------|
| 1. Hanford High School | Botello |
| 2. Hanford West High School | Lepez |
| 3. Sierra Pacific High School | Gonzalez |

Action

F. CONSENT AGENDA

The purpose of the Consent Agenda is to group items which may be approved routinely. Items on the Consent Agenda may be individually addressed or removed from the Consent Agenda at the request of a Trustee or any member of the public.

- | | |
|--|--------|
| 1. Student Expulsions: 25-10; 25-11 | Whaley |
| 2. Warrants – Payment of Warrant Requests: 12/19/2025; 12/26/2025; 01/02/2026;
01/09/2026 | Creech |
| 3. Minutes of Regular Board Meeting: 12/16/2025 | Rosa |

- Board Discussion/Consideration

G. BOARD PRESIDENT

1. Board Member Committee Representatives
 - Board Discussion/Consideration

Martella

H. SUPERINTENDENT'S REPORT

Info Only	1. Field Trips	Rosa
Info Only	2. Focus Areas Metrics Report – Fall 2025	Rosa
Information	3. Board Policy Updates	Rosa
Information	4. Board Policy Deletions	Rosa
Info/Action	5. Agreement Signed by Superintendent or Designee <ul style="list-style-type: none"> ➤ Tulare JUHSD Consortium MOU <ul style="list-style-type: none"> • Board Discussion/Consideration 	Rosa

I. FINANCIAL REPORT

Info/Action	1. Certificated Hourly Salary Schedule <ul style="list-style-type: none"> • Board Discussion/Consideration 	Fagundes
Info/Action	2. Resolution #26-01: KC Treasurer's Statement of Investment Policy and Delegating Investment Authority <ul style="list-style-type: none"> • Board Discussion/Consideration 	Fagundes
Info/Action	3. Sierra Pacific High School Buildings J3 & M1 Project – Change Order #1 <ul style="list-style-type: none"> • Board Discussion/Consideration 	Creech
Info/Action	4. Sierra Pacific High School Buildings J3 & M1 Project – Change Order #2 <ul style="list-style-type: none"> • Board Discussion/Consideration 	Creech

J. EDUCATIONAL SERVICES/SPECIAL PROGRAMS

Information	1. 2024/2025 School Accountability Report Card (SARC) <ul style="list-style-type: none"> ➤ Hanford High School ➤ Hanford West High School ➤ Sierra Pacific High School ➤ Earl F. Johnson Continuation High School ➤ Community Day School ➤ Hanford Online Charter 	Peters
PUBLIC HEARING	2. Extended School Year Waiver	
Info/Action	3. Extended School Year Waiver	Ede

K. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

Info/Action	1. Personnel Assignments <ul style="list-style-type: none"> • Board Discussion/Consideration 	Whaley
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L. MAINTENANCE, OPERATIONS AND TRANSPORTATION REPORT

Stidman

V. BOARD CALENDAR

Rosa

VI. BOARD INFORMATION/DISCUSSIONS

Martella

A. BOARD COMMITTEE REPORTS AND UPDATES

VII. ADJOURNMENT

Martella

NOTICE: The District adheres to the American with Disabilities Act. Should you require special accommodations, or more information about accessibility, please contact Sheri Salazar, Administrative Assistant to the Superintendent (559.583.5901, ext. 3101). All reasonable efforts will be made to accommodate those with disabilities. Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 823 W. Lacey Blvd., Hanford, CA 93230 during normal business hours. In addition, such writings and documents may be posted on the District's web site at www.hjuhsd.k12.ca.us.

Consent Agenda #1

AGENDA: Action

TOPIC: Student Expulsions

DESCRIPTION: Consideration of Student Expulsions on Case No.:
25-10; 25-11

RECOMMENDATION: Administration recommends approval of this item as presented.

Consent Agenda #2

AGENDA: Action

TOPIC: Warrants

DESCRIPTION: Payment of Warrant Requests dated:
12/19/2025; 12/26/2025; 01/02/2026; 01/09/2026

RECOMMENDATION: Administration recommends approval of this item as presented.

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
4371 AMS.NET INC								
PO - 20260783		10/27/2025	0095457	0100-0000-0-0000-85000-620020-018-1377	P	\$647.04	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095451	0100-0000-0-0000-85000-620020-018-1377	P	\$36.60	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095452	0100-0000-0-0000-85000-620020-018-1377	P	\$92.40	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095453	0100-0000-0-0000-85000-620020-018-1377	P	\$9.75	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095454	0100-0000-0-0000-85000-620020-018-1377	P	\$41.25	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095455	0100-0000-0-0000-85000-620020-018-1377	P	\$72.36	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095456	0100-0000-0-0000-85000-620020-018-1377	P	\$841.74	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		11/24/2025	0095811	0100-0000-0-0000-85000-620020-018-1377	P	\$315.51	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095448	0100-0000-0-0000-85000-620020-018-1377	P	\$1,887.00	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095449	0100-0000-0-0000-85000-620020-018-1377	P	\$126.15	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
PO - 20260783		10/27/2025	0095450	0100-0000-0-0000-85000-620020-018-1377	P	\$922.50	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
Total Amount for Warrant						\$4,992.30	\$0.00	\$0.00
Total Amount Per Vendor						\$4,992.30	\$0.00	\$0.00
11051 BANUELOS, MICHELE								
PV - 260501		12/04/2025	CNA GRADUATION	1100-6391-0-4149-10000-430000-000-0000		\$67.21	\$0.00	\$0.00
	Description: SUPPLIES FOR CNA CEREMONY							
Total Amount for Warrant						\$67.21	\$0.00	\$0.00
Total Amount Per Vendor						\$67.21	\$0.00	\$0.00
10456 BIMBO BAKERIES USA								
PO - 20260092		12/08/2025	4596	1300-5310-0-0000-37000-470001-094-0000	P	\$335.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
10456 BIMBO BAKERIES USA								
	Description: NUTRITION SERVICES							
PO - 20260092	12/09/2025	4606		1300-5310-0-0000-37000-470001-094-0000	P	\$74.00	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
PO - 20260109	12/08/2025	4597		1300-5310-0-0000-37000-470001-096-0000	P	\$203.80	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
PO - 20260110	12/08/2025	4598		1300-5310-0-0000-37000-470001-052-0000	P	\$69.50	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$682.30	\$0.00	\$0.00
Total Amount Per Vendor						\$682.30	\$0.00	\$0.00
202 BOSTON HOUSE OF PIZZA								
PV - 260502	11/01/2024	95888		0100-0199-0-0000-00000-869900-000-0000		\$117.22	\$0.00	\$0.00
	Description: 2ND ATTEMPT OUTLAWED WARRANT # 12760730							
PV - 260503	11/01/2024	95888		0100-0199-0-0000-00000-869900-000-0000		\$169.94	\$0.00	\$0.00
	Description: 2ND ATTEMPT OUTLAWED WARRANT # 12762414							
Total Amount for Warrant						\$287.16	\$0.00	\$0.00
Total Amount Per Vendor						\$287.16	\$0.00	\$0.00
259 C.A.S.H. MAINTENANCE NETWORK								
PO - 20261323	02/01/2026	300004932		0100-8150-0-0000-81100-530000-043-0000	F	\$279.50	\$0.00	\$0.00
	Description: SCHOOL DISTRICT MEMBERSHIP M.O.T							
PO - 20261323	02/01/2025	300004932		0100-0000-0-0000-82000-530000-043-0000	F	\$279.50	\$0.00	\$0.00
	Description: SCHOOL DISTRICT MEMBERSHIP M.O.T							
Total Amount for Warrant						\$559.00	\$0.00	\$0.00
Total Amount Per Vendor						\$559.00	\$0.00	\$0.00
11912 CALIBER COLLISION								
PO - 20261021	12/18/2025	1297000800		0100-0000-0-0000-82000-560000-043-0000	F	\$4,457.06	\$0.00	\$0.00
	Description: REPAIRS							
Total Amount for Warrant						\$4,457.06	\$0.00	\$0.00
Total Amount Per Vendor						\$4,457.06	\$0.00	\$0.00
10681 CALIFORNIA IT IN EDUCATION								

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
10681 CALIFORNIA IT IN EDUCATION								
	PO - 20261313	10/17/2025	0008-1091-0534	0100-0000-0-0000-77000-530000-013-0000	F	\$120.00	\$0.00	\$0.00
	Description: 2025 CITE MEMBERSHIP IT							
Total Amount for Warrant						\$120.00	\$0.00	\$0.00
Total Amount Per Vendor						\$120.00	\$0.00	\$0.00
5831 CBDA								
	PV - 260504	08/22/2025	CASMEC	0100-0332-0-1110-10000-520000-095-0000		\$295.00	\$0.00	\$0.00
	Description: CASMEC REGISTRATION FEES							
	PV - 260505	12/01/2025	CASMEC	0100-0308-0-1163-10000-520000-096-8106		\$555.00	\$0.00	\$0.00
	Description: CASMEC REGISTRATION FEES							
Total Amount for Warrant						\$850.00	\$0.00	\$0.00
Total Amount Per Vendor						\$850.00	\$0.00	\$0.00
391 CHILDS & CO INC								
*	PO - 20261124	12/04/2025	2904	0100-8150-0-0000-81100-430000-043-0000	F	\$1,225.90	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
*	PO - 20261142	12/12/2025	2894	0100-8150-0-0000-81100-430000-043-0000	F	\$2,715.96	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
Total Amount of Payment						\$3,941.86	\$0.00	\$0.00
Total Amount Per Vendor						\$3,941.86	\$0.00	\$0.00
12262 CHRIS DOWDING								
	PV - 260507	12/12/2025	12/4/25	0100-1100-0-1135-10000-520000-065-0000		\$89.40	\$0.00	\$0.00
	Description: GAS FOR PASO ROBLES BOYS SOCCER TOURNAMENT							
Total Amount for Warrant						\$89.40	\$0.00	\$0.00
Total Amount Per Vendor						\$89.40	\$0.00	\$0.00
405 CLASSIC CHARTER INC.								
	PO - 20261172	11/19/2025	182168	0100-0333-0-0000-36000-560000-000-0000	F	\$1,434.75	\$0.00	\$0.00
	Description: SOCCER TEAM HW							
Total Amount for Warrant						\$1,434.75	\$0.00	\$0.00
Total Amount Per Vendor						\$1,434.75	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
425 COS FOUNDATION								
PV - 260506	12/16/2025	ORTIZ-BRIONES, C	7340-0000-0-0000-39000-580000-604-0000			\$500.00	\$0.00	\$0.00
Description: HNF BRKFST LIONS WALTER ED POTTER SCHOLARSHIP								
Total Amount for Warrant						\$500.00	\$0.00	\$0.00
Total Amount Per Vendor						\$500.00	\$0.00	\$0.00
9298 DUNCAN, KIMBERLEY								
PV - 260512	11/20/2025	10/20-12/8	1300-5310-0-0000-37000-520000-090-0000			\$9.80	\$0.00	\$0.00
Description: TRANSPORTING MEALS TO HOC								
Total Amount for Warrant						\$9.80	\$0.00	\$0.00
Total Amount Per Vendor						\$9.80	\$0.00	\$0.00
10015 DUNN'S INC								
PO - 20261316	12/11/2025	69533	0100-0000-0-0000-82000-430000-043-0000		F	\$2,300.51	\$0.00	\$0.00
Description: SAND TRANSFERS M.O.T								
Total Amount for Warrant						\$2,300.51	\$0.00	\$0.00
Total Amount Per Vendor						\$2,300.51	\$0.00	\$0.00
2602 ENTERPRISE LEASING								
PO - 20260228	12/04/2025	1HRPCP	0100-0000-0-0000-36000-560000-044-0000		P	\$673.66	\$0.00	\$0.00
Description: VEHICLE RENTALS								
Total Amount for Warrant						\$673.66	\$0.00	\$0.00
Total Amount Per Vendor						\$673.66	\$0.00	\$0.00
8212 FIGARO'S SOUTHWESTERN GRILL								
PO - 20261292	12/09/2025	299	0100-0332-0-1110-10000-430000-094-0000		F	\$204.81	\$0.00	\$0.00
Description: LUNCH FOR MEETING HH								
Total Amount for Warrant						\$204.81	\$0.00	\$0.00
Total Amount Per Vendor						\$204.81	\$0.00	\$0.00
6095 FOLLETT SOFTWARE CO.								
PO - 20261311	12/01/2025	1600870	0100-0311-0-1110-10000-580011-094-0000		F	\$2,130.60	\$0.00	\$0.00
Description: LIBRARY MANAGER RENEWAL HH								
PO - 20261311	12/01/2025	1600870	0100-0311-0-1110-10000-580011-095-0000		F	\$2,130.60	\$0.00	\$0.00

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For Payments Due By 12/19/2025

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2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
6095 FOLLETT SOFTWARE CO.								
	Description: LIBRARY MANAGER RENEWAL SP							
PO - 20261311	12/01/2025	1600870		0100-0311-0-1110-10000-580011-096-0000	F	\$2,130.60	\$0.00	\$0.00
	Description: LIBRARY MANAGER RENEWAL HW							
Total Amount for Warrant						\$6,391.80	\$0.00	\$0.00
Total Amount Per Vendor						\$6,391.80	\$0.00	\$0.00
12249 FRESNO MOBILE RADIO								
PO - 20261212	11/30/2025	70989		0100-0333-0-0000-36000-560000-000-0000	P	\$494.00	\$0.00	\$0.00
	Description: BUS RADIO SERVICE							
Total Amount for Warrant						\$494.00	\$0.00	\$0.00
Total Amount Per Vendor						\$494.00	\$0.00	\$0.00
11324 FURTADO WELDING & INDUSTRIAL SUPPLY INC								
PO - 20261115	11/04/2025	71073		1100-3550-0-4110-10000-430000-000-0000	F	\$1,354.00	\$0.00	\$0.00
	Description: MATERIAL							
PO - 20261115	11/04/2025	71073		1100-6391-0-4146-10000-430000-000-0000	F	\$3,311.58	\$0.00	\$0.00
	Description: MATERIAL							
Total Amount for Warrant						\$4,665.58	\$0.00	\$0.00
Total Amount Per Vendor						\$4,665.58	\$0.00	\$0.00
4906 GILBERT ELECTRIC COMPANY								
PO - 20261295	08/08/2025	4220		0100-8150-0-0000-81100-560000-043-0000	P	\$1,206.05	\$0.00	\$0.00
	Description: 501/502 ROOM SPLIT HH							
PO - 20261295	11/25/2025	4243		0100-8150-0-0000-81100-560000-043-0000	P	\$2,949.89	\$0.00	\$0.00
	Description: INSTALLED 20A ON ROOF HW							
PO - 20261295	10/27/2025	4242		0100-8150-0-0000-81100-560000-043-0000	P	\$2,669.10	\$0.00	\$0.00
	Description: LOCKER ROOM ROOF FURNISHED AND INSTALLED 20A SP							
PO - 20261295	10/27/2025	4241		0100-8150-0-0000-81100-560000-043-0000	F	\$5,845.93	\$0.00	\$0.00
	Description: INSTALLED POWER TO LIGHTING NEIGHBOR BOWL							
PO - 20261296	06/12/2025	4205		0100-0000-0-0000-85000-580000-018-1370	P	\$1,865.34	\$0.00	\$0.00
	Description: POWER DO							
PO - 20261296	08/08/2025	4223		0100-0000-0-0000-85000-580000-018-1370	F	\$1,115.34	\$0.00	\$0.00
	Description: ADD POWER FOR IRRIGATION DO							

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
4906 GILBERT ELECTRIC COMPANY								
PO - 20261297		08/08/2025 4226		0100-8150-0-0000-81100-580000-043-0000	F	\$18,341.32	\$0.00	\$0.00
Description: ADD POWER BAND FIELD SP								
PO - 20261320		08/08/2025 4221		0900-0000-0-0000-85000-580000-000-1378	F	\$19,946.25	\$0.00	\$0.00
Description: HOC REMODEL								
Total Amount for Warrant						\$53,939.22	\$0.00	\$0.00
Total Amount Per Vendor						\$53,939.22	\$0.00	\$0.00
10211 GOLD STAR FOODS INC.								
PO - 20260093		12/09/2025 9737726		1300-5310-0-0000-37000-470002-094-0000	P	\$16.20	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260093		12/09/2025 9717692		1300-5310-0-0000-37000-470001-094-0000	P	\$445.79	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260093		12/09/2025 9717692		1300-5310-0-0000-37000-470002-094-0000	P	\$26.51	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260111		12/09/2025 9710552		1300-5310-0-0000-37000-470002-095-0000	P	\$324.20	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260111		12/09/2025 9737364		1300-5310-0-0000-37000-470002-095-0000	P	\$348.00	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260111		12/09/2025 9710408		1300-5310-0-0000-37000-470001-095-0000	P	\$237.94	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260112		12/09/2025 9716888		1300-5310-0-0000-37000-470001-096-0000	P	\$367.55	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260112		12/09/2025 9726350		1300-5310-0-0000-37000-470002-096-0000	P	\$1,356.08	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260113		12/09/2025 9737728		1300-5310-0-0000-37000-470002-052-0000	P	\$5.40	\$0.00	\$0.00
Description: NUTRITION SERVICES								
Total Amount for Warrant						\$3,127.67	\$0.00	\$0.00
Total Amount Per Vendor						\$3,127.67	\$0.00	\$0.00
3348 GRADUATE SERVICES LTD								
PO - 20260928		12/15/2025 HWHS 2026127		0100-1100-0-1110-10000-430000-096-0000	F	\$726.21	\$0.00	\$0.00
Description: CUSTOM STUDENT CERTIFICATES HW								
Total Amount for Warrant						\$726.21	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$726.21	\$0.00	\$0.00
2529 HANFORD AUTO & TRUCK PARTS INC								
PO - 20261067		12/11/2025	502074	0100-0333-0-0000-36000-430000-000-0000	P	\$12.10	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/16/2025	502396	0100-0333-0-0000-36000-430000-000-0000	P	\$76.05	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/11/2025	502075	0100-0333-0-0000-36000-430000-000-0000	P	\$12.10	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/05/2025	501557	0100-0333-0-0000-36000-430000-000-0000	P	\$38.95	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/12/2025	502188	0100-0333-0-0000-36000-430000-000-0000	P	\$13.17	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/10/2025	501995	0100-0333-0-0000-36000-430000-000-0000	P	\$34.06	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/09/2025	501819	0100-0333-0-0000-36000-430000-000-0000	P	\$390.54	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/09/2025	501846	0100-0333-0-0000-36000-430000-000-0000	P	\$59.98	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/03/2025	501286	0100-0333-0-0000-36000-430000-000-0000	P	\$36.85	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/03/2025	501277	0100-0333-0-0000-36000-430000-000-0000	P	\$14.65	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/03/2025	501291	0100-0333-0-0000-36000-430000-000-0000	P	\$42.87	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/01/2025	501086	0100-0333-0-0000-36000-430000-000-0000	P	\$60.15	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/03/2025	501300	0100-0333-0-0000-36000-430000-000-0000	P	\$15.74	\$0.00	\$0.00
Description:	SUPPLIES							
PO - 20261067		12/12/2025	502140	0100-0333-0-0000-36000-430000-000-0000	P	\$38.08	\$0.00	\$0.00
Description:	SUPPLIES							
Total Amount for Warrant						\$845.29	\$0.00	\$0.00
Total Amount Per Vendor						\$845.29	\$0.00	\$0.00

862 HANFORD ELEMENTARY SCHOOL DISTRICT

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
862 HANFORD ELEMENTARY SCHOOL DISTRICT								
	PO - 20260326	12/12/2025	260161	0100-0333-0-0000-36000-560000-000-0000	P	\$107.80	\$0.00	\$0.00
	Description: TRANSPORTATION HH							
Total Amount for Warrant						\$107.80	\$0.00	\$0.00
Total Amount Per Vendor						\$107.80	\$0.00	\$0.00
867 HANFORD GLASS INC.								
	PO - 20260485	12/08/2025	026434	0100-8150-0-0000-81100-560000-043-0000	P	\$295.36	\$0.00	\$0.00
	Description: REPAIRS M.O.T							
Total Amount for Warrant						\$295.36	\$0.00	\$0.00
Total Amount Per Vendor						\$295.36	\$0.00	\$0.00
3727 HANFORD HIGH SCHOOL ASB								
	PV - 260508	12/16/2025	FORMAL	0100-0000-0-1110-27000-430000-018-0000		\$145.42	\$0.00	\$0.00
	Description: FOOD AND COFFEE FOR CHAPERONES AT FORMAL							
Total Amount for Warrant						\$145.42	\$0.00	\$0.00
Total Amount Per Vendor						\$145.42	\$0.00	\$0.00
9768 HANFORD WEST ASB								
	PO - 20261326	12/05/2025	7	0100-0000-0-1110-10000-560000-000-4120	F	\$175.00	\$0.00	\$0.00
	Description: FORMAL HW							
Total Amount for Warrant						\$175.00	\$0.00	\$0.00
Total Amount Per Vendor						\$175.00	\$0.00	\$0.00
2665 HILL, JAMES								
	PV - 260509	12/02/2025	WYL MEETING	0100-1100-0-1135-10000-520000-037-0000		\$36.12	\$0.00	\$0.00
	Description: MILEAGE FOR MEETING							
Total Amount for Warrant						\$36.12	\$0.00	\$0.00
Total Amount Per Vendor						\$36.12	\$0.00	\$0.00
9876 IMPERIAL BAG & PAPER LLC								
*	PO - 20260114	12/10/2025	39986605	1300-5310-0-0000-37000-430000-095-0000	P	\$461.31	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
*	PO - 20260115	12/10/2025	39986606	1300-5310-0-0000-37000-430000-096-0000	P	\$736.28	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
9876 IMPERIAL BAG & PAPER LLC								
Description: NUTRITION SERVICES								
Total Amount of Payment						\$1,197.59	\$0.00	\$0.00
Total Amount Per Vendor						\$1,197.59	\$0.00	\$0.00
5440 J.W. PEPPER & SON INC.								
*	PO - 20260559	09/24/2025	367827644	0100-0308-0-1110-10000-430000-094-8106	P	\$10.55	\$0.00	\$0.00
Description: CHOIR SHEET MUSIC HH								
*	PO - 20260559	09/11/2025	367779310	0100-0308-0-1110-10000-430000-094-8106	P	\$55.21	\$0.00	\$0.00
Description: CHOIR SHEET MUSIC HH								
*	PO - 20260559	09/22/2025	367820893	0100-0308-0-1110-10000-430000-094-8106	P	\$42.64	\$0.00	\$0.00
Description: CHOIR SHEET MUSIC HH								
*	PO - 20260559	09/23/2025	367824340	0100-0308-0-1110-10000-430000-094-8106	P	\$23.71	\$0.00	\$0.00
Description: CHOIR SHEET MUSIC HH								
*	PO - 20260863	09/30/2025	367849587	0100-1100-0-1156-10000-430000-195-0000	P	\$340.98	\$0.00	\$0.00
Description: CHOIR SHEET MUSIC SP								
Total Amount of Payment						\$473.09	\$0.00	\$0.00
Total Amount Per Vendor						\$473.09	\$0.00	\$0.00
10297 JH TACKETT MARKETING								
	PO - 20261070	10/22/2025	901101	0100-0333-0-0000-36000-430000-000-0000	F	\$162.55	\$0.00	\$0.00
Description: JACKETS M.O.T								
Total Amount for Warrant						\$162.55	\$0.00	\$0.00
Total Amount Per Vendor						\$162.55	\$0.00	\$0.00
6256 JOHNSON CONTROLS								
	PO - 20260868	11/26/2025	1-136827140811	0100-8150-0-0000-81100-560000-043-0000	F	\$2,770.69	\$0.00	\$0.00
Description: REPAIRS M.O.T								
Total Amount for Warrant						\$2,770.69	\$0.00	\$0.00
Total Amount Per Vendor						\$2,770.69	\$0.00	\$0.00
10738 JUAREZ, ISAAC								
	PV - 260510	12/08/2025	DOT	0100-0333-0-0000-36000-580000-000-0000		\$85.00	\$0.00	\$0.00
Description: DOT PHYSICAL								

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
10738 JUAREZ, ISAAC								
Total Amount for Warrant						\$85.00	\$0.00	\$0.00
Total Amount Per Vendor						\$85.00	\$0.00	\$0.00
1140 KINGS COUNTY PIPE AND SUPPLY								
PO - 20260144		12/02/2025 2032724		0100-8150-0-0000-81100-430000-043-0000	P	\$19.38	\$0.00	\$0.00
Description: SUPPLIES M.O.T								
PO - 20260144		12/15/2025 2032982		0100-8150-0-0000-81100-430000-043-0000	P	\$213.91	\$0.00	\$0.00
Description: SUPPLIES M.O.T								
Total Amount for Warrant						\$233.29	\$0.00	\$0.00
Total Amount Per Vendor						\$233.29	\$0.00	\$0.00
1152 KINGS WASTE & RECYCLING AUTH.								
PO - 20260217		12/01/2025 257		0100-0000-0-0000-82000-580000-043-0000	P	\$1,597.24	\$0.00	\$0.00
Description: WASTE M.O.T								
PO - 20260217		12/01/2025 272		0100-0000-0-0000-82000-580000-043-0000	F	\$1,227.05	\$0.00	\$0.00
Description: WASTE M.O.T								
Total Amount for Warrant						\$2,824.29	\$0.00	\$0.00
Total Amount Per Vendor						\$2,824.29	\$0.00	\$0.00
12234 KRAZAN & ASSOCIATES								
PO - 20261065		11/30/2025 A626975-3391		3560-7710-0-0000-85000-620030-095-1365	P	\$4,595.00	\$0.00	\$0.00
Description: M1 & J3 PROJECT SPECIAL INSPECTIONS & MATERIALS TESTING SP								
Total Amount for Warrant						\$4,595.00	\$0.00	\$0.00
Total Amount Per Vendor						\$4,595.00	\$0.00	\$0.00
1184 LAWRENCE TRACTOR CO. INC.								
PO - 20260295		12/11/2025 778965		0100-0333-0-0000-36000-430000-000-0000	P	\$172.64	\$0.00	\$0.00
Description: PARTS AND SUPPLIES								
Total Amount for Warrant						\$172.64	\$0.00	\$0.00
Total Amount Per Vendor						\$172.64	\$0.00	\$0.00
11854 LEMOORE COLLEGE								
PV - 260511		12/12/2025 MCMAHON, COLT		7340-0000-0-0000-39000-580000-604-0000		\$500.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
11854 LEMOORE COLLEGE								
	Description: HNF BRKFST LIONS POTTER MEM SCHOLARSHIP							
PV - 260511	12/12/2025	MCMAHON, COLT	7340-0000-0-0000-39000-580000-641-0000			\$300.00	\$0.00	\$0.00
	Description: HSEA SCHOLARSHIP							
PV - 260511	12/12/2025	MCMAHON, COLT	7353-0000-0-0000-39000-580000-000-0000			\$300.00	\$0.00	\$0.00
	Description: HJUUSD LIVING MEMORIAL SCHOLARSHIP							
PV - 260511	12/12/2025	MCMAHON, COLT	7360-0000-0-0000-39000-580000-000-0000			\$500.00	\$0.00	\$0.00
	Description: HJUUSD ADMINISTRATORS SCHOLARSHIP							
Total Amount for Warrant						\$1,600.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,600.00	\$0.00	\$0.00
10584 LINCOLN AQUATICS								
* PO - 20260482	11/24/2025	d8907616	0100-0000-0-0000-82000-430000-063-0000		P	\$530.34	\$0.00	\$0.00
	Description: SP POOL							
* PO - 20260482	11/24/2025	D8907616	0100-0000-0-0000-82000-430000-071-0000		P	\$530.34	\$0.00	\$0.00
	Description: HH POOL							
Total Amount of Payment						\$1,060.68	\$0.00	\$0.00
Total Amount Per Vendor						\$1,060.68	\$0.00	\$0.00
1574 LINDE GAS & EQUIPMENT INC.								
* PO - 20260147	11/25/2025	53442098	0100-0000-0-0000-82000-430000-063-0000		P	\$238.87	\$0.00	\$0.00
	Description: SP POOL							
* PO - 20260147	12/18/2025	53663188	0100-0000-0-0000-82000-430000-071-0000		P	\$408.58	\$0.00	\$0.00
	Description: HH POOL							
* PO - 20260147	12/04/2025	53663189	0100-0000-0-0000-82000-430000-071-0000		P	\$62.54	\$0.00	\$0.00
	Description: HH POOL							
* PO - 20260147	12/04/2025	53661307	0100-0000-0-0000-82000-430000-063-0000		P	\$295.38	\$0.00	\$0.00
	Description: SP POOL							
Total Amount of Payment						\$1,005.37	\$0.00	\$0.00
Total Amount Per Vendor						\$1,005.37	\$0.00	\$0.00
1268 MAJOR SYSCO								
CM - 260082	12/13/2025	484780804	1300-5310-0-0000-37000-470002-094-0000			-\$54.43	\$0.00	\$0.00
	Description: 484780804 CM							

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1268 MAJOR SYSCO								
PO - 20260095		12/11/2025	484778218	1300-5310-0-0000-37000-470001-094-0000	P	\$1,116.13	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260095		12/08/2025	484774489	1300-5310-0-0000-37000-470001-094-0000	P	\$1,388.38	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260095		12/11/2025	484778217	1300-5310-0-0000-37000-470002-094-0000	P	\$1,727.68	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260095		12/08/2025	484774488	1300-5310-0-0000-37000-470002-094-0000	P	\$1,843.16	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260095		12/13/2025	484782536	1300-5310-0-0000-37000-430000-094-0000	P	\$34.45	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260099		12/11/2025	484778333	1300-5310-0-0000-37000-470001-095-0000	P	\$2,782.66	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260099		12/08/2025	484774386	1300-5310-0-0000-37000-470001-095-0000	P	\$833.11	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260099		12/11/2025	484778334	1300-5310-0-0000-37000-470002-095-0000	P	\$907.74	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260099		12/08/2025	484774387	1300-5310-0-0000-37000-470002-095-0000	P	\$1,578.64	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260099		12/11/2025	484778335	1300-5310-0-0000-37000-470000-095-0000	P	\$67.03	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260102		12/11/2025	484778330	1300-5310-0-0000-37000-470001-096-0000	P	\$1,850.05	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260102		12/08/2025	484774492	1300-5310-0-0000-37000-470001-096-0000	P	\$3,061.17	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260102		12/11/2025	484778329	1300-5310-0-0000-37000-470002-096-0000	P	\$1,962.22	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260102		12/08/2025	484774493	1300-5310-0-0000-37000-470002-096-0000	P	\$1,310.33	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260102		12/11/2025	484778328	1300-5310-0-0000-37000-430000-096-0000	P	\$134.64	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260102		12/12/2025	484780450	1300-5310-0-0000-37000-430000-096-0000	P	\$34.45	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260105		12/11/2025	484778219	1300-5310-0-0000-37000-470001-052-0000	P	\$425.37	\$0.00	\$0.00

* = Credit Card Payment

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1268 MAJOR SYSCO								
	Description: NUTRTION SERVICES							
PO - 20260105		12/11/2025	484778219	1300-5310-0-0000-37000-4700002-052-0000	P	\$136.84	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
PO - 20260105		12/11/2025	484778219	1300-5310-0-0000-37000-4700000-052-0000	P	\$97.19	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
Total Amount for Warrant						\$21,236.81	\$0.00	\$0.00
Total Amount Per Vendor						\$21,236.81	\$0.00	\$0.00
6562 MEDALLION SUPPLY INC								
* PO - 20260151		12/08/2025	2877-1051114	0100-8150-0-0000-81100-4300000-043-0000	P	\$266.47	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
Total Amount of Payment						\$266.47	\$0.00	\$0.00
Total Amount Per Vendor						\$266.47	\$0.00	\$0.00
11470 MSC INDUSTRIAL SUPPLY CO INC								
PO - 20261301		12/10/2025	81276750	0100-3550-0-3806-10000-4300000-096-0000	P	\$217.58	\$0.00	\$0.00
	Description: MATERIAL AND SUPPLIES HW							
PO - 20261301		12/09/2025	80412440	0100-3550-0-3806-10000-4300000-096-0000	F	\$449.11	\$0.00	\$0.00
	Description: MATERIAL AND SUPPLIES HW							
Total Amount for Warrant						\$666.69	\$0.00	\$0.00
Total Amount Per Vendor						\$666.69	\$0.00	\$0.00
11166 MUNDO CHARTERS								
PO - 20261266		12/09/2025	2020481	0100-0333-0-0000-36000-5600000-000-0000	F	\$1,600.00	\$0.00	\$0.00
	Description: WRESTLING SP							
Total Amount for Warrant						\$1,600.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,600.00	\$0.00	\$0.00
10072 PLATT ELECTRIC SUPPLY								
PO - 20261019		12/10/2025	1Y87889	0100-8150-0-0000-81100-4300000-043-0000	P	\$60.90	\$0.00	\$0.00
	Description: MATERIAL M.O.T							
PO - 20261019		12/15/2025	6W16987	0100-8150-0-0000-81100-4300000-043-0000	P	\$33.34	\$0.00	\$0.00
	Description: MATERIAL M.O.T							

* = Credit Card Payment

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
10072 PLATT ELECTRIC SUPPLY								
	PO - 20261019	12/10/2025	6V65812	0100-8150-0-0000-81100-430000-043-0000	P	\$149.13	\$0.00	\$0.00
	Description: MATERIAL M.O.T							
	PO - 20261019	11/25/2025	SC19303	0100-8150-0-0000-81100-430000-043-0000	P	\$8.12	\$0.00	\$0.00
	Description: MATERIAL M.O.T							
Total Amount for Warrant						\$251.49	\$0.00	\$0.00
Total Amount Per Vendor						\$251.49	\$0.00	\$0.00
1589 PRODUCERS DAIRY FOODS INC								
	PO - 20260097	12/05/2025	59435383	1300-5310-0-0000-37000-470001-094-0000	P	\$215.82	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260097	12/09/2025	59440550	1300-5310-0-0000-37000-470001-094-0000	P	\$161.07	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260097	12/05/2025	59435383	1300-5310-0-0000-37000-470002-094-0000	P	\$215.82	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260097	12/09/2025	59440550	1300-5310-0-0000-37000-470002-094-0000	P	\$161.07	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260100	12/09/2025	59440570	1300-5310-0-0000-37000-470001-095-0000	P	\$161.07	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260100	12/05/2025	59435392	1300-5310-0-0000-37000-470001-095-0000	P	\$106.32	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260100	12/09/2025	59440570	1300-5310-0-0000-37000-470002-095-0000	P	\$161.07	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260100	12/05/2025	59435392	1300-5310-0-0000-37000-470002-095-0000	P	\$106.32	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260103	12/09/2025	59440548	1300-5310-0-0000-37000-470002-096-0000	P	\$161.07	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260103	12/05/2025	59435382	1300-5310-0-0000-37000-470001-096-0000	P	\$193.28	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260103	12/09/2025	59440548	1300-5310-0-0000-37000-470001-096-0000	P	\$161.07	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260103	12/05/2025	59435382	1300-5310-0-0000-37000-470002-096-0000	P	\$193.29	\$0.00	\$0.00
	Description: NUTRTION SERVICES							
	PO - 20260106	12/10/2025	3422534491	1300-5310-0-0000-37000-470001-052-0000	P	\$10.31	\$0.00	\$0.00

* = Credit Card Payment

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For Payments Due By 12/19/2025

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1589 PRODUCERS DAIRY FOODS INC								
	Description: NUTRITION SERVICES							
PO - 20260106		12/10/2025	3422534489	1300-5310-0-0000-37000-470001-052-0000	P	\$75.38	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
PO - 20260106		12/10/2025	3422534491	1300-5310-0-0000-37000-470002-052-0000	P	\$10.32	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
PO - 20260106		12/10/2025	3422534489	1300-5310-0-0000-37000-470002-052-0000	P	\$75.38	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$2,168.66	\$0.00	\$0.00
Total Amount Per Vendor						\$2,168.66	\$0.00	\$0.00
1666 ROE OIL CO								
PO - 20260304		09/29/2025	278834	0100-0333-0-0000-36000-430000-000-0000	P	\$4,545.26	\$0.00	\$0.00
	Description: OIL AND LUBE							
PO - 20260304		12/10/2025	281437	0100-0333-0-0000-36000-430000-000-0000	F	\$197.88	\$0.00	\$0.00
	Description: OIL AND LUBE							
PO - 20261251		12/15/2025	281579CT	0100-0000-0-0000-36000-430010-044-0000	P	\$7,077.37	\$0.00	\$0.00
	Description: GAS FOR DISTRICT VEHICLES							
PO - 20261251		12/15/2025	281582CT	0100-0000-0-0000-36000-430010-044-0000	P	\$437.89	\$0.00	\$0.00
	Description: GAS FOR DISTRICT VEHICLES							
PO - 20261251		12/15/2025	281583CT	0100-0000-0-0000-36000-430010-044-0000	P	\$1,535.23	\$0.00	\$0.00
	Description: GAS FOR DISTRICT VEHICLES							
PO - 20261251		12/15/2025	281585CT	0100-0000-0-0000-36000-430010-044-0000	P	\$1,574.94	\$0.00	\$0.00
	Description: GAS FOR DISTRICT VEHICLES							
Total Amount for Warrant						\$15,368.57	\$0.00	\$0.00
Total Amount Per Vendor						\$15,368.57	\$0.00	\$0.00
10402 SAN JOAQUIN COUNTY OFFICE OF EDUCATION								
PO - 20261329		12/10/2025	26-02387	0100-6500-0-5760-11100-580011-018-0000	F	\$544.50	\$0.00	\$0.00
	Description: MAINTENANCE SERVICES							
Total Amount for Warrant						\$544.50	\$0.00	\$0.00
Total Amount Per Vendor						\$544.50	\$0.00	\$0.00
8510 SKILLS USA CALIFORNIA								

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

2:48:49PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
8510 SKILLS USA CALIFORNIA								
	PO - 20261309	12/02/2025	9668	0100-3550-0-3808-10000-530000-095-0000	F	\$950.00	\$0.00	\$0.00
	Description: MEMBERSHIP FEE SP							
Total Amount for Warrant						\$950.00	\$0.00	\$0.00
Total Amount Per Vendor						\$950.00	\$0.00	\$0.00
11218 SKYLINE BUS CHARTER LLC								
	PO - 20261267	12/02/2025	1893	0100-0333-0-0000-36000-560000-000-0000	F	\$1,450.00	\$0.00	\$0.00
	Description: SOCCER SP							
Total Amount for Warrant						\$1,450.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,450.00	\$0.00	\$0.00
1804 SO CALIF EDISON CO								
	PV - 260514	10/01/2025	700207035834	0100-0000-0-0000-82000-550020-033-0000		\$2.15	\$0.00	\$0.00
	Description: 8001060222 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	0100-0000-0-0000-82000-550020-033-0000		\$33.38	\$0.00	\$0.00
	Description: 8001061572 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	0100-0000-0-0000-82000-550020-033-0000		\$33.38	\$0.00	\$0.00
	Description: 8002677901 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	0100-0334-0-3200-82000-550020-033-0000		\$33.38	\$0.00	\$0.00
	Description: 8003202750 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	0100-0334-0-3200-82000-550020-033-0000		\$33.38	\$0.00	\$0.00
	Description: 8004112514 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	0100-0000-0-0000-82000-550020-033-0000		\$33.38	\$0.00	\$0.00
	Description: 8000853082 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	0100-0000-0-0000-82000-550020-033-0000		\$314.30	\$0.00	\$0.00
	Description: 8000854493 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	1100-6391-0-0000-82000-550020-000-0000		\$33.38	\$0.00	\$0.00
	Description: 8000870931 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	1100-6391-0-0000-82000-550020-000-0000		\$33.38	\$0.00	\$0.00
	Description: 8000872208 UTILITIES PAYMENT FOR CM 260062							
	PV - 260514	10/01/2025	700207035834	1100-6391-0-0000-82000-550020-000-0000		\$33.38	\$0.00	\$0.00
	Description: 8000873921 UTILITIES PAYMENT FOR CM 260062							
	PV - 260515	12/01/2025	700207035834	0100-0000-0-0000-82000-550020-033-0000		\$27,496.50	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

12/18/2025

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1804 SO CALIF EDISON CO								
	Description: MONTHLY UTILITIES							
PV - 260515		12/01/2025	700207035834	0100-0334-0-3200-82000-550020-033-0000		\$2,373.09	\$0.00	\$0.00
	Description: MONTHLY UTILITIES							
PV - 260515		12/01/2025	700207035834	1100-6391-0-0000-82000-550020-000-0000		\$2,210.56	\$0.00	\$0.00
	Description: MONTHLY UTILITIES							
Total Amount for Warrant						\$32,663.64	\$0.00	\$0.00
Total Amount Per Vendor						\$32,663.64	\$0.00	\$0.00
1805 SO CALIF GAS CO								
PV - 260513		12/10/2025	183-215-8400-7	0100-0000-0-0000-82000-550010-033-0000		\$104.55	\$0.00	\$0.00
	Description: MONTHLY UTILITIES							
PV - 260513		12/10/2025	183-215-8400-7	0100-0000-0-0000-82000-550010-033-0000		\$10,994.26	\$0.00	\$0.00
	Description: MONTHLY UTILITIES							
Total Amount for Warrant						\$11,098.81	\$0.00	\$0.00
Total Amount Per Vendor						\$11,098.81	\$0.00	\$0.00
9238 SPY SCREEN & IMAGE PRINTING								
PO - 20261335		10/16/2025	STITCHED LOGO	0100-0000-0-0000-71800-580000-059-0000	F	\$80.00	\$0.00	\$0.00
	Description: STITCHED LOGO ON POLO							
Total Amount for Warrant						\$80.00	\$0.00	\$0.00
Total Amount Per Vendor						\$80.00	\$0.00	\$0.00
9810 STAPLES ADVANTAGE								
PO - 20260038		11/30/2025	6049427610	0100-0000-0-0000-73000-430000-042-0000	P	\$121.00	\$0.00	\$0.00
	Description: SUPPLIES							
PO - 20260186		11/30/2025	6049427608	0100-0000-0-0000-71500-430000-041-0000	P	\$90.91	\$0.00	\$0.00
	Description: SUPPLIES							
PO - 20260296		11/30/2025	6049427609	0100-0333-0-0000-36000-430000-000-0000	P	\$181.11	\$0.00	\$0.00
	Description: SUPPLIES							
Total Amount for Warrant						\$393.02	\$0.00	\$0.00
Total Amount Per Vendor						\$393.02	\$0.00	\$0.00
12024 SUPERB LINE								

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
12024 SUPERB LINE								
	PO - 20261263	12/03/2025	280	0100-0333-0-0000-36000-560000-000-0000	F	\$1,700.00	\$0.00	\$0.00
	Description: BOYS BASKETBALL HH							
Total Amount for Warrant						\$1,700.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,700.00	\$0.00	\$0.00
11180 THE SHOEIN' SHOP								
	PO - 20261286	12/15/2025	136390	0100-3550-0-3801-10000-440000-094-0102	F	\$1,559.38	\$0.00	\$0.00
	Description: MATERIAL HH							
Total Amount for Warrant						\$1,559.38	\$0.00	\$0.00
Total Amount Per Vendor						\$1,559.38	\$0.00	\$0.00
7500 TULARE COUNTY OFFICE OF EDUCATION								
	PO - 20260792	11/20/2025	261409	0100-0332-0-1110-10000-520000-095-0000	F	\$120.00	\$0.00	\$0.00
	Description: REGISTRATION FEE SP							
	PO - 20260831	11/20/2025	261409	0100-0000-0-1110-27000-520000-094-0000	F	\$120.00	\$0.00	\$0.00
	Description: TRAINING SP							
	PO - 20260831	11/20/2025	261409	0100-0000-0-1110-27000-520000-096-0000	F	\$120.00	\$0.00	\$0.00
	Description: TRAINING SP							
	PO - 20260831	11/20/2025	261409	0900-0000-0-1110-27000-520000-000-0000	F	\$120.00	\$0.00	\$0.00
	Description: TRAINING SP							
Total Amount for Warrant						\$480.00	\$0.00	\$0.00
Total Amount Per Vendor						\$480.00	\$0.00	\$0.00
2706 TURF STAR INC.								
	PO - 20261174	12/15/2025	INV129153	0100-0333-0-0000-36000-430000-000-0000	P	\$509.02	\$0.00	\$0.00
	Description: SUPPLIES							
Total Amount for Warrant						\$509.02	\$0.00	\$0.00
Total Amount Per Vendor						\$509.02	\$0.00	\$0.00
2044 W.W. GRAINGER INC.								
*	PO - 20260754	12/12/2025	9742065270	0100-8150-0-0000-81100-430000-043-0000	P	\$888.21	\$0.00	\$0.00
	Description: MATERIAL M.O.T							
*	PO - 20260952	12/15/2025	9743549538	0100-0000-0-0000-82000-440000-043-0000	F	\$888.61	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
2044 W.W. GRAINGER INC.								
Description: SUPPLIES M.O.T								
Total Amount of Payment						\$1,776.82	\$0.00	\$0.00
Total Amount Per Vendor						\$1,776.82	\$0.00	\$0.00
2053 WALMART								
PO - 20260368		12/11/2025	13ecabda	0100-0000-0-1110-10000-430000-094-1806	P	\$123.41	\$0.00	\$0.00
Description: SUPPLIES HH								
PO - 20260510		12/10/2025	830b0fda	0100-1100-0-1167-10000-430000-094-0000	P	\$84.87	\$0.00	\$0.00
Description: SUPPLIES HH								
PO - 20260645		12/15/2025	1ffad61f	0100-3550-0-3801-10000-430000-096-0101	P	\$125.54	\$0.00	\$0.00
Description: SUPPLIES HW								
PO - 20260645		12/08/2025	4a6870b7	0100-3550-0-3801-10000-430000-096-0101	P	\$304.15	\$0.00	\$0.00
Description: SUPPLIES HW								
PO - 20260961		12/09/2025	4c47be28	0100-0332-0-5760-11100-430000-094-8650	P	\$99.85	\$0.00	\$0.00
Description: SUPPLIES HH								
PO - 20261110		12/08/2025	385c382b	0100-3550-0-3801-10000-430000-095-0101	P	\$294.74	\$0.00	\$0.00
Description: SUPPLIES SP								
PO - 20261279		12/17/2025	1707b18c	0100-0334-0-3200-10000-430000-052-0000	P	\$52.85	\$0.00	\$0.00
Description: SUPPLIES								
PO - 20261279		12/10/2025	d162016b	0100-0334-0-3200-10000-430000-052-0000	P	\$28.44	\$0.00	\$0.00
Description: SUPPLIES EFJ								
PO - 20261315		01/09/2026	cdf25abf	0100-0000-0-1110-27000-430000-094-0000	P	\$249.29	\$0.00	\$0.00
Description: SUPPLIES HH								
Total Amount for Warrant						\$1,363.14	\$0.00	\$0.00
Total Amount Per Vendor						\$1,363.14	\$0.00	\$0.00
6120 ZEP MANUFACTURING CO.								
* PO - 20260306		12/02/2025	9012125904	0100-0333-0-0000-36000-430000-000-0000	P	\$288.82	\$0.00	\$0.00
Description: SUPPLIES								
Total Amount of Payment						\$288.82	\$0.00	\$0.00
Total Amount Per Vendor						\$288.82	\$0.00	\$0.00

* = Credit Card Payment

Requested By: Cestanislao

For Payments Due By 12/19/2025

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount of all Payments							\$204,715.32	
Total Number of Checks to print:			53	\$194,704.62	Use Tax			
Total Number of Credit Card Payments:			8	\$10,010.70	Taxable Amount		Tax Amount	
Total Transfer for Use Tax						\$0.00	\$0.00	

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 12/26/2025

12/22/2025

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
7456 AIRGAS USA LLC								
	PO - 20260566	12/16/2025	9167673704	0100-3550-0-3806-10000-430000-096-0000	P	\$484.65	\$0.00	\$0.00
	Description: SUPPLIES HW							
Total Amount for Warrant						\$484.65	\$0.00	\$0.00
Total Amount Per Vendor						\$484.65	\$0.00	\$0.00
11649 AMBA								
	PO - 20261360	11/21/2025	LIABILITY PROTE	1100-6391-0-4149-10000-540000-000-0000	F	\$400.00	\$0.00	\$0.00
	Description: STUDENT BLANKET LIABILITY PROTECTION							
Total Amount for Warrant						\$400.00	\$0.00	\$0.00
Total Amount Per Vendor						\$400.00	\$0.00	\$0.00
11357 ARCLIGHT DYNAMICS								
	PO - 20261029	12/12/2025	36556	0100-6387-6-3800-10000-580000-000-0000	F	\$9,400.00	\$0.00	\$0.00
	Description: ONSITE MAINTENANCE AND REPAIR							
Total Amount for Warrant						\$9,400.00	\$0.00	\$0.00
Total Amount Per Vendor						\$9,400.00	\$0.00	\$0.00
10456 BIMBO BAKERIES USA								
	PO - 20260092	12/15/2025	4633	1300-5310-0-0000-37000-470001-094-0000	P	\$76.00	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$76.00	\$0.00	\$0.00
Total Amount Per Vendor						\$76.00	\$0.00	\$0.00
5709 BLAIR CHURCH & FLYNN INC								
	PO - 20260378	12/19/2025	86629	3560-7710-0-0000-85000-620030-095-1365	P	\$660.00	\$0.00	\$0.00
	Description: SWPPP QSD & ISR MODIFICATION SP							
Total Amount for Warrant						\$660.00	\$0.00	\$0.00
Total Amount Per Vendor						\$660.00	\$0.00	\$0.00
8767 FOX INTERPRETING SERVICES								
	PO - 20260206	12/16/2025	15175	0100-6500-0-5760-11100-580000-018-0000	P	\$7,536.54	\$0.00	\$0.00
	Description: SERVICES 25/26 SCHOOL YEAR							
	PO - 20260206	12/16/2025	15174	0100-6500-0-5760-11100-580000-018-0000	P	\$7,483.65	\$0.00	\$0.00

* = Credit Card Payment

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For Payments Due By 12/26/2025

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
8767 FOX INTERPRETING SERVICES								
Description: SERVICES 25/26 SCHOOL YEAR								
Total Amount for Warrant						\$15,020.19	\$0.00	\$0.00
Total Amount Per Vendor						\$15,020.19	\$0.00	\$0.00
10211 GOLD STAR FOODS INC.								
PO - 20260112	12/12/2025	9753697		1300-5310-0-0000-37000-470002-096-0000	P	\$751.10	\$0.00	\$0.00
Description: NUTRITION SERVICES								
Total Amount for Warrant						\$751.10	\$0.00	\$0.00
Total Amount Per Vendor						\$751.10	\$0.00	\$0.00
10285 HANCOCK PARK & DELONG, INC.								
PV - 260516	12/20/2025	8726		0100-0000-0-0000-85000-580000-018-0000		\$175.00	\$0.00	\$0.00
Description: SCHOOL FACILITY PROGRAM- SAVINGS								
PV - 260516	12/20/2025	8727		0100-0000-0-0000-85000-580000-018-0000		\$175.00	\$0.00	\$0.00
Description: SCHOOL FACILITY PROGRAM- FUND RELEASE								
Total Amount for Warrant						\$350.00	\$0.00	\$0.00
Total Amount Per Vendor						\$350.00	\$0.00	\$0.00
868 HANFORD JT UNION HS DISTRICT BENEFIT FD								
PV - 260517	12/19/2025	DEC 2025 BENEFIT		6700-0000-0-0000-93000-761900-000-0000		\$501,616.16	\$0.00	\$0.00
Description: DEC 2025 HEALTH BENEFITS								
Total Amount for Warrant						\$501,616.16	\$0.00	\$0.00
Total Amount Per Vendor						\$501,616.16	\$0.00	\$0.00
981 HORN SHOP								
PO - 20260445	12/11/2025	26612		0100-0308-0-1110-10000-440000-095-8106	F	\$3,247.50	\$0.00	\$0.00
Description: BAND SP								
Total Amount for Warrant						\$3,247.50	\$0.00	\$0.00
Total Amount Per Vendor						\$3,247.50	\$0.00	\$0.00
9876 IMPERIAL BAG & PAPER LLC								
* PO - 20260094	12/17/2025	40065296		1300-5310-0-0000-37000-430000-094-0000	P	\$2,750.77	\$0.00	\$0.00
Description: NUTRITION SERVICES								

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 12/26/2025

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
9876 IMPERIAL BAG & PAPER LLC								
*	PO - 20260114	12/17/2025	40065301	1300-5310-0-0000-37000-430000-095-0000	P	\$570.76	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
*	PO - 20260115	12/17/2025	40065299	1300-5310-0-0000-37000-430000-096-0000	P	\$987.30	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount of Payment						\$4,308.83	\$0.00	\$0.00
Total Amount Per Vendor						\$4,308.83	\$0.00	\$0.00
1268 MAJOR SYSCO								
	CM - 260083	12/22/2025	484790714	1300-5310-0-0000-37000-470002-096-0000		-\$619.84	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260095	12/15/2025	484782907	1300-5310-0-0000-37000-470001-094-0000	P	\$571.78	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260095	12/15/2025	484782906	1300-5310-0-0000-37000-470002-094-0000	P	\$1,015.86	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260099	12/15/2025	484782809	1300-5310-0-0000-37000-470001-095-0000	P	\$1,357.47	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260099	12/15/2025	484782808	1300-5310-0-0000-37000-470002-095-0000	P	\$854.91	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260102	12/18/2025	484786692	1300-5310-0-0000-37000-470001-096-0000	P	\$1,565.81	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260102	12/15/2025	484782912	1300-5310-0-0000-37000-470001-096-0000	P	\$2,141.24	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260102	12/18/2025	484786691	1300-5310-0-0000-37000-470002-096-0000	P	\$2,279.97	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260102	12/15/2025	484782913	1300-5310-0-0000-37000-470002-096-0000	P	\$981.08	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$10,148.28	\$0.00	\$0.00
Total Amount Per Vendor						\$10,148.28	\$0.00	\$0.00
1381 MORGAN & SLATES INC								
*	PO - 20261276	12/09/2025	1854887	0100-3550-0-3801-10000-430000-096-0102	F	\$1,333.95	\$0.00	\$0.00
	Description: SUPPLIES HW							
Total Amount of Payment						\$1,333.95	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$1,333.95	\$0.00	\$0.00
12099 PRESENTATION SYSTEMS								
	PO - 20261277	12/08/2025	68586	0100-6762-0-1110-10000-640000-094-0000	F	\$8,629.40	\$0.00	\$0.00
	Description: POSTER PRINTER HH							
Total Amount for Warrant						\$8,629.40	\$0.00	\$0.00
Total Amount Per Vendor						\$8,629.40	\$0.00	\$0.00
1589 PRODUCERS DAIRY FOODS INC								
	PO - 20260097	12/16/2025	59449111	1300-5310-0-0000-37000-470002-094-0000	P	\$150.76	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260097	12/12/2025	59440551	1300-5310-0-0000-37000-470001-094-0000	P	\$161.07	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260097	12/16/2025	59449111	1300-5310-0-0000-37000-470001-094-0000	P	\$150.75	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260097	12/12/2025	59440551	1300-5310-0-0000-37000-470002-094-0000	P	\$161.07	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260100	12/12/2025	59440571	1300-5310-0-0000-37000-470001-095-0000	P	\$53.48	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260100	12/16/2025	3422535051	1300-5310-0-0000-37000-470001-095-0000	P	\$64.43	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260100	12/16/2025	3422535051	1300-5310-0-0000-37000-470002-095-0000	P	\$64.43	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260100	12/12/2025	59440571	1300-5310-0-0000-37000-470002-095-0000	P	\$53.48	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260103	12/16/2025	3422535050	1300-5310-0-0000-37000-470001-096-0000	P	\$32.21	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260103	12/16/2025	3422535050	1300-5310-0-0000-37000-470002-096-0000	P	\$32.22	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$923.90	\$0.00	\$0.00
Total Amount Per Vendor						\$923.90	\$0.00	\$0.00
1710 SAVE MART								
	PO - 20260621	12/02/2025	726352	0100-0000-0-3805-10000-430000-096-0000	P	\$9.99	\$0.00	\$0.00
	Description: SUPPLIES HW							

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 12/26/2025

12/22/2025

3:45:49PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax	
1710 SAVE MART									
Total Amount for Warrant						\$9.99	\$0.00	\$0.00	
Total Amount Per Vendor						\$9.99	\$0.00	\$0.00	
1804 SO CALIF EDISON CO									
PV - 260518	12/18/2025	700053544852	0100-0000-0-0000-82000-550020-033-0000			\$3,154.85	\$0.00	\$0.00	
Description:		MONTHLY UTILITIES							
Total Amount for Warrant						\$3,154.85	\$0.00	\$0.00	
Total Amount Per Vendor						\$3,154.85	\$0.00	\$0.00	
2053 WALMART									
PO - 20260540	12/16/2025	8eabe40f	0100-0332-0-5760-11100-430000-095-8650			P	\$86.18	\$0.00	\$0.00
Description:		SUPPLIES SP							
PO - 20261325	12/17/2025	969213c5	0100-3010-0-1110-10000-430000-090-4000			P	\$146.58	\$0.00	\$0.00
Description:		SUPPLIES HOC							
PO - 20261370	12/16/2025	f1a07b04	0100-0332-0-1110-10000-430000-079-0000			P	\$121.75	\$0.00	\$0.00
Description:		SUPPLIES							
Total Amount for Warrant						\$354.51	\$0.00	\$0.00	
Total Amount Per Vendor						\$354.51	\$0.00	\$0.00	
Total Amount of all Payments								\$560,869.31	
Total Number of Checks to print:			16	\$555,226.53		Use Tax			
Total Number of Credit Card Payments:			2	\$5,642.78		Taxable Amount			
Total Transfer for Use Tax						\$0.00	Tax Amount		
						\$0.00	\$0.00		

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/2/2026

12/30/2025

1:33:31PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
5089 AAA QUALITY SERVICES INC								
*	PO - 20260433	12/13/2025	00362144	0100-0000-0-1135-10000-580000-018-0095	P	\$443.21	\$0.00	\$0.00
	Description: RENTAL SERVICE SP TRACK AND FIELD							
Total Amount of Payment						\$443.21	\$0.00	\$0.00
Total Amount Per Vendor						\$443.21	\$0.00	\$0.00
12009 AERIES SOFTWARE INC								
	PO - 20261278	12/22/2025	CONF-27289	0100-0332-0-1110-10000-520000-094-0000	F	\$1,099.00	\$0.00	\$0.00
	Description: REGISTRATION SPRING 2026							
Total Amount for Warrant						\$1,099.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,099.00	\$0.00	\$0.00
12270 AILEEN OROZCO								
	PV - 260525	12/15/2025	DEPOSIT	1100-6391-0-4149-00000-867100-000-0000		\$200.00	\$0.00	\$0.00
	Description: CNA DEPOSIT SPRING 2025							
Total Amount for Warrant						\$200.00	\$0.00	\$0.00
Total Amount Per Vendor						\$200.00	\$0.00	\$0.00
10121 AMERICAN EXPRESS								
	PO - 20260030	12/30/2025	AH4NP5X	0100-0000-0-0000-73000-430000-042-0000	F	\$250.91	\$0.00	\$0.00
	Description: AUTO TONER B.O							
	PO - 20261203	12/09/2025	HOLIDAY INN EXP	0100-0000-0-1135-10000-520000-000-0000	F	\$1,204.35	\$0.00	\$0.00
	Description: SP SOCCER 12/5-12/6/25							
	PO - 20261209	12/10/2025	STATUSGATOR	0100-0000-0-0000-77000-430040-013-0000	F	\$1,416.00	\$0.00	\$0.00
	Description: 1 YEAR SUBSCRIPTION							
	PO - 20261284	12/05/2025	AH2NT7Z	0100-0000-0-1110-10000-430000-095-0000	F	\$361.44	\$0.00	\$0.00
	Description: LCD MONITOR SP							
	PO - 20261302	12/06/2025	STATE HONOR CH	0100-0000-0-1157-10000-520000-000-0000	P	\$300.00	\$0.00	\$0.00
	Description: STATE HONOR CHOIR REGISTRATION KYLE SMITH							
	PO - 20261302	12/06/2025	STATE HONOR CH	0100-0000-0-1157-10000-520000-000-0000	P	\$300.00	\$0.00	\$0.00
	Description: STATE HONOR CHOIR REGISTRATION ZOEY BOLEN							
	PO - 20261302	12/06/2025	STATE HONOR CH	0100-0000-0-1157-10000-520000-000-0000	P	\$475.00	\$0.00	\$0.00
	Description: STATE HONOR CHOIR REGISTRATION HADDON JAY							
	PO - 20261302	12/06/2025	STATE HONOR CH	0100-0000-0-1157-10000-520000-000-0000	F	\$475.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/2/2026

12/30/2025

1:33:31PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
10121 AMERICAN EXPRESS								
		Description:	STATE HONOR CHOIR REGISTRATION ANDREW JIMMEYE					
PO - 20261307		12/10/2025	SSC BUDGET WOR	0100-0000-0-0000-71500-520000-041-0000	F	\$355.00	\$0.00	\$0.00
		Description:	SCHOOL SERVICES OF CA BUDGET WORKSHOP					
PO - 20261314		12/11/2025	AH3BG2J	0100-0000-0-1110-10000-440000-094-0000	F	\$363.62	\$0.00	\$0.00
		Description:	HP LASERJET HH					
PO - 20261327		12/16/2025	AH3VE2R	0100-0332-0-1110-10000-440000-094-0000	F	\$363.62	\$0.00	\$0.00
		Description:	HP LASERJET HH					
PO - 20261330		12/17/2025	AH3W22A	0100-0000-0-0000-77000-430000-013-0000	F	\$200.80	\$0.00	\$0.00
		Description:	WIRELESS ACCESS POINT MOUNT					
PO - 20261361		12/18/2025	AMERICAN CHOR	0100-0000-0-1157-10000-520000-000-0000	F	\$275.00	\$0.00	\$0.00
		Description:	WESTERN ACDA REGISTRATION					
PO - 20261373		12/22/2025	FRED J MILLER	0100-1100-0-1156-10000-430000-094-0000	F	\$597.81	\$0.00	\$0.00
		Description:	BAND EQUIPMENT HH					
PV - 260528		12/28/2025	CDW RECONCILIT	0100-0000-0-0000-73000-430000-042-0000		\$2.73	\$0.00	\$0.00
		Description:	CDW RECONCILITATION FEE					
PV - 260528		12/28/2025	CDW RECONCILIT	0100-0000-0-0000-73000-430000-042-0000		\$39.00	\$0.00	\$0.00
		Description:	NOV LATE FEE					
PV - 260528		12/28/2025	CDW RECONCILIT	0100-0000-0-0000-73000-430000-042-0000		\$39.00	\$0.00	\$0.00
		Description:	DEC LATE FEE					
PV - 260529		12/05/2025	OTTER.AI	0100-0000-0-0000-77000-580011-013-0000		\$82.17	\$0.00	\$0.00
		Description:	LICENSE SUBSCRIPTION					
PV - 260530		12/10/2025	VISTA PRINT	0100-0000-0-0000-72000-430000-000-0000		\$117.77	\$0.00	\$0.00
		Description:	BUSINESS CARDS					
PV - 260531		12/12/2025	CA FBLA	0100-6387-6-3804-10000-430000-095-0103		\$4,400.00	\$0.00	\$0.00
		Description:	25/26 FBLA AFFILIATION FEES					
PV - 260532		11/21/2025	T-MOBILE	0100-8150-0-0000-81100-590010-043-0000		\$102.28	\$0.00	\$0.00
		Description:	MONTHLY SERVICE					
PV - 260532		11/21/2025	T-MOBILE	0100-0000-0-0000-73000-590010-042-0000		\$97.99	\$0.00	\$0.00
		Description:	MONTHLY SERVICE					
PV - 260532		11/21/2025	T-MOBILE	0100-0000-0-0000-77000-590010-013-0000		\$126.77	\$0.00	\$0.00
		Description:	MONTHLY SERVICE					
PV - 260532		11/21/2025	T-MOBILE	0100-6546-0-5760-31200-590010-018-0000		\$197.15	\$0.00	\$0.00
		Description:	MONTHLY SERVICE					

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/2/2026

12/30/2025

1:33:31PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
10121 AMERICAN EXPRESS								
	PV - 260532	11/21/2025	T-MOBILE	0100-0000-0-0000-74000-590010-024-0000		\$22.21	\$0.00	\$0.00
	Description: MONTHLY SERVICE							
	PV - 260532	11/21/2025	T-MOBILE	0100-0000-0-0000-21300-590010-085-0000		\$39.94	\$0.00	\$0.00
	Description: MONTHLY SERVICE							
	PV - 260532	11/21/2025	T-MOBILE	0100-0307-0-0000-83000-590010-047-0000		\$282.81	\$0.00	\$0.00
	Description: MONTHLY SERVICE							
	PV - 260532	11/21/2025	T-MOBILE	0100-0000-0-0000-72000-590010-018-0000		\$77.79	\$0.00	\$0.00
	Description: MONTHLY SERVICE							
	PV - 260532	11/21/2025	T-MOBILE	0100-7435-0-1110-10000-590010-018-0000		\$279.00	\$0.00	\$0.00
	Description: MONTHLY SERVICE							
	PV - 260532	11/21/2025	T-MOBILE	1100-6391-0-0000-82000-590010-000-0000		\$29.84	\$0.00	\$0.00
	Description: MONTHLY SERVICE							
	PV - 260532	11/21/2025	T-MOBILE	1300-5310-0-0000-82000-590010-018-0000		\$36.22	\$0.00	\$0.00
	Description: MONTHLY SERVICE							
	PV - 260533	09/24/2025	CDW AF53K7C	0100-0000-0-0000-77000-580011-013-0000		\$871.51	\$0.00	\$0.00
	Description: CDW ADOBE AF53K7C							
Total Amount for Warrant						\$13,782.73	\$0.00	\$0.00
Total Amount Per Vendor						\$13,782.73	\$0.00	\$0.00
6676 ATKINSON ANDELSON LOYA RUUD & ROMO								
	PV - 260527	11/30/2025	772553	0100-0000-0-0000-71500-580010-018-0000		\$5,566.32	\$0.00	\$0.00
	Description: LEGAL SERVICES NOVEMBER 2025							
Total Amount for Warrant						\$5,566.32	\$0.00	\$0.00
Total Amount Per Vendor						\$5,566.32	\$0.00	\$0.00
5558 BRENNTAG PACIFIC INC.								
	PO - 20260123	12/18/2025	BPI570752	0100-0000-0-0000-82000-430000-063-0000	F	\$459.87	\$0.00	\$0.00
	Description: SP POOL							
Total Amount for Warrant						\$459.87	\$0.00	\$0.00
Total Amount Per Vendor						\$459.87	\$0.00	\$0.00
12044 CA FBLA								
	PV - 260520	12/18/2025	1/31/2026	0100-3550-0-3804-10000-520000-095-0103		\$882.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/2/2026

12/30/2025

1:33:31PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
12044 CA FBLA								
	Description:	CA CENTRAL SECTION LEADERSHIP CONFERENCE						
PV - 260520	12/18/2025	1/31/2026		0100-6387-4-3804-10000-520000-095-0000		\$36.00	\$0.00	\$0.00
	Description:	CA CENTRAL SECTION LEADERSHIP CONFERENCE						
Total Amount for Warrant						\$918.00	\$0.00	\$0.00
Total Amount Per Vendor						\$918.00	\$0.00	\$0.00
10964 CAHPERD								
PO - 20261366	12/22/2025	2485		0100-0332-0-1110-10000-520000-096-0000	F	\$430.00	\$0.00	\$0.00
	Description:	REGISTRATION CAHPERD						
Total Amount for Warrant						\$430.00	\$0.00	\$0.00
Total Amount Per Vendor						\$430.00	\$0.00	\$0.00
11967 CANON FINANCIAL SERVICES INC								
PO - 20260335	12/12/2025	42307883		0100-0000-0-0000-72000-560000-159-0000	P	\$3,861.58	\$0.00	\$0.00
	Description:	25/26 COPIER LEASE						
Total Amount for Warrant						\$3,861.58	\$0.00	\$0.00
Total Amount Per Vendor						\$3,861.58	\$0.00	\$0.00
4579 Central Valley Refrigeration								
PV - 260521	10/01/2025	SERVICE CALL		0100-8150-0-0000-81100-560000-043-0000		\$3,527.47	\$0.00	\$0.00
	Description:	HH STUDENT CONCESSION SERVICE CALL						
Total Amount for Warrant						\$3,527.47	\$0.00	\$0.00
Total Amount Per Vendor						\$3,527.47	\$0.00	\$0.00
11846 CERVANTES, JUAN								
PV - 260522	12/16/2025	DOT		0100-0333-0-0000-36000-580000-000-0000		\$100.00	\$0.00	\$0.00
	Description:	D.O.T PHYSICAL						
Total Amount for Warrant						\$100.00	\$0.00	\$0.00
Total Amount Per Vendor						\$100.00	\$0.00	\$0.00
398 CITY OF HANFORD								
PV - 260519	10/13/2025	1269		0100-0307-0-0000-83000-580090-018-0000		\$11,383.69	\$0.00	\$0.00
	Description:	PDO SRO REVENUES						

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/2/2026

12/30/2025

1:33:31PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
398 CITY OF HANFORD								
Total Amount for Warrant						\$11,383.69	\$0.00	\$0.00
Total Amount Per Vendor						\$11,383.69	\$0.00	\$0.00
400 CITY OF HANFORD - UTILITIES								
PV - 260523		12/25/2025	11/30-12/31/25	0100-0000-0-0000-82000-550030-033-0000		\$25,962.20	\$0.00	\$0.00
Description: UTILITIES								
PV - 260523		12/25/2025	11/30-12/31/25	0100-0334-0-3200-82000-550030-033-0000		\$607.39	\$0.00	\$0.00
Description: UTILITIES EFJ								
PV - 260523		12/25/2025	11/30-12/31/25	1100-6391-0-0000-82000-550030-000-0000		\$536.63	\$0.00	\$0.00
Description: UTILITIES HAS								
Total Amount for Warrant						\$27,106.22	\$0.00	\$0.00
Total Amount Per Vendor						\$27,106.22	\$0.00	\$0.00
703 FEDEX								
PV - 260524		12/19/2025	9-110-20055	0100-0000-0-0000-73000-590030-042-0000		\$40.99	\$0.00	\$0.00
Description: AMERICAN EXPRESS STATEMENT								
Total Amount for Warrant						\$40.99	\$0.00	\$0.00
Total Amount Per Vendor						\$40.99	\$0.00	\$0.00
8523 HOBBY LOBBY								
PO - 20261197		12/09/2025	147256487	0100-0000-0-1110-10000-430000-000-4120	P	\$133.66	\$0.00	\$0.00
Description: SUPPLIES FOR WINTER FORMAL								
Total Amount for Warrant						\$133.66	\$0.00	\$0.00
Total Amount Per Vendor						\$133.66	\$0.00	\$0.00
10297 JH TACKETT MARKETING								
PO - 20261364		12/19/2025	901693	0100-0307-0-0000-83000-430000-047-0000	F	\$376.06	\$0.00	\$0.00
Description: JACKETS AND POLOS								
Total Amount for Warrant						\$376.06	\$0.00	\$0.00
Total Amount Per Vendor						\$376.06	\$0.00	\$0.00
1666 ROE OIL CO								
PO - 20260303		12/19/2025	281766	0100-0333-0-0000-36000-430010-000-0000	P	\$383.95	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/2/2026

12/30/2025

1:33:31PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1666 ROE OIL CO								
	Description: DIESEL TRANSPORTATION							
PO - 20260303		12/19/2025	281765	0100-0333-0-0000-36000-430010-000-0000	P	\$554.60	\$0.00	\$0.00
	Description: DIESEL TRANSPORTATION							
PO - 20260303		12/19/2025	281767	0100-0333-0-0000-36000-430010-000-0000	P	\$533.27	\$0.00	\$0.00
	Description: DIESEL TRANSPORTATION							
Total Amount for Warrant						\$1,471.82	\$0.00	\$0.00
Total Amount Per Vendor						\$1,471.82	\$0.00	\$0.00
1805 SO CALIF GAS CO								
PV - 260526		12/17/2025	114-515-5700-0	0100-0334-0-3200-82000-550010-033-0000		\$1,231.80	\$0.00	\$0.00
	Description: MONTHLY UTILITIES							
Total Amount for Warrant						\$1,231.80	\$0.00	\$0.00
Total Amount Per Vendor						\$1,231.80	\$0.00	\$0.00
5572 SOUTHWEST SCHOOL SUPPLY INC								
PO - 20260025		12/11/2025	6050288308	0100-0000-0-1110-27000-430000-094-0000	P	\$45.58	\$0.00	\$0.00
	Description: SUPPLIES HH							
PO - 20260025		12/17/2025	6050717407	0100-0000-0-1110-27000-430000-094-0000	P	\$14.10	\$0.00	\$0.00
	Description: SUPPLIES HH							
PO - 20260025		12/11/2025	6050288309	0100-0000-0-1110-27000-430000-094-0000	P	\$4.77	\$0.00	\$0.00
	Description: SUPPLIES HH							
PO - 20260025		12/11/2025	6050288307	0100-0000-0-1110-27000-430000-094-0000	P	\$24.77	\$0.00	\$0.00
	Description: SUPPLIES HH							
PO - 20260025		12/05/2025	6049875593	0100-0000-0-1110-27000-430000-094-0000	F	\$59.19	\$0.00	\$0.00
	Description: SUPPLIES HH							
PO - 20260189		12/18/2025	6050787390	0100-1100-0-1110-10000-430000-096-0000	F	\$284.22	\$0.00	\$0.00
	Description: SUPPLIES HW							
PO - 20260199		12/10/2025	6050213903	0100-0000-0-1110-31100-430000-095-0000	P	\$46.52	\$0.00	\$0.00
	Description: SUPPLIES SP							
Total Amount for Warrant						\$479.15	\$0.00	\$0.00
Total Amount Per Vendor						\$479.15	\$0.00	\$0.00
9384 THE HOME DEPOT PRO F/K/A SUPPLY WORKS								

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/2/2026

12/30/2025

1:33:31PM

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--TY	P/F	Amount	Use Tax Taxable	Amount Tax
9384 THE HOME DEPOT PRO F/K/A SUPPLY WORKS								
PO - 20261293		12/11/2025	9243917391	0100-0000-0-0000-82000-430000-043-0000	P	\$10,043.31	\$0.00	\$0.00
Description: CUSTODIAL SUPPLIES M.O.T								
Total Amount for Warrant						\$10,043.31	\$0.00	\$0.00
Total Amount Per Vendor						\$10,043.31	\$0.00	\$0.00

Total Amount of all Payments \$82,654.88

Total Number of Checks to print:	19	\$82,211.67			Use Tax	
Total Number of Credit Card Payments:	1	\$443.21			Taxable Amount	Tax Amount
			Total Transfer for Use Tax		\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

01/08/2026

3:29:45PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
3160 AMAZON BUSINESS								
CM - 260087		01/01/2026	1D4L-R37H-QWJH	0900-1100-0-1110-10000-430000-000-0000		-\$29.99	\$0.00	\$0.00
Description: CREDIT FOR INVOICE 1LGT-L6GT-KLGT								
CM - 260088		01/01/2026	14HM-73KV-QH66	0100-0332-0-0000-31400-430000-030-0000		-\$32.49	\$0.00	\$0.00
Description: CREDIT FOR INVOICE 1LXN-VKPW-MJRD								
CM - 260089		01/01/2026	1FNM-43TD-T7RF	0100-0000-0-0000-77000-430000-013-0000		-\$318.26	\$0.00	\$0.00
Description: CREDIT FOR 1J7N-9QH1-P1L6								
PO - 20260068		01/01/2026	13P6-W96D-N14J	0100-0000-0-0000-21300-430000-085-0000	P	\$25.53	\$0.00	\$0.00
Description: SUPPLIES ED SERVICES								
PO - 20260310		01/01/2026	1LGT-L6GT-KLGT	0900-1100-0-1110-10000-430000-000-0000	P	\$248.94	\$0.00	\$0.00
Description: SUPPLIES HOC								
PO - 20261057		01/01/2026	1J7N-9QH1-P1L6	0100-0000-0-0000-77000-430000-013-0000	F	\$2,027.26	\$0.00	\$0.00
Description: SUPPLIES I.T								
PO - 20261069		01/01/2026	1LXN-VKPW-KPLP	0100-0000-0-0000-82000-430000-043-0000	P	\$1,131.73	\$0.00	\$0.00
Description: SUPPLIES M.O.T								
PO - 20261069		01/01/2026	13P6-W96D-GRM9	0100-0000-0-0000-82000-430000-043-0000	F	\$147.20	\$0.00	\$0.00
Description: SUPPLIES M.O.T								
PO - 20261218		01/01/2026	1C97-KYWX-PNTV	0100-1100-0-1110-24202-430000-094-0000	F	\$86.59	\$0.00	\$0.00
Description: BOOKSHELF HH								
PO - 20261225		01/01/2026	1LXN-VKPW-MJRI	0100-0332-0-0000-31400-430000-030-0000	F	\$81.06	\$0.00	\$0.00
Description: SUPPLIES DISTRICT NURSE								
PO - 20261227		01/01/2026	1H7T-HPDK-M1F1	0100-0000-0-1110-10000-430000-000-4120	F	\$288.65	\$0.00	\$0.00
Description: SUPPLIES HH								
PO - 20261228		01/01/2026	1LXN-VKPW-LGFF	0100-0000-0-0000-77000-430000-013-0000	F	\$141.67	\$0.00	\$0.00
Description: SUPPLIES I.T								
PO - 20261231		01/01/2026	14Y7-D4F7-NRRQ	0100-3010-0-1110-10000-430000-052-0000	F	\$324.65	\$0.00	\$0.00
Description: SUPPLIES EFJ								
PO - 20261258		01/01/2026	1LXN-VKPW-H399	0100-1100-0-1110-10000-430000-095-0000	F	\$162.30	\$0.00	\$0.00
Description: SUPPLIES SP								
PO - 20261272		01/01/2026	1LKP-34DJ-GR3Y	0100-1100-0-1110-24202-430000-094-0000	F	\$145.52	\$0.00	\$0.00
Description: SUPPLIES HH								
PO - 20261282		01/01/2026	1W4V-HQKQ-NVYI	0100-0000-0-1110-31100-430000-096-0000	F	\$49.68	\$0.00	\$0.00
Description: SUPPLIES HW								
PO - 20261283		01/01/2026	13P6-W96D-P1WR	0100-1100-0-1110-10000-430000-095-0000	F	\$116.91	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

01/08/2026

3:29:45PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
3160 AMAZON BUSINESS								
	Description: SUPPLIES SP							
PO - 20261289	01/01/2026	19PG-QRHW-KD3Q	0900-1100-0-1110-10000-430000-000-0000		F	\$943.10	\$0.00	\$0.00
	Description: SUPPLIES HOC							
PO - 20261291	01/01/2026	1QMM-GGRR-K1J6	0100-0000-0-1110-10000-430000-000-4120		F	\$219.15	\$0.00	\$0.00
	Description: SUPPLIES HW							
PO - 20261303	01/01/2026	1H7T-HPDK-H6G7	1100-6391-0-4149-10000-430000-000-0000		F	\$236.02	\$0.00	\$0.00
	Description: SUPPLIES HAS							
PO - 20261312	01/01/2026	1V11-PGMD-HG7G	0100-1100-0-1167-10000-430000-095-0000		F	\$65.09	\$0.00	\$0.00
	Description: SUPPLIES SP							
PO - 20261358	01/07/2026	1LXN-VKPW-NCFI	0100-3550-0-3808-10000-430000-094-0000		F	\$603.55	\$0.00	\$0.00
	Description: SUPPLIES HH							
PO - 20261375	01/01/2026	14Y7-D4F7-J31F	0100-9010-0-1110-31400-430000-018-0000		F	\$22.28	\$0.00	\$0.00
	Description: SUPPLIES							
PV - 260535	01/01/2026	ACW6-MYJF-H4VI	0100-0000-0-0000-72000-430000-018-0000			\$139.64	\$0.00	\$0.00
	Description: AMAZON BUSINESS PRIME ANNUAL MEMBERSHIP FEE							
Total Amount for Warrant						\$6,825.78	\$0.00	\$0.00
Total Amount Per Vendor						\$6,825.78	\$0.00	\$0.00
4492 AMERICAN INCORPORATED								
PO - 20260121	12/18/2025	7194311	0100-8150-0-0000-81100-560000-043-0000		F	\$343.75	\$0.00	\$0.00
	Description: SERVICE REPAIRS M.O.T							
PO - 20260121	12/30/2025	7194648	0100-8150-0-0000-81100-560000-043-0000		P	\$827.06	\$0.00	\$0.00
	Description: SERVICE REPAIRS M.O.T							
PO - 20260954	12/22/2025	5338239	0100-8150-0-0000-81100-560000-043-0000		F	\$24,700.00	\$0.00	\$0.00
	Description: REPAIR COOLERS HW AG							
Total Amount for Warrant						\$25,870.81	\$0.00	\$0.00
Total Amount Per Vendor						\$25,870.81	\$0.00	\$0.00
2163 AMERICAN RED CROSS								
PO - 20260913	12/17/2025	23067753	0100-0307-0-0000-83000-580000-047-0000		P	\$360.00	\$0.00	\$0.00
	Description: TRAINING SERVICES ATHLETIC TRAINERS							
PO - 20260913	12/10/2025	23046193	0100-0307-0-0000-83000-580000-047-0000		P	\$1,931.00	\$0.00	\$0.00
	Description: TRAINING SERVICES ATHLETIC TRAINERS							

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

01/08/2026

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
2163 AMERICAN RED CROSS								
	PO - 20260913	12/24/2025	23069996	0100-0307-0-0000-830000-580000-047-0000	F	\$160.00	\$0.00	\$0.00
	Description: TRAINING SERVICES ATHLETIC TRAINERS							
Total Amount for Warrant						\$2,451.00	\$0.00	\$0.00
Total Amount Per Vendor						\$2,451.00	\$0.00	\$0.00
4371 AMS.NET INC								
	PO - 20260783	12/24/2025	0096557	0100-0000-0-0000-850000-620020-018-1377	P	\$834.40	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
	PO - 20260783	12/24/2025	0097221	0100-0000-0-0000-850000-620020-018-1377	P	\$3,558.72	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
	PO - 20260783	12/24/2025	0097224	0100-0000-0-0000-850000-620020-018-1377	P	\$397.98	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
	PO - 20260783	12/24/2025	009658	0100-0000-0-0000-850000-620020-018-1377	P	\$511.46	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
	PO - 20260783	12/24/2025	0097220	0100-0000-0-0000-850000-620020-018-1377	P	\$3,442.56	\$0.00	\$0.00
	Description: PROJECT 103019 I.T							
Total Amount for Warrant						\$8,745.12	\$0.00	\$0.00
Total Amount Per Vendor						\$8,745.12	\$0.00	\$0.00
11321 ARDENT GENERAL INC								
	PO - 20260843	01/08/2026	25-0902	3560-7710-0-0000-850000-620020-095-1365	P	\$1,106,642.86	\$0.00	\$0.00
	Description: PAY APP #2 SP BULDINGS J3 & M1 PROJECT							
Total Amount for Warrant						\$1,106,642.86	\$0.00	\$0.00
Total Amount Per Vendor						\$1,106,642.86	\$0.00	\$0.00
7226 AT&T								
	PV - 260545	12/20/2025	24547402	0100-0000-0-0000-820000-590010-033-0000		\$312.63	\$0.00	\$0.00
	Description: MONTHLY SERVICE							
Total Amount for Warrant						\$312.63	\$0.00	\$0.00
Total Amount Per Vendor						\$312.63	\$0.00	\$0.00
5 A-Z BUS SALES INC.								
	PO - 20260220	12/03/2025	INVSAC41158	0100-0333-0-0000-360000-430000-000-0000	P	\$1,882.88	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
5 A-Z BUS SALES INC.								
	Description: SUPPLIES AND REPAIRS							
	PO - 20260220	12/15/2025	INVSAC41517	0100-0333-0-0000-36000-430000-000-0000	P	\$241.19	\$0.00	\$0.00
	Description: SUPPLIES AND REPAIRS							
Total Amount for Warrant						\$2,124.07	\$0.00	\$0.00
Total Amount Per Vendor						\$2,124.07	\$0.00	\$0.00
146 BAND SHOPPE								
*	PO - 20261328	12/17/2025	SI220628	0100-6770-0-1156-10000-430000-095-0000	P	\$927.01	\$0.00	\$0.00
	Description: BAND SP							
Total Amount of Payment						\$927.01	\$0.00	\$0.00
Total Amount Per Vendor						\$927.01	\$0.00	\$0.00
2409 BATTERY SYSTEMS INC								
*	PO - 20260221	12/17/2025	38202512121527	0100-0333-0-0000-36000-430050-000-0000	P	\$142.25	\$0.00	\$0.00
	Description: BUS BATTERIES							
Total Amount of Payment						\$142.25	\$0.00	\$0.00
Total Amount Per Vendor						\$142.25	\$0.00	\$0.00
567 BLICK ART MATERIALS								
	PV - 260536	06/04/2025	5577066	0100-6762-0-1133-10000-430000-095-0000		\$375.63	\$0.00	\$0.00
	Description: SUPPLIES SP							
Total Amount for Warrant						\$375.63	\$0.00	\$0.00
Total Amount Per Vendor						\$375.63	\$0.00	\$0.00
299 BUS WEST								
	CM - 260090	11/21/2025	XA500427107:01	0100-0333-0-0000-36000-430050-000-0000		-\$607.29	\$0.00	\$0.00
	Description: CREDIT FOR INVOICE XA500426566:01							
	PO - 20260223	12/15/2025	XA500431652:01	0100-0333-0-0000-36000-430050-000-0000	P	\$335.20	\$0.00	\$0.00
	Description: PARTS REPAIRS AND SERVICE							
	PO - 20260223	11/19/2025	XA500426566:01	0100-0333-0-0000-36000-430050-000-0000	P	\$607.29	\$0.00	\$0.00
	Description: PARTS REPAIRS AND SERVICE							
Total Amount for Warrant						\$335.20	\$0.00	\$0.00

* = Credit Card Payment

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$335.20	\$0.00	\$0.00
11939 C.J. HAMMER PUMP AND MACHINERY CO.								
PO - 20261294		12/12/2025	25-42740	0100-0000-0-0000-82000-560000-043-0000	F	\$2,357.88	\$0.00	\$0.00
Description: REPAIRS SP IRRIGATION WALL								
Total Amount for Warrant						\$2,357.88	\$0.00	\$0.00
Total Amount Per Vendor						\$2,357.88	\$0.00	\$0.00
12044 CA FBLA								
PV - 260546		12/18/2025	10/17-10/19/25	0100-3550-0-3804-10000-520000-095-0000		\$2,996.00	\$0.00	\$0.00
Description: CA LDI CONFERENCE REGISTRATION								
PV - 260546		12/18/2025	10/17-10/19/25	0100-6387-6-3804-10000-520000-095-0000		\$280.00	\$0.00	\$0.00
Description: CA LDI CONFERENCE REGISTRATION								
Total Amount for Warrant						\$3,276.00	\$0.00	\$0.00
Total Amount Per Vendor						\$3,276.00	\$0.00	\$0.00
9910 CALIFITNESS INC								
PO - 20261324		12/12/2025	43576	0100-8150-0-0000-81100-560000-043-0000	P	\$144.37	\$0.00	\$0.00
Description: REPAIRS M.O.T								
PO - 20261324		12/12/2025	43573	0100-8150-0-0000-81100-560000-043-0000	P	\$345.00	\$0.00	\$0.00
Description: REPAIRS M.O.T								
PO - 20261324		12/12/2025	43572	0100-8150-0-0000-81100-560000-043-0000	P	\$345.00	\$0.00	\$0.00
Description: REPAIRS M.O.T								
PO - 20261324		12/12/2025	43571	0100-8150-0-0000-81100-560000-043-0000	F	\$345.00	\$0.00	\$0.00
Description: REPAIRS M.O.T								
Total Amount for Warrant						\$1,179.37	\$0.00	\$0.00
Total Amount Per Vendor						\$1,179.37	\$0.00	\$0.00
10889 CALIFORNIA TURF EQUIPMENT & SUPPLY INC								
PO - 20260124		12/17/2025	701585	0100-0000-0-0000-82000-560000-043-0000	P	\$692.83	\$0.00	\$0.00
Description: REPAIRS M.O.T								
PO - 20261256		12/22/2025	702041	0100-0000-0-0000-82000-430000-043-0000	F	\$3,194.56	\$0.00	\$0.00
Description: REPAIRS M.O.T								
Total Amount for Warrant						\$3,887.39	\$0.00	\$0.00

* = Credit Card Payment

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For Payments Due By 1/9/2026

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$3,887.39	\$0.00	\$0.00
11626 CLARNO, CAMERON								
PV - 260547		12/08/2025	01/14-01/18/26	0100-0308-0-1163-10000-520000-096-8106		\$349.00	\$0.00	\$0.00
Description: CASMEC CONFERENCE								
Total Amount for Warrant						\$349.00	\$0.00	\$0.00
Total Amount Per Vendor						\$349.00	\$0.00	\$0.00
5849 COOK'S COMMUNICATION								
PO - 20261290		12/29/2025	162772	0100-0307-0-0000-83000-430000-047-0000	F	\$1,236.99	\$0.00	\$0.00
Description: SUPPLIES								
Total Amount for Warrant						\$1,236.99	\$0.00	\$0.00
Total Amount Per Vendor						\$1,236.99	\$0.00	\$0.00
8671 DAIKIN APPLIED								
* PO - 20261179		12/22/2025	3566176	0100-8150-0-0000-81100-560000-043-0000	F	\$8,009.00	\$0.00	\$0.00
Description: REPAIRS SP								
Total Amount of Payment						\$8,009.00	\$0.00	\$0.00
Total Amount Per Vendor						\$8,009.00	\$0.00	\$0.00
2950 DAVIS, BETTY								
PV - 260539		01/06/2026	REIMBURSEMENT	0100-0000-0-0000-72000-370100-018-0000		\$555.00	\$0.00	\$0.00
Description: QUARTERLY MEDICARE REIMBURSEMENT OCTOBER-DECEMBER 2025								
Total Amount for Warrant						\$555.00	\$0.00	\$0.00
Total Amount Per Vendor						\$555.00	\$0.00	\$0.00
530 DAVIS, ROBERT								
PV - 260541		01/06/2026	REIMBURSEMENT	0100-0000-0-0000-72000-370100-018-0000		\$555.00	\$0.00	\$0.00
Description: QUARTERLY MEDICARE REIMBURSEMENT OCTOBER-DECEMBER 2025								
Total Amount for Warrant						\$555.00	\$0.00	\$0.00
Total Amount Per Vendor						\$555.00	\$0.00	\$0.00
4108 Delray Tire & Retreading Co.								
* PO - 20260227		12/03/2025	750068181	0100-0333-0-0000-36000-560000-000-0000	P	\$544.81	\$0.00	\$0.00

* = Credit Card Payment

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
4108 Delray Tire & Retreading Co.								
Description: TIRES AND REPAIRS								
Total Amount of Payment						\$544.81	\$0.00	\$0.00
Total Amount Per Vendor						\$544.81	\$0.00	\$0.00
12273 DULL, LAUREN								
PV - 260558	12/30/2025	25/26 SCHOOL YE	A	0100-0000-0-0000-74000-430000-024-0029		\$250.00	\$0.00	\$0.00
Description: TPSL 45 HOUR COURSE								
Total Amount for Warrant						\$250.00	\$0.00	\$0.00
Total Amount Per Vendor						\$250.00	\$0.00	\$0.00
12049 ELITE CORPORATE MEDICAL SERVICES INC								
PV - 260548	01/01/2026	9826		6700-0000-0-0000-60000-580000-000-0000		\$2,835.36	\$0.00	\$0.00
Description: CLINIC-DEC 2025 SECURITY								
PV - 260549	01/01/2026	9809		6700-0000-0-0000-60000-580000-000-0000		\$29,921.40	\$0.00	\$0.00
Description: CLINIC-JAN 2026 OPERATIONS								
Total Amount for Warrant						\$32,756.76	\$0.00	\$0.00
Total Amount Per Vendor						\$32,756.76	\$0.00	\$0.00
4853 FONSECA NURSERY								
PO - 20261321	05/15/2025	1042		0100-0000-0-0000-82000-430000-043-0000	F	\$1,840.25	\$0.00	\$0.00
Description: PLANTS FOR HW AND SP								
Total Amount for Warrant						\$1,840.25	\$0.00	\$0.00
Total Amount Per Vendor						\$1,840.25	\$0.00	\$0.00
10507 FORTUNA UNION HIGH SCHOOL DISTRICT								
PV - 260557	01/06/2026	REGISTRATION		0100-3550-0-3801-10000-520000-095-0102		\$235.00	\$0.00	\$0.00
Description: COOPERATING TEACHER CONFERENCE								
Total Amount for Warrant						\$235.00	\$0.00	\$0.00
Total Amount Per Vendor						\$235.00	\$0.00	\$0.00
10211 GOLD STAR FOODS INC.								
PO - 20260093	12/29/2025	9809478		1300-5310-0-0000-37000-470000-094-0000	P	\$22.94	\$0.00	\$0.00
Description: NUTRITION SERVICES								

* = Credit Card Payment

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For Payments Due By 1/9/2026

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
10211 GOLD STAR FOODS INC.								
	PO - 20260111	12/29/2025	9809478	1300-5310-0-0000-37000-470000-095-0000	P	\$22.94	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260112	12/29/2025	9809478	1300-5310-0-0000-37000-470000-096-0000	P	\$22.93	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
	PO - 20260112	12/12/2025	9753697	1300-5310-0-0000-37000-470000-096-0000	P	\$751.10	\$0.00	\$0.00
	Description: NUTRITION SERVICES							
Total Amount for Warrant						\$819.91	\$0.00	\$0.00
Total Amount Per Vendor						\$819.91	\$0.00	\$0.00
9552 GOLDEN EAGLE CHARTER INC								
*	PO - 20261350	12/11/2025	27522	0100-0333-0-0000-36000-560000-000-0000	F	\$1,037.50	\$0.00	\$0.00
	Description: BOYS BASKETBALL HW							
Total Amount of Payment						\$1,037.50	\$0.00	\$0.00
Total Amount Per Vendor						\$1,037.50	\$0.00	\$0.00
2529 HANFORD AUTO & TRUCK PARTS INC								
	PO - 20261067	12/23/2025	503021	0100-0333-0-0000-36000-430000-000-0000	P	\$27.06	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261067	12/29/2025	503203	0100-0333-0-0000-36000-430000-000-0000	P	\$11.49	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261067	12/18/2025	502684	0100-0333-0-0000-36000-430000-000-0000	P	\$69.63	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261067	12/18/2025	502643	0100-0333-0-0000-36000-430000-000-0000	P	\$11.52	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261067	12/17/2025	502602	0100-0333-0-0000-36000-430000-000-0000	P	\$76.25	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261067	12/18/2025	502670	0100-0333-0-0000-36000-430000-000-0000	P	\$13.83	\$0.00	\$0.00
	Description: SUPPLIES							
	PO - 20261356	11/26/2025	500916	0100-0333-0-0000-36000-440000-000-0000	F	\$1,591.59	\$0.00	\$0.00
	Description: SUPPLIES							
Total Amount for Warrant						\$1,801.37	\$0.00	\$0.00
Total Amount Per Vendor						\$1,801.37	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

01/08/2026

3:29:45PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
11556 HARBOR FREIGHT TOOLS								
PO - 20261210		11/25/2025	EB4DE9FD	0100-0000-0-0000-77000-430000-013-0000	F	\$357.33	\$0.00	\$0.00
Description: SUPPLIES I.T								
PO - 20261305		12/22/2025	3F7FADDE	0100-0000-0-0000-77000-430000-013-0000	P	\$267.96	\$0.00	\$0.00
Description: SUPPLIES IT								
Total Amount for Warrant						\$625.29	\$0.00	\$0.00
Total Amount Per Vendor						\$625.29	\$0.00	\$0.00
11365 HAWK ON HAND								
PO - 20260138		01/05/2026	FFA2063	0100-8150-0-0000-81100-580000-043-0000	P	\$800.00	\$0.00	\$0.00
Description: PEST CONTROL M.O.T								
PO - 20260138		01/05/2026	HH2067	0100-8150-0-0000-81100-580000-043-0000	P	\$800.00	\$0.00	\$0.00
Description: PEST CONTROL M.O.T								
Total Amount for Warrant						\$1,600.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,600.00	\$0.00	\$0.00
5202 HUNTINGTON, SYLVIA								
PV - 260542		01/06/2026	REIMBURSEMENT	0100-0000-0-0000-72000-370100-018-0000		\$555.00	\$0.00	\$0.00
Description: QUARTERLY MEDICARE REIMBURSEMENT OCTOBER-DECEMBER 2025								
Total Amount for Warrant						\$555.00	\$0.00	\$0.00
Total Amount Per Vendor						\$555.00	\$0.00	\$0.00
1087 JORGENSEN & CO. INC.								
PO - 20260141		12/23/2025	6228725	0100-8150-0-0000-81100-560000-043-0000	P	\$325.12	\$0.00	\$0.00
Description: KITCHEN HOOD TESTING M.O.T								
PO - 20260141		12/23/2025	6228721	0100-8150-0-0000-81100-560000-043-0000	P	\$553.15	\$0.00	\$0.00
Description: KITCHEN HOOD TESTING M.O.T								
PO - 20260141		12/23/2025	6228722	0100-8150-0-0000-81100-560000-043-0000	P	\$292.94	\$0.00	\$0.00
Description: KITCHEN HOOD TESTING M.O.T								
Total Amount for Warrant						\$1,171.21	\$0.00	\$0.00
Total Amount Per Vendor						\$1,171.21	\$0.00	\$0.00
1139 KINGS COUNTY OFFICE OF EDUC.								
PO - 20261386		12/17/2025	260691	0100-0000-0-0000-77000-580011-013-0000	P	\$2,000.00	\$0.00	\$0.00

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3:29:45PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1139 KINGS COUNTY OFFICE OF EDUC.								
	Description: INTERNET ACCESS INTERNET FEE IT							
	PO - 20261386	12/17/2025	260690	0100-0000-0-0000-77000-580011-013-0000	F	\$11,040.00	\$0.00	\$0.00
	Description: INTERNET ACCESS INTERNET FEE IT							
Total Amount for Warrant						\$13,040.00	\$0.00	\$0.00
Total Amount Per Vendor						\$13,040.00	\$0.00	\$0.00
1140 KINGS COUNTY PIPE AND SUPPLY								
	PO - 20260144	12/23/2025	2033164	0100-8150-0-0000-81100-430000-043-0000	P	\$5.85	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
	PO - 20260144	12/17/2025	2033022	0100-8150-0-0000-81100-430000-043-0000	P	\$383.59	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
Total Amount for Warrant						\$389.44	\$0.00	\$0.00
Total Amount Per Vendor						\$389.44	\$0.00	\$0.00
1163 KROEGER EQUIPMENT & SUPPLY								
	PO - 20260237	10/28/2025	06P134149	0100-0333-0-0000-36000-560000-000-0000	P	\$358.56	\$0.00	\$0.00
	Description: REPAIRS AND PARTS							
Total Amount for Warrant						\$358.56	\$0.00	\$0.00
Total Amount Per Vendor						\$358.56	\$0.00	\$0.00
1184 LAWRENCE TRACTOR CO. INC.								
	PO - 20260295	12/15/2025	779576	0100-0333-0-0000-36000-430000-000-0000	P	\$353.91	\$0.00	\$0.00
	Description: PARTS AND SUPPLIES							
Total Amount for Warrant						\$353.91	\$0.00	\$0.00
Total Amount Per Vendor						\$353.91	\$0.00	\$0.00
1574 LINDE GAS & EQUIPMENT INC.								
*	PO - 20260147	12/24/2025	54006820	0100-0000-0-0000-82000-430000-071-0000	P	\$421.25	\$0.00	\$0.00
	Description: HH POOL							
Total Amount of Payment						\$421.25	\$0.00	\$0.00
Total Amount Per Vendor						\$421.25	\$0.00	\$0.00
1268 MAJOR SYSCO								

* = Credit Card Payment

Requested By: cestanislao

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1268 MAJOR SYSCO								
CM - 260085		09/19/2025	484669685	1300-5310-0-0000-37000-430000-095-0000		-\$12.54	\$0.00	\$0.00
Description: CM 484669685								
CM - 260085		09/19/2025	484669692	1300-5310-0-0000-37000-430000-095-0000		-\$16.72	\$0.00	\$0.00
Description: CM 484669692								
CM - 260086		09/22/2025	18438335p	1300-5310-0-0000-37000-430000-096-0000		-\$116.60	\$0.00	\$0.00
Description: CM 18438335p								
CM - 260086		09/22/2025	484673091	1300-5310-0-0000-37000-430000-096-0000		-\$155.97	\$0.00	\$0.00
Description: CM 484673091								
PO - 20260095		11/18/2025	184A5405z	1300-5310-0-0000-37000-430000-094-0000	P	\$85.50	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260095		11/14/2025	184A5777z	1300-5310-0-0000-37000-430000-094-0000	P	\$242.52	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260099		11/13/2025	184A5710z	1300-5310-0-0000-37000-430000-095-0000	P	\$242.52	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260099		10/30/2025	184A5405z	1300-5310-0-0000-37000-430000-095-0000	P	\$283.76	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260102		09/20/2025	484673064	1300-5310-0-0000-37000-430000-096-0000	P	\$524.30	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260102		10/31/2025	184A5436z	1300-5310-0-0000-37000-430000-096-0000	P	\$164.05	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260102		11/13/2025	184A5712z	1300-5310-0-0000-37000-430000-096-0000	P	\$242.52	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260102		11/14/2025	184A5764z	1300-5310-0-0000-37000-430000-096-0000	P	\$76.25	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260102		11/17/2025	184A5779z	1300-5310-0-0000-37000-430000-096-0000	P	\$85.50	\$0.00	\$0.00
Description: NUTRITIONAL SERVICES								
PV - 260534		11/14/2025	184A5751z	1300-5310-0-0000-37000-430000-052-0000		\$66.20	\$0.00	\$0.00
PV - 260534		11/14/2025	184A5763z	1300-5310-0-0000-37000-430000-052-0000		\$37.81	\$0.00	\$0.00
PV - 260534		11/14/2025	184A5767z	1300-5310-0-0000-37000-430000-052-0000		\$37.81	\$0.00	\$0.00
Total Amount for Warrant						\$1,786.91	\$0.00	\$0.00
Total Amount Per Vendor						\$1,786.91	\$0.00	\$0.00

4082 MAYER, ART

* = Credit Card Payment

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
4082 MAYER, ART								
	PV - 260543	01/06/2026	REIMBURSEMENT	0100-0000-0-0000-72000-370100-018-0000		\$555.00	\$0.00	\$0.00
	Description: QUARTERLY MEDICARE REIMBURSEMENT OCTOBER-DECEMBER 2025							
Total Amount for Warrant						\$555.00	\$0.00	\$0.00
Total Amount Per Vendor						\$555.00	\$0.00	\$0.00
6562 MEDALLION SUPPLY INC								
*	PO - 20260151	12/31/2025	2877-1051584	0100-8150-0-0000-81100-430000-043-0000	P	\$65.07	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
Total Amount of Payment						\$65.07	\$0.00	\$0.00
Total Amount Per Vendor						\$65.07	\$0.00	\$0.00
3989 MENDES, NICHOLE								
	PV - 260551	11/13/2025	01/12-01/13/26	0100-0332-0-1110-10000-520000-096-0000		\$250.32	\$0.00	\$0.00
	Description: CASSW 2026 CONFERENCE							
Total Amount for Warrant						\$250.32	\$0.00	\$0.00
Total Amount Per Vendor						\$250.32	\$0.00	\$0.00
1363 MOBILE MODULAR MANAGEMENT CORP								
	PO - 20260799	12/15/2025	2833649	3560-7710-0-0000-85000-560000-095-1365	P	\$970.10	\$0.00	\$0.00
	Description: MONTHLY RENT FOR CLASSROOMS AND RAMPS							
	PO - 20260799	12/15/2025	2833656	3560-7710-0-0000-85000-560000-095-1365	P	\$1,240.10	\$0.00	\$0.00
	Description: MONTHLY RENT FOR CLASSROOMS AND RAMPS							
	PO - 20260799	12/21/2025	2837099	3560-7710-0-0000-85000-560000-095-1365	P	\$1,108.00	\$0.00	\$0.00
	Description: MONTHLY RENT FOR CLASSROOMS AND RAMPS							
Total Amount for Warrant						\$3,318.20	\$0.00	\$0.00
Total Amount Per Vendor						\$3,318.20	\$0.00	\$0.00
1381 MORGAN & SLATES INC								
*	PO - 20260154	12/08/2025	1854722	0100-8150-0-0000-81100-430000-043-0000	P	\$159.30	\$0.00	\$0.00
	Description: SUPPLIES M.O.T							
*	PO - 20260299	12/19/2025	1855919	0100-0333-0-0000-36000-430050-000-0000	P	\$190.10	\$0.00	\$0.00
	Description: SUPPLIES, PARTS AND SERVICE REPAIRS							
Total Amount of Payment						\$349.40	\$0.00	\$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$349.40	\$0.00	\$0.00
1384 MORRIS LEVIN & SON								
PO - 20261183		12/05/2025	2512-082132	0100-8150-0-0000-81100-560000-043-0000	F	\$7,369.94	\$0.00	\$0.00
Description: REPAIR M.O.T								
Total Amount for Warrant						\$7,369.94	\$0.00	\$0.00
Total Amount Per Vendor						\$7,369.94	\$0.00	\$0.00
9406 MOUNTAIN VALLEY PEST CONTROL								
PO - 20260156		01/01/2026	15426	0100-8150-0-0000-81100-550070-043-0000	F	\$660.00	\$0.00	\$0.00
Description: PEST CONTROL M.O.T								
Total Amount for Warrant						\$660.00	\$0.00	\$0.00
Total Amount Per Vendor						\$660.00	\$0.00	\$0.00
11166 MUNDO CHARTERS								
PO - 20261338		12/23/2025	2020484	0100-0333-0-0000-36000-560000-000-0000	F	\$1,600.00	\$0.00	\$0.00
Description: BOYS BASKETBALL HH								
PO - 20261339		12/23/2025	2020483	0100-0333-0-0000-36000-560000-000-0000	F	\$1,600.00	\$0.00	\$0.00
Description: GIRLS BASKETBALL HW								
PO - 20261349		12/23/2025	2020486	0100-0333-0-0000-36000-560000-000-0000	F	\$850.00	\$0.00	\$0.00
Description: JV BASKETBALL HW								
PO - 20261351		12/23/2025	2020485	0100-0333-0-0000-36000-560000-000-0000	F	\$1,600.00	\$0.00	\$0.00
Description: BOYS SOCCER SP								
Total Amount for Warrant						\$5,650.00	\$0.00	\$0.00
Total Amount Per Vendor						\$5,650.00	\$0.00	\$0.00
11328 NORSTAR TECHNOLOGY GROUP LLC								
PO - 20260036		12/01/2025	NTG006897	0100-0000-0-0000-82000-590010-033-0000	P	\$588.00	\$0.00	\$0.00
Description: MONTHLY PHONE SERVICE								
Total Amount for Warrant						\$588.00	\$0.00	\$0.00
Total Amount Per Vendor						\$588.00	\$0.00	\$0.00
12201 OUTFRONT MEDIA LLC								
PO - 20260780		12/16/2025	07402359	0900-0000-0-1110-10000-580000-000-0000	P	\$600.00	\$0.00	\$0.00

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
12201 OUTFRONT MEDIA LLC								
Description: ADVERTISING BILLBOARD								
Total Amount for Warrant						\$600.00	\$0.00	\$0.00
Total Amount Per Vendor						\$600.00	\$0.00	\$0.00
5708 PREMIER TRUCK PARTS								
PO - 20260301	12/05/2025	78788		0100-0333-0-0000-36000-430000-000-0000	P	\$547.97	\$0.00	\$0.00
Description: PARTS AND SUPPLIES								
PO - 20260301	12/05/2025	78797		0100-0333-0-0000-36000-430000-000-0000	P	\$64.08	\$0.00	\$0.00
Description: PARTS AND SUPPLIES								
PO - 20260301	12/18/2025	78888		0100-0333-0-0000-36000-430000-000-0000	P	\$35.34	\$0.00	\$0.00
Description: PARTS AND SUPPLIES								
PO - 20260301	12/15/2025	78868		0100-0333-0-0000-36000-430000-000-0000	P	\$64.30	\$0.00	\$0.00
Description: PARTS AND SUPPLIES								
Total Amount for Warrant						\$711.69	\$0.00	\$0.00
Total Amount Per Vendor						\$711.69	\$0.00	\$0.00
1589 PRODUCERS DAIRY FOODS INC								
PO - 20260097	11/19/2025	59417567		1300-5310-0-0000-37000-470001-094-0000	P	\$51.75	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260097	11/19/2025	59417567		1300-5310-0-0000-37000-470002-094-0000	P	\$51.76	\$0.00	\$0.00
Description: NUTRTION SERVICES								
PO - 20260103	11/07/2025	59402440		1300-5310-0-0000-37000-470001-096-0000	P	\$166.49	\$0.00	\$0.00
Description: NUTRITION SERVICES								
PO - 20260103	11/07/2025	59402440		1300-5310-0-0000-37000-470002-096-0000	P	\$166.50	\$0.00	\$0.00
Description: NUTRTION SERVICES								
Total Amount for Warrant						\$436.50	\$0.00	\$0.00
Total Amount Per Vendor						\$436.50	\$0.00	\$0.00
10068 RAMIREZ, ERIC								
PV - 260555	12/01/2025	01/14-01/18/2026		0100-0308-0-1163-10000-520000-096-8106		\$634.60	\$0.00	\$0.00
Description: CASMEC CONFERENCE								
Total Amount for Warrant						\$634.60	\$0.00	\$0.00

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Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount Per Vendor						\$634.60	\$0.00	\$0.00
12178 RAP CONSTRUCTION								
PO - 20260511	12/30/2025	932		1300-5310-0-0000-37000-580000-094-0000	F	\$32,500.00	\$0.00	\$0.00
Description: MATERIAL AND LABOR NEW DOORS HH								
Total Amount for Warrant						\$32,500.00	\$0.00	\$0.00
Total Amount Per Vendor						\$32,500.00	\$0.00	\$0.00
10126 Raptor Technologies								
PO - 20261332	12/17/2025	203334		0100-0307-0-0000-83000-440000-047-0000	F	\$1,036.61	\$0.00	\$0.00
Description: SCANNER AND LABELWRITER								
Total Amount for Warrant						\$1,036.61	\$0.00	\$0.00
Total Amount Per Vendor						\$1,036.61	\$0.00	\$0.00
9103 REFRIGERATION SUPPLY DISTRIBUTOR								
PO - 20260161	12/18/2025	35386656-00		0100-8150-0-0000-81100-430000-043-0000	P	\$379.57	\$0.00	\$0.00
Description: SUPPLIES M.O.T								
Total Amount for Warrant						\$379.57	\$0.00	\$0.00
Total Amount Per Vendor						\$379.57	\$0.00	\$0.00
1666 ROE OIL CO								
PO - 20261251	12/31/2025	282100CT		0100-0000-0-0000-36000-430010-044-0000	P	\$2,052.20	\$0.00	\$0.00
Description: GAS FOR DISTRICT VEHICLES								
PO - 20261251	12/31/2025	282103CT		0100-0000-0-0000-36000-430010-044-0000	P	\$942.39	\$0.00	\$0.00
Description: GAS FOR DISTRICT VEHICLES								
PO - 20261251	12/31/2025	282105CT		0100-0000-0-0000-36000-430010-044-0000	P	\$954.12	\$0.00	\$0.00
Description: GAS FOR DISTRICT VEHICLES								
PO - 20261251	11/30/2025	281001CT		0100-0000-0-0000-36000-430010-044-0000	P	\$3,590.84	\$0.00	\$0.00
Description: GAS FOR DISTRICT VEHICLES								
PO - 20261251	11/30/2025	281004CT		0100-0000-0-0000-36000-430010-044-0000	P	\$217.75	\$0.00	\$0.00
Description: GAS FOR DISTRICT VEHICLES								
PO - 20261251	11/30/2025	281005CT		0100-0000-0-0000-36000-430010-044-0000	P	\$965.59	\$0.00	\$0.00
Description: GAS FOR DISTRICT VEHICLES								
PO - 20261251	11/30/2025	281007CT		0100-0000-0-0000-36000-430010-044-0000	P	\$1,735.07	\$0.00	\$0.00
Description: GAS FOR DISTRICT VEHICLES								

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1666 ROE OIL CO								
Total Amount for Warrant						\$10,457.96	\$0.00	\$0.00
Total Amount Per Vendor						\$10,457.96	\$0.00	\$0.00
10013 SANTOS, VIVIAN								
PV - 260552		08/22/2025	01/14-01/17/26	0100-0332-0-1110-10000-520000-095-0000		\$803.00	\$0.00	\$0.00
Description: CASMEC CONFERENCE								
Total Amount for Warrant						\$803.00	\$0.00	\$0.00
Total Amount Per Vendor						\$803.00	\$0.00	\$0.00
8510 SKILLS USA CALIFORNIA								
PO - 20261388		12/06/2025	9749	0100-3550-0-3805-10000-520000-096-0000	F	\$85.00	\$0.00	\$0.00
Description: FEE FOR LEADERSHIP & SKILLS CONFERENCE HW								
PO - 20261388		12/06/2025	9749	0100-3550-0-3806-10000-520000-096-0000	F	\$110.00	\$0.00	\$0.00
Description: FEE FOR LEADERSHIP & SKILLS CONFERENCE HW								
Total Amount for Warrant						\$195.00	\$0.00	\$0.00
Total Amount Per Vendor						\$195.00	\$0.00	\$0.00
11218 SKYLINE BUS CHARTER LLC								
PO - 20261337		12/16/2025	1911	0100-0333-0-0000-36000-560000-000-0000	F	\$1,600.00	\$0.00	\$0.00
Description: BOYS BASKETBALL HW								
PO - 20261340		12/11/2025	1902	0100-0333-0-0000-36000-560000-000-0000	F	\$1,600.00	\$0.00	\$0.00
Description: BOYS SOCCER HW								
PO - 20261341		12/11/2025	1900	0100-0333-0-0000-36000-560000-000-0000	F	\$1,450.00	\$0.00	\$0.00
Description: GIRLS BASKETBALL HH								
PO - 20261342		12/11/2025	1901	0100-0333-0-0000-36000-560000-000-0000	F	\$1,450.00	\$0.00	\$0.00
Description: BOYS SOCCER HH								
Total Amount for Warrant						\$6,100.00	\$0.00	\$0.00
Total Amount Per Vendor						\$6,100.00	\$0.00	\$0.00
1805 SO CALIF GAS CO								
PV - 260553		01/02/2026	201-515-5995-0	0100-0000-0-0000-82000-550010-033-0000		\$74.15	\$0.00	\$0.00
Description: MONTHLY UTILITIES								
PV - 260554		12/31/2025	138-415-8874-5	0100-0000-0-0000-82000-550010-033-0000		\$13,870.17	\$0.00	\$0.00

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Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
1805 SO CALIF GAS CO								
	Description: MONTHLY UTILITIES							
PV - 260554		12/31/2025	062-815-8816-7	0100-0000-0-0000-82000-550010-033-0000		\$482.65	\$0.00	\$0.00
	Description: MONTHLY UTILITIES							
PV - 260554		12/31/2025	140-515-880-3	1100-6391-0-0000-82000-550010-000-0000		\$826.91	\$0.00	\$0.00
	Description: MONTHLY UTILITIES							
Total Amount for Warrant						\$15,253.88	\$0.00	\$0.00
Total Amount Per Vendor						\$15,253.88	\$0.00	\$0.00
9810 STAPLES ADVANTAGE								
PO - 20260735		12/31/2025	6051881563	1300-5310-0-0000-37000-430000-018-0000	P	\$44.36	\$0.00	\$0.00
	Description: SUPPLIES							
PO - 20260735		12/31/2025	6051881565	1300-5310-0-0000-37000-430000-018-0000	P	\$103.50	\$0.00	\$0.00
	Description: SUPPLIES							
PO - 20260735		12/31/2025	6051881567	1300-5310-0-0000-37000-430000-018-0000	P	\$55.40	\$0.00	\$0.00
	Description: SUPPLIES							
PO - 20261273		12/31/2025	6051881561	0100-6762-0-1133-10000-430000-096-0000	F	\$293.99	\$0.00	\$0.00
	Description: SUPPLIES HW							
Total Amount for Warrant						\$497.25	\$0.00	\$0.00
Total Amount Per Vendor						\$497.25	\$0.00	\$0.00
10795 STEPHEN L. HAHN								
PO - 20260800		12/31/2025	02-123604	3560-7710-0-0000-85000-620030-095-1365	P	\$1,125.00	\$0.00	\$0.00
	Description: INSPECTION SERVICES SP BULDINGS PROJECT							
PO - 20260800		12/31/2025	02-123102	3560-7710-0-0000-85000-620030-095-1365	P	\$8,175.00	\$0.00	\$0.00
	Description: INSPECTION SERVICES SP BULDINGS PROJECT							
Total Amount for Warrant						\$9,300.00	\$0.00	\$0.00
Total Amount Per Vendor						\$9,300.00	\$0.00	\$0.00
2244 STRONG, CLIFFORD								
PV - 260544		01/06/2026	REIMBURSEMENT	0100-0000-0-0000-72000-370100-018-0000		\$549.00	\$0.00	\$0.00
	Description: QUARTERLY MEDICARE REIMBURSEMENT OCTOBER-DECEMBER 2025							
Total Amount for Warrant						\$549.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

01/08/2026

3:29:45PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Amount Taxable	Amount Tax
Total Amount Per Vendor						\$549.00	\$0.00	\$0.00
12024 SUPERB LINE								
PO - 20261269		12/05/2025	274	0100-0333-0-0000-36000-560000-000-0000	F	\$1,800.00	\$0.00	\$0.00
		Description: GIRLS SOCCER HW						
Total Amount for Warrant						\$1,800.00	\$0.00	\$0.00
Total Amount Per Vendor						\$1,800.00	\$0.00	\$0.00
8906 THE SHERWIN-WILLIAMS COMPANY								
PO - 20260163		01/06/2026	38797191400126	0100-8150-0-0000-81100-430000-043-0000	P	\$156.98	\$0.00	\$0.00
		Description: SUPPLIES M.O.T						
PO - 20260163		12/29/2025	72127188571225	0100-8150-0-0000-81100-430000-043-0000	P	\$69.50	\$0.00	\$0.00
		Description: SUPPLIES M.O.T						
PO - 20260163		12/23/2025	04745191281225	0100-8150-0-0000-81100-430000-043-0000	P	\$728.18	\$0.00	\$0.00
		Description: SUPPLIES M.O.T						
Total Amount for Warrant						\$954.66	\$0.00	\$0.00
Total Amount Per Vendor						\$954.66	\$0.00	\$0.00
11153 T-MOBILE								
PO - 20260465		12/21/2025	970712329	0100-7435-0-1110-10000-590020-018-0000	P	\$2,952.00	\$0.00	\$0.00
		Description: Monthly Mifi Services						
PO - 20260552		12/21/2025	970712329	0900-0000-0-1110-10000-590020-000-0000	P	\$600.00	\$0.00	\$0.00
		Description: HOC Monthly Mifi Services						
Total Amount for Warrant						\$3,552.00	\$0.00	\$0.00
Total Amount Per Vendor						\$3,552.00	\$0.00	\$0.00
8276 TRANE U.S. INC								
* PO - 20260041		12/09/2025	315819703	0100-0000-0-0000-85000-620000-096-1308	P	\$361,034.20	\$0.00	\$0.00
		Description: HW CHILLER PLANT						
Total Amount of Payment						\$361,034.20	\$0.00	\$0.00
Total Amount Per Vendor						\$361,034.20	\$0.00	\$0.00
11637 Tulare City School District								
PO - 20261382		12/09/2025	HH MID VALLEY J.	0100-6770-0-1156-10000-520000-094-0000	F	\$250.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

01/08/2026

3:29:45PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN-----OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
11637 Tulare City School District								
Description: MID VALLEY JAZZ BAND FESTIVAL ENTRY FEE HH								
Total Amount for Warrant						\$250.00	\$0.00	\$0.00
Total Amount Per Vendor						\$250.00	\$0.00	\$0.00
1985 UNITED PARCEL SERVICE								
PV - 260556	01/03/2026	783487016	0100-0000-0-1110-10000-430000-000-4120			\$153.43	\$0.00	\$0.00
Description: RETURN FOR ANDERSON'S ITEM PO 20261196 INVOICE 2677524								
Total Amount for Warrant						\$153.43	\$0.00	\$0.00
Total Amount Per Vendor						\$153.43	\$0.00	\$0.00
3910 VILLANUEVA, DANIEL D.								
PV - 260540	01/06/2026	REIMBURSEMENT	0100-0000-0-0000-72000-370100-018-0000			\$555.00	\$0.00	\$0.00
Description: QUARTERLY MEDICARE REIMBURSEMENT NOVEMBER-JANUARY 2026								
Total Amount for Warrant						\$555.00	\$0.00	\$0.00
Total Amount Per Vendor						\$555.00	\$0.00	\$0.00
2656 VIRCO INC.								
* PO - 20261073	01/08/2026	92099477	0100-0000-0-0000-82000-430000-043-0000		F	\$4,648.42	\$0.00	\$0.00
Description: STUDENT CHAIRS HH								
Total Amount of Payment						\$4,648.42	\$0.00	\$0.00
Total Amount Per Vendor						\$4,648.42	\$0.00	\$0.00
2044 W.W. GRAINGER INC.								
* CM - 260091	12/18/2025	9747277714	0100-8150-0-0000-81100-430000-043-0000			-\$122.27	\$0.00	\$0.00
Description: CREDIT FOR RETURN OF SUPPLIES								
* PO - 20260754	12/12/2025	9742065288	0100-8150-0-0000-81100-430000-043-0000		P	\$328.18	\$0.00	\$0.00
Description: MATERIAL M.O.T								
* PO - 20261298	12/16/2025	9745157363	0100-8150-0-0000-81100-430000-043-0000		P	\$28.10	\$0.00	\$0.00
Description: SIGN REPLACEMENT M.O.T								
Total Amount of Payment						\$234.01	\$0.00	\$0.00
Total Amount Per Vendor						\$234.01	\$0.00	\$0.00
2053 WALMART								

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

01/08/2026

3:29:45PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI---TY	P/F	Amount	Use Tax Taxable	Amount Tax
2053 WALMART								
PO - 20260431		12/17/2025	feebd014	0100-0000-0-1110-27000-430000-096-0000	P	\$45.60	\$0.00	\$0.00
Description: SUPPLIES HW								
PO - 20260510		12/10/2025	3da96f03	0100-1100-0-1167-10000-430000-094-0000	P	\$43.16	\$0.00	\$0.00
Description: SUPPLIES HH								
PO - 20260647		12/11/2025	08f6b008	0100-3550-0-3805-10000-430000-096-0000	P	\$63.44	\$0.00	\$0.00
Description: SUPPLIES HW								
PO - 20260647		12/18/2025	196B1045	0100-3550-0-3805-10000-430000-096-0000	P	\$46.48	\$0.00	\$0.00
Description: SUPPLIES HW								
PO - 20260853		12/18/2025	a0229b7b	0100-0332-0-5760-11100-430000-096-8650	P	\$271.54	\$0.00	\$0.00
Description: SUPPLIES HW								
PO - 20260853		12/16/2025	4c5d2879	0100-0332-0-5760-11100-430000-096-8650	P	\$5.36	\$0.00	\$0.00
Description: SUPPLIES HW								
PO - 20261315		12/17/2025	d2d3f40f	0100-0000-0-1110-27000-430000-094-0000	P	\$84.65	\$0.00	\$0.00
Description: SUPPLIES HH								
Total Amount for Warrant						\$560.23	\$0.00	\$0.00
Total Amount Per Vendor						\$560.23	\$0.00	\$0.00
4857 WINN, ARTHUR								
PV - 260537		01/06/2026	REIMBURSEMENT	0100-0000-0-0000-72000-370100-018-0000		\$501.00	\$0.00	\$0.00
Description: QUARTERLY MEDICARE REIMBURSEMENT OCTOBER-DECEMBER 2025								
Total Amount for Warrant						\$501.00	\$0.00	\$0.00
Total Amount Per Vendor						\$501.00	\$0.00	\$0.00
4858 WINN, ELIZABETH								
PV - 260538		01/06/2026	REIMBURSEMENT	0100-0000-0-0000-72000-370100-018-0000		\$555.00	\$0.00	\$0.00
Description: QUARTERLY MEDICARE REIMBURSEMENT OCTOBER-DECEMBER 2025								
Total Amount for Warrant						\$555.00	\$0.00	\$0.00
Total Amount Per Vendor						\$555.00	\$0.00	\$0.00

* = Credit Card Payment

Requested By: cestanislao

For Payments Due By 1/9/2026

01/08/2026

3:29:45PM

Comments =

Vendor	Ref No	Inv. Date	Inv. No	FD---RE---Y-GO---FN---OB-----SI--TY	P/F	Amount	Use Tax Taxable	Amount Tax
Total Amount of all Payments							\$1,708,804.10	
Total Number of Checks to print:			63	\$1,331,391.18	Use Tax			
Total Number of Credit Card Payments:			11	\$377,412.92	Taxable Amount		Tax Amount	
Total Transfer for Use Tax						\$0.00	\$0.00	

* = Credit Card Payment

Consent Agenda #3

AGENDA: Action

TOPIC: Board Meeting Minutes

DESCRIPTION: Minutes of the Regular Meeting of December 16, 2025.

RECOMMENDATION: Administration recommends approval of this item as presented.

**HANFORD JOINT UNION HIGH SCHOOL DISTRICT
BOARD OF TRUSTEE
Meeting of December 16, 2025
Hanford Joint Union High School District Office
300 W. 6th St., Hanford, California
5:30PM Closed Session • 6:00PM Open Session**

MINUTES

I. CALL TO ORDER

President Gillum opened the meeting at 5:30 PM with Trustees present: Barbeiro, Chavarin, Gillum, Martella, and Robinson.

A. COMMENTS FROM THE PUBLIC ON CLOSED SESSION ITEMS

No comments from the public.

II. ADJOURN TO CLOSED SESSION

The meeting was adjourned to closed session at 5:30 PM by President Gillum. Trustees present: Barbeiro, Chavarin, Gillum, Martella and Robinson.

Discussion took place regarding:

- ≈ Public Employee Appointment (Certificated) (GC 54957)
- ≈ Public Employee Appointment (Classified) (GC 54957)
- ≈ Public Employee Discipline/Dismissal/Release (Certificated)(GC 54957)
- ≈ Conference with Labor Negotiators (Confidential Employees) GC 54957 and GC 54957.6) Agency Designated Representatives: Ward Whaley and Renee Creech (District Chief Negotiators)
- ≈ Consideration of Student Readmissions (EC 35146; 48912; 48918)
- ≈ Consideration of Student Expulsions (EC 35146; 48912; 48918)

III. RECONVENE TO OPEN MEETING, FLAG SALUTE AND WELCOME – 6:00PM

President Gillum reconvened the open meeting at 6:08 PM. Trustees present: Barbeiro, Chavarin, Gillum, Martella, Robinson.

Administrators/staff present: Rosa, Creech, Peters, Whaley, Dowd, Ede, Fagundes, Culver, Parson, Rogers, Keran, Bell, Braswell, Stidman, and Salazar.

President Gillum led the flag salute.

IV. REPORTS / BUSINESS

A. REPORT OF CLOSED SESSION

President Gillum reported that no action was taken during closed session.

B. ORGANIZATIONAL MEETING

1. Election of Board President

Superintendent Rosa, Secretary to the Board, opened nominations for Board President.

Trustee Chavarin moved to nominate Trustee Martella as President of the Board. Dr. Rosa asked if there was a second to the nomination of Trustee Martella as President of the Board. Trustee Robinson seconded the nomination. There were no further nominations and nominations were closed.

Motion to accept Trustee Martella as President of the Board carried by the following vote:

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

2. Election of Board Clerk

President Martella opened nominations for Clerk of the Board.

Trustee Robinson moved to nominate Trustee Barbeiro as Clerk of the Board. Trustee Chavarin seconded the nomination. There were no further nominations and nominations were closed.

Motion carried by the following vote:

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

3. Schedule Regular Board Meetings for 2022- Revised Board Bylaw 9320

President Martella reviewed revised Board Bylaw 9320 in regard to regularly scheduled meetings as follows:

Regular Meetings

The Board shall hold two regular meeting(s) each month. Regular meetings shall be held at 6:00p.m. on the second and fourth Tuesday (unless a holiday or vacation week) at the Hanford Joint Union High School District Office Board Room

Motion was made by Trustee Chavarin seconded by Trustee Barbeiro to accept Board Bylaw 9320, as stated.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

4. Board Member Committee Representatives

President Martella presented the list of committees for 2026.

1. District Department Rep Meeting (one board member)
2. District Budget Committee (two board members)
3. Kings County School Board Association (one board member)
4. Hanford Education Foundation (one board member)

This item will be brought back at the next regularly scheduled meeting for board consideration.

C. COMMENTS FROM THE STAFF

No comments from the staff.

D. COMMENTS FROM THE PUBLIC

Victor Chavarin Jr. SP Girls basketball coach. The SPHS Girls Basketball team recently returned from our Hawaii trip, and we wanted to extend our sincere thanks to the board for approving this opportunity and for your continued support of our program. The experience was truly memorable for our student-athletes, and we're grateful for your commitment to providing opportunities that go beyond the court.

E. CORRESPONDENCE

No correspondence.

F. STUDENT BOARD REPORTS

1. Hanford High School Board Representative Analisa Botelho presented the student report.
2. Hanford West High School Board Representative Melany Lepez presented the student report
3. Sierra Pacific High School Board Representative Natalie Gonzalez presented the student report.

G. CONSENT AGENDA

1. Student Readmissions: 07-21; 12-17; 23-12; 24-05; 24-20; 24-27; 24-36; 24-39; 24-41; 24-47; 24-50
2. Student Expulsions: 25-07; 25-08; 25-09
3. Warrants – Payment of Warrant Requests: 11/21/2025; 11/26/2025; 12/01/2025; 12/05/2025; 12/12/2025
4. Minutes of Regular Board Meeting: 11/18/2025

Motion was made by Trustee Barbeiro seconded by Trustee Robinson to approve the Consent Agenda items as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None

Abstain: None
Absent: None

H. SUPERINTENDENT'S REPORT

1. Field Trips

Superintendent Rosa presented the following student field trips, description and fiscal impact as approved by the Superintendent.

1. SPHS Boys Soccer – Paso Robles, CA
2. HWHS Chamber Choir – Sacramento, CA
3. HHS Girls Soccer – Pismo Beach, CA
4. HJUHSD Migrant Education – Three Rivers, CA
5. HWHS Medical Academy – Santa Barbara, CA
6. SPHS Business Finance Academy – Anaheim, CA
7. SPHS Education Academy – Morro Bay, CA
8. HWHS Medical Academy – Fullerton, CA
9. HHS Band – Buena Park, CA

This item was presented for information only.

2. Board Policy Update

The recommended Board Policy Update for Administrative Regulation 5121: Grades/Evaluation of Student Achievement returned for approval as presented.

Motion was made by Trustee Barbeiro seconded by Trustee Robinson to approve the Board Policy Update for Administrative Regulation 5121: Grades/Evaluation of Student Achievement as presented.

Ayes: Barbeiro, Chavarin, Gillum, Martella, Robinson
No: None
Abstain: None
Absent: None

3. Agreement Signed by Superintendent or Designee

- Alliant University MOU
- National University Intern MOUs
- KCOE Ethnic Studies Training MOU
- KCOE Trauma Responsive Leadership MOU

Motion was made by Trustee Chavarin seconded by Trustee Gillum to approve the Documents Signed by Superintendent or Designee as presented.

Ayes: Barbeiro, Chavarin, Gillum, Martella, Robinson
No: None
Abstain: None
Absent: None

4. HJUHS D Extracurricular Event Access Policy

Coordinator of Safety and Activities Dowd presented the HJUHS D Extracurricular Event Access Policy for information and action.

The HJUHS D Extracurricular Event Access Policy establishes clear guidelines for who may attend district-sponsored extracurricular activities to ensure student safety, proper supervision, consistency, and campus security. The policy supports safety, fairness, and operational oversight by ensuring only verifiable, supervised students may participate or attend. This policy will be added to the Student Handbook.

Motion was made by Trustee Robinson seconded by Trustee Chavarin to approve the HJUHS D Extracurricular Event Access Policy as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

I. FINANCIAL REPORT

1. Financial Report

Director of Business Fagundes presented the Financial Report for information only. This report is for the period of July 1, 2025, through November 30, 2025. This report contains all funds of the district and shows the budget as well as the actuals for the year.

FISCAL IMPACT: The budgeted estimated ending balance for the General Fund is \$18,296,221.08.

This item was presented for information only.

2. 2025/2026 Revised Salary Schedules

Director Fagundes presented the 2025/2026 Revised Salary Schedules for information and action.

The 2025/2026 Salary Schedules for all Certificated HSEA Teachers, Hanford Adult School Teachers, Counselors, Psychologists, Work Experience Coordinators, Instructional Technology Specialists, Academic Coaches, Social Workers, CSEA, Classified Confidential, Classified Non-Represented, Certificated Management, Classified Management, Superintendent, and Assistant Superintendents have been revised to include the increases previously board approved in their respective tentative agreements.

FISCAL IMPACT: Salary schedules have been increased 2%.

Motion was made by Trustee Robinson seconded by Trustee Barbeiro to approve

the 2025/2026 Revised Salary Schedules as presented.

Ayes: Barbeiro, Chavarin, Gillum, Martella, Robinson
No: None
Abstain: None
Absent: None

3. Declaration of Surplus Property

Director Fagundes presented the Declaration of Surplus Property for information and action.

The District has several textbooks, study materials, and pieces of technology from Hanford High School it would like to have declared as surplus. A complete list was included in the Board packet.

Motion was made by Trustee Gillum seconded by Trustee Chavarin to approve the Declaration of Surplus Property as presented.

Ayes: Barbeiro, Chavarin, Gillum, Martella, Robinson
No: None
Abstain: None
Absent: None

4. 2024/2025 Revised Developer Fee Report

Director Fagundes presented the 2024/2025 Revised Developer Fee Report for action.

The Building Association of Tulare and Kings Counties have reviewed our previously Board approved report and requested more information. The additional information has been sent to them.

The annual Developer Fee Report for the 2024/2025 fiscal year, along with the additional information requested (capital improvement plan) were included in the Board packet.. We are required annually to provide this information to interested parties (per Government Code Section 66006(b) (2)). We annually send this information to the Home Builders Association of Tulare & Kings Counties.

FISCAL IMPACT:	<u>2024/2025 Activity:</u>	
	Beginning Balance	\$ 5,552,665.67
	Plus Fees Received	\$ 1,651,608.50
	Plus Interest Earned	\$ 207,448.93
	Less Expenditures	\$ (750,000.00)
	Ending Balance	\$ 6,661,723.10
	Plus Fair Market Value	\$ 97,065.48
	Adjusted Ending Balance	\$ 6,758,788.58

Motion was made by Trustee Robinson seconded by Trustee Barbeiro to approve the 2024/2025 Revised Developer Fee Report as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

5. Resolution #25-21: 2025/2026 Budget Revisions

Resolution #25-21: 2025/2026 Budget Revisions returned for approval as presented.

Motion was made by Trustee Robinson seconded by Trustee Barbeiro to approve the Resolution #25-21: 2025/2026 Budget Revisions as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

6. First Interim Report

The First Interim Report returned for approval as presented.

Motion was made by Trustee Barbeiro seconded by Trustee Robinson to approve the First Interim Report as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

7. Resolution #25-22: Certification of Signatures

Resolution #25-22: Certification of Signatures returned for approval as presented.

Motion was made by Trustee Gillum seconded by Trustee Chavarin to approve Resolution #25-22: Certification of Signatures as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

8. Sierra Pacific New Construction – Addendum to Final Environmental Impact Report for the Hanford Joint Educational Center Project

Assistant Superintendent Creech presented the Sierra Pacific New Construction – Addendum to Final Environmental Impact Report for the Hanford Joint

Educational Center Project for information and action.

An original Environmental Impact Report (EIR) was prepared in September 2002 before the District purchased land with the City of Hanford and College of the Sequoias which would later be called the Hanford Joint Education Center and in 2007 is where the District started construction of Sierra Pacific High School. With the planned addition of two classroom wings at Sierra Pacific, the District hired Rincon in September 2023 to provide an addendum to the EIR in order to meet the guidelines of the California Environmental Quality Act (CEQA).

Now that we have approved plans for the construction of the two new wings and have awarded the project, we will be applying for new construction funding through the School Facilities Program (SFP). Meeting CEQA requirements is required prior to submitting the application. This addendum meets the necessary requirements.

Motion was made by Trustee Robinson seconded by Trustee Chavarin to approve the Sierra Pacific New Construction – Addendum to Final Environmental Impact Report for the Hanford Joint Educational Center Project as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

9. Facility Master Plan Update

Assistant Superintendent Creech presented the Facility Master Plan Update for information and action.

In accordance with the new Proposition 2 regulations pertaining to School Facility Program funding, the Board adopted Resolution #25-18 in October 2025 acknowledging the requirement to have a Five-year Facilities Master Plan in place in order to receive funding. The State Allocation Board and Office of Public School Construction are currently developing the requirements of the Five-Year Master Plan.

While these guidelines are being developed, the District is utilizing the Capital Improvement Plan that is presented with the annual Developer Fee Report and identifies facility needs and upcoming projects as its Facility Master Plan. Having the Facility Master Plan also allows the Board to take the from deferring Developer Fees to time of occupancy which is now allowed through AB121.

Motion was made by Trustee Barbeiro seconded by Trustee Chavarin to approve Facility Master Plan Update as presented.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

J. ADMINISTRATIVE SERVICES / HUMAN RESOURCES

1. Personnel Assignments

Assistant Superintendent Whaley presented the following revised Personnel Assignments for information and action:

Certificated Retirement:

JoAnn Dotson, Teacher, HWHS, effective 07/31/2026

Classified Employment:

Autumn Halsey, Testing Secretary, SPHS, effective 01/05/2026

Lisa Kirk, Instructional Aide, HOC, effective 01/12/2026

Moises Lopez, Campus Safety I, HWHS, effective 01/12/2026

Klarissa Romero, Instructional Technician, HWHS, effective 01/12/2026

Sarah Romero Cano, Secretary, EFJ, effective 01/12/2026

Nayeli Landa Gonzalez, Nutrition Services Aide, HWHS, effective 01/12/2026

Isabelle Linarez, Nutrition Services Aide, SPHS, effective 01/12/2026

Tatiana Woods, Campus Safety I, EFJ, effective 01/12/2026

Classified Short Term/Temporary Resignation:

Alijah Turner, Head Varsity Girls Basketball Coach, HWHS, effective 11/25/2025

Classified Short Term/Temporary Employment:

Erik Henderson, Varsity Head Girls Basketball Coach, HWHS

Brittany Nielson, Varsity Assistant Girls Basketball Coach, HWHS

Motion was made by Trustee Barbeiro seconded by Trustee Robinson to approve the Personnel Assignments as revised.

Ayes:	Barbeiro, Chavarin, Gillum, Martella, Robinson
No:	None
Abstain:	None
Absent:	None

K. MAINTENANCE, OPERATIONS AND TRANSPORTATION REPORT

Director of MOT Stidman presented the MOT report:

We have a lot of projects happening over the next three weeks, and everyone is ready to go, including our vendors. One of the main things we've been working on this week is partnering with Lance to create updated site maps. A vendor has been scanning every space so the maps are accurate and match the look and style of the SPHS maps. The goal is to eventually connect them with CrisisGo so they show locations of AEDs and fire extinguishers. It's something we've been working toward for a while, and it's great to see it coming together. The students have been excited watching the scanning process. We still have a bit to finalize once we get approval, but we're looking forward to the finished product.

V. BOARD CALENDAR

Superintendent Rosa presented the board calendar noting the regular meeting dates and District Holidays through January 27, 2026.

VI. BOARD INFORMATION/DISCUSSIONS

A. BOARD COMMITTEE REPORTS AND UPDATES

Trustee Robinson shared that she attended the District Department Rep meeting earlier today. It was really nice to see how collaborative it was. Everyone had a chance to share their thoughts, and it felt like people were actually being listened to. There was some discussion about possibly bringing in a new English book called Buried Onions. The team is also working on drafting written processes for curriculum approval and digital resources. They're still in draft form, and everyone's reviewing them to see if there are any gaps or things that need to be clarified. One thing Bobby mentioned that I really liked was the idea of getting all that institutional knowledge out of people's heads and onto paper, so things don't get lost when people retire. Overall, it was a good meeting.

Trustee Chavarin shared that the KCSBA training is scheduled for February 2nd from 4:30 PM – 6:30 PM. She asked Trustees to let her know if they are planning on attending. There is no cost to attend. She also shared that she went to Hawaii with the SPHS Girls Basketball team, and it was a great experience for the girls.

Trustee Barbeiro shared that four of the Board members attended the CSBA Annual Education Conference. It was a great event.

President Martella shared that she CSBA conference was wonderful this year. Also the SPHS Tree Auction was a great event this year. She also wished all the staff Happy Holidays. She shared that she appreciates what we do for our students.

VII. ADJOURNMENT

President Martella adjourned the meeting at 6:40 PM.

As presented by:

Dr. Victor Rosa, Superintendent
Secretary of the Board

Alicia, Martella, President of the Board

Janet Barbeiro, Clerk of the Board

Board President
#1

AGENDA: Old Business/Action

TOPIC: Board Member Committee Representatives for 2026

DESCRIPTION: Board Members will choose which committee they wish to be a representative for in 2026.

1. District Department Rep Committee (one board member)
2. District Budget Committee (two board members)
3. Kings County School Board Association (one board member)
4. Hanford Education Foundation (one board member)

FISCAL IMPACT: None

RECOMMENDATION: At the will of the Board.

Superintendent Report #1

AGENDA: New Business/Information Only

TOPIC: Student Field Trips

DESCRIPTION: Below are the field trips as approved by the Superintendent:

1. SPHS Wrestling – Morro Bay, CA
2. HWHS Band – Folsom, CA
3. HJUHS FFA – Ontario, CA

A breakdown of the field trip by topic, description and fiscal impact is attached.

RECOMMENDATION: This item is being presented for information only.

FIELD TRIPS

Site:	SPHS	Transportation:	Program Funding
Date:	01/22/2026 – 01/24/2026	Lodging:	ASB
Group/Club:	SPHS Wrestling	Meals:	ASB
Event:	Wrestling Tournament	Substitutes:	
Destination:	Morro Bay High School	Admission:	ASB
City:	Morro Bay, CA	Other:	----

Site:	HWHS	Transportation:	Program Funding
Date:	01/24/2026	Lodging:	n/a
Group/Club:	HWHS Band	Meals:	
Event:	Folsom Jazz Festival	Substitutes:	
Destination:	Folsom High School	Admission:	Band Backers
City:	Folsom, CA	Other:	----

Site:	HHS/HWHS/SPHS	Transportation:	Program Funding
Date:	03/21/2026 – 03/24/2026	Lodging:	ASB
Group/Club:	HJUHS FFA	Meals:	Program Funding
Event:	State FFA Convention	Substitutes:	Program Funding
Destination:	Ontario Convention Center	Admission:	ASB
City:	Ontario, CA	Other:	----

Superintendent Report #2

AGENDA: New Business/Information Only

TOPIC: District Focus Areas Metrics Report – Fall 2025

DESCRIPTION: Update on the District Focus Areas presented by Dr. Rosa.

FISCAL IMPACT: None

RECOMMENDATION: This item is presented for information only.

FOCUS AREA METRICS, DATA REPORT - 7/1/25 - 12/30/25

Enrollment

	HJUHS 2023-24	HJUHS 2024-25	HJUHS 2025-26
	4,180	4,253	4,278
	HHS 2023-24	HHS 2024-25	HHS 2025-26
	1,494	1,491	1,538
	HWHS 2023-24	HWHS 2024-25	HWHS 2025-26
	1,336	1,317	1,281
	SPHS 2023-24	SPHS 2024-25	SPHS 2025-26
	1,102	1,176	1,196
	HOC 2023-24	HOC 2024-25	HOC 2025-26
	152	137	172
	EFJ 2023-24	EFJ 2024-25	EFJ 2025-26
	55	50	56
	CDS 2023-24	CDS 2024-25	CDS 2025-26
	39	38	35
	HAS 2023-24	HAS 2024-25	HAS 2025-26
	495	468	467

Drug & Alcohol Prevention Program

	Students Enrolled	DAP Complete	Completion Rate	DAP Incomplete	In Progress
HJUHS	34	14	41%	13	10
HWHS	10	5	50%	2	3
HHS	17	6	35%	11	3
SPHS	7	3	43%	0	4

Aggression Replacement Program (ARP)

	Students Enrolled	ARP Complete	Completion Rate	ARP Incomplete	In Progress
HJUHS	25	16	64%	7	3
HWHS	12	8	67%	2	3
HHS	5	2	40%	3	0
SPHS	8	6	75%	2	0

FOCUS AREA METRICS, DATA REPORT - 7/1/25 - 12/30/25



California Assessment of
Student Performance and Progress

English Language Arts/Literacy

(% Met or Exceeded)

 HJUHS HANFORD JOINT UNION HIGH SCHOOL DISTRICT Preparing Today's Students for Tomorrow's World	HJUHS 2023	HJUHS 2024	HJUHS 2025*	Kings 2025	State 2025
	46%	44%	55%	46%	49%
 HHS HANFORD HIGH SCHOOL	HHS 2023	HHS 2024	HHS 2025		
	53%	40%	57%		
 HWHS HAWTHORNE WEST HIGH SCHOOL	HWHS 2023	HWHS 2024	HWHS 2025		
	49%	51%	49%		
 SPHS SERRA PACIFIC HIGH SCHOOL	SPHS 2023	SPHS 2024	SPHS 2025		
	45%	49%	67%		
 HOC HAWTHORNE OCEAN HIGH SCHOOL	HOC 2023	HOC 2024	HOC 2025		
	27%	27%	29%		
 EFJ EAST F. JOHNSON HIGH SCHOOL	EFJ 2023	EFJ 2024	EFJ 2025		
	13%	10%	13%		



California Assessment of
Student Performance and Progress

Mathematics

(% Met or Exceeded)

 HJUHS HANFORD JOINT UNION HIGH SCHOOL DISTRICT Preparing Today's Students for Tomorrow's World	HJUHS 2023	HJUHS 2024	HJUHS 2025*	Kings 2025	State 2025
	17%	17%	18%	32%	37%
 HHS HANFORD HIGH SCHOOL	HHS 2023	HHS 2024	HHS 2025		
	16%	13%	15%		
 HWHS HAWTHORNE WEST HIGH SCHOOL	HWHS 2023	HWHS 2024	HWHS 2025		
	20%	18%	14%		
 SPHS SERRA PACIFIC HIGH SCHOOL	SPHS 2023	SPHS 2024	SPHS 2025		
	18%	27%	35%		
 HOC HAWTHORNE OCEAN HIGH SCHOOL	HOC 2023	HOC 2024	HOC 2025		
	8%	0%	0%		
 EFJ EAST F. JOHNSON HIGH SCHOOL	EFJ 2023	EFJ 2024	EFJ 2025		
	0%	3%	0%		

FOCUS AREA METRICS, DATA REPORT - 7/1/25 - 12/30/25



MOT Work Orders

Created	937
Resolved	916
In Progress	21



MOT Trainings

Driver Training	10
CPR	4
PD	7



StopIt Reports

Districtwide	14
--------------	----



Safety Training

Staff Members	472 - 98%
Coaches	153 - 100%



MOT Events

In-District	3,876
Outside	557
Total	4,433



IT Work Orders

Created	2,694
Resolved	2,447
In Progress	247



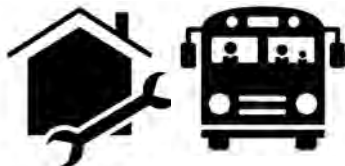
Crisis Go Drills

Drills	31
Incidents	1



LightSpeed Alerts

Districtwide	249
Low/Med. Priority	173
High Priority	70
Imminent Priority	5



MOT Trips

Total Trips	562
Chartered	82



Data Workgroups

Data Meetings	3
Focus Meetings	2



ALICE Training

Certificated & Students

Beginning of Year	100%
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FOCUS AREA METRICS, DATA REPORT - 7/1/25 - 12/30/25



ELPAC

English Language Proficiency Assessment CA

ELPAC

(% Level 4 (Well Developed))

 HJUHS HANFORD JOINT UNION HIGH SCHOOL DISTRICT Preparing Today's Students for Tomorrow's World	HJUHS 2023	HJUHS 2024	HJUHS 2025	Kings 2025	State 2025
	14%	13%	9%	14%	16%
 HHS HANFORD HIGH SCHOOL EST. 1907	2023	2024	2025		
	18%	9%	7%		
 HWHS HAWTHORNE WEST HIGH SCHOOL EST. 1954	2023	2024	2025		
	6%	8%	7%		
 SPHS SUNBELT PACIFIC HIGH SCHOOL EST. 1954	2023	2024	2025		
	13%	11%	16%		
 HOC HAWTHORNE ORANGE COUNTRY HIGH SCHOOL EST. 2016	2023	2024	2025		
	38%	33%	0%		
 EFJ EARL F. JOHNSON EST. 1954	2023	2024	2025		
	NA	0%	6%		



CAST

California Science Test

Science

(% Met or Exceeded)

 HJUHS HANFORD JOINT UNION HIGH SCHOOL DISTRICT Preparing Today's Students for Tomorrow's World	HJUHS 2023	HJUHS 2024	HJUHS 2025*	Kings 2025	State 2025
	18%	17%	23%	25%	33%
 HHS HANFORD HIGH SCHOOL EST. 1907	2023	2024	2025		
	15%	14%	21%		
 HWHS HAWTHORNE WEST HIGH SCHOOL EST. 1954	2023	2024	2025		
	18%	18%	20%		
 SPHS SUNBELT PACIFIC HIGH SCHOOL EST. 1954	2023	2024	2025		
	25%	20%	34%		
 HOC HAWTHORNE ORANGE COUNTRY HIGH SCHOOL EST. 2016	2023	2024	2025		
	15%	14%	10%		

FOCUS AREA METRICS, DATA REPORT - 7/1/25 - 12/30/25

Graduation Rate

	HJUHS 2022-23	HJUHS 2023-24	HJUHS 2024-25
	97%	96%	97%
	HHS 2022-23	HHS 2023-24	HHS 2024-25
	98%	95%	98%
	HWHS 2022-23	HWHS 2023-24	HWHS 2024-25
	98%	97%	98%
	SPHS 2022-23	SPHS 2023-24	SPHS 2024-25
	99%	97%	97%
	HOC 2022-23	HOC 2023-24	HOC 2024-25
	91%	88%	96%
	EFJ 2022-23	EFJ 2023-24	EFJ 2024-25
	91%	90%	74%
	CDS 2022-23	CDS 2023-24	CDS 2024-25
	77%	85%	NA
	KINGS 2022-23	KINGS 2023-24	KINGS 2024-25
	81%	86%	83%
	STATE 2023-24	STATE 2023-24	STATE 2024-25
	87%	88%	88%

Suspension Rate

	HJUHS 2022-23	HJUHS 2023-24	HJUHS 2024-25
	8.5%	6.7%	4.8%
	HHS 2022-23	HHS 2023-24	HHS 2024-25
	9%	8.1%	5.2%
	HWHS 2022-23	HWHS 2023-24	HWHS 2024-25
	11.2%	7.9%	6.3%
	SPHS 2022-23	SPHS 2023-24	SPHS 2024-25
	3.9%	2.8%	2.8%
	HOC 2022-23	HOC 2023-24	HOC 2024-25
	0%	0%	0%
	EFJ 2022-23	EFJ 2023-24	EFJ 2024-25
	6.7%	1%	3.8%
	CDS 2022-23	CDS 2023-24	CDS 2024-25
	10.9%	9.3%	5.1%
	KINGS 2022-23	KINGS 2023-24	KINGS 2024-25
	5.8%	5.1%	4.2%
	STATE 2023-24	STATE 2023-24	STATE 2024-25
	3.6%	3.3%	2.9%

Expulsion Rate

	HJUHS 2022-23	HJUHS 2023-24	HJUHS 2024-25
	(86) 1.97%	(87) 1.99%	(50) 1.2%
	HHS 2022-23	HHS 2023-24	HHS 2024-25
	(34) 2.01%	(39) 2.33%	(24) 1.5%
	HWHS 2022-23	HWHS 2023-24	HWHS 2024-25
	(41) 2.81%	(39) 2.69%	(19) 1.4%
	SPHS 2022-23	SPHS 2023-24	SPHS 2024-25
	(9) .80%	(8) .69%	(7) .6%
	HOC 2022-23	HOC 2023-24	HOC 2024-25
	(0) 0%	(0) 0%	(0) 0%
	EFJ 2022-23	EFJ 2023-24	EFJ 2024-25
	(1) .65%	(1) 1.48%	(0) 1%
	KINGS 2022-23	KINGS 2023-24	KINGS 2024-25
	(199) .77%	(172) .5%	(127) .4%
	STATE 2023-24	STATE 2023-24	STATE 2024-25
	(4514) .08%	(4089) .1%	(3,643) .1%

FOCUS AREA METRICS, DATA REPORT - 7/1/25 - 12/30/25

A-G Rates

	HJUHS 2023	HJUHS 2024	HJUHS 2025	Kings 2024	State 2024
	36.7%	37.2%	41.8%	38.6%	53.9%
	HHS 2023	HHS 2024	HHS 2025		
	42.3%	33.8%	34.6%		
	HWHS 2023	HWHS 2024	HWHS 2025		
	36.9%	39.4%	42.7%		
	SPHS 2023	SPHS 2024	SPHS 2025		
	52.8%	46.6%	55.1%		
	HOC 2023	HOC 2024	HOC 2025		
	6.6%	8.9%	6.3%		

CTE Completers

Percentage of Seniors

	HJUHS 2023	HJUHS 2024	HJUHS 2024
	44%	43%	47%
	HHS 2023	HHS 2024	HHS 2024
	43%	43%	45%
	HWHS 2023	HWHS 2024	HWHS 2024
	39%	45%	41%
	SPHS 2023	SPHS 2024	SPHS 2024
	50%	40%	49%
	HOC 2023	HOC 2024	HOC 2025
	NA	NA	3.6%

Dual Enrollment Participation

	HJUHS 2025		Hanford High 2025		Hanford West 2025		Sierra Pacific 2025	
	Student Total	Number of Units Attempted	Student Total	Number of Units Attempted	Student Total	Number of Units Attempted	Student Total	Number of Units Attempted
COS (2025)	200	1,118 Units	65	297 Units	55	345 Units	80	476 Units
Lemoore College (2024)	115	484 Units	18	48 Units	64	300 Units	33	136 Units
Articulation (2024)	206	810 Units	37	111 Units	64	384 Units	105	315 Units

HHS Data Review Fall 25/26



MTSS Fall 25-26

Students served through the MTSS process for Academic, Behavioral, Attendance and/or

Social Emotional:

Grade 9- 31

Grade 10- 29

Grade 11- 15

Grade 12- 7

DAP Program

Fall 2025-25

17 students enrolled

6 students completed

3 students still in progress

ARP Program

Fall 2025-26

5 students enrolled

2 students completed

MTSS Area of Need

Identified Area of need/s that students were highlighted for the MTSS Team and students were evaluated and intervention/Check in/counseling was put in place. Some students were addressed for combination of reasons:

Academic Reasons: 62

Behavioral: 21

Attendance: 28

Social Emotional: 29

Zero Hour Credit Recovery

There are 10 sections/10 Teachers of Credit Recovery offered two days per week which began on September 15, 2025. During the fall, 213 students completed 325 classes

Attendance Fall 2025 Regular Program

Month 1 From 8/11/25-9/5/25- 95.91%

Month 2 From 9/8/25-10/3/25- 94.18%

Month 3 From 10/6/25-10/31/25- 93.73%

Month 4 From 11/3/25-11/28/25- 92%

Month 5 From 12/1/25-12/26/25- 93.95%

Academic Awards Fall 2025

290 students achieved an overall GPA of 3.5 or higher for the fall semester.

Student Eligibility

Students Eligible to participate in activities based on the HJUHS D Eligibility Criteria including grades, tardies, attendance, on track with credits and no suspensions for Fall 25:

First grading period- 1201 students

Second grading period- 1275 students

Third grading period- 1206 students

HHS

HHS Data Review Fall 25/26

Small SEL Groups Social Worker

Groups Provided

Bullpup Balance x2: help students manage stress, anxiety, and emotions using CBT and DBT strategies supporting emotional regulation and focus in the classroom.

EmpowerHER: A group for girls to build confidence, self-worth, and peer support using CBT and empowerment-focused interventions promoting positive school relationships and decision making.

CBITS: trauma-focused group using TF-CBT and CPT to teach coping, relaxation, and problem solving improving behavior, attendance, and academic success.

Harm Reduction Group: to support safer choices and emotional regulation using DBT, CBT, and motivational interviewing reducing risky behaviors

Fall 2025

Small Group Enrollment

Six groups of four and one group of three.
Total- 27 students served in small groups

Counseling Activities

August/September-

F list from Spring

Incomplete schedules

Credit Recovery assignments and contracts
schedule conflicts

California Colleges- all 9th and 10th graders

Senior Academic checks and senior letters

Group attendance intervention meetings (twice
a month)

MTSS

Credit Recovery Monitoring (all credit recovery
students)

Counseling Activities

October-

**Freshman Academic Plans
(All freshman)**

**Sophomore Academic Plans (All
sophomores)**

**Group attendance Intervention meetings
(twice a month)**

MTSS

Dual enrollment registrations

**Sophomore presentations: Becoming a
partner in my education (all sophomores)**

**Credit Recovery Monitoring (all credit
recovery students)**

November-

9th grade class scheduling for 26-27

**HHS Freshman Academic Plan
presentations**

MTSS

**Group Attendance Intervention meetings
(twice a month)**

**Credit Recovery Monitoring (all credit
recovery students)**

F list counseling

**Evaluate 25-26 9th grade post secondary
responses**

**Complete 26-27 10th grade back up
electives responses**

December

**Make any schedule changes for Spring
semester**

**Review 12th grade F list and make any
changes necessary**

Update Senior Academic Status sheet
**Review students behind on credits for
possible referral to EFJ**

**Start populating the "Summer School
Needed list"**

MTSS

**Group Attendance Intervention
Meeting (one meeting for December)**

HHS Data Review Fall 25/26

Wellness Center

Official Check Ins to meet with Student Specialist or Social Worker:

65

Assertive Discipline

(offenses resulting in suspension)
Fall 2025/ Fall 2024

Fall 2025

Total: 49

Female: 14

Male: 35

Fall-2024

Total: 71

Female: 16

Male: 55

There is a significant decrease in overall suspensions from Fall 2024 to Fall 2025

Pup Center Visits Fall 2025

Student visits who were in the PUP Center who ultimately saw an Administrator, Counselor, Social Worker or Student Specialist:

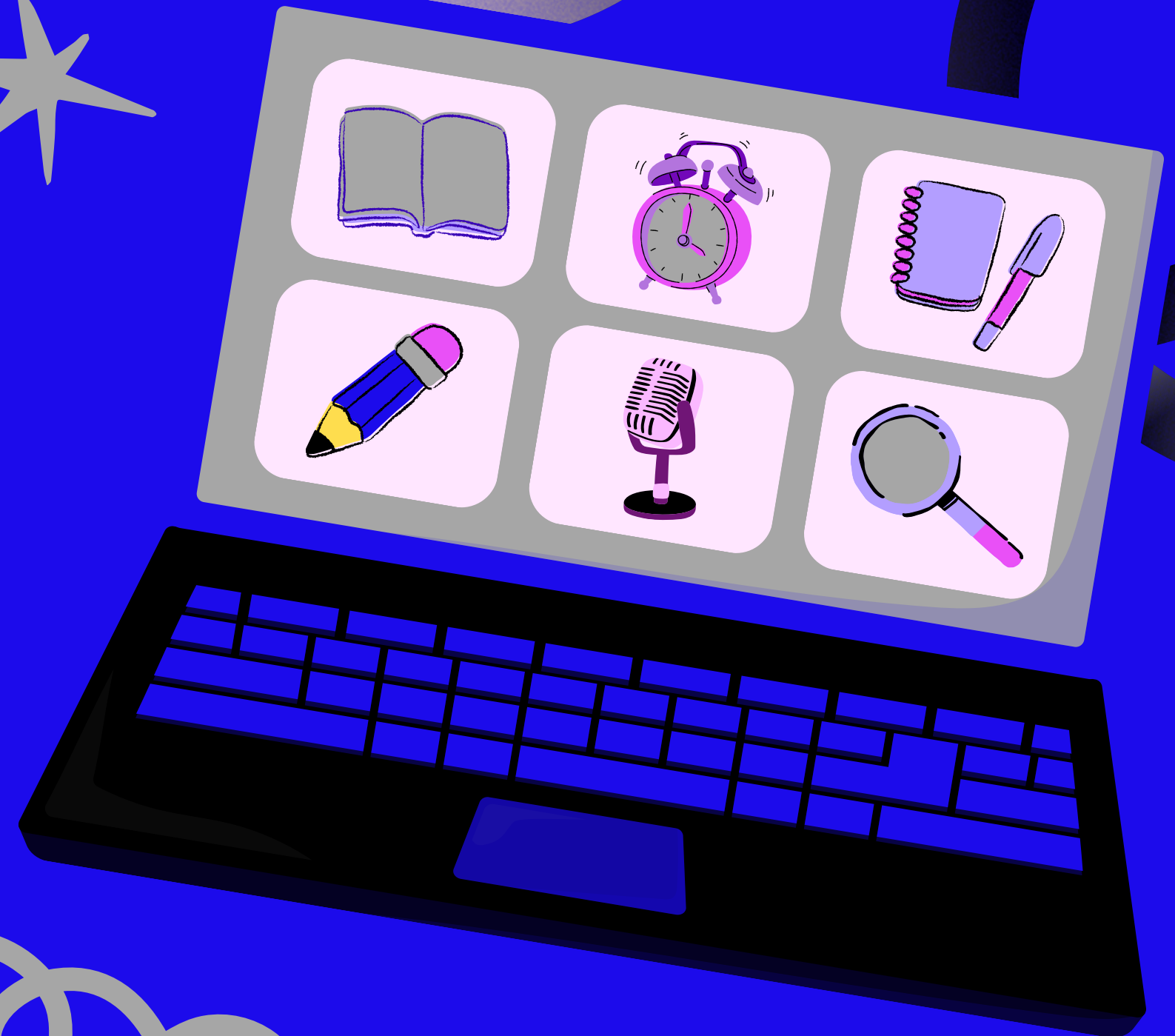
147 student visits

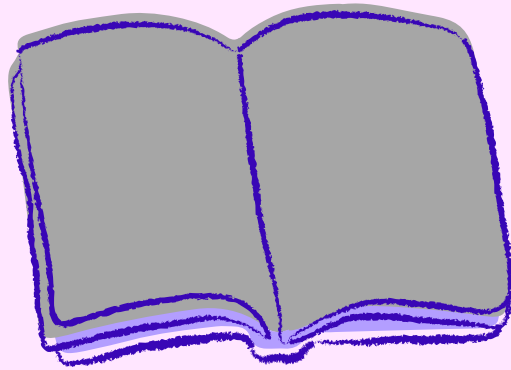
Saturday School

There were 16 Saturday School dates scheduled in the Fall semester for students to make up attendance and tardies. 417 students attended at least one Saturday.

Hanford West 2025-2026

Fall Semester in Review

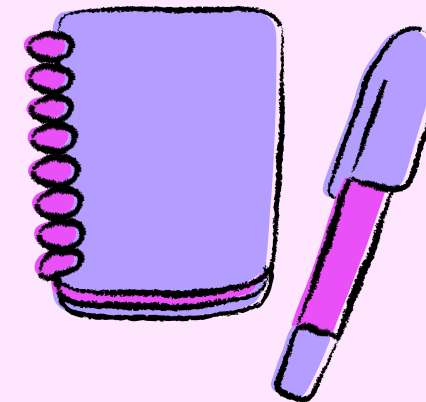




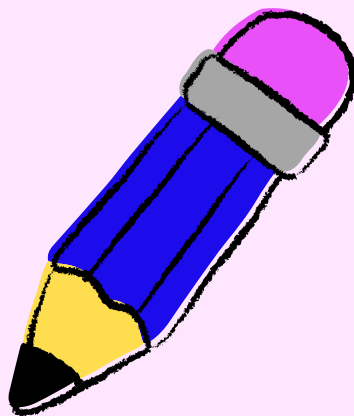
**Zero Hour
Participation**



**Credit Recovery
Rates**



**MTSS Data
(Wellness Center,
At Promise, Den).**



Academic Awards

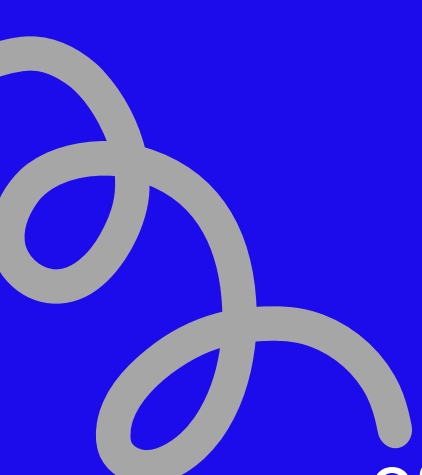


Ineligibility Data

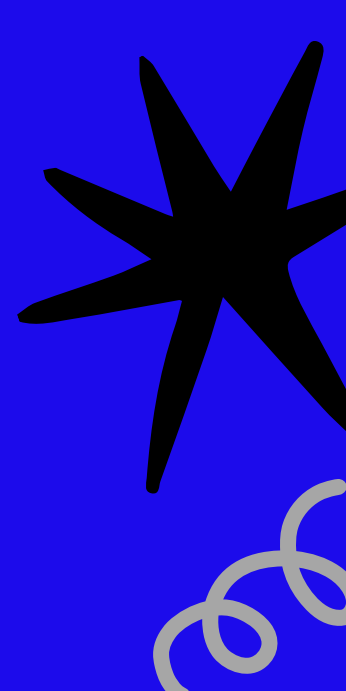


**Dashboard Data
& Focus**

Metrics



Zero Hour Participation



Offering our teachers an hourly wage to intervene with students. Each year, we rotate the offerings of Math and Science with those of English and History. These numbers include APEX, Med. Academy, & Business classes.

25

**different course
interventions offered**

1,482

sessions attended

1,156 (78%)

**sessions attended
that were assigned**

326 (22%)

**sessions attended
that were crashed**

1,087

**duplicated students that
showed growth after
attending a session**

736

**unduplicated students
served**

Zero Hour Participation

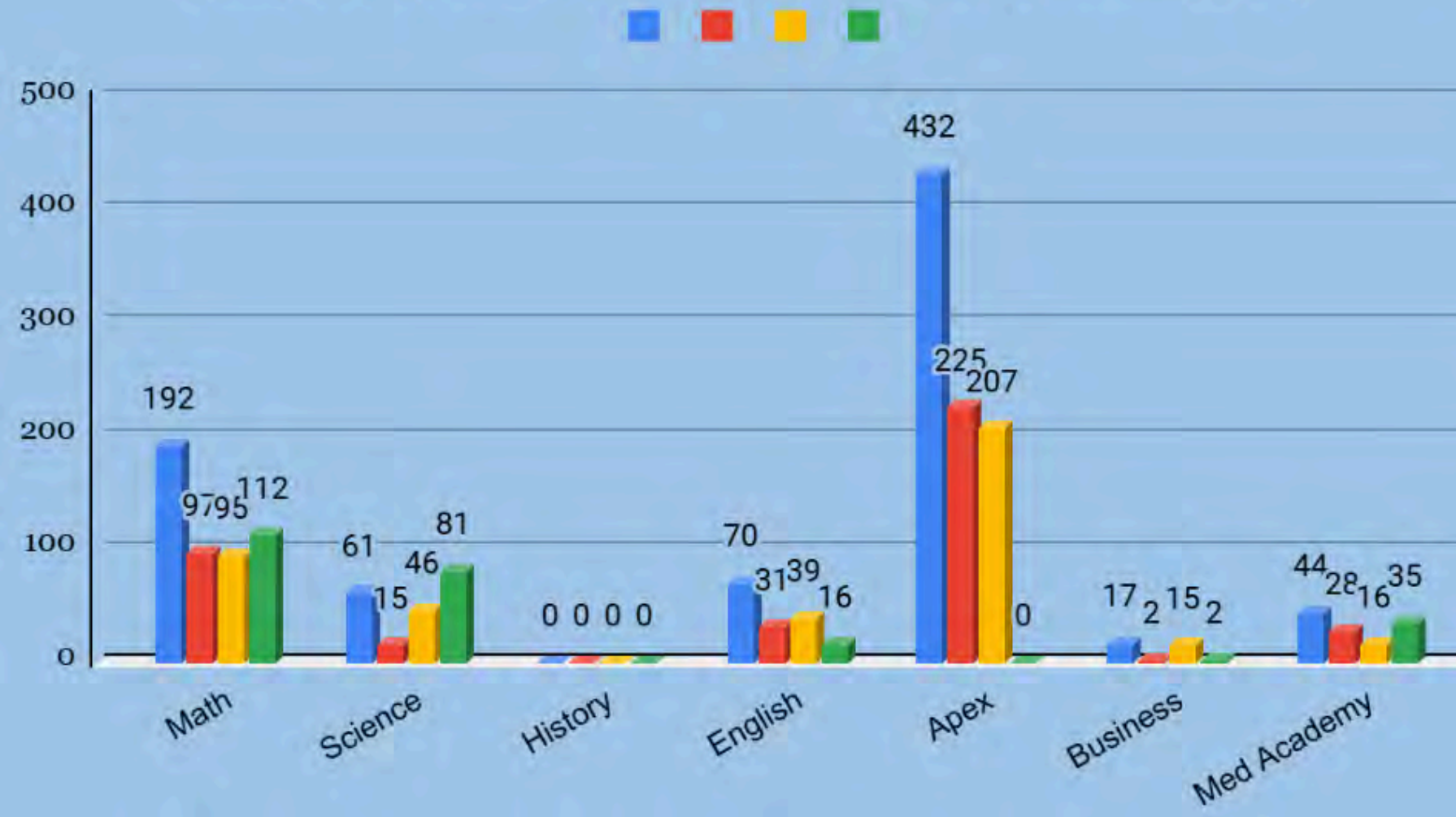
Green= Attended

Yellow = Crashed

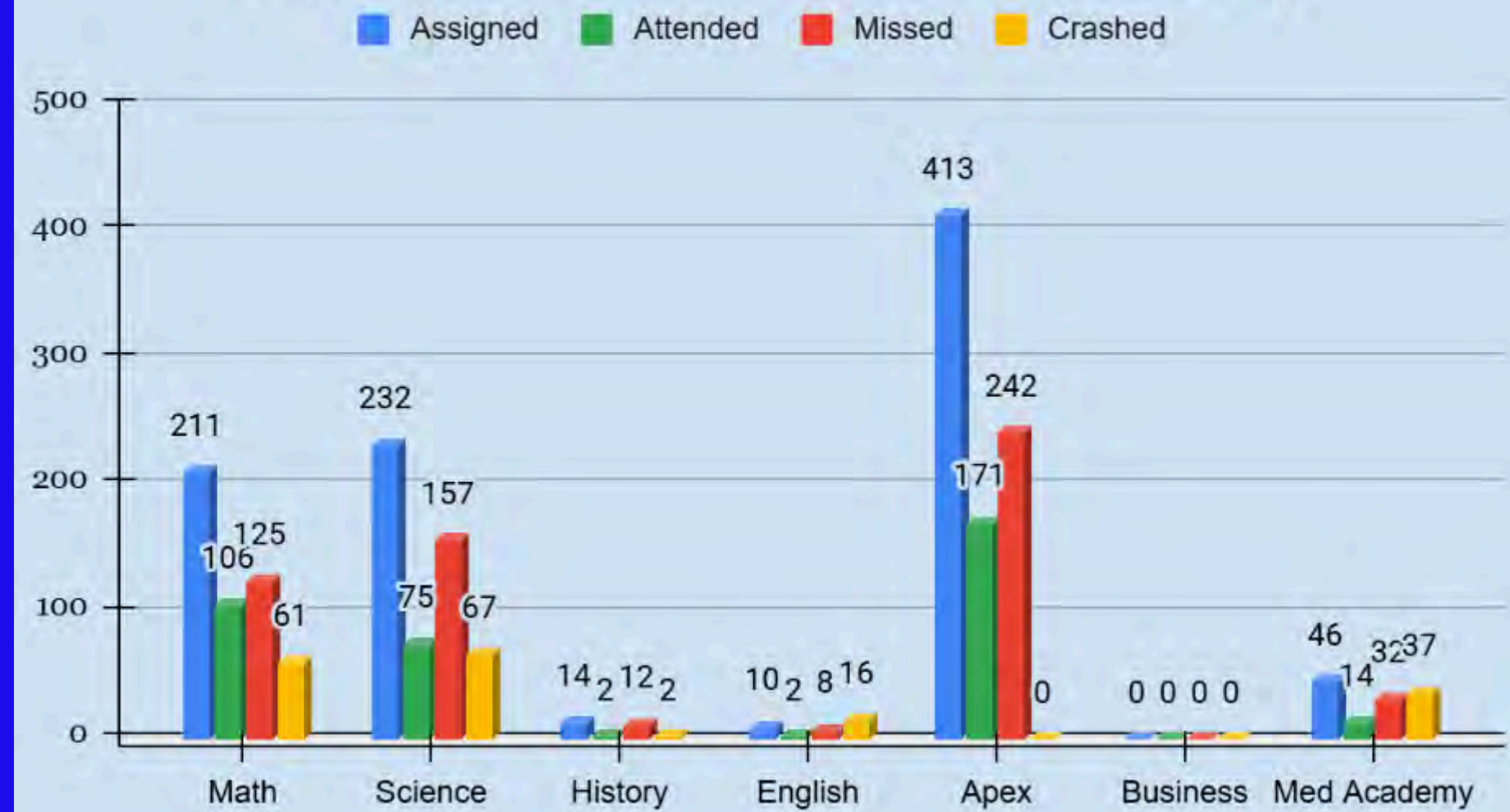
Red = Missed

Blue = Teacher Assigned

Subject totals for Zero Hour September 25'



Subject totals for Zero Hour Octoboe 25'



Zero Hour Participation

Green= Attended

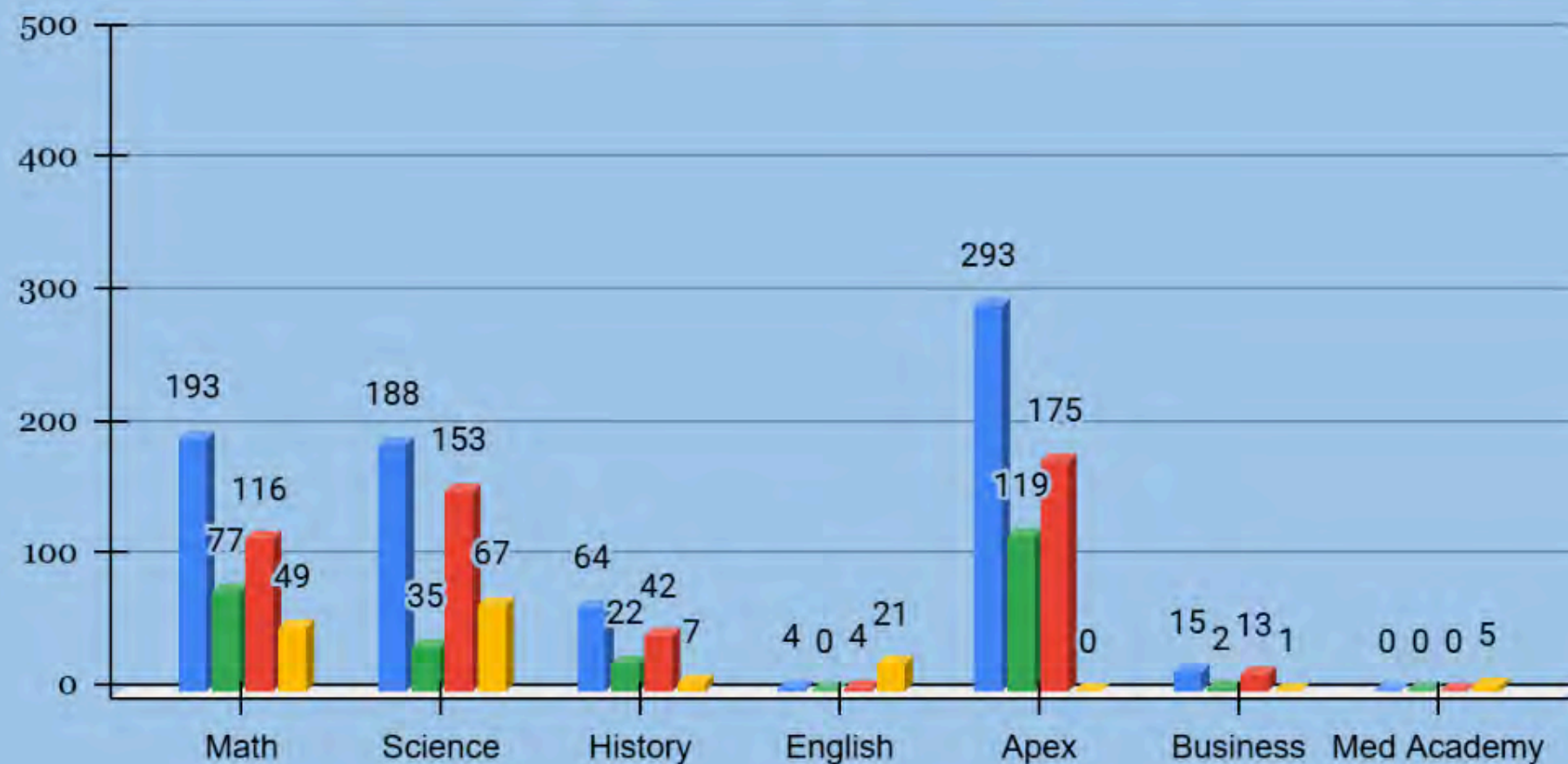
Yellow = Crashed

Red = Missed

Blue = Teacher Assigned

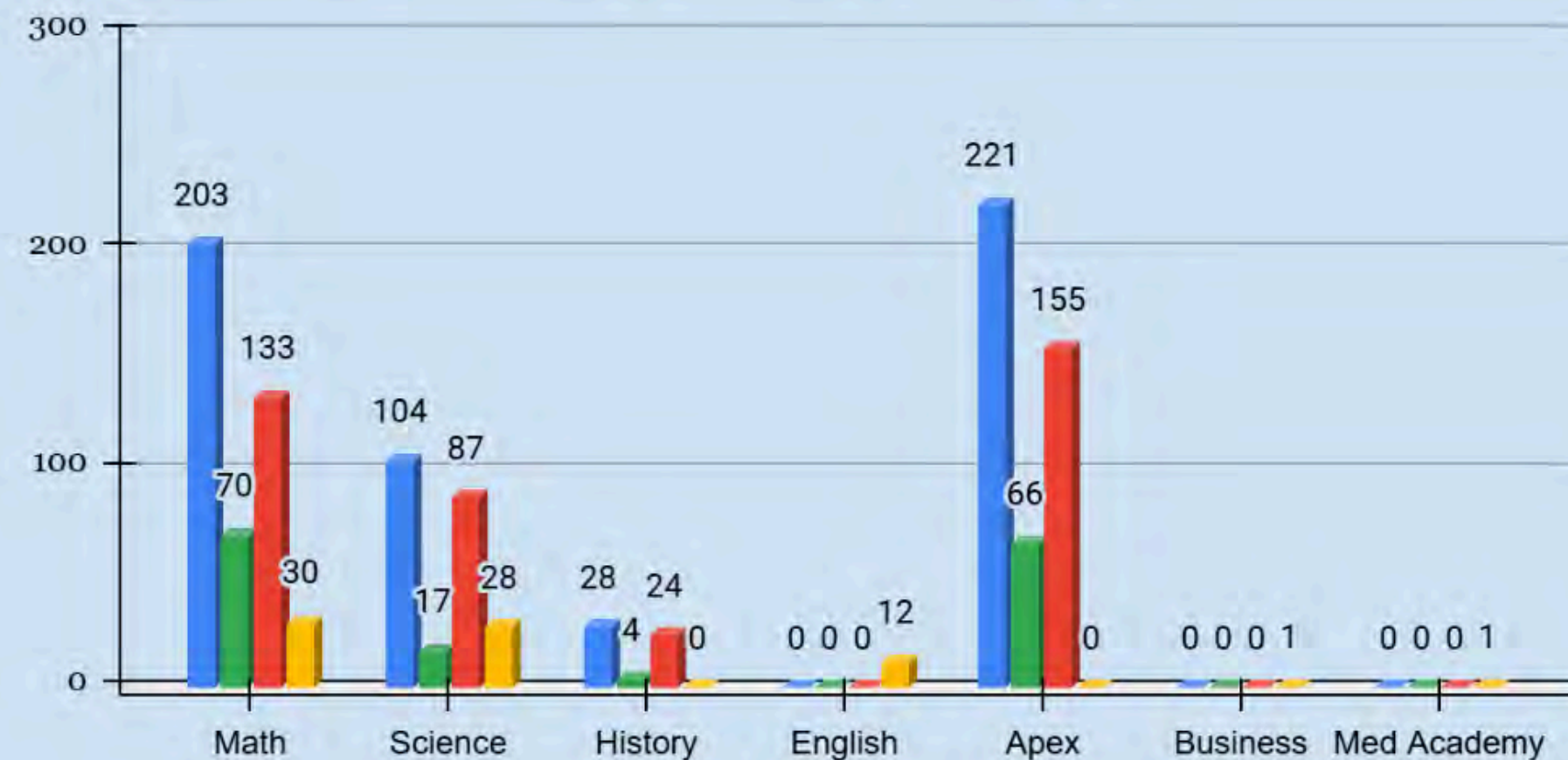
Subject totals for Zero Hour November 25'

Assigned Attended Missed Crashed



Subject totals for Zero Hour December 25'

Assigned Attended Missed Crashed

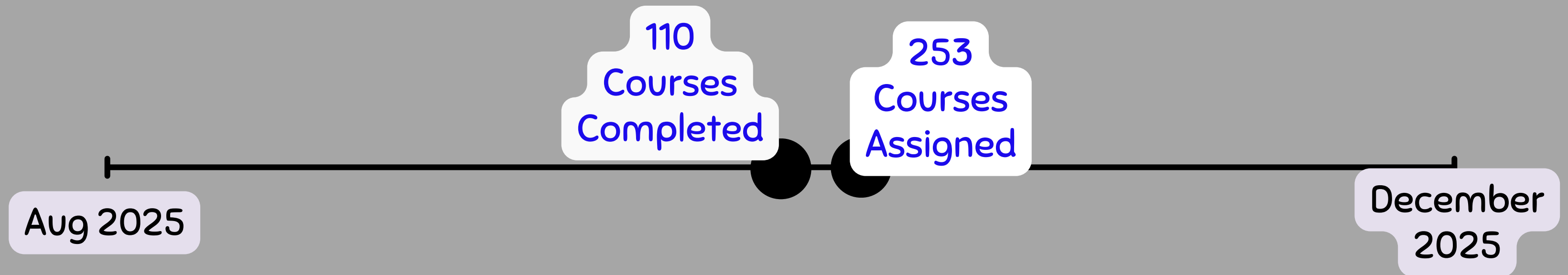


MAIN MENU



✱ Credit Recovery Rates ✱

We had 4 teachers running it. Three before school and realized we needed more support, so we began an after school session as well. All sessions were held twice a week.



**Fall: 7 students withdrew
(lack of completion or transfer/drop)**

MAIN MENU



MTSS Data

Wellness Center Data

Fall Semester '25

Total Visits 368 students

Social Worker

149

LMFT

88

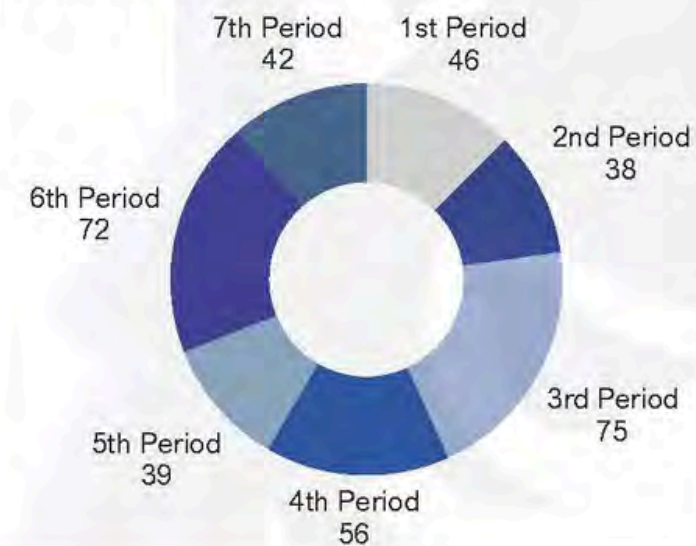
Student Specialist

78

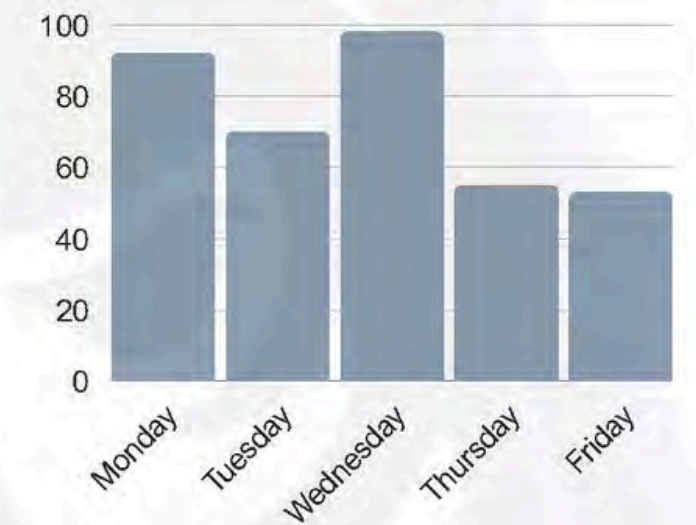
Wellness Center

53

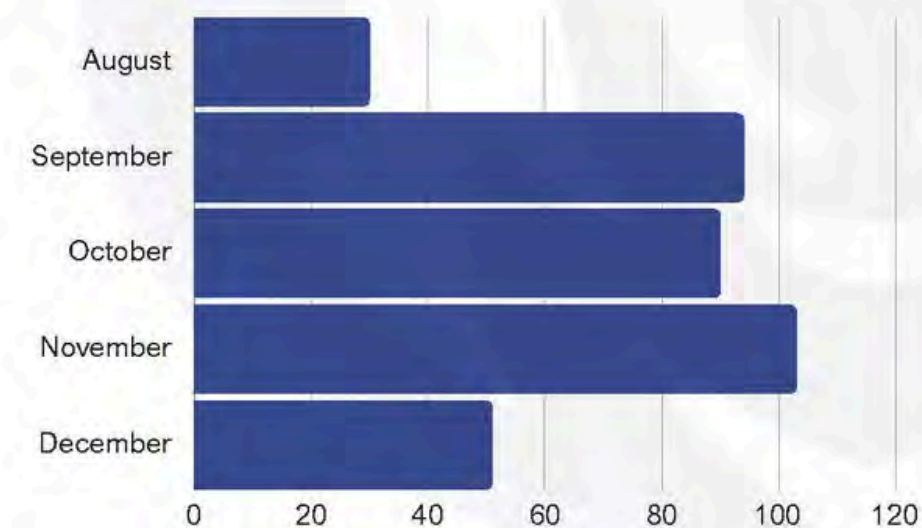
CLASS PERIOD



WEEKDAY



MONTH

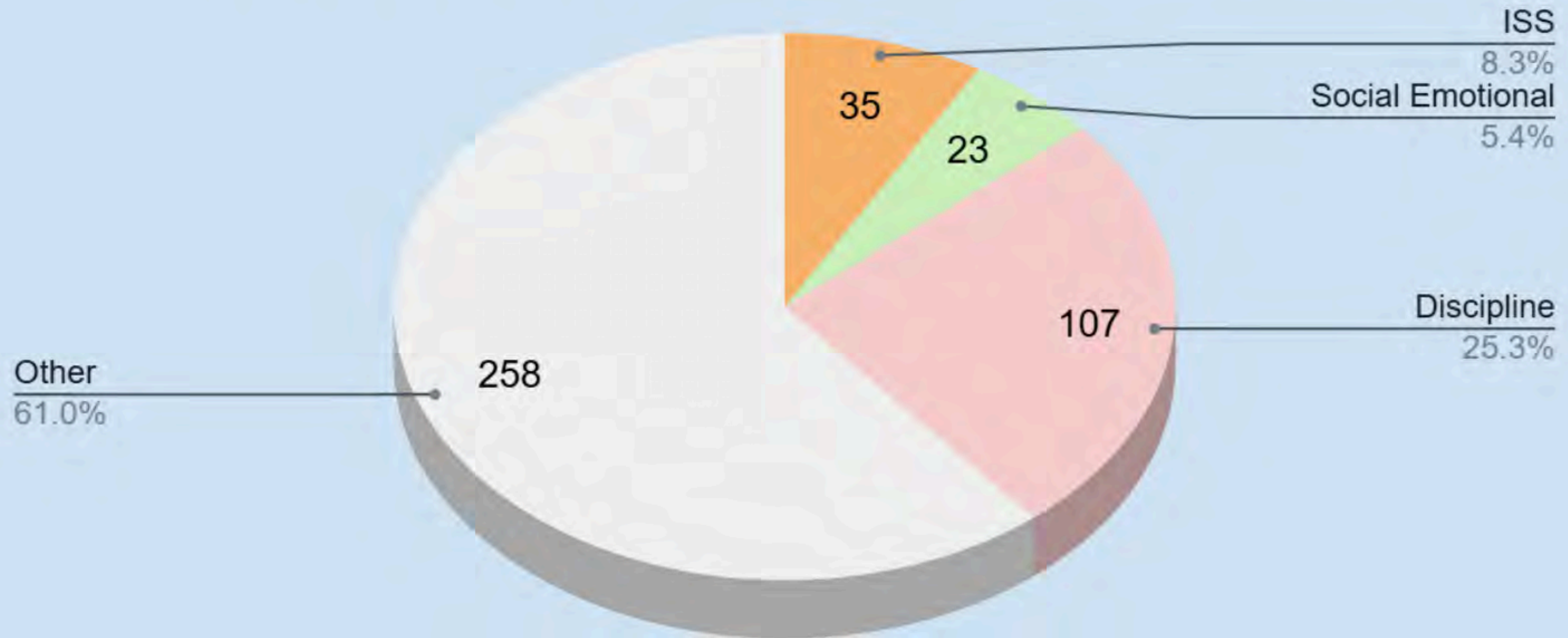


HIGHLIGHTS

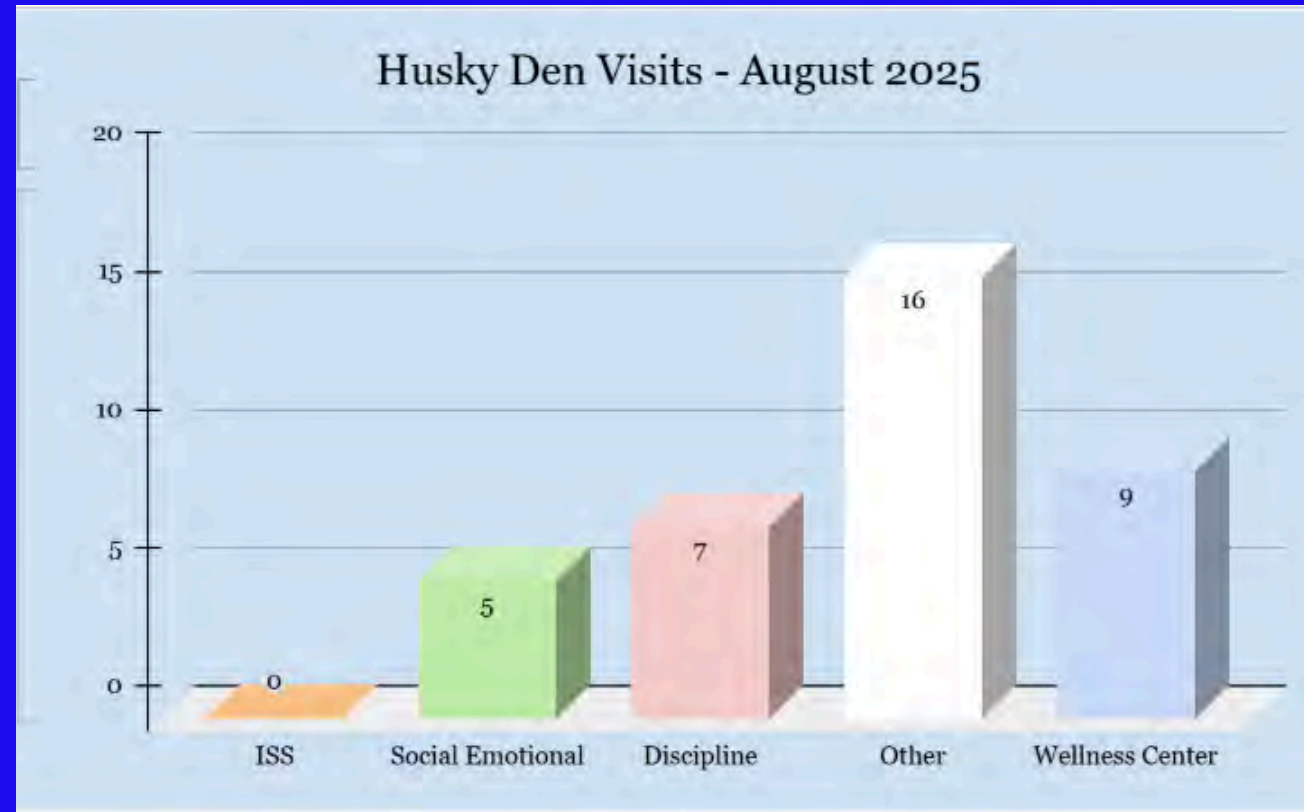
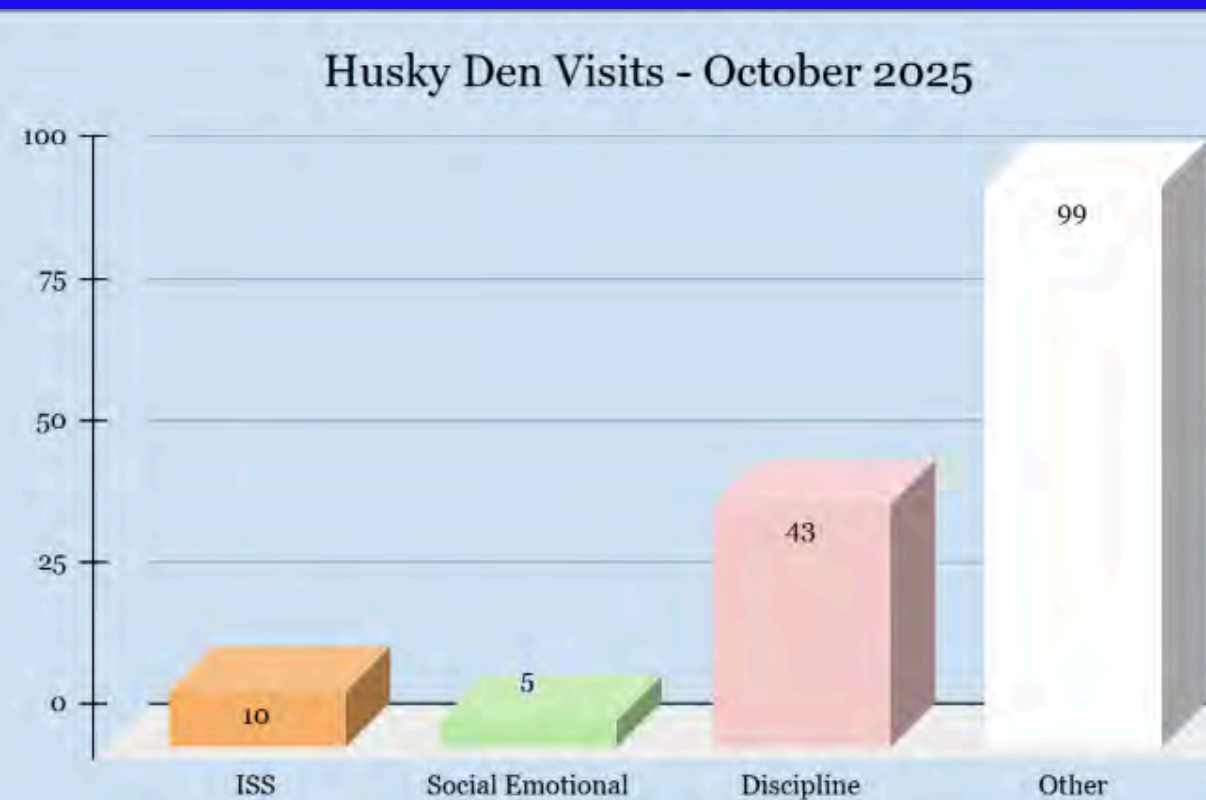
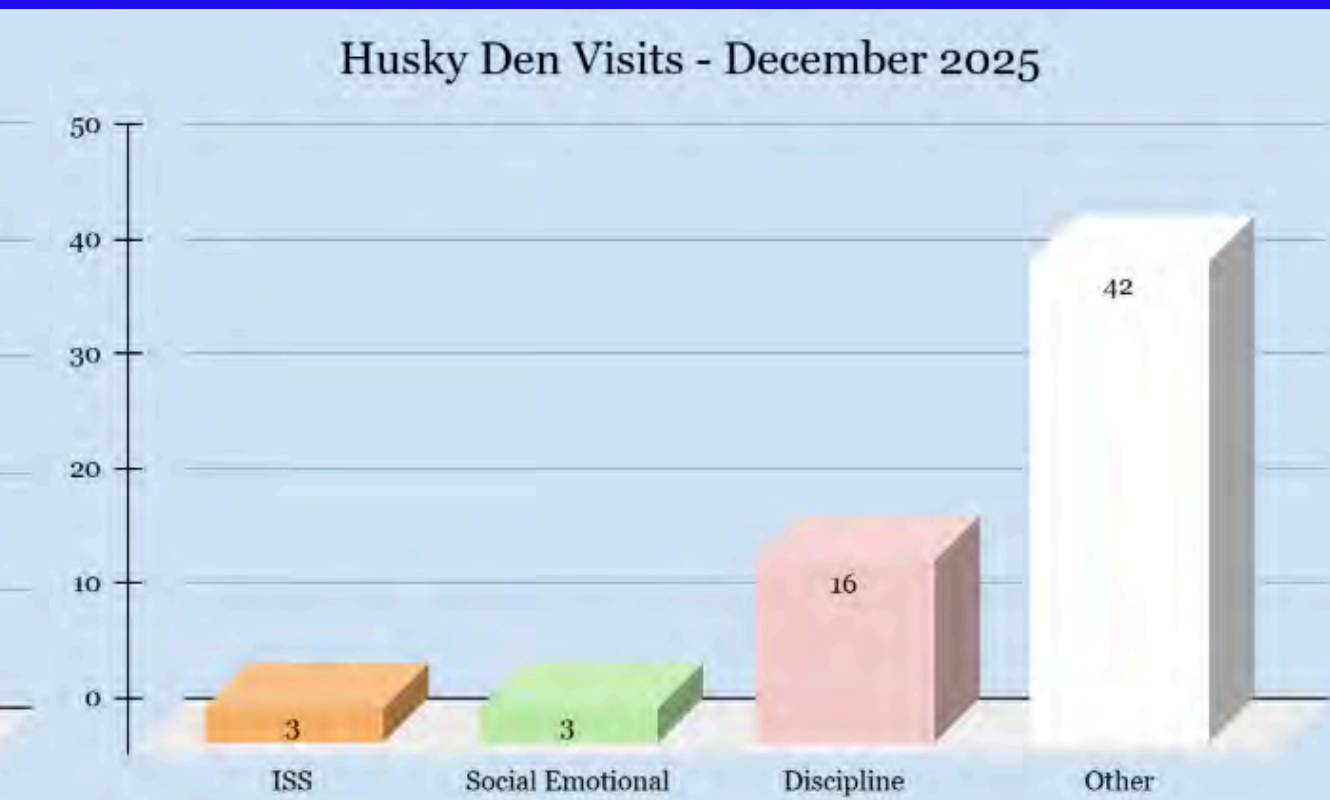
The Wellness Center is used most on **Wednesdays** and **Mondays**, with **3rd period** being the busiest time. Students visit the center an average of **5 times per day**. **November** shows the highest spike in usage.

MTSS Data

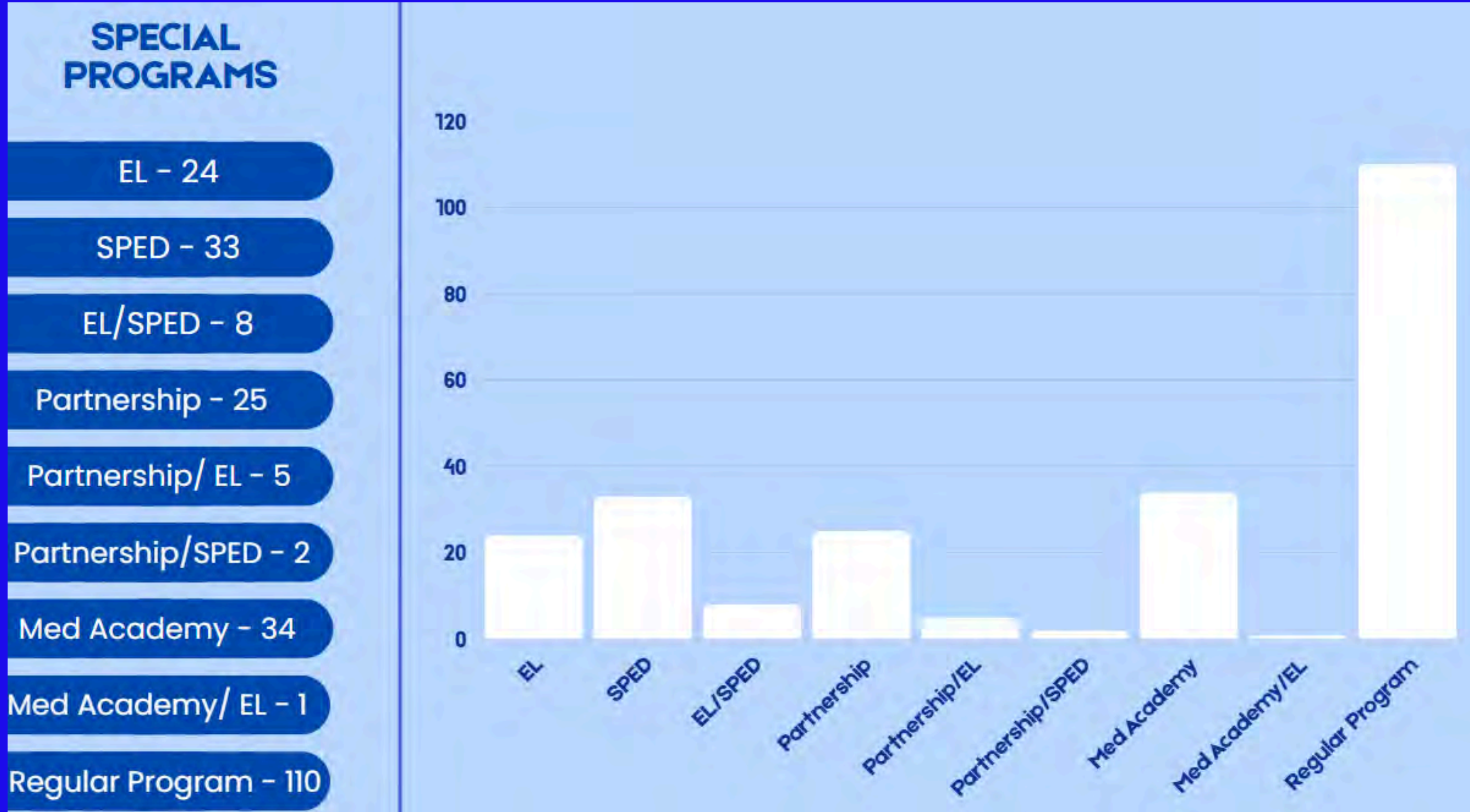
Husky Den Stats Aug-Dec 25'



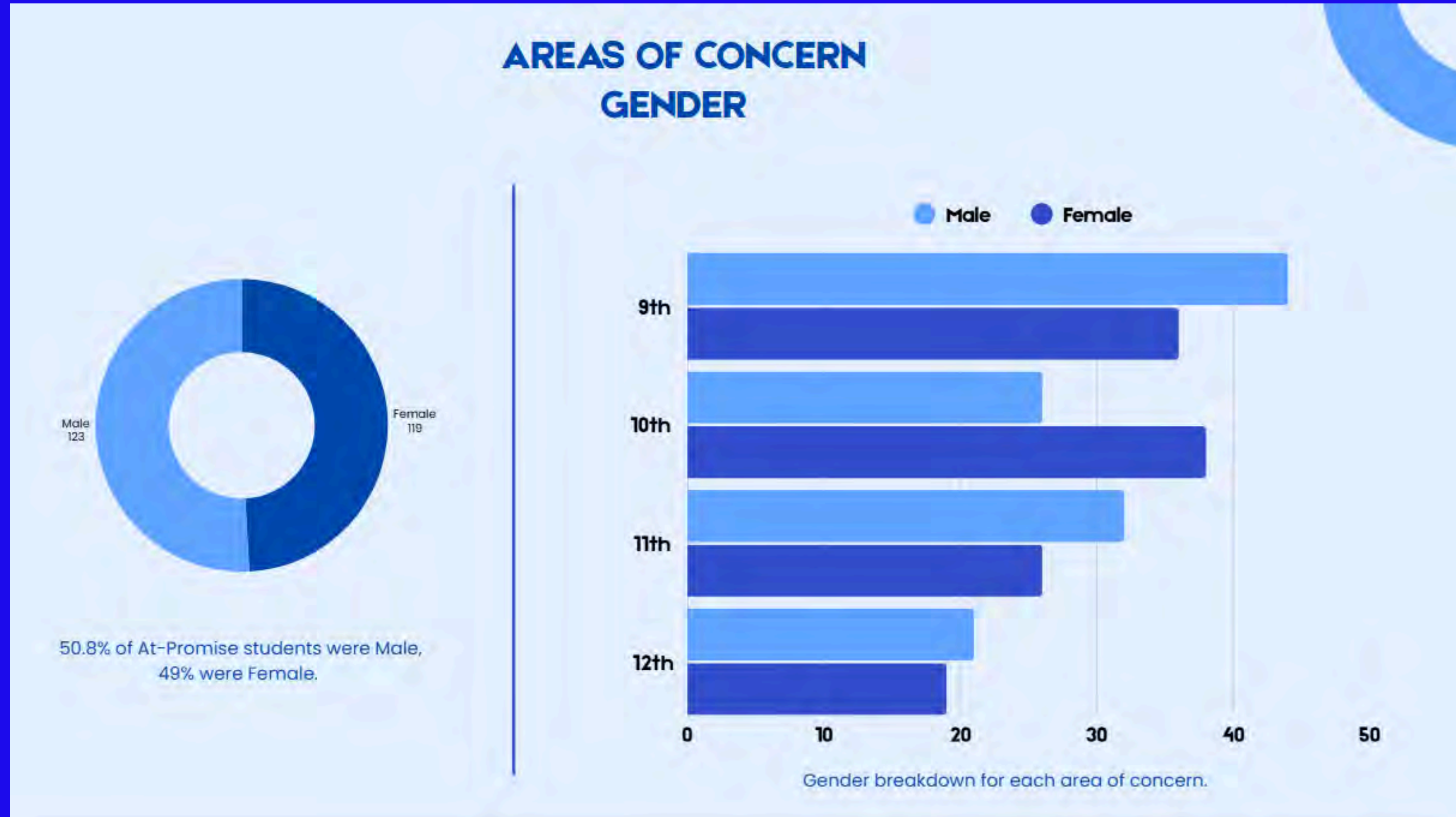
MTSS Data



At-Promise List/MTSS: Demo. Breakdown



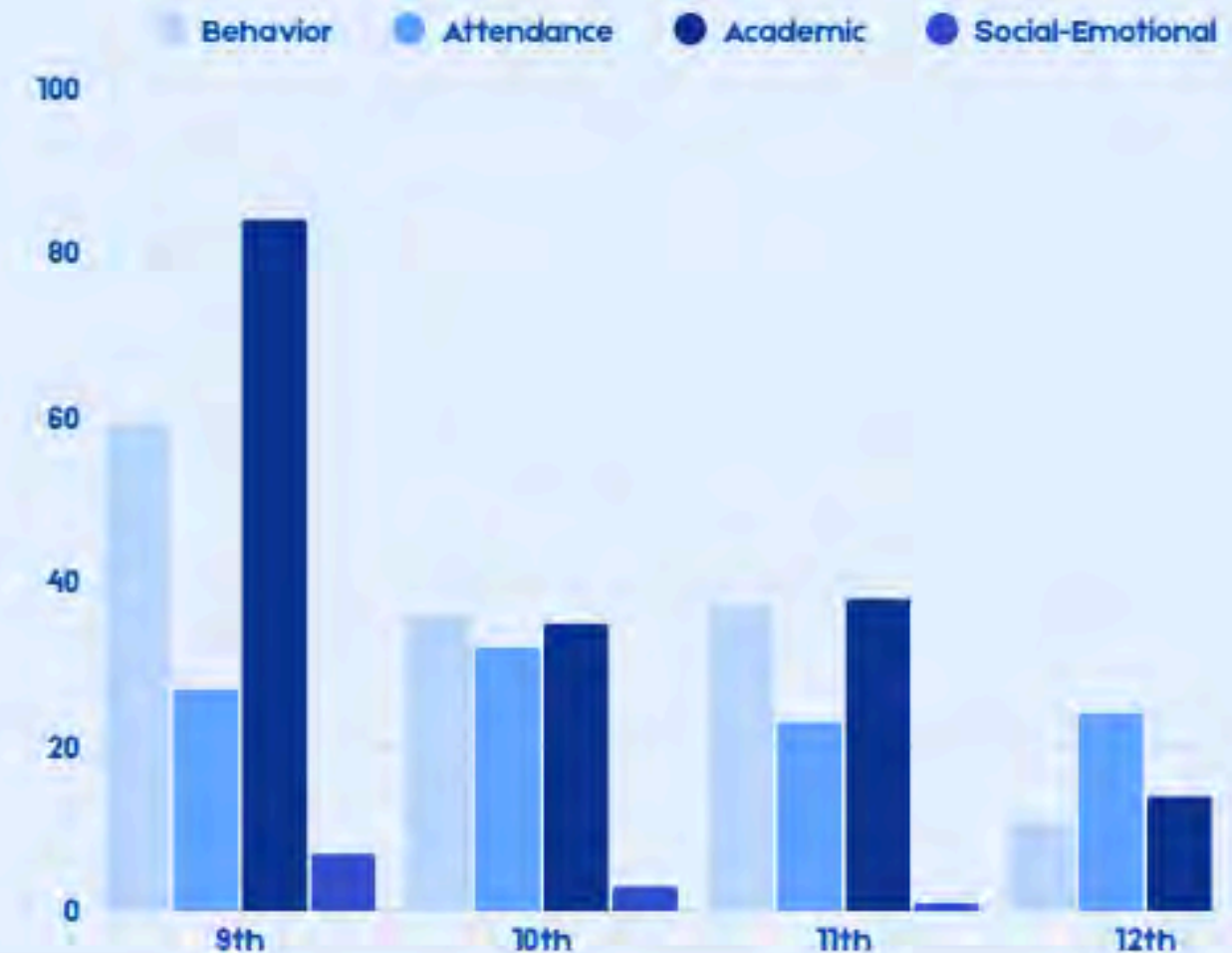
At-Promise Data: Gender Breakdown



At-Promise: Areas of Concern

AREAS OF CONCERN

Areas of Concern	Behavior	Attendance	Academic	Social-Emotional
9th	59	27	84	7
10th	36	32	35	3
11th	37	23	38	1
12th	11	24	14	0
All	143	106	171	11

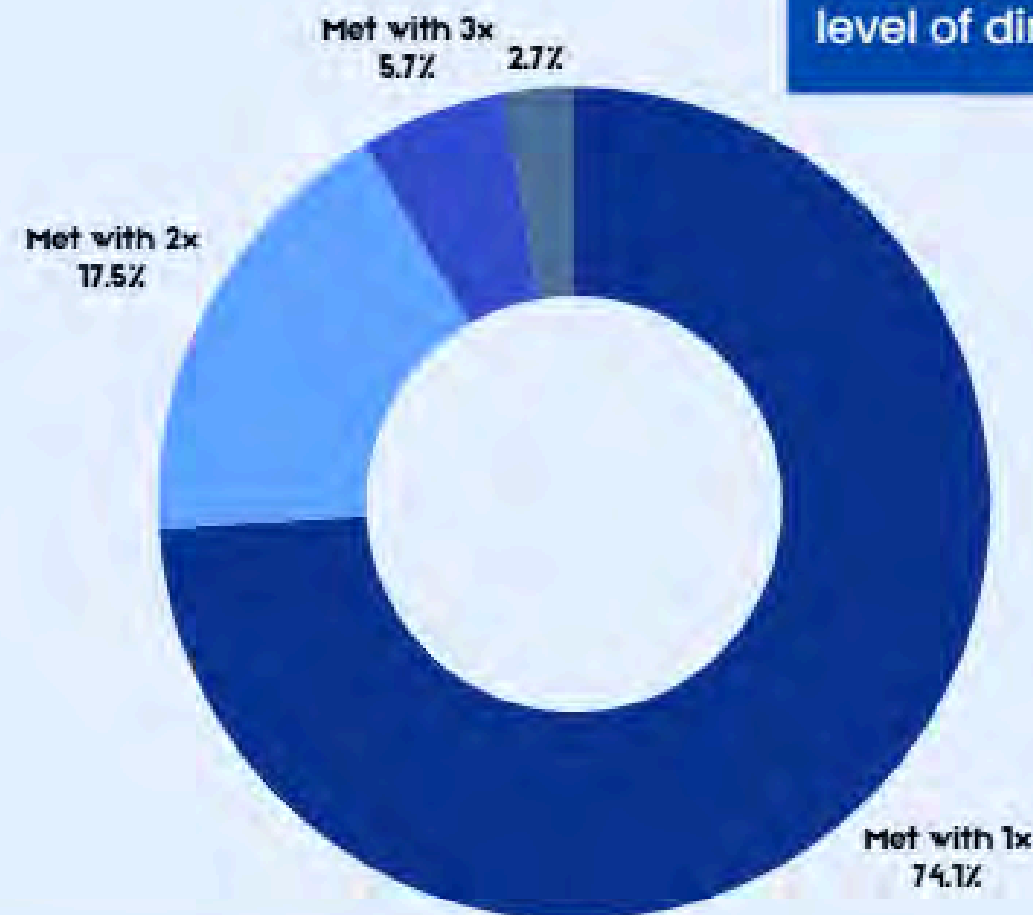


Of the students on the At-Promise list, 92.6% were identified for one area of concern, 7.2% were identified for two areas of concern, and 0.2% were identified for three or more areas of concern.

At-Promise: Intervention Frequency

AT-PROMISE INTERVENTION FREQUENCY

Overall, 74.1% met with a counselor once, 17.5% met twice, and 5.7% met three times indicating that the majority of identified students received at least some level of direct support.



Students who repopulated on the At-Promise list appeared an average of 2.6 times, indicating that many students required continued follow-up and support across the semester.

At-Promise: Tier 2 Interventions

TIER 2 INTERVENTIONS SMALL GROUPS

- Our school social worker, Ms. Julia, facilitated the Stronger as a Pack group, which was offered to 7 students, and 6 participated.
- The Boys to Men small group was facilitated by our counselors Mr. Walsh and Mr. Forbes. 10 students were offered to be a part of the group, and 5 students accepted.
- Our intern counselor, Ms. Quihuiz, focused on supporting our EL students by offering the group to 14 students, with 6 attending.

During the fall semester, three small groups were facilitated by the school social worker and counseling team, focusing on providing additional support and skill-building for students.



MAIN MENU

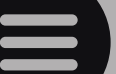


TIER 2 INTERVENTION CHECK & CONNECT

During the fall semester, 9 students were offered Check & Connect support, and 8 students accepted and participated in regular Check & Connect meetings with a staff member to build connections and provide ongoing support.

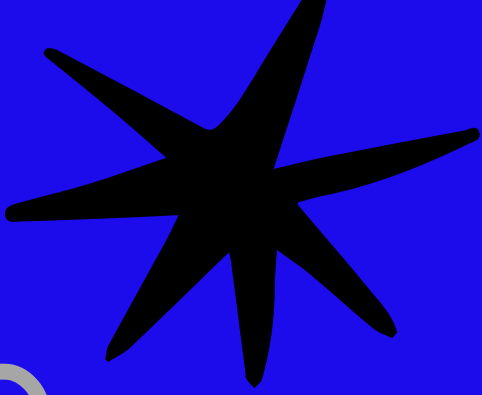
Academic Awards

MAIN MENU



Academic
Awards 1st
Semester
(Spring 24-25)

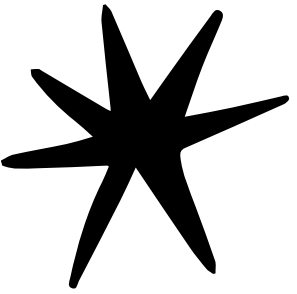
387



Ineligibility Data

[MAIN MENU](#)

Headers	1st Grading Period	2 nd Grading Period	3 rd Grading Period
Total Students	215	280	345
Reasons	GPA: 15 Fs: 11 Suspension: 1 90% 43 Tardies: 38 Multiple Reasons: 107	GPA: 22 Fs: 14 Suspension: 3 90%: 41 Tardies: 42 Multiple Reasons: 158	GPA: 38 Fs: 3 Suspension: 2 90%: 76 Tardies: 56 Multiple Reasons: 170
Total Schoolwide 90% Attendance	312	280	214
Total 9 th & 10 th graders meeting ALL eligibility requirements	271	220	458



Dashboard Data

Who We Are



Data we are
PROUD of &
will keep
working on

Data we will
continue
IMPROVING

LEARN MORE English Learner Progress

All Students State



Yellow

35.9% making progress

Increased 7.2% ⬆

LEARN MORE Graduation Rate

All Students State



Blue

97.8% graduated

Increased 3.7% ⬆

Suspension Rate

All Students State



Yellow

6.3% suspended at least one day

Declined 1.6% ⬆

LEARN MORE College/Career

All Students State



Yellow

Prepared 47.2%

Maintained 1.1%

LEARN MORE Science

All Students State



Yellow

46.6 science points

Maintained -0.2 Points

LEARN MORE English Language Arts

All Students State



Orange

11.3 points below standard

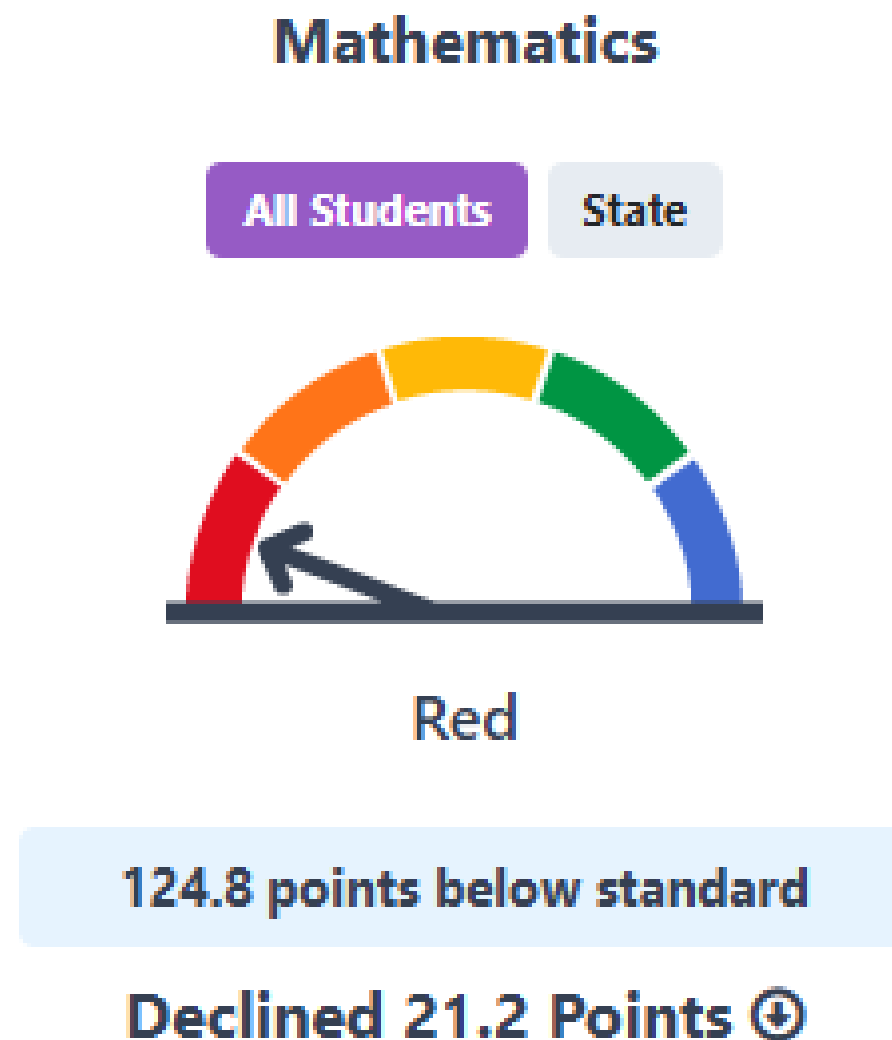
Maintained -0.6 Points

Dashboard Data

Who We Are



Data we will
continue
IMPROVING



With Bobby's guidance, the District has initiated multiple meaningful learning opportunities with our Math Department & Nancy Nagatani throughout this year.

Dashboard Data & Focus



FOCUS: We will decrease the Distance From Standard (DFS) gap in English Language Arts by 5 points for English Learners from -127.5 to -122.5.

Actions we have/will take for 25-26:

- Our focus for our DA Work.
- Changes to testing procedures, protocols, organization with the testing secretary and ELD Admin/Teachers.
- Principal & ELA Department ID problems AND solutions to better address the lack of overall growth.
- Align more of our classroom tasks to be intentional with the CAASPP in mind throughout the year (practice tests, tool use, testing stamina building, & vocabulary use)



Sierra Pacific High School: Fall 2025 Academic & Support Snapshot



Context Summary: A comprehensive look at the academic and support landscape for Fall 2025. The data reveals a significant challenge with rising student ineligibility, driven by low GPAs and failing grades, balanced by a story of robust, multi-tiered intervention programs.

STUDENT INELIGIBILITY: A RISING CHALLENGE



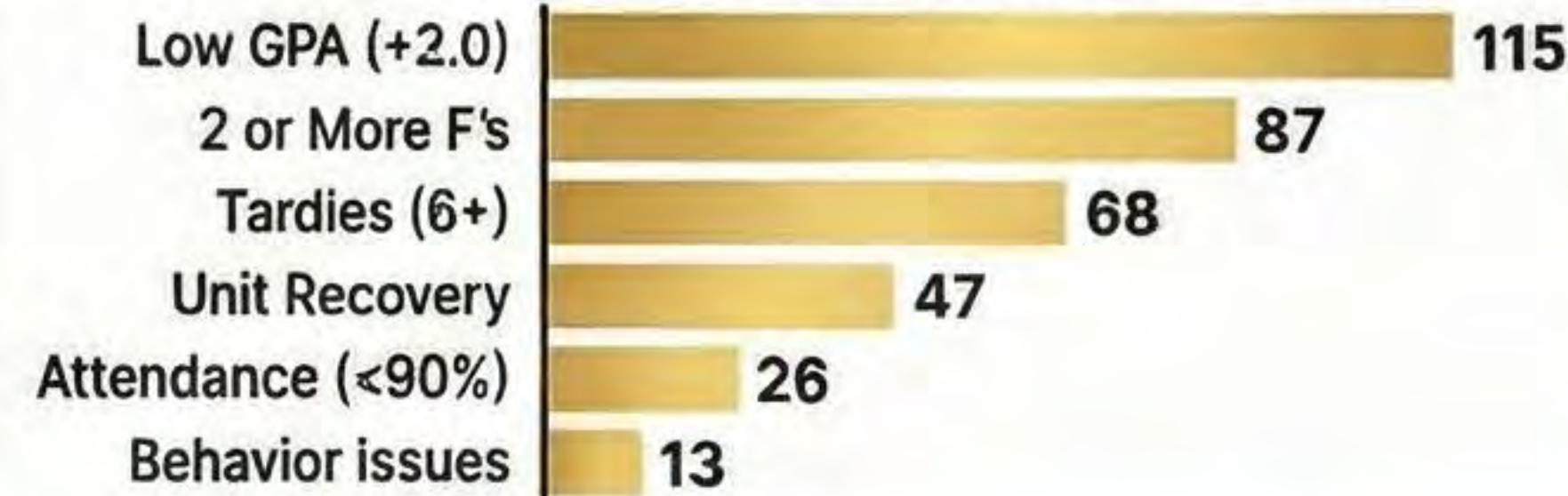
Ineligibility Peaked at 182 Students

Started at 152, dipped to 108,
climbed to 182 by final report card.

#1 Low GPA is
the #1 Reason:
115 Students
(<2.0 GPA)

87 Failing Grades
are Second:
87 Students
(2+ F's)

Primary Reasons for Ineligibility (Fall 2025)



CREDIT RECOVERY PROGRAM



100
Students
Enrolled

Enrolled to get
back on track.

251 Courses Assigned
Assigned based on needs

57 Courses Completed
Successfully completed
by semester end

ACADEMIC INTERVENTION: THE ZERO HOUR PROGRAM



548
Students
Participated

Served a broad population
in 687 sessions.



87%
Student
Attendance Rate
476 out of 548 students
attended at least one
session

**Math & Science
Top Focus**
Each 23.9% of
department-based
sessions

**General Intervention
Top Session Type**
General (37.6%) & Credit
Recovery (18.9%) were
most common

CELEBRATING SUCCESS: SPRING ACADEMIC AWARDS

356
Students
Earned an Emblem



375
Total
Academic
Awards

19
Students Earned
an Academic Letter

MTSS: MULTI-TIERED SYSTEM OF SUPPORTS



160
Academic
Contacts
Focus on
schoolwork

107
Behavior
Contacts
Proactive behavioral
support

40
Student
Mediations Held
Resolved student
conflicts

30
Behavior
Intervention
Meetings
Formal plan
creation

9
Students
in Group
Counseling
Targeted social-
emotional support

27
Students
Added to MTSS
Team
For dedicated
support



D

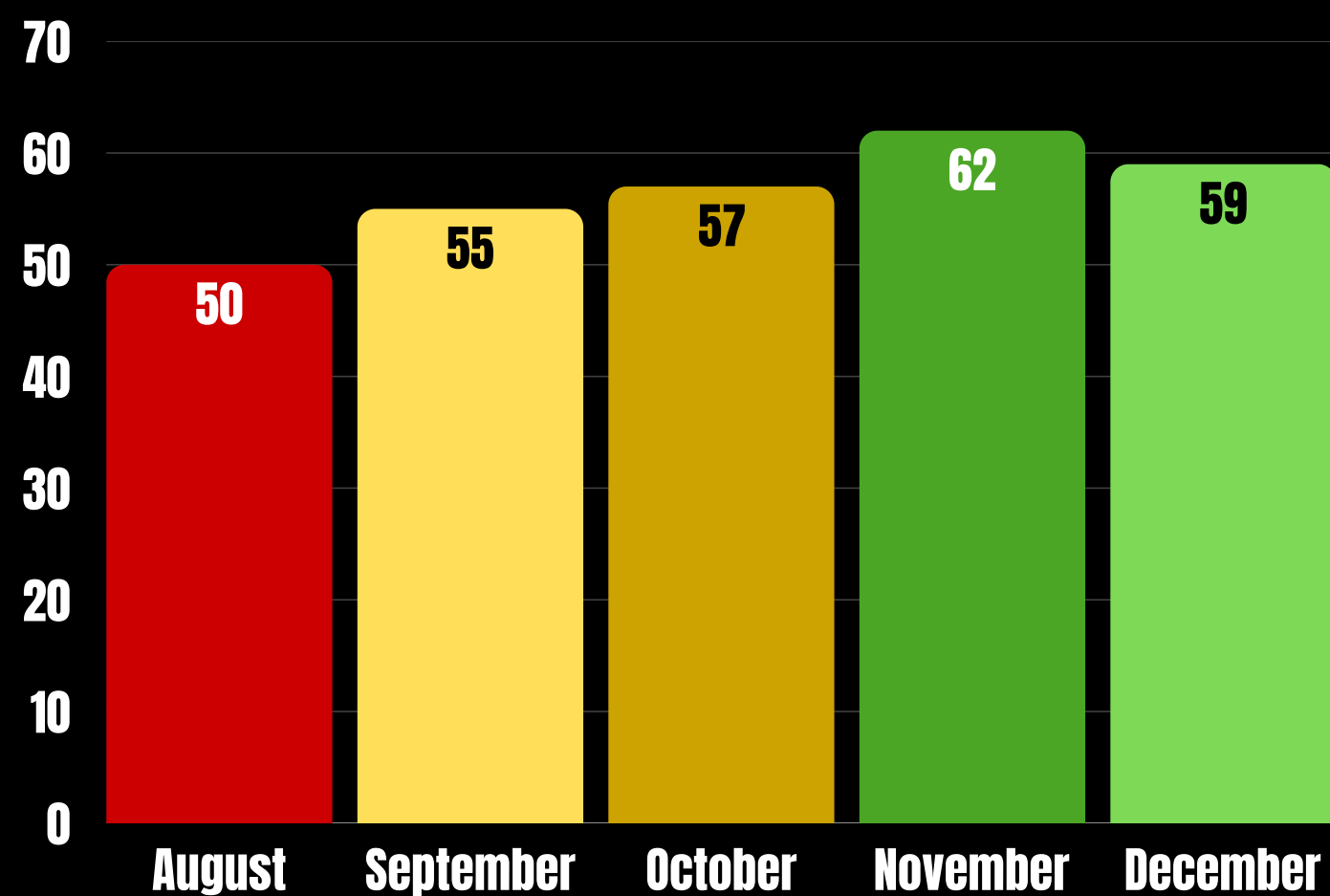
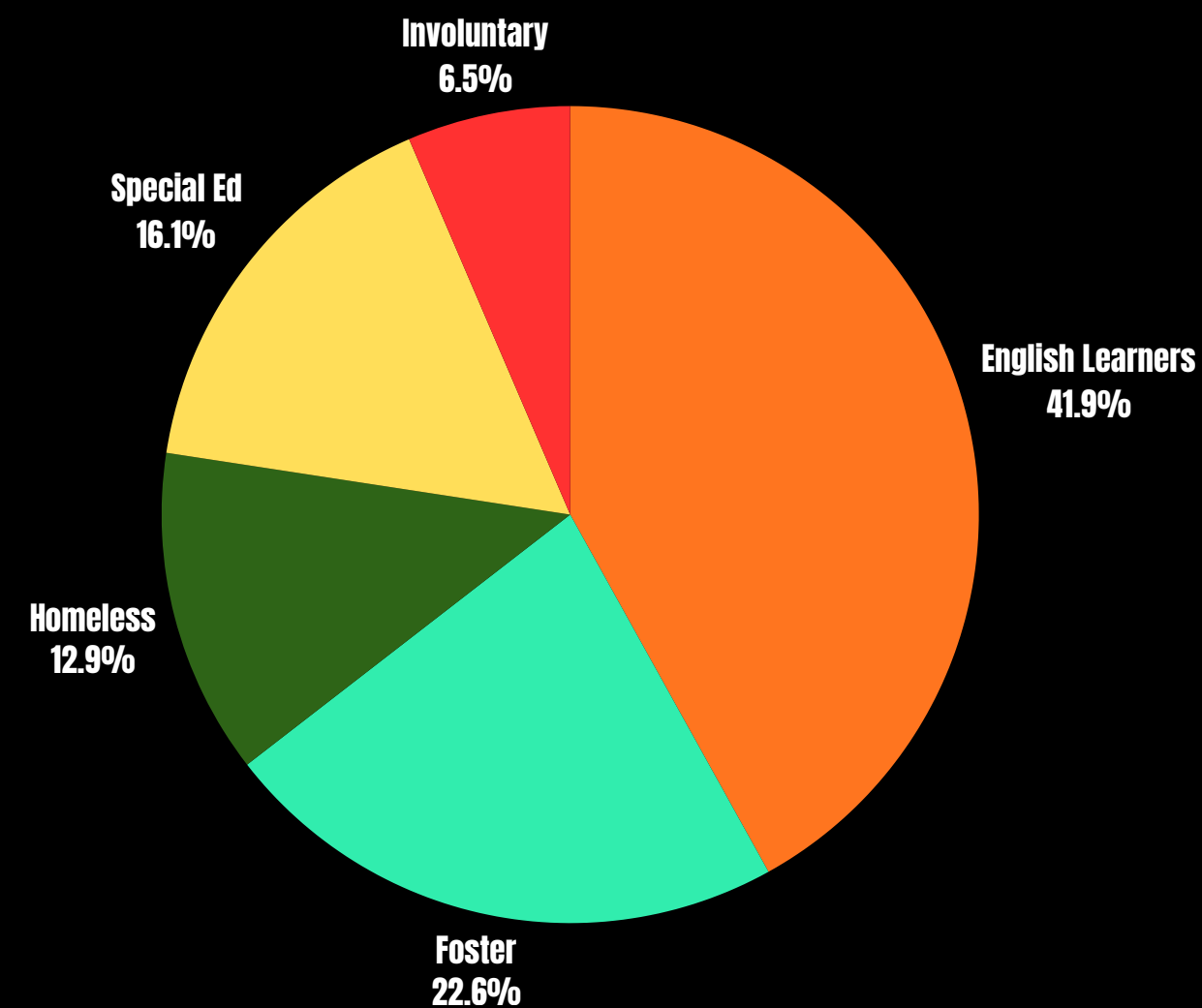
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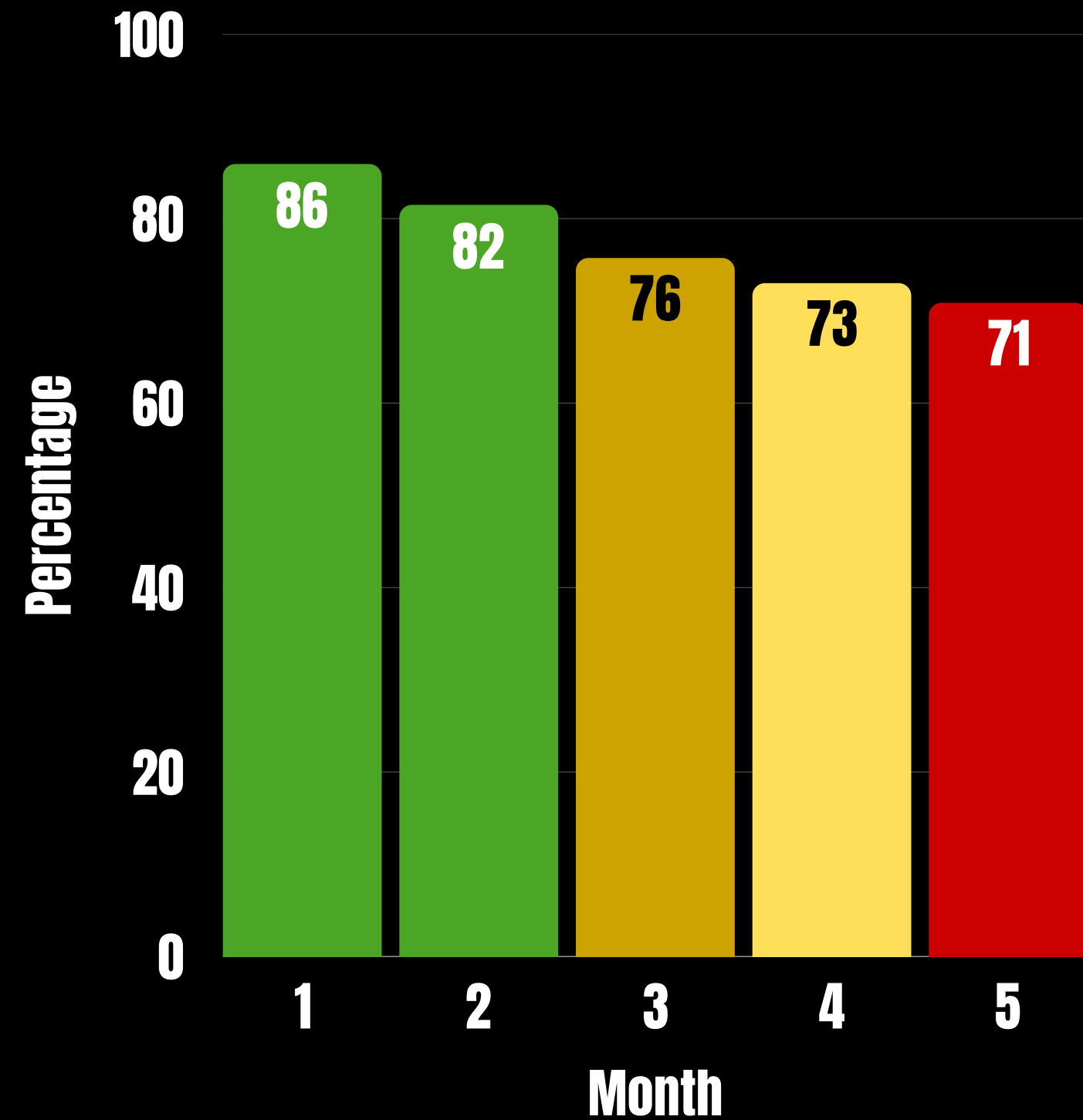
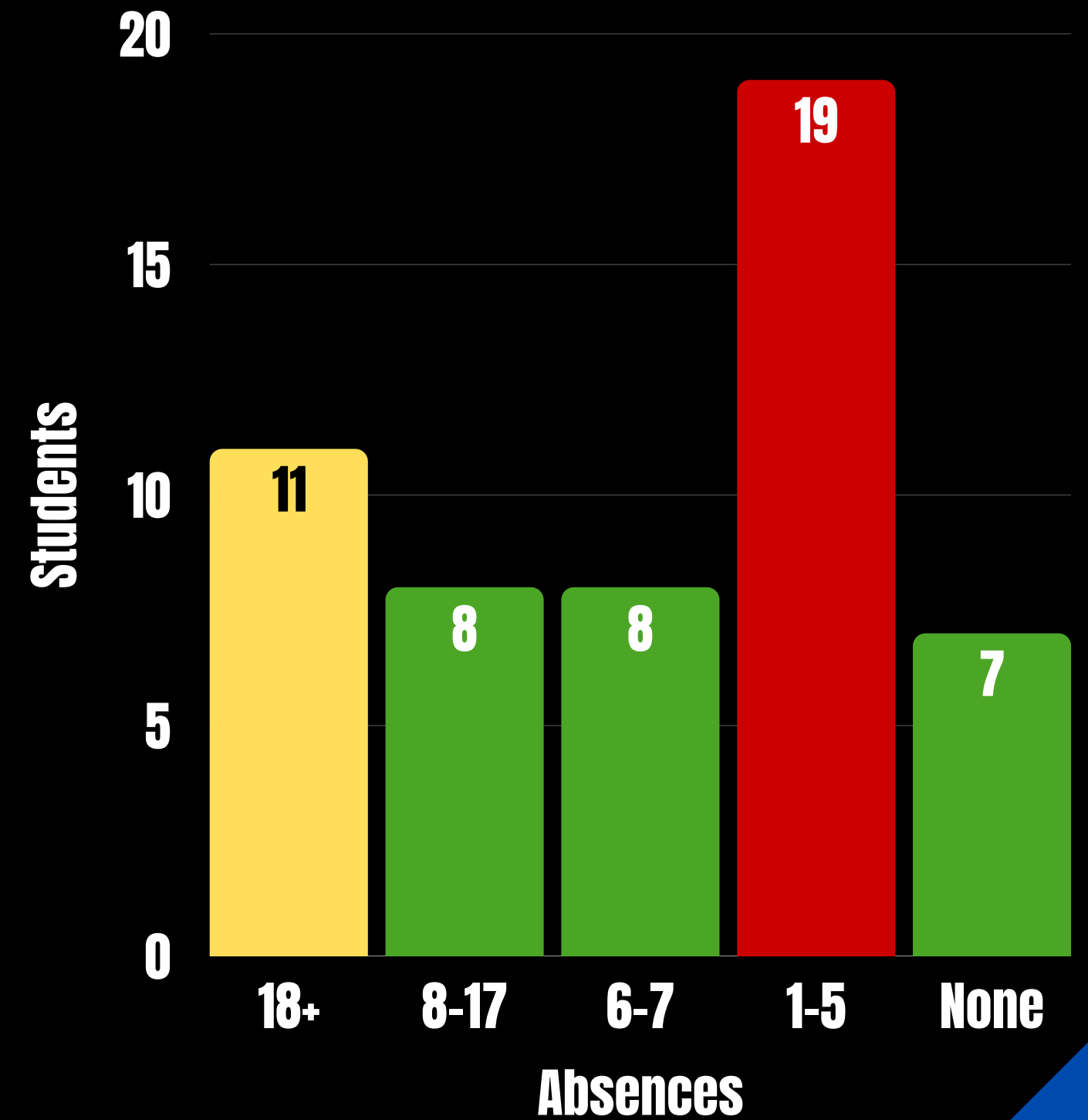
EFJ FALL 2025

ENROLLMENT



*there were 5 early graduates at the end of the Semester

ATTENDANCE DATA (FALL)



CREDIT RECOVERY

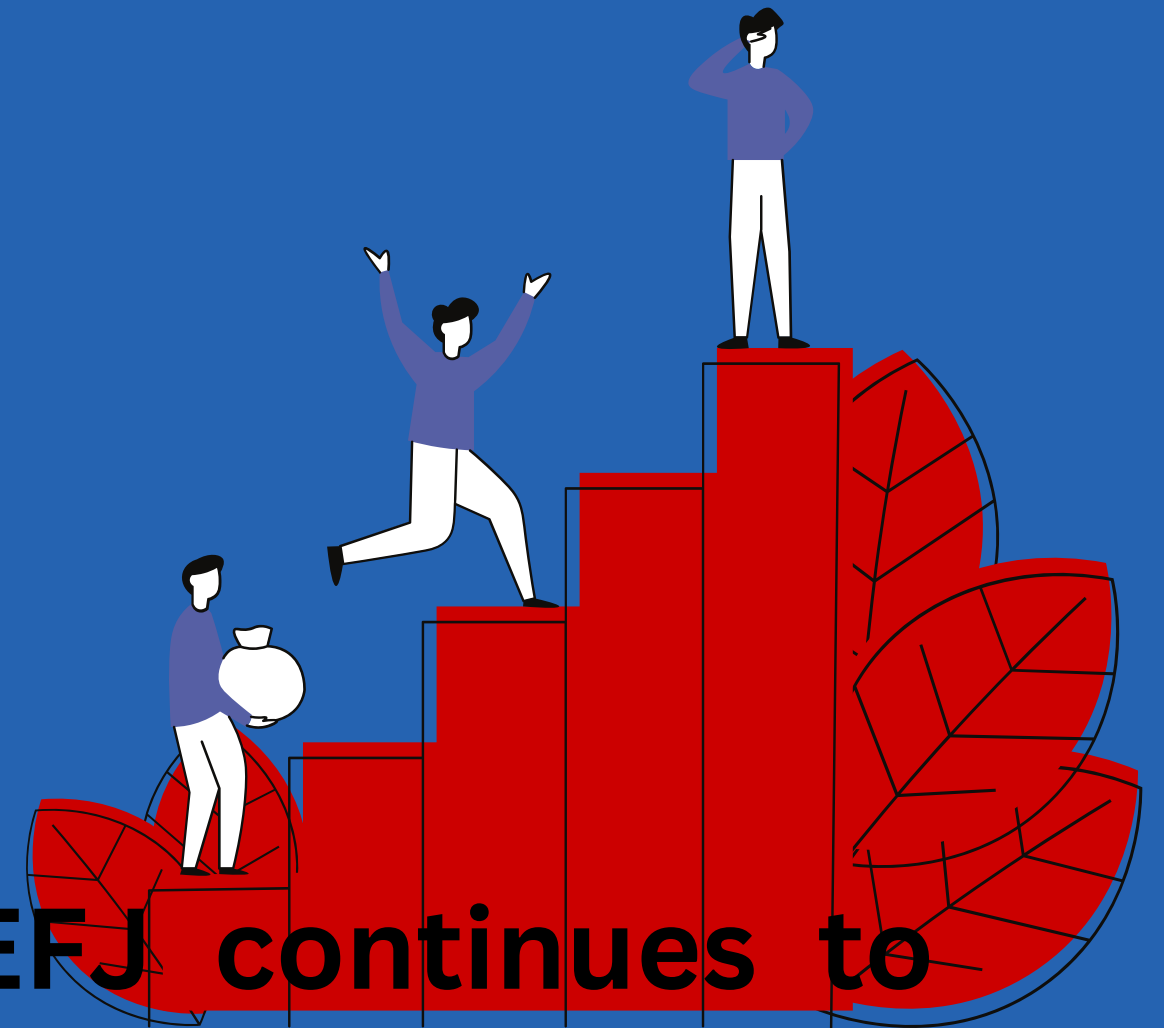
Fall

156 Courses Completed

20 Courses Withdrawn

88.46% course completion for the Fall

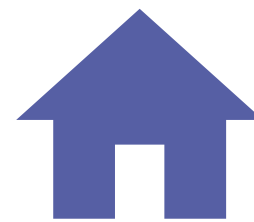
AT-PROMISE ANALYSIS



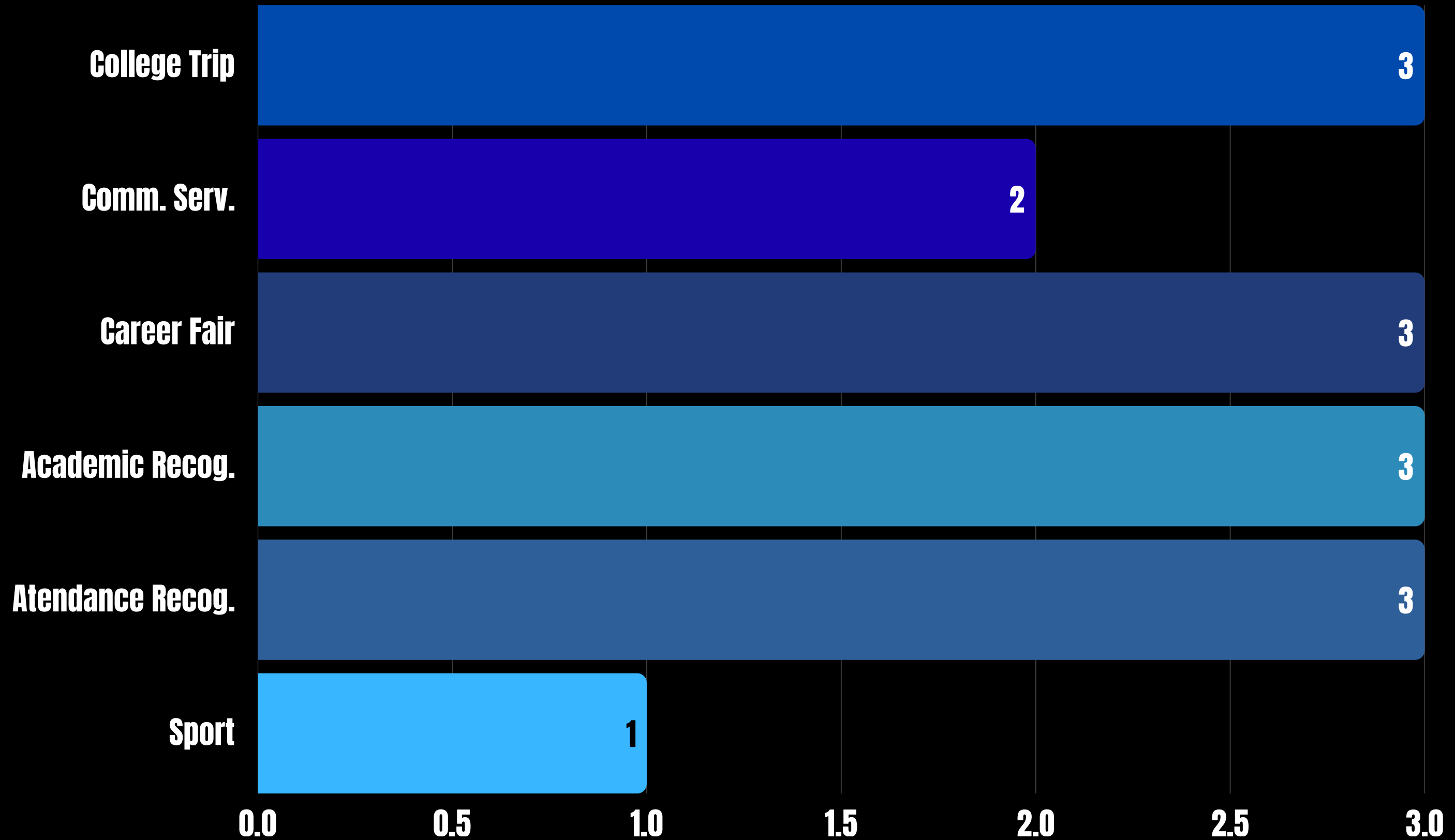
An analysis of the At-Promise data for EFJ continues to reveal a clear correlation between student attendance and academic performance. Specifically, students with more than five absences who demonstrated lower levels of academic success, despite interventions provided by support staff, suggest that consistent attendance is a significant factor in student achievement.

YOUTH TRUTH FOCUS

This year at EFJ, students have shared valuable insights about their experiences on campus, highlighting opportunities to strengthen their sense of belonging. Many expressed a desire for more peer connection, which appears to be influenced by lower enrollment and limited motivation to engage socially. In response, we have made this a key focus for the school year, to foster a more connected and inclusive school community.



Extracurricular Activities



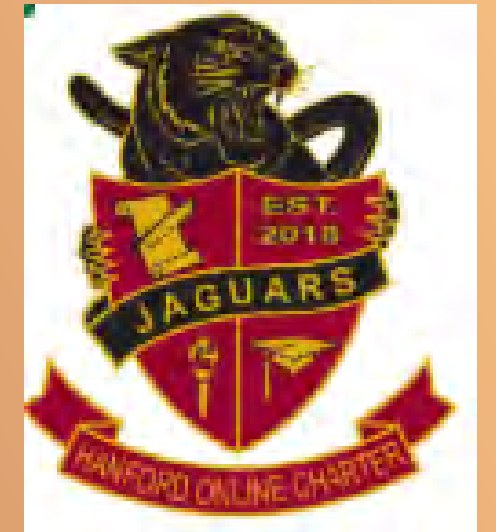
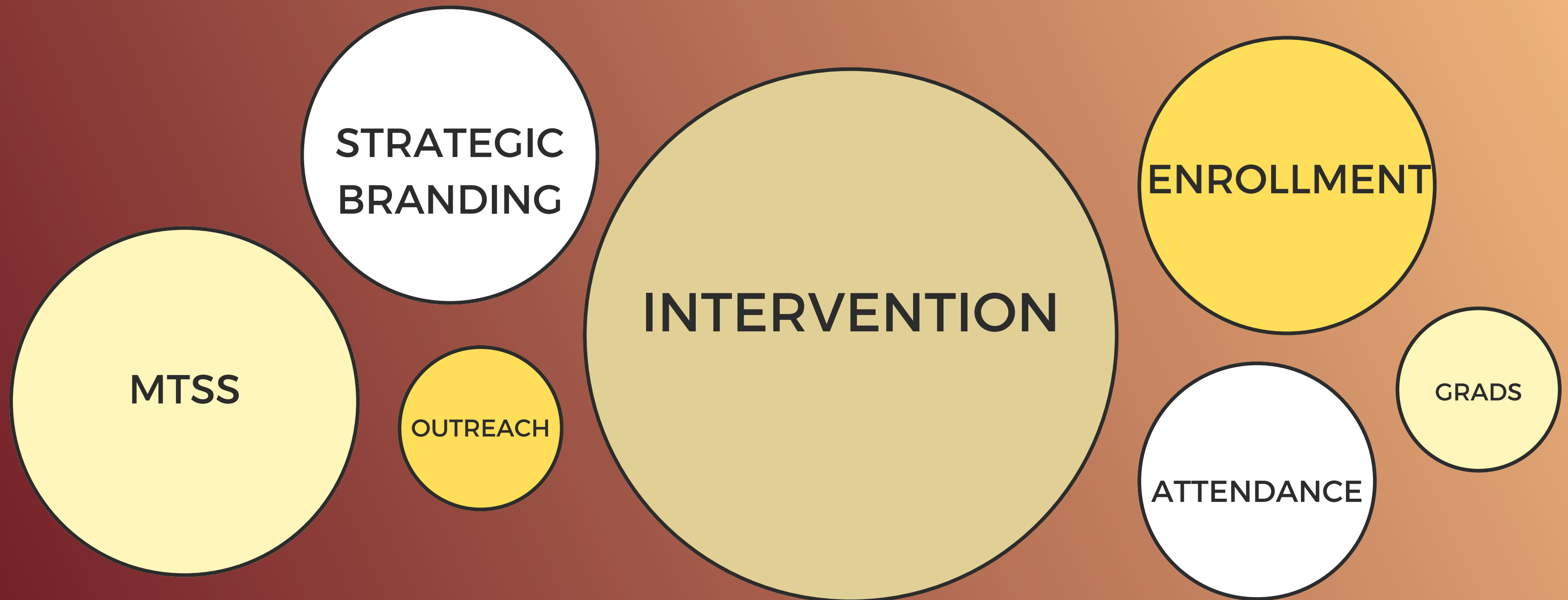


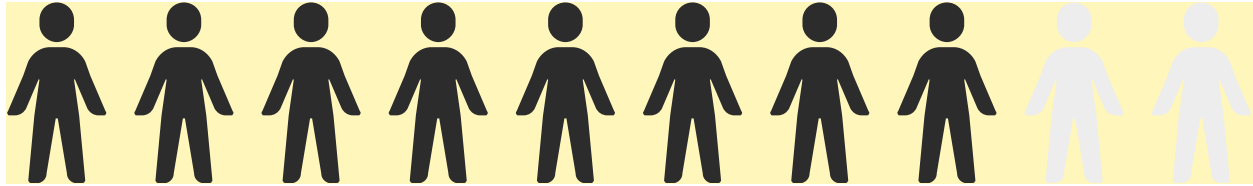
**Thank
You**

The image features a magnifying glass with a black handle and frame, positioned over a document. The lens of the magnifying glass is centered on the text 'Thank You', which is written in a large, bold, dark blue sans-serif font. The background of the document is a light blue bar chart with several vertical bars of varying heights. The bars are colored in shades of blue and green. The overall composition suggests a message of appreciation or gratitude in a business or financial context.

HANFORD ONLINE CHARTER

Mid -Year Data Review

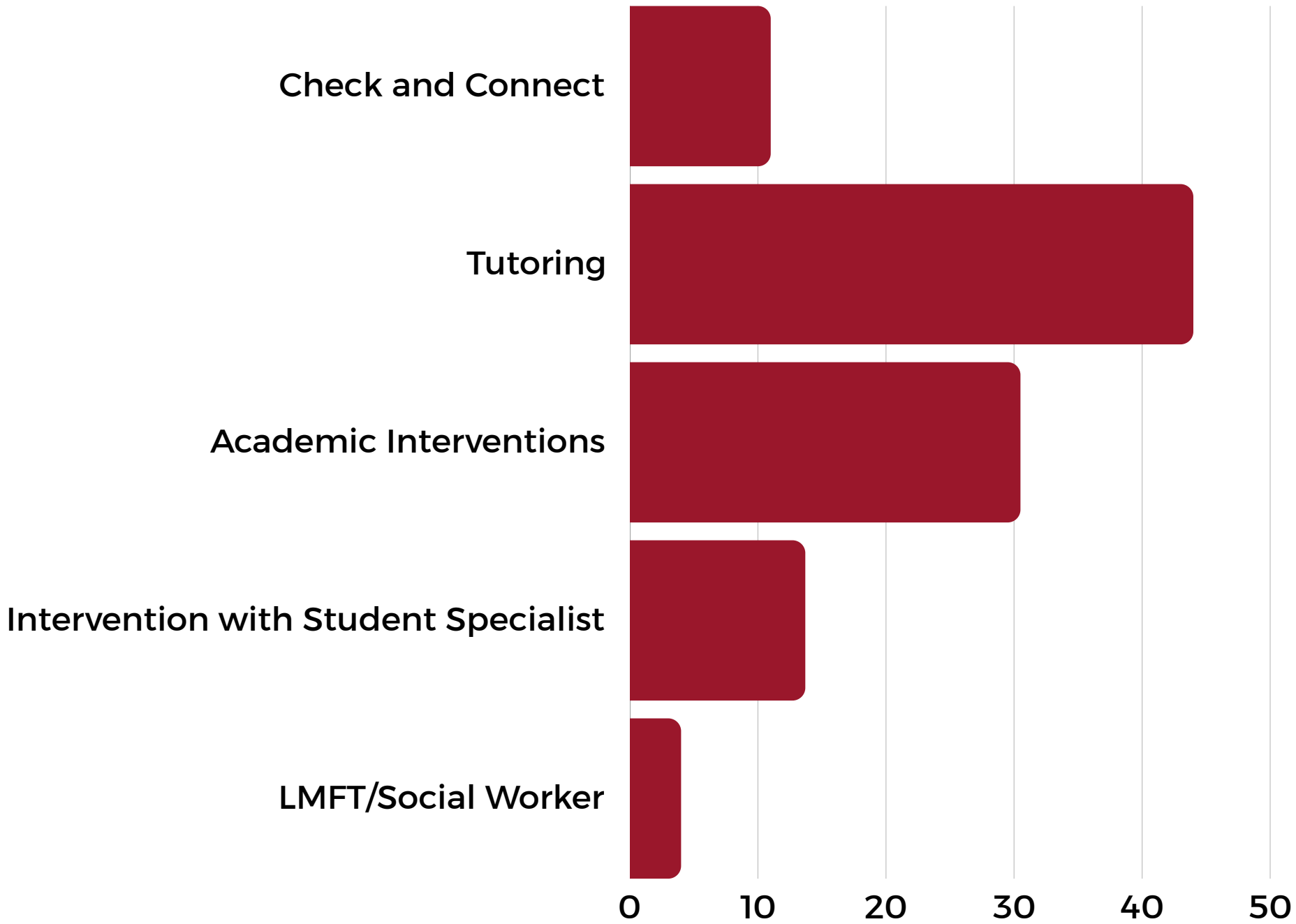




<ul style="list-style-type: none">• 154 individual tutoring sessions
<ul style="list-style-type: none">• Average daily student visits to learning lab - 3.9
<ul style="list-style-type: none">• 7% of students participated in Tier 1 attendance intervention with the Student Specialist
<ul style="list-style-type: none">• 1% participated in a truancy conference with the administration
<ul style="list-style-type: none">• Academic Intervention - Exact Path<ul style="list-style-type: none">◦ 94% of all SPED and ELL students◦ 13% (24/25) to 22% (25/26) of the student population enrolled. (LCAP goal)
<ul style="list-style-type: none">• 737 - the total number of “5” credit classes completed in APEX as of 12/19/25.

MTSS REFERRAL RESULTS:

Based on Pre-Referral, Referrals, and At-Promise Meetings



INTERVENTION REFERRAL FREQUENCY

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
7.7%	22.9%	44%	19.2%	5.9%

INTERVENTION FREQUENCY BY GRADE

9TH GRADE	10TH GRADE	11 TH GRADE	12TH GRADE
16.9%	28.4%	27%	27.5%

PEAK ENROLLMENT, ATTENDANCE, AND TRANSIENCY

01

Year	Fall	Spring
23/24	156	160
24/25	145	195
Fall 2025	198	-

02

Attendance Totals

- Fall 2024- 89.85%
- Fall 2025 - 92.63% = 2.78% increase

03

- Graduates = 36
- Expulsions - 2
- Leaves - 5
- Enrollment - 191 as of 01/05/26
- 213 by 01/15/26

STRATEGIC MARKETING - OUTREACH



HOC Strategic Marketing

School Merchandise

Kart Bus and Bus Benches

New Marquee

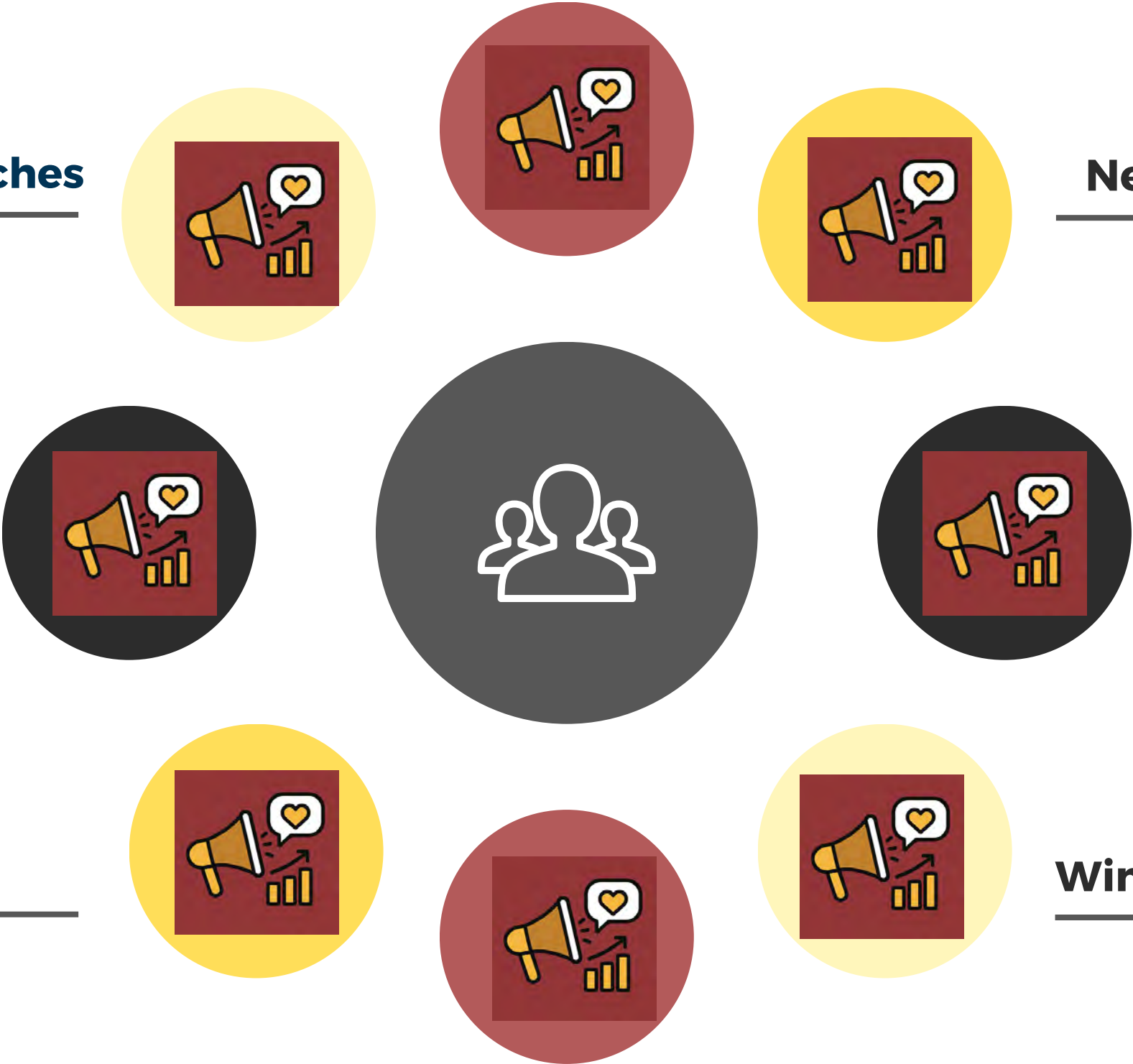
Digital Billboard - HWY 198

7th Street Banner

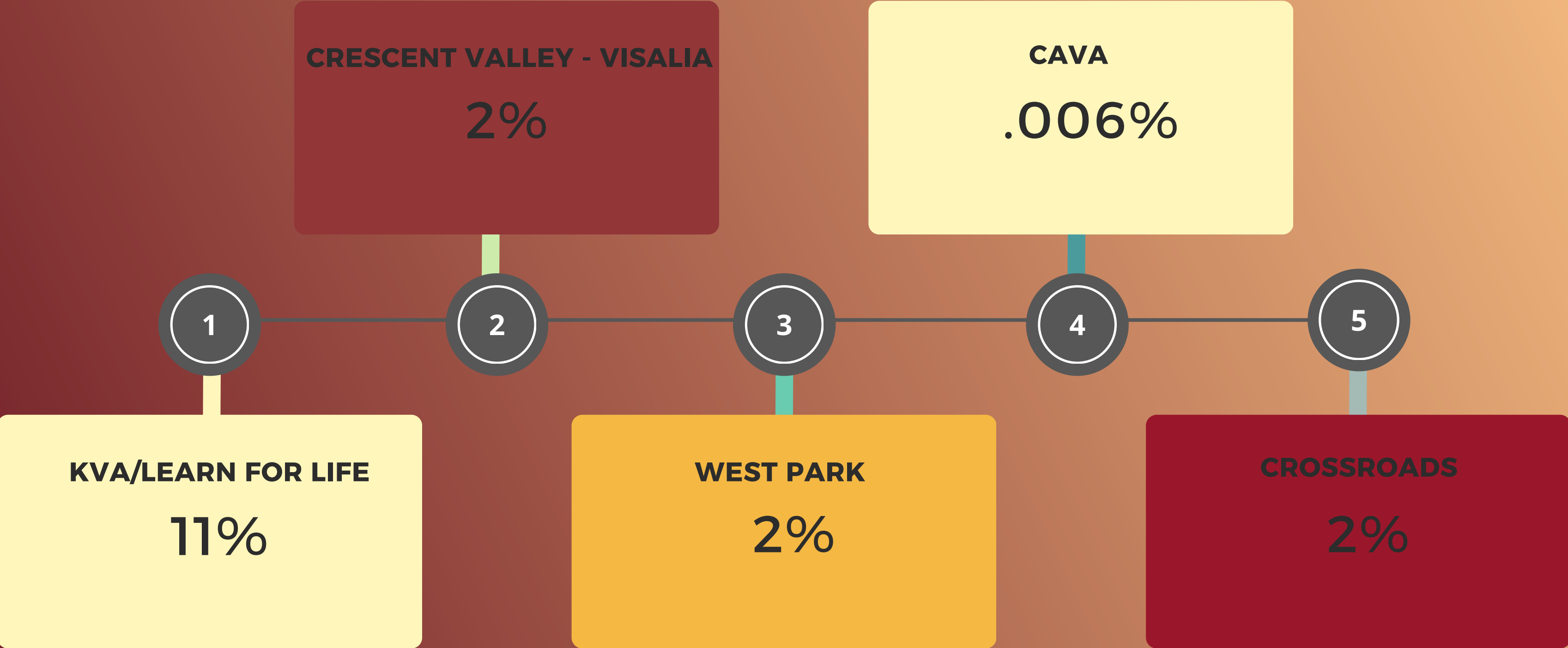
Lemoore Cinemas

Winter Wonderland Sponsor

Local Billboard Rotation



PERCENTAGE OF NEW STUDENTS COMING FROM OUTSIDE CHARTERS, 25/26

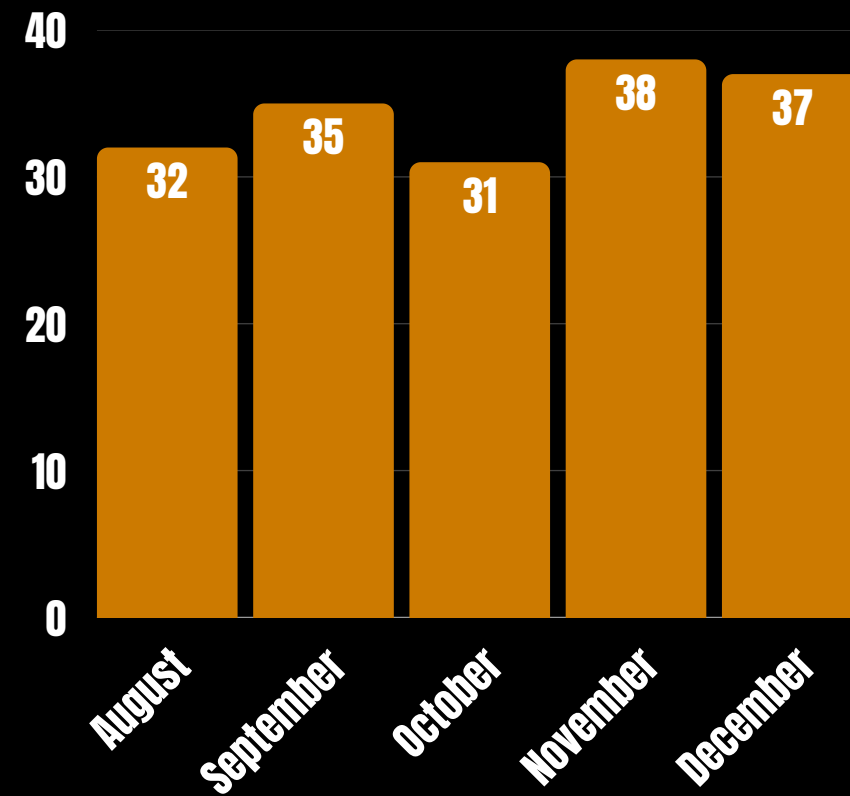


The background features a diagonal split between a dark navy blue/black surface on the top-left and a bright orange surface on the bottom-right. Two pencils are positioned diagonally: an orange pencil in the upper left and a black pencil in the lower right. The text is centered over the boundary between the two colors.

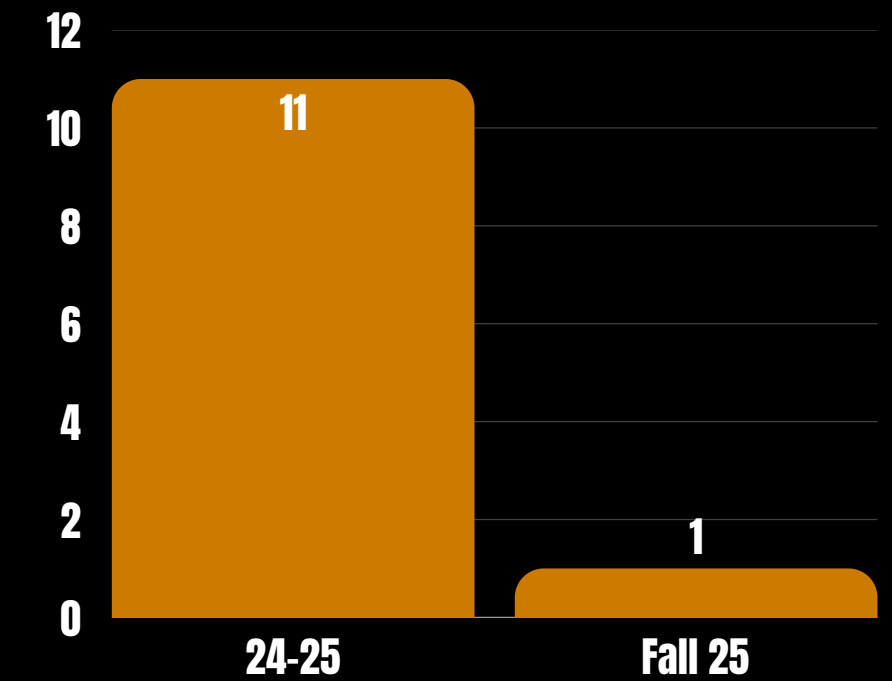
CDS FALL 2025 DATA REPORT

Fall Data

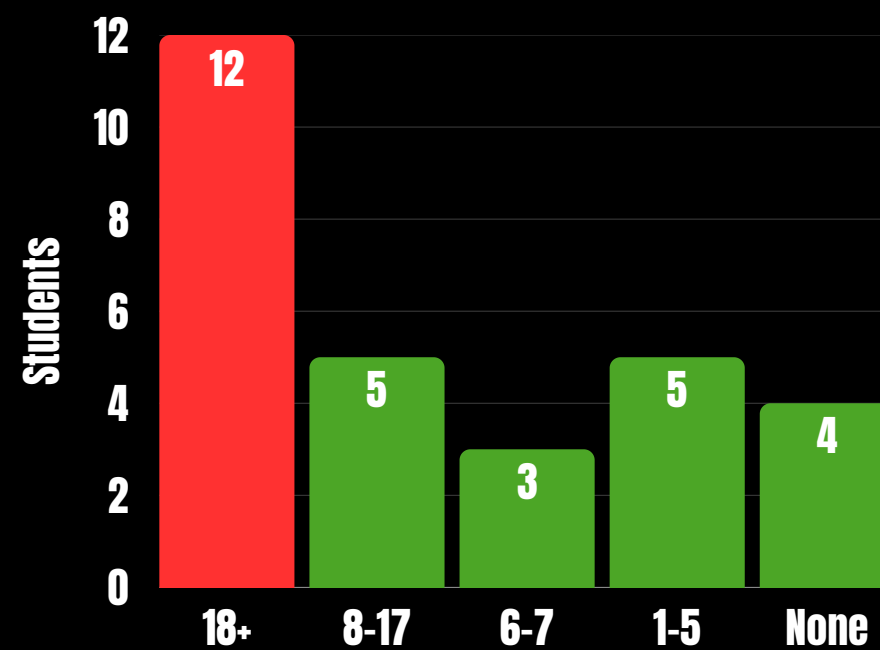
Total Enrollment



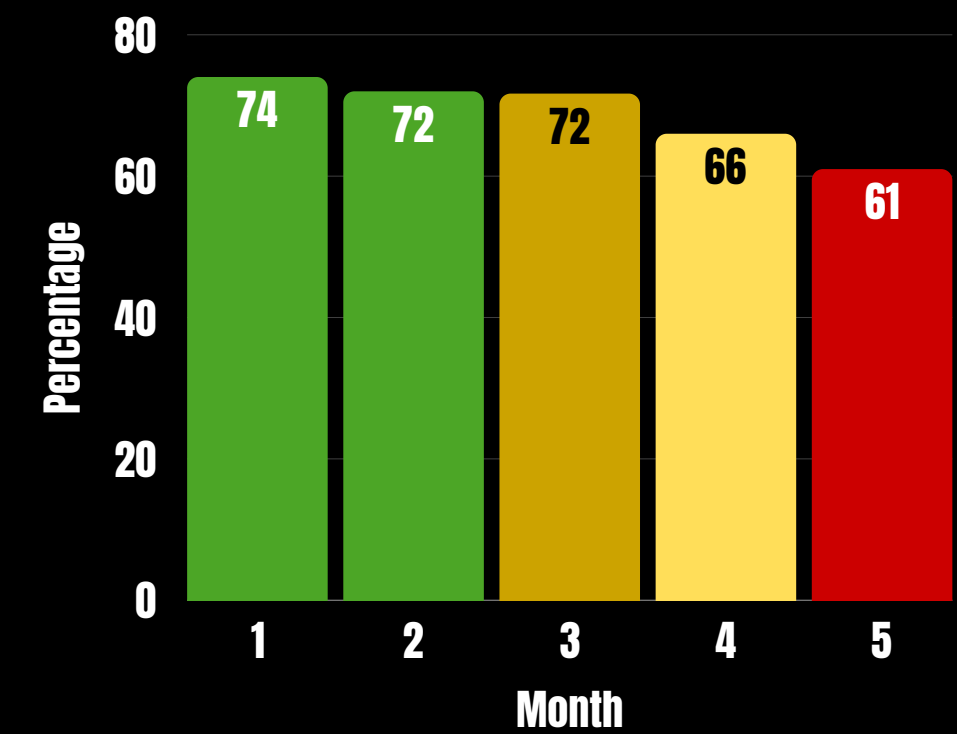
Lemoore Enrollment



All day Absences



Attendance Percentage



*there were 3 early graduates at the end of the Semester

CREDIT RECOVERY

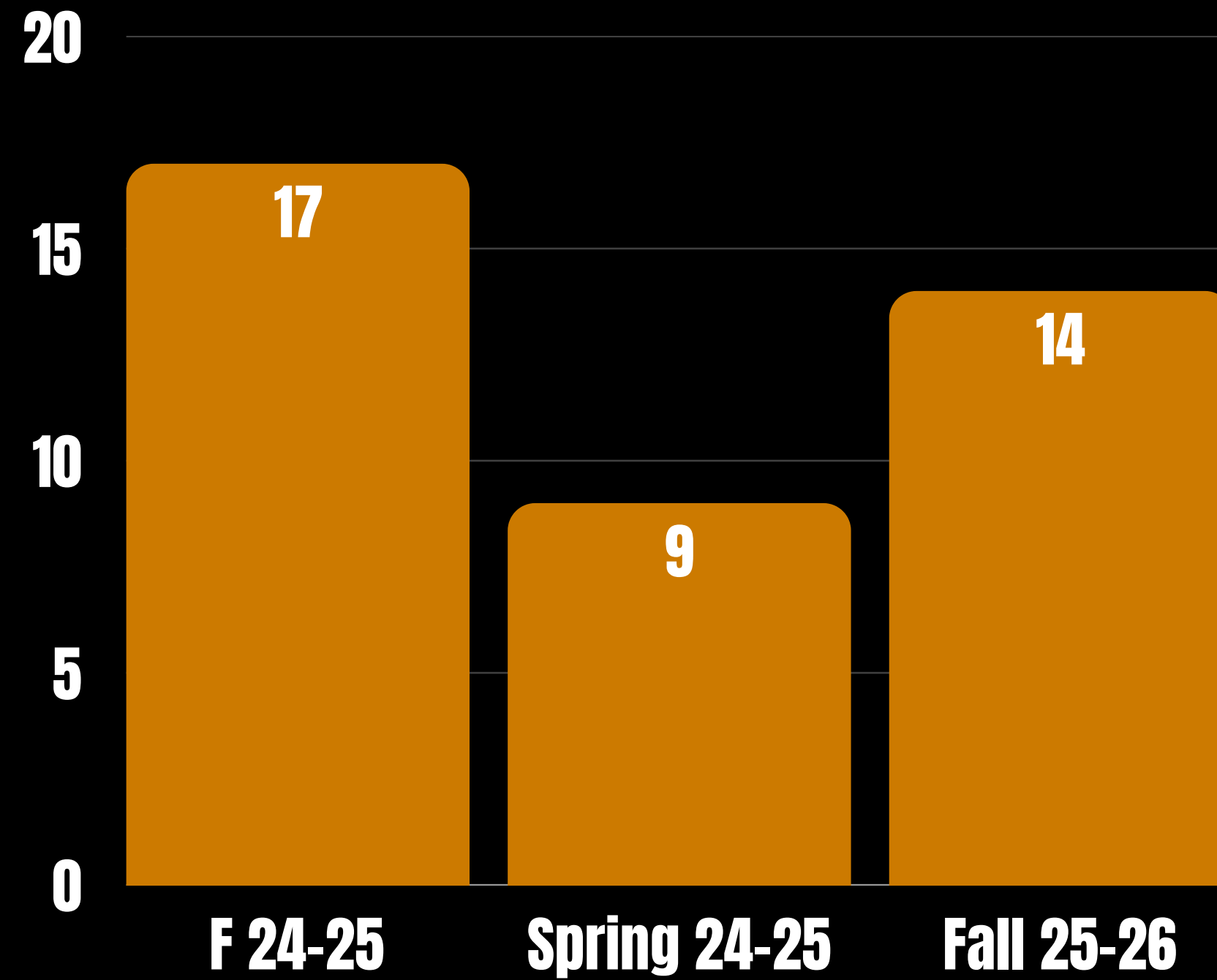
Fall

163 Courses Completed

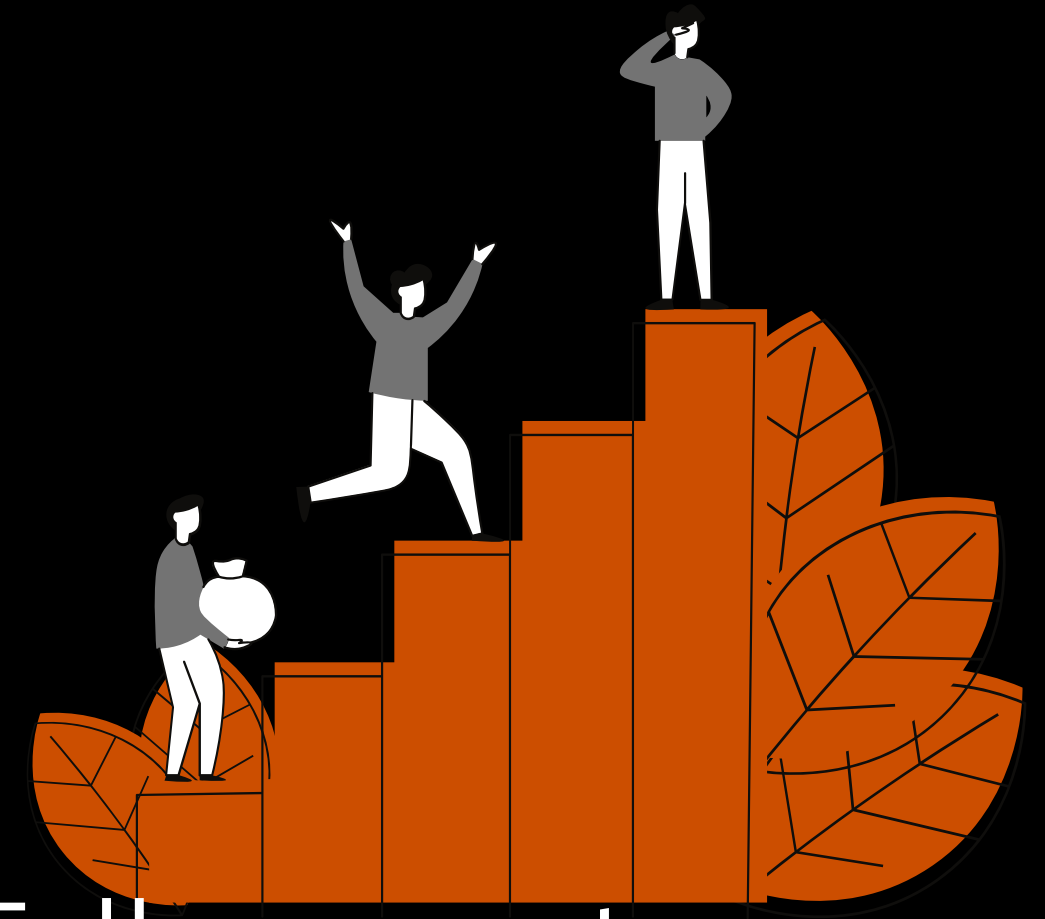
13 Courses Withdrawn

86.93% course completion for the Fall

RE-ADMIT DATA



AT-PROMISE ANALYSIS



Twenty-three out of 40 students in the Fall semester remained in “good standing” throughout the semester. 17 students remained in Tier 2 of the At-Promise list due to lack of attendance and poor grades. This is a direct correlation to students who will remain at CDS for not meeting the terms of their expulsions.



**Thank
You**

The image features a magnifying glass with a black handle and frame, positioned over a document. The lens of the magnifying glass is centered on the text 'Thank You', which is written in a large, bold, dark blue sans-serif font. The background of the document is a light blue bar chart with several vertical bars of varying heights. The bars are colored in shades of blue and green. The overall composition suggests a message of appreciation or gratitude in a business or financial context.

Superintendent Report #3

AGENDA: New Business/ Information

TOPIC: Recommended Board Policy Updates

DESCRIPTION: Attached are the California School Board Association recommended Board Policy updates from November 2025

District staff have taken the CSBA recommended updates, along with current HJUHSD policy and attached are the final recommended revisions.

FISCAL IMPACT: None

RECOMMENDATION: This item will be brought back to the next regularly scheduled meeting for Board consideration.

Policy Title List – CSBA November 2025	
BP 1000	Concepts and Roles
BP 1114	District-Sponsored Social Media
AR 1114	District-Sponsored Social Media
BP 2120	Superintendent Recruitment and Selection
AR 3311.3	Design-Build Contracts
BP 3470	Debt Issuance and Management
BP 4000	Concepts and Roles
BP 5000	Concepts and Roles
BP 5020	Parent Rights and Responsibilities
AR 5020	Parent Rights and Responsibilities
BP 5117	Interdistrict Attendance
AR 5117	Interdistrict Attendance
BP 6020	Parent Involvement
AR 6020	Parent Involvement
BP 6143	Courses of Study
AR 6143	Courses of Study
AR 6146.2	Certificate of Proficiency/High School Equivalency
E(1) 6146.2	Certificate of Proficiency/High School Equivalency
BP 7000	Concepts and Roles
BP 7131	Relations with Local Agencies
BB 9310	Board Policies
BB 9321	Closed Session
E(1) 9321	Closed Session
E(2) 9321	Closed Session

CSBA POLICY GUIDE SHEET

November 2025

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes and minor revisions have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 1000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, organization, and to add a reference to Board Bylaw 9005 - Governance Standards.

Board Policy 1114 - District-Sponsored Social Media

Policy updated in conjunction with the accompanying administrative, with minor revisions.

Administrative Regulation 1114 - District-Sponsored Social Media

Regulation updated to reflect **NEW LAW (AB 2481, 2024)** which (1) requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion, (2) directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter with each large social media platform on which the applicable school has an account when directed by the Superintendent or designee, and (3) directs a verified reporter to inform the Superintendent or designee of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school and report the threat or violation via the process created by the applicable social media platform. Additionally, regulation updated to reference "www.stopbullying.gov", which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms. In addition, regulation updated to reflect **NEW LAW (AB 1785, 2024)** which expands the prohibition for districts to publicly post specified information of an elected or appointed official on the internet, without first obtaining the written permission of that individual, to include the name and assessor parcel number associated with the official's home address.

Board Policy 2120 - Superintendent Recruitment and Selection

Policy updated to reference CSBA's, "California Consultants and Leadership" search services, which provides guidance to districts recruiting and selecting a Superintendent. Additionally, policy updated to remove from the list related to the Governing Board's search and selection process items which are rarely carried out by the Board, and to add duties that a professional advisor may facilitate. In addition, policy updated to clarify material related to discussing, negotiating, and voting on the Superintendent's contract. Policy also updated to reflect **NEW LAW (SB 521, 2025)**, which prohibits the employment of a person as Superintendent if within the past five years the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee.

Administrative Regulation 3311.3 - Design-Build Contracts

Regulation updated to reflect **NEW LAW (SB 956, 2024)** which extends indefinitely the authorization to enter into a design-build contract for a public works project in excess of \$1,000,000. Additionally, regulation updated to add objective criteria for awarding a design-build contract, including the minimum factors of price, technical design and construction experience, and life-cycle costs over 15 years or more. In addition, regulation updated to clarify which occupations are subject to the 30 percent threshold for a skilled and trained workforce.

Board Policy 3470 - Debt Issuance and Management

Policy updated to (1) add communication to the public to the list of debt issuance program activities that the Superintendent administers and coordinates, (2) remove reference to Qualified Zone Academy Bonds which are no longer authorized to be issued, (3) add types of temporary borrowing or short-term transfers to the list of potential financing sources for the district, (4) add that the method of sale for any district-issued debt be the most cost-effective, (5) add that before any sale of bonds, the Governing Board adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected, and (6) include additional information regarding the report to the California Debt Investment and Advisory Commission, which the district is required to submit annually following a bond issuance.

Board Policy 4000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to (1) clarify that it is the academic achievement, personal growth, and well-being of district students, in addition to the success of district programs, that hinges on district personnel, and (2) reflect The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," which provides guidance to support education leaders in developing labor-management partnerships that benefit students, staff, and the community.

Board Policy 5000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, to include material related to school safety, and to reference applicable related Board policies and administrative regulations.

Board Policy 5020 - Parent Rights and Responsibilities

Policy updated to more closely align with law the Governing Board's belief that the district's relationship with parents/guardians is one of mutual support and respect, and that the partnership with parents/guardians is specific to their children. Additionally, policy updated to clarify that the notification parents/guardians receive regarding their rights, includes, but is not limited to, rights under the Family Educational Rights and Privacy Act (FERPA), in accordance with Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Policy also updated to include that the Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of and participation in their children's educational programs.

Administrative Regulation 5020 - Parent Rights and Responsibilities

Regulation updated to add that parent/guardian rights include notification of the opportunity to opt their child out of certain instruction, as required by state law, and **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Additionally, regulation updated to clarify that parents/guardians have the right to receive notice and information about and to opt out of (1) any psychological testing involving their child and (2) any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life. In addition, regulation updated to add that (1) parents/guardians of English learners be given any required written notification in English and the student's home language, and (2) that the rights of parents/guardians be exercised in accordance with applicable Board policy and administrative regulation. Regulation also updated to expand that parents/guardians may support the learning environment of their child by monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child.

Board Policy 5117 - Interdistrict Attendance

Policy updated to clarify that the Board policy and accompanying administrative regulation apply to students transferring into and out of the district. Additionally, policy updated to reflect **NEW LAW (SB 897, 2024)** which (1) extends the school district of choice program indefinitely, (2) requires the accounting of requests for district of choice transfers to include foster youth and student experiencing homelessness status, and (3) provides that compliance of all provisions of a district's school district of choice program are subject to the annual district audit required by law.

Administrative Regulation 5117 - Interdistrict Attendance

Regulation updated to reflect **NEW LAW (SB 897, 2024)** which (1) expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's proficiency in English, family income, or any of the individual characteristics set forth in Education Code 200, (2) requires, the district to, by January 15, notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year, (3) prohibits rejecting the transfer of a foster youth or student experiencing homelessness, in addition to a student with a disability or an English learner, based on the transfer requiring the district to create a new program to serve that student, (4) expands second priority for transfer under the school district of choice program to include foster youth and students experiencing homelessness, (5) expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied, (6) requires the district to respond to a request from the county office of education to provide data regarding the number of students transferring into the district, (7) expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status, and (8) requires the district of residence to, by February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

Board Policy 5138 - Conflict Resolution/Peer Mediation

Policy updated to clarify the distinction between students providing peer mediation and those receiving it. Additionally, policy updated to include, in the development of a conflict resolution and/or peer mediation program (1) the expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved, and (2) the selection of and requirements to train as a peer mediator.

Board Policy 6020 - Parent Involvement

Policy updated to reference the U.S. Department of Education's June 2025 Dear Colleague Letter which provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. Additionally, policy updated to ensure compliance with the California Department of Education's federal program monitoring instrument. In addition, policy updated to add material related to the establishment and convening of a parent advisory committee (PAC) and, as applicable, an English learner parent advisory committee (ELPAC), which was moved from the accompanying administrative regulation, as it is more appropriately placed in Board policy. Policy also updated to add that the Superintendent or designee annually attend a regular meeting of the PAC or ELPAC, if applicable.

Administrative Regulation 6020 - Parent Involvement

Regulation updated to ensure compliance with the California Department of Education's Federal Program Monitoring. Additionally, regulation updated to delete material related to the establishment and convening of a parent advisory committee and, as applicable, an English learner parent advisory committee, which was moved to the accompanying Board policy for more appropriate placement. In addition, regulation updated to include that (1) the district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home, and (2) the Superintendent or designee

may utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from.

Board Policy 6143 - Courses of Study

Policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities, and reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, policy updated to clarify that the Governing Board adopt a course of study for elementary and secondary grades that, in addition to preparing students for the next level of study and/or employment, includes all required instructional content. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children.

Administrative Regulation 6143 - Courses of Study

Regulation updated to include, in the courses of study for grades 1-6 (1) instruction in cursive and joined italics, (2) Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821, 2024)**, (3) the causes and effects of climate change and the methods to mitigate climate change, and (4) prenatal care for pregnant women. Additionally, regulation updated to include, in the courses of study for grades 7-12 (1) personal financial literacy, as required by **NEW LAW (AB 1871, 2024)**, (2) to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821 (2024))**, (3) the causes and effects of climate change and the methods to mitigate and adapt to climate change, (4) starting with the 2026-27 school year for districts that require a course in health education for high school graduation, the dangers associated with fentanyl use, as required by **NEW LAW (AB 2429, 2024)**, and (5) commencing in the 2027-28 school year, a one-semester course in personal finance. In addition, regulation updated to add how a one-semester course in Ethnic studies may be fulfilled. Regulation also updated to reflect **NEW LAW (SB 153, 2024)** which (1) requires at the beginning of each school year, the Superintendent to provide written notice to parents/guardians of students in grades 9-12 that includes a separate and distinct disclosure that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning, and contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements, and (2) requires districts to advise each student in grade 11 to complete the grade 11 financial aid lessons on the CCGI's CaliforniaColleges.edu platform and submit student transcript information to the CCGI for students in grades 9-12. Additionally, regulation updated to reflect **NEW LAW (AB 2165, 2024)** which requires a district to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a Free Application for Federal Student Aid and/or the California Dream Act Application. In addition, regulation updated to reflect **NEW LAW (AB 123, 2025)** which requires a district to provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program.

Delete - Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency

Policy deleted as unnecessary as the requirements stated within vest with the California Department of Education and/or the State Board of Education rather than being the obligation of a school district.

Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency

Regulation updated to reflect the name change from the California High School Proficiency Examination to the California Proficiency Program. Additionally, regulation updated to align language with guidance on the California Department of Education's, "California Proficiency Program," webpage. In addition, regulation updated to delete criteria related to a repealed state regulation and instead align with state law.

Exhibit(1) 6146.2 - Certificate of Proficiency/High School Equivalency

Exhibit updated in conjunction with the accompanying Board policy and administrative regulation, including reflecting the name change from the California High School Proficiency Examination to the California Proficiency Program.

Board Policy 7000 - Concepts and Roles

Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to clarify that (1) one of the major responsibilities of the Governing Board, in addition to providing healthful, safe and adequate facilities that enhance the instructional program, is to provide facilities that align with the needs of the district, and (2) in some instances, the best use of facilities may be reuse by a third party, and in other instances, may be lease or sale. Additionally, policy updated to clarify that, in order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan and that, in accordance with the plan, the Board will (1) select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use, (2) sell or lease facilities, including joint occupancy or joint use, when no other better use is identified, (3) authorize the use of school facilities by district residents and community groups, and (4) consider the use of district property for workforce housing.

Board Policy 7131 - Relations with Local Agencies

Policy updated to add that (1) the Governing Board is required to meet with appropriate local agency recreation and park authorities to review possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community, and (2) the district is required to recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address a new development. Additionally, policy updated to clarify material related to development within the district, including that in order to adequately mitigate additional students generated by such development, the Board may make certain findings required by law and that upon such findings, notify the city council or county board of supervisors. In addition, policy updated to add material related to a district workforce housing development.

Board Bylaw 9310 - Board Policies

Bylaw updated to reflect current Board policy development and adoption process practice. Additionally, bylaw updated to include new "Definitions" section which more clearly defines the use of "Board policy," "Board bylaw," and "administrative regulation." In addition, bylaw updated to add section headers to differentiate between the development and adoption of Board policies versus administrative regulations. Bylaw also updated to delete the section "Monitoring and Evaluation" and include that content in the new "Board Policy Development and Adoption" section.

Board Bylaw 9321 - Closed Session

Bylaw updated to add (1) that public comment is required to occur prior to closed session, and (2) that a copy of a document that becomes public after action was taken during closed session be provided to any person who has made a standing request for all documentation as part of a request for notice of meeting, in addition to providing such document to any person present at the conclusion of the closed session who has submitted a written request. Additionally, bylaw updated to reflect **NEW ATTORNEY GENERAL OPINION** which states that only a person with "an official or essential role to play in a particular closed session" agenda item may attend closed session for that particular item, and to add new section "Attendance in Closed Session" to address who is permitted to attend a particular closed session item. In addition, bylaw updated to clarify that for purposes of a closed session agenda item on personnel matters that "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Governing Board members and other independent contractors. Bylaw also updated to clarify that disclosure of an approved agreement concluding labor negotiations identify the item approved and the other parties to the negotiation. Additionally, bylaw updated to reflect **NEW LAW (SB 1445, 2024)** which authorizes the Board to allow student board members to make restorative justice recommendations that would be considered in closed session expulsion hearings. In addition, bylaw updated to reflect **NEW LAW (AB 2715, 2024)** which

authorizes the Board to hold a closed session with additional types of law enforcement or security personnel and to hold a closed session on a threat to critical infrastructure controls or critical infrastructure information.

Exhibit(1) 9321 - Closed Session

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

Exhibit(2) 9321 - Closed Session

Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

Policy 1000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 03/12/1997

The Governing Board desires to represent the community and provide leadership in addressing community interests related to education. In order to encourage support for the district and district schools, promote collaboration between the district, parents/guardians, community members, and local organizations, and to identify and respond to community priorities, the Board shall establish effective two-way communication systems between the district and the community.

The Board and the Superintendent or designee shall work together with city, county, and other local agencies and organizations to promote and facilitate coordinated services for children, and seek to develop partnerships with local businesses and organizations.

The Board recognizes that district schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in district and school activities, and take an active interest in issues that affect the district and its schools. The Board and the Superintendent or designee shall keep community members well informed about district programs, needs, and accomplishments and shall ensure that they have opportunities to share in the development of district decisions, in accordance with Board Bylaw 9005 - Governance Standards.

The Board recognizes that its ability to fulfill the community's expectations for a high-quality educational program is dependent upon the level of funding provided by the state and federal government and community support. In an effort to provide the best educational experience for district students, the Board shall study legislative processes and issues, establish ongoing relationships with federal, state, and local leaders and the media, adopt positions on key issues, set priorities for advocacy, and collaborate with other organizations and coalitions in legislative and legal advocacy efforts.

Policy 1114: District-Sponsored Social Media

Status: DRAFT

Original Adopted Date: 10/11/2011 | **Last Revised Date:** 11/26/2024

The Governing Board recognizes the value of social media to share district information with families and the community and promote community involvement and collaboration in district decisions. The purpose of any official district social media account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, families, staff, and community members. The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

The Superintendent or designee shall develop content guidelines and protocols for official district social media accounts to ensure public access, appropriate and responsible use, and compliance with law, Board policy, and administrative regulation.

Guidelines for Content

Official district social media accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. This policy is not intended to create an open public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of official district social media accounts is clearly communicated to users. Each account shall contain a statement specifying the purposes of the account, that the account shall only be used for such purposes, and any other user expectations or conditions as specified in the accompanying administrative regulation.

Content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation shall not be permitted on official district social media accounts.

Staff or students who post on, reply from, or otherwise use an official district social media account in a manner that violates Board policies and administrative regulations shall be subject to discipline in accordance with applicable policies and regulations.

Users of official district social media accounts, and anyone who posts on, replies to, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted on, replied with, or otherwise left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act.

Privacy

To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media accounts.

As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, official district social media accounts shall comply with Board Policy 1113 - District and School Websites.

Social media and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

Regulation 1114: District-Sponsored Social Media

Status: DRAFT

Original Adopted Date: 10/11/2011 | **Last Revised Date:** 11/26/2024

Definitions

Social media means any online platform for collaboration, interaction, or active participation, or that allows users to post content, including, but not limited to, social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, and LinkedIn.

An *official district* social media account is an account on a social media platform authorized by the Superintendent or designee.

An account that contains content related to the district or comments about district operations but that has not been created based on authorization or direction from the Superintendent or designee, such as an account created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal account, is not an official district social media account.

School-level employees such as teachers and coaches shall obtain authorization from the school principal before creating an official social media account.

When directed by the Superintendent or designee, each school principal, or an individual in a position of similar responsibility, shall register as a verified reporter with each large social media platform on which the applicable school has an account in accordance with Business and Professions Code 22588.2-22588.4.

Guidelines for Content

Each official district social media account shall contain content that is useful and appropriate for all audiences.

District employees or agents in charge of posting or adding information to an official district social media account shall ensure that copyright laws are not violated in the use of material on official district social media accounts.

The Superintendent or designee shall ensure that official district social media accounts are regularly monitored. Staff members responsible for monitoring content may remove posts or even suspend users from interacting with the account only based on viewpoint-neutral considerations, such as lack of relation to the account's purpose or violation of board policies or administrative regulations.

If a verified reporter becomes aware of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school, the reporter shall inform the Superintendent or designee and report the threat or violation via the process created by the applicable social media platform as specified in Business and Professions Code 22588.2-22588.4.

Each official district social media account shall, as appropriate, prominently display a link to this regulation or a statement that includes Items #1-10, below:

1. The purpose(s) of the account, such as providing information to a class, school community, athletic team, or student club; engaging with the public regarding district decisions and Governing Board meetings; and sharing information regarding employment opportunities with the district
2. Users shall use the site only for those intended purposes
3. The account is regularly monitored and any inappropriate interaction will be promptly removed, blocked, or similarly addressed

Inappropriate interactions include, but are not limited to, interactions that:

- a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on district premises, violation of district or school rules, or substantial disruption to the district or school's orderly operation
 - b. Are not related to the stated purpose of the account, including, but not limited to, threats, comments of a commercial nature, political activity, and comments prohibited by board policies and administrative regulations
4. Users are expected to communicate in a respectful, courteous, and professional manner and are personally responsible for their use of the account
 5. The district is not responsible for the content posted by other users or how other users interact with the account
 6. The views and comments expressed by other users on the account belong to those users and do not necessarily reflect the views of the district
 7. Any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district
 8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media accounts
 9. Violations may be reported to the appropriate social media platform, law enforcement, or other third parties, as appropriate
 10. A user may be suspended from interacting with the account for one month upon three prior violations and for six months upon two prior one-month suspensions

Appropriate Use by District Employees

District employees who participate in official district social media accounts shall adhere to all applicable board policies and administrative regulations, such as Board Policy 1313 - Civility and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees, and shall not share confidential information about students, employees, Board members, or district operations.

When appropriate, employees posting, replying, or otherwise interacting with the public outside of their professional duties or responsibilities on official district social media accounts shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media accounts.

Policy 2120: Superintendent Recruitment And Selection

Status: DRAFT

Original Adopted Date: 10/22/2002

The Governing Board recognizes that it is responsible for selecting and employing the Superintendent. Whenever it becomes necessary for the Board to fill a vacancy in the position of Superintendent, the Board shall work diligently to employ a person whose management and leadership abilities are most closely aligned with district needs.

The Board shall establish and implement a search and selection process that includes consideration of:

1. The district's current and long-term needs, including a review of the district's vision and goals
2. The desired characteristics of a new Superintendent, including professional experience, educational qualifications, leadership characteristics, philosophy of education, and other management, technical, interpersonal and conceptual skills, as well as the priorities the Board wants to place on different abilities, traits and levels of knowledge
3. The scope of the search, including whether to promote from within the district or broaden the search to include both internal and external candidates and, if external candidates will be considered, whether to conduct a statewide or nationwide search
4. The salary range and benefits to be offered
5. Basic elements to be included in the Superintendent's contract
6. Whether to hire a professional adviser to facilitate the hiring and contract negotiation process and to ensure that verifications of the candidates' qualifications are obtained
7. How and when to involve the community in certain phases of the selection process
8. The process for screening applications and determining how the screener(s) will be selected
9. Interview questions, processes, and participants
10. Other actions necessary to ensure a fair selection process and a smooth transition to new leadership

Even if a professional adviser is used to facilitate the process, the Board shall retain the right and responsibility to oversee the process and to review all applications if desired.

The Board shall select candidates to be interviewed based on recommendations of the screener(s), if applicable, and the Board's own assessment of how candidates meet the criteria established by the Board.

The Board shall interview candidates and select a final candidate in closed session. (Government Code 54957)

Before offering the position to the selected candidate or making any announcements, Board members may visit that candidate's current place of employment, as appropriate.

Pursuant to Board Policy 2121 - Superintendent's Contract, the Board shall discuss and negotiate the Superintendent's contract in closed session, but shall vote to approve the contract in open session. (Government Code 53262, 54957, 54957.6)

The Board shall conduct any superintendent recruitment and selection process in accordance with legal and ethical obligations regarding confidentiality and equal opportunity.

As necessary, the Board may appoint an interim or acting superintendent, to manage the district when there is no permanent superintendent.

The Superintendent shall hold both a valid school administration certificate and a valid teacher's certificate. The

Board may waive any credential requirement, but shall not employ a person whose credential has been revoked by the Commission on Teacher Credentialing pursuant to Education Code 44421-44427. (Education Code 35028, 35029, 35029.1)

The Board shall not employ a person as Superintendent if, within the past five years, the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee. (Government Code 1021.5)

DRAFT

Regulation 3311.3: Design-Build Contracts

Status: DRAFT

Original Adopted Date: 02/28/2017 | **Last Revised Date:** 11/14/2023

The Governing Board may approve a design-build contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria including the minimum factors of price; technical design and construction experience; and life-cycle costs over 15 years or more. (Education Code 17250.20, Education Code 17250.25)

Additionally, until January 1, 2029, the Board may approve an alternative design-build contract with a single entity for both design and construction of any school facility in excess of \$5,000,000. Such contracts may be awarded to the low bid or the best value. If the selection is based on best value, the Board shall evaluate competitive proposals, taking into consideration the minimum factors of design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs over 15 or more years. The district's determination of price shall be based on the open book evaluation of construction subcontracts. The contract may be subject to further negotiations or amendment and may be terminated by the district if the district and the design-build entity are unable to reach an agreement. (Education Code 17250.61, 17250.62, 17250.65)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25, 17250.62)

Procedures for Awarding the Contract

The procurement process for design-build and alternative design-build projects shall be as follows: (Education Code 17250.25, 17250.35, 17250.62, 17250.65; Public Contract Code 2600)

1. Performance specifications, which includes the district preparing a set of documents setting forth the scope and estimated price of the project

The documents may include, but are not limited to:

- a. The size, type, and desired design character of the project
- b. Performance specifications that cover the quality of materials, equipment, and workmanship
- c. Preliminary plans or building layouts
- d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. Prequalification, which includes the district preparing and issuing a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection

The request for qualifications shall include, but is not limited to, all of the following elements:

- a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity
- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors
- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25 or 17250.62

- d. A notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

3. Request for Proposals (RFP), which includes the district preparing an RFP that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district

The RFP shall include the information identified in Items #2a, 2b, and 2d above and the relative importance or weight assigned to each of the factors.

If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the RFPs and shall publish separately or incorporate into the RFPs applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. Selection based on low bid, which includes for those projects utilizing low bid as the final selection method, that the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder
5. Selection based on best value, which includes for those projects utilizing best value as a selection method, that the following procedures shall be used:

- a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the RFPs

Criteria shall be weighted as deemed appropriate by the district. The proposal for a design-build project, as specified in Education Code 17250.25, shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years. The proposal for an alternative design-build project, as specified in Education Code 17250.62, shall, at a minimum, include design cost, general conditions, overhead, and profit as a component of the project price, unless a stipulated sum for the project is specified; technical design and construction expertise; and life-cycle costs over 15 or more years.

- b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked
- c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public
- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award

This statement and the contract file shall provide sufficient information to satisfy an external audit.

Skilled and Trained Workforce

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeship occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25, 17250.62; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at

least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of work performed in the following occupations, which are subject to a 30 percent threshold: (Public Contract Code 2601)

1. Acoustical installer
2. Bricklayer
3. Carpenter
4. Cement mason
5. Drywall installer or lather
6. Marble mason, finisher, or setter
7. Modular furniture or systems installer
8. Operating engineer
9. Pile driver
10. Plasterer, roofer, or waterproofer
11. Stone mason
12. Surveyor
13. Teamster
14. Terrazzo worker or finisher
15. Tile layer, setter, or finisher

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. Additionally, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

Policy 3470: Debt Issuance And Management

Status: DRAFT

Original Adopted Date: 02/28/2017

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies.

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, communication with the public, and marketing strategies.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and/or other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. Additionally, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

Goals

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of the district's financing programs
2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued

8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

Authorized Purposes for the Issuance of Debt

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt
 - a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
 - b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
 - c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)
2. Long-Term Debt
 - a. General obligation bonds for projects approved by voters (Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)
 - b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)
3. Lease financing, including certificates of participation (COPs)
 - a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)
 - b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-

17429)

4. Special financing programs or structures offered by the federal or state government when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs (Government Code 53700-53706)
5. Temporary borrowing or short-term transfers from other sources, including the following: (Education Code 42620, 42621; Government Code 53820-53833, 53850-53858)
 - a. When the district lacks sufficient funds to meet its current expenses:
 - i. Transfers of funds from the County Treasurer up to 85 percent of the amount of money that will accrue to the district within the fiscal year
 - ii. Transfers of funds from the county school service fund up to 85 percent of the money accruing to the district at the time of transfer, to be repaid before June 30 of the current fiscal year
 - b. Temporary borrowing from other sources

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution

or Education Code 15102, 15106, 15268, and 15270.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale which is most cost-effective, that has the potential to achieve the lowest financing cost, and/or generates other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Before any sale of bonds, the Board shall adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected. (Education Code 15146)

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt

issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

Additionally, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

Following a bond issuance, by each subsequent January 31, the district shall submit an annual report to CDIAC that consists of the following information for a reporting period of the prior July 1 to June 30, inclusive: (Government Code 8855)

1. The debt authorized, issued, authorized but unissued, and debt for which authorization has lapsed during the reporting period
2. The principal balance at the beginning of the reporting period, the principal paid during the reporting period, and the remaining principal outstanding at the end of the reporting period
3. The use of proceeds of issued debt including the amount of proceeds available at the beginning of the reporting period, the proceeds spent during the reporting period and the purposes for which they were spent, and the proceeds remaining at the end of the reporting period

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. Additionally, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debt issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Policy 4000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 03/12/1997

The Governing Board believes that the academic achievement, personal growth, and well-being of district students, and the success of district programs, hinges on district personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students.

The Board recognizes that every employee has a role in the district's successful operation. The Board encourages all district employees to express their ideas, concerns, and proposals related to the improvement of working conditions and the total educational program. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

The district's relationship with its collective bargaining units is critical to enhancing organizational effectiveness and improving student outcomes. Whenever possible, it is the intent of the Board that the district communicate and collaborate regularly with the representatives of collective bargaining units to resolve conflict.

As the legal representative of the district in negotiations with employee representatives, the Board shall set goals and guidelines for collective bargaining and take action on any tentative agreement. Additionally, the Board, in conjunction with the Superintendent, shall select the district's bargaining team and maintain communications with the negotiating team during the bargaining process.

Terms and conditions of employment which have been negotiated and stated in employee contracts shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with Board policy or negotiated agreements. Additionally, the Board shall adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills.

The Superintendent has responsibility for overseeing district personnel. To support this effort, the Board shall approve a framework for sound hiring practices. The Superintendent shall nominate all personnel for employment, and the Board shall approve only those persons so recommended. Individuals who approach Board members regarding prospective employment shall be referred to the Superintendent or designee.

The Superintendent or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with all applicable collective bargaining agreements and any accountability systems approved by the Board. Additionally, the Superintendent or designee shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy, administrative regulations, and/or state or federal law.

The Superintendent or designee shall establish procedures whereby the Superintendent or designee will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

Policy 5000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 03/12/1997

The Governing Board desires to create a safe school environment and positive school climate that promotes student welfare and academic achievement. Additionally, the Board recognizes that student services offered by the district play an integral role in the academic achievement and emotional well-being of district students. In addition, the Board expects students to engage in learning opportunities offered by the district by demonstrating regular attendance and completing assigned work in a timely and diligent manner, while maintaining appropriate conduct and respect for others.

The Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and has high expectations for staff and student conduct, responsible behavior, and respect for others, in accordance with Board Policy 0450 - Comprehensive Safety Plan.

The Board is fully committed to providing equal educational opportunities and maintaining schools that are free from discrimination. The Board shall not tolerate the intimidation or harassment of any student for any reason, including discriminatory harassment, intimidation, and/or bullying, in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities and Board Policy/Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

The Superintendent or designee shall establish and inform parents/guardians and students about school and district rules and regulations related to attendance, health examinations, records, grades, and student conduct. When conducting hearings related to discipline, attendance, and other student matters, the Board shall afford students their due process rights in accordance with law and applicable Board policies and administrative regulations.

Policy 5020: Parent Rights And Responsibilities

Status: DRAFT

Original Adopted Date: 01/28/2003

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

The Board believes that the district's relationship with parents/guardians is one of mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians for continuing the intellectual, physical, emotional, and social development and well-being of their students, including the means by which the district and parents/guardians can help their students achieve academic and other standards of the district.

Within this framework, the district's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the district.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

The Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, their children's educational programs. (Education Code 51101.1)

Regulation 5020: Parent Rights And Responsibilities

Status: DRAFT

Original Adopted Date: 06/14/2005 | **Last Revised Date:** 04/28/2015

Parent/Guardian Rights

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)
3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)
4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)
7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)
8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments including textbooks, teacher's manuals, films, audio and video recordings, and software, stored by the classroom teacher. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code 49091.14)

The school may charge an amount not to exceed the cost of duplication if a hardcopy is created. (Education Code 49091.14)

9. To be notified of the opportunity to opt their child out of certain instruction, as required by law (Education Code 51240, 51938)
10. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)
11. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

12. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts (Education Code 51101.1)
13. To have access to the student records of their child (Education Code 51101)
14. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish (Education Code 51101)
15. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes, and procedures for visiting the school (Education Code 51101)
16. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention, and of their right to consult with district personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)
17. To receive notice and information about and to opt out of any psychological testing involving their child (Education Code 51101)
18. To receive notice and information about and to opt out of any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life, any form of parent/guardian screening or testing, any nonacademic home-based counseling program, parent/guardian training, or any prescribed family education service plan, and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)
19. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)

20. To question anything in their child's student record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)
21. To provide informed, written parental consent before their child is tested for a behavioral, mental, or emotional evaluation

A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)

22. For parents/guardians of English learners, to be given any required written notification, under any applicable law, in English and the student's home language pursuant to Education Code 48985 (Education Code 51101.1)

These rights shall be exercised in accordance with applicable Board policy and administrative regulation.

Parent Responsibilities

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child
2. Ensuring that homework is completed and turned in on time
3. Encouraging their child to participate in extracurricular and cocurricular activities

4. Monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child
 5. Working with their child at home in learning activities that extend the classroom learning
 6. Volunteering in their child's classroom(s) or for other school activities
 7. Participating in decisions related to the education of their own child or the total school program, as appropriate
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DRAFT

Policy 5117: Interdistrict Attendance

Status: DRAFT

Original Adopted Date: 05/28/2019 | **Last Revised Date:** 08/22/2023

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district. Student transfers into and out of the district shall be in accordance with law and as specified in this policy and accompanying administrative regulation.

Interdistrict Attendance Agreements and Permits

The district may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of either district. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. Additionally, it may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

When the request of a student seeking to transfer out of the district, or an individual permit verifying another district's approval for its student to transfer into the district, is received, the Superintendent or designee shall review, and approve or deny the request or permit based on the terms and conditions of the interdistrict attendance agreement.

Instruction Collaboration Agreements

The district may, with Board approval, enter into an instruction collaboration agreement (ICA) with another school district, county office of education, or charter school for the district to offer the same or similar courses and coursework to students from another school district, county office of education, or charter school who have been impacted by any of the following: (Education Code 48345)

1. Disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes
2. Disruptions or cancellations in dual language immersion programs
3. Teacher shortages in STEM classes or dual language immersion programs

Prior to accepting students for classes for any of the reasons specified in Items #1-3 above, the Superintendent or designee shall, with Board approval, determine the maximum number of students that the district can accept for these purposes. The district shall accept students who apply until the district is at maximum capacity.

Students shall be transferred to this program through an unbiased process that prohibits an inquiry into, or evaluation or consideration of, whether a student should be authorized to participate in the course or coursework based upon the student's current academic or athletic performance, proficiency in English, physical condition, any of the individual characteristics specified in Education Code 200, or family income. If the number of applicants exceeds the number of seats available, the approval for participation shall be determined by a random public drawing at a regularly scheduled Board meeting. (Education Code 48345)

The Superintendent or designee shall publicly post information, including, but not limited to, applicable forms and timelines for submission pursuant to the ICA, to ensure that students and their families are aware of the opportunities to participate. (Education Code 48345)

When negotiating the ICA, the Superintendent or designee shall collaborate with the other participating local educational agencies to agree upon an appropriate shared cost structure. (Education Code 48345)

Transportation

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

Additionally, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends, if space is available.

DRAFT

Regulation 5117: Interdistrict Attendance

Status: DRAFT

Original Adopted Date: 05/28/2019 | **Last Revised Date:** 03/10/2020

Interdistrict Attendance Agreements and Permits

In accordance with an agreement between the district and another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its website the procedures and timelines for requesting an interdistrict transfer permit, including a link to Board Policy 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year
2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence
3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision
4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request
5. Applicable timelines for processing a request, including the following statements:
 - a. For an interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received
 - b. For an interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought
6. The conditions under which an existing interdistrict transfer permit may be revoked or rescinded

Priority for interdistrict attendance shall be given to a student who has been determined, through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are transferred through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Education Code 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status. (Education Code 46600)

Additionally, the Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. To meet the child care needs of the student, only as long as the student's child care provider remains within district boundaries
2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist,

or other appropriate school personnel

3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when the student's parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board, or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence
10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is transferred, the district shall not deny continued attendance because of overcrowded facilities at the relevant grade level.

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally transfer a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally transferred. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Once a student is transferred to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment,

unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

Transfers Out of the District

A student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, provided the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

If the district is unable to provide an intradistrict transfer to a student who is a victim of an act of bullying, as defined in Education Code 46600, the district shall not prohibit the student from transferring out of the district if the district of proposed enrollment approves the application for transfer. (Education Code 46600)

The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)

1. The number of student transfers out of the district to a school district of choice has reached the limit specified in Education Code 48307 based on the district's average daily attendance
 2. The County Superintendent of Schools has given the district a qualified or negative budget certification or has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice
 3. The Board determines that the transfer would negatively impact any of the following: (Education Code 48307)
 - a. A court-ordered desegregation plan
 - b. A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31
 - c. The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31
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Policy 6020: Parent Involvement

Status: DRAFT

Original Adopted Date: 11/28/2017 | **Last Revised Date:** 07/28/2020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available for them to do so, in accordance with Board Policy/Administrative Regulation 5020 - Parents Rights and Responsibilities.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy 0460 - Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding; developing strategies that describe how the district will carry out each activity listed in 20 USC 6318; and implementing and evaluating such programs, activities, and procedures. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

Expenditures of such funds shall be consistent with the activities specified in this Board policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members

2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

To coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Regulation 6020: Parent Involvement

Status: DRAFT

Original Adopted Date: 11/28/2017 | **Last Revised Date:** 07/28/2020

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. Invite input on the plan from other district committees and school site councils
 - b. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input
 - c. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - d. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - e. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
 - b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
 - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
 - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

5. Use the findings of the evaluation conducted pursuant to Item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
 - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Additionally, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in Item #7 of "School-Level Policies for Title I Schools," below. (20 USC 6318)

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement
3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district
6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging

academic achievement standards

- b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
- a. Assist parents/guardians, as appropriate, in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
 - c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
 - d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
 - e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
 - f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions

- d. Train parents/guardians to enhance the involvement of other parents/guardians
 - e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
 - f. Adopt and implement model approaches to improving parent/guardian involvement
 - g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
 - h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
 - i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
 - j. Provide a master calendar of district/school activities and meetings
 - k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, website, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home.

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on district and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background

- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
 - c. Utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from
5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
 - b. Involve parents/guardians and family members in school planning processes
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Policy 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 04/24/2012 | **Last Revised Date:** 11/14/2023

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; a combination of two or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics or a combination of two or more of them. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; Penal Code 422.55; 5 CCR 4940; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Elementary Grades

The Board shall adopt a course of study for elementary grades that includes all required instructional content and sufficiently prepares students for the secondary course of study specified in Education Code 51225.3.

Secondary Grades

The district shall offer all otherwise qualified students in grades 7-12 a course of study that includes all required instructional content and prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. The district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

Additionally, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "A-G" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and make updated lists readily available. (Education Code 51229, 66204)

Parental Notification and Opt-Out

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they

may request to opt their student out of certain instruction. Students for whom the district has approved the opt-out shall be offered an alternative activity of similar educational value.

DRAFT

Regulation 6143: Courses Of Study

Status: DRAFT

Original Adopted Date: 12/13/2016 | **Last Revised Date:** 11/14/2023

Grades 1-6 Courses of study for grades 1-6 shall include the following:

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, including instruction in cursive or joined italics in the appropriate grade levels, and composition (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

- a. The history, resources, development, and government of California and the United States

Instruction shall include the early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

- b. The development of the American economic system, including the role of the entrepreneur and labor
 - c. The relations of persons to their human and natural environments
 - d. Eastern and western cultures and civilizations
 - e. Contemporary issues
 - f. The wise use of natural resources
 - g. Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods
4. Science: biological and physical aspects, with emphasis on the processes of experimental inquiry, the place of humans in ecological systems, the causes and effects of climate change, and the methods to mitigate and adapt to climate change (Education Code 51210)
 5. Visual and performing arts: instruction in dance, music, theater, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)
 6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)
 - a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of the environment
 - d. Venereal disease

- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
- f. Prenatal care for pregnant women
- g. Violence as a public health issue
- h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)
 - i. Defining the signs and symptoms of common mental health challenges
 - ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
 - iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem-solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
 - iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges
 - v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
 - vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
 - vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

- A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
- B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
- C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
- D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

- 7. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind
- 8. Violence awareness and prevention

9. Career awareness exploration

Grades 7-12

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)
2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in: (Education Code 51220)
 - a. The history, resources, development, and government of California and the United States, including instruction in:
 - i. The early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5, 60040)
 - ii. World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time
 - iii. The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
 - iv. The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States
 - b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

This course may include participation in a teen court or peer court program. (Education Code 51220.2)
 - c. The development of the American economic system, including the role of the entrepreneur and labor
 - d. Personal financial literacy
 - e. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)
 - f. Eastern and western cultures and civilizations
 - g. Human rights issues, with particular attention to the study of the inhumanity of genocide, which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides, slavery, and the Holocaust (Education Code 51221.2, 51226.3)
 - h. To the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods
 - i. Contemporary issues
3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)
4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)

5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; the causes and effects of climate change, the methods to mitigate and adapt to climate change; and appropriate applications of the interrelation and interdependence of the sciences (Education Code 51220)
6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)
7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)
8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)
9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)
10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)
11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)

- a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice (Education Code 51225.6)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body
- f. Prenatal care for pregnant individuals
- g. Violence as a public health issue
- h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)
 - i. Defining the signs and symptoms of common mental health challenges
 - ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
 - iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
 - iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges

- v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
- vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
- vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

- A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
- B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
- C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
- D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

- viii. Starting with the 2026-27 school year, the dangers associated with fentanyl use (Education Code 51225.38)

12. Violence awareness and prevention

13. A one-semester course in Ethnic studies, which may be any one of the following: (Education Code 51225.3)

- a. A course based on the model curriculum developed pursuant to Education Code 51226.7
- b. An existing ethnic studies course
- c. An ethnic studies course taught as part of a course that has been approved as meeting the University of California (UC)/California State University (CSU) A-G requirements
- d. A locally developed ethnic studies course approved by the Governing Board

Such a course shall first be presented at an open Board meeting, and approved only after a subsequent open Board meeting at which the public has had the opportunity to express its views on the proposed course

For the courses described in Items #13a-d above, the curriculum, instruction, and instructional materials shall: (Education Code 51225.3)

- i. Be appropriate for use with students of all races, religious, nationalities, genders, sexual orientation, and diverse ethnic and cultural backgrounds, students with disabilities, and English learners
- ii. Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person

or group of persons based on any category protected by Education Code 220

iii. Not teach or promote religious doctrine

14. Commencing in the 2027-28 school year, a separate, stand-alone one-semester course in personal finance (Education Code 51225.3)

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

Certification of College Preparatory Courses

The Superintendent or designee shall identify district courses that may qualify for designation as "A-G" college preparatory courses, including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to UC for "A-G" designation.

Notification and Information Sharing Related to Students in Grades 9-12

At the beginning of each school year, the Superintendent or designee shall provide, as part of the annual notification required pursuant to Education Code 48980, written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and CSU
2. A list of the current UC and CSU websites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of CDE's website where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet

college admission requirements and/or enroll in career technical education courses

6. A separate and distinct disclosure, in accordance with 20 USC 1232g, the federal Family Education Rights and Privacy Act of 1974 (FERPA), that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning
7. Contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements

In order to provide data needed to improve student achievement and accomplish other specified goals, the Superintendent or designee shall submit student transcript information for grades 9-12 students to CCGI and shall comply with other program requirements specified in Education Code 60900.5. (Education Code 60900)

The Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

The Superintendent or designee shall advise each student in grade 11 to complete the grade 11 financial aid lessons on CCGI's CaliforniaColleges.edu platform. (Education Code 51225.8)

Financial Aid Requirements for Students in Grade 12

The Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district
2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf and notify the student's parent/guardian of the student's exemption

Before a student or the student's parent/guardian is exempted from the requirement to complete the FAFSA or CADAA, the district shall provide a student and the student's parent/guardian with the following information: (Education Code 51225.7)

1. The purposes and benefits of the FAFSA or CADAA, which include consideration for financial aid
2. The consequences of not completing and submitting a FAFSA or CADAA
3. The option to complete a FAFSA or CADAA after an opt-out form has been submitted

The information provided in Items #1-3 above shall be provided: (Education Code 51225.7)

1. To the student through a meeting between a school counselor and the student or, if no school counselor is employed at the school, between the student and other school staff, through written material, or by other means of communication
2. To the student's parent/guardian, or the student when required, and shall include notification of the date by which the student will be opted out by the district if no action is taken

This notice shall be provided with sufficient time for the student or parent/guardian to act before the district opts out the student.

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the

student's parent/guardian, is directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with FERPA and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

The Superintendent or designee shall provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program. (Education Code 51225.7)

DRAFT

Regulation 6146.2: Certificate Of Proficiency/High School Equivalency

Status: DRAFT

Original Adopted Date: 11/25/2014 | **Last Revised Date:** 04/27/2021

Certificate of Proficiency

The principal of each high school shall distribute to each student in grades 11-12 an announcement explaining the California Proficiency Program (CPP). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

Additionally, students may be advised that the certificate of proficiency awarded upon passing the CPP is equivalent to a high school diploma. However, once the student has taken the CPP, passed the language arts and mathematics subtests and exited high school, they may choose to take the remaining High School Equivalency Test (HiSET)-Equivalency subtests in science and social studies to earn their California High School Equivalency Certificate, which provides more opportunities than the certificate of proficiency does alone.

A student may take the CPP if the student meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the next CPP will be administered

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon the student's request, with verified parent/guardian consent as appropriate. For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information: (Education Code 48410; 5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public high schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

Any student, 16- or 17-years of age, who terminates enrollment after receiving the certificate of proficiency may re-enroll in the district. If enrollment is subsequently terminated again, the student may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

High School Equivalency Certificate

Obtaining a high school equivalency certificate requires passing of a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test or the HiSET.

Anyone taking a test leading to a high school equivalency certificate is required to be a resident of California or a member of the armed forces assigned to duty in California and meet any one of the following criteria: (Education Code 51420)

1. Is 18 years of age or older
 2. Would have graduated from high school had the person remained in school and followed the usual course of study
 3. Is 17 years of age, has accumulated fewer than 100 units of high school credit, and is confined to a state or county hospital or to an institution maintained by a state or county correctional facility
 4. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school and has successfully completed the dropout recovery high school's state standards aligned instructional program which offers the opportunity for completion of the requirements for a high school diploma and at least one year of instruction or instruction followed by services related to the academic program
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DRAFT

Exhibit 6146.2-E(1): Certificate Of Proficiency/High School Equivalency

Status: DRAFT

Original Adopted Date: Pending

NOTICE AND CONSENT TO DISCONTINUE SCHOOL ATTENDANCE FOR STUDENTS WITH A CERTIFICATE OF PROFICIENCY

Notice of Student Rights: Students who pass the California Proficiency Program and receive a Certificate of Proficiency issued by the State Board of Education may continue to attend school, but upon request will be exempted from compulsory school attendance pursuant to Education Code 48410. If the student is under 18 years of age, the student's parent/guardian must also provide approval in order for the student to discontinue school attendance.

If the student leaves school on the basis that the student received a Certificate of Proficiency, the student may later decide to re-enroll in the district with no adverse consequences if the student is under 18 years of age. However, the student may be required to meet new or additional requirements established since the student disenrolled. Additionally, if after re-enrolling the student then leaves school again, the student may be denied re-admittance until the beginning of the following semester.

For further information about leaving school after obtaining the Certificate of Proficiency, contact the principal or school guidance counselor.

Student's name: _____

School: _____

Date on which the Certificate of Proficiency was issued: _____

To be completed by student: I understand the rights granted to students who are awarded the Certificate of Proficiency to disenroll from school, and to re-enroll if desired before the age of 18. I hereby notify the school district of my intent to disenroll from school.

Student's signature: _____ Date: _____

To be completed by parent/guardian: I hereby grant consent for my minor child to disenroll from school.

Parent/guardian's name (please print): _____

Signature: _____ Date: _____

To be completed by school administrator: I hereby verify the parent/guardian's signature and date recorded above.

Name of school administrator (please print): _____

Position: _____

Signature: _____ Date: _____

Policy 7000: Concepts And Roles

Status: DRAFT

Original Adopted Date: 04/24/1996 | **Last Revised Date:** 05/25/2021

The Governing Board recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program and align with the needs of the district. The Board shall endeavor to provide and maintain high-quality school facilities that support the district's educational program. Because the schools serve as a focal point for the community, the Board shall strive to provide district facilities that are compatible with surrounding neighborhoods and have the flexibility of design to meet future educational and community needs. As part of its intent to make use of each facility, the Board recognizes that, in some instances, the best use may be reuse by a third party, and in other instances, may be lease or sale.

In order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan, and regularly review such plan in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings
2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them
3. Determine the method of financing that will be used
4. Select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use
5. Sell or lease facilities, including via joint occupancy or joint use, when no other better use is identified
6. Approve the selection of architects and structural engineers
7. Award contracts for design and construction
8. Authorize the use of school facilities by district residents and community groups in accordance with Board Policy/Administrative Regulation 1330 - Use of School Facilities
9. Consider the use of district property for workforce housing
10. Advocate school facility needs to the community

The Superintendent or designee shall:

1. Assess the district's short- and long-term facilities needs
 2. Direct the preparation and updating of the facilities master plan
 3. Oversee the preparation of bids and awarding of contracts
 4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities
 5. Represent the district in official governmental interactions related to the building program
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Policy 7131: Relations With Local Agencies

Status: DRAFT

Original Adopted Date: 02/12/2002

The Governing Board recognizes the importance of collaborating and communicating with other local agencies in order to provide the best possible school facilities and to allocate facility resources in an effective and efficient manner. The Board and district staff shall consult and coordinate with local agencies as required by law, and shall utilize the expertise and resources of such agencies when useful to the district in the planning, design, and construction of facilities.

The Board shall meet with the appropriate local agency recreation and park authorities to review all possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community. (Education Code 35275)

Upon receiving notification of proposed action to adopt or substantially revise a city or county general plan, the Board may request a meeting with the local planning agency to discuss possible methods of coordinating planning, design, and construction of new school facilities and school sites. (Government Code 65352.2)

The Superintendent or designee shall monitor land development proposals within district boundaries and shall ensure that an exchange of accurate information is maintained with city/county planning staff regarding the impact of land development on the district's educational programs and facility needs. When necessary, the district shall recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address the new development.

Recognizing that available funds may not suffice to eliminate overcrowding in district schools caused by new development, the Board urges the city/county to adopt in its general plan or other appropriate planning documents, to the extent permitted by law, a provision which ensures that adequate school facilities will be available.

Notifications to Other Local Agencies

In order to adequately mitigate the additional students generated by new development within the district, the Board may make a finding, based on clear and convincing evidence, that: (Government Code 65971)

1. That conditions of overcrowding, as defined in Government Code 65973, exist in one or more attendance areas within the district which will impair the normal functioning of the educational programs, and the reason for the existence of those conditions
2. That all reasonable methods of mitigating conditions of overcrowding have been evaluated and no feasible method for reducing those conditions exists

Upon making such a finding, the Board shall notify the city council or county board of supervisors of such finding. The notice shall include a completed application to the Office of Public School Construction for preliminary determination of eligibility for school construction under applicable state law. (Government Code 65971)

The Superintendent or designee shall notify the appropriate city or county planning agency of the adoption of a school facility needs analysis; facilities master plan or other long-range plan; the acquisition of a school site; and any other action regarding school facilities, in accordance with law.

District Workforce Housing Development

The Superintendent or designee shall ensure that the use of district-owned real property for workforce housing is consistent with the criteria specified in Government Code 65914.7.

Bylaw 9310: Board Policies

Status: DRAFT

Original Adopted Date: 09/11/2018

Definitions

Board policies are the written rules of the district. They establish the parameters by which staff, students, parents/guardians, volunteers, contractors, visitors, and others shall abide while attending or participating in district programs or activities, on district property, or otherwise within the jurisdiction of the district. Additionally, Board policies clarify the roles and responsibilities of the Governing Board and Superintendent, and communicate Board philosophy and values to students, staff, parents/guardians, and the community.

Board bylaws are specific Board policies that govern the operations of the Board and establish the rights and obligations of Board members.

Administrative regulations, which shall not be inconsistent with Board policies, are written rules that implement Board policies or prescribe the operations and administration of the district. In case of conflict between an administrative regulation and a Board policy, the Board policy, or applicable portion thereof, shall prevail.

Board policies and administrative regulations shall align with the district's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.

The Board recognizes the importance of maintaining Board policies and administrative regulations that are up to date and reflect the mandates of law. Board policies or administrative regulation shall be binding to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements. No Board policy or administrative regulation, or any portion thereof, shall be operative if the Superintendent determines, based on advice of district legal counsel, it is in conflict with applicable federal or state law or regulations or court decisions. However, any portion of a Board policy or administrative regulation so determined to be inoperative shall not affect the operability of other provisions of the Board policy or administrative regulation.

Board Policy Development and Adoption

The Board shall regularly review Board policies and shall do so at Board meetings or Policy Committee meetings, as applicable. Additionally, the Board shall annually review the policies specified in Education Code 35160.5. If no revisions are deemed necessary, the Board minutes for the applicable meeting shall nevertheless indicate that the review was conducted. Other Board policies shall be monitored and reviewed as specified in the Board policy itself or as needed to reflect changes in law or district circumstances.

The following steps shall be used to develop, propose, and adopt a new Board policy or revisions to an existing Board policy:

1. The Board and/or Superintendent or designee shall identify the need for a new or revised Board policy
2. As needed, the Superintendent or designee shall gather fiscal data, staff and public input, related Board policies or administrative regulations, sample Board policies from the California School Boards Association, legal advice, and other useful information and data
3. The Board may agendize one or more discussions or presentations with respect to the need for a new or revised Board policy

As part of those discussions or presentations, the Board may request additional information or research and may provide direction to the Superintendent or designee regarding how to proceed with proposing a new or revised Board policy, including a request for review by district legal counsel.

4. Once drafted, the proposed new or revised Board policy shall be agendized at two separate Board meetings, with the first for public input and Board review and direction, and the second for further discussion, if warranted, and Board action

The Board may waive or modify any of the above requirements on a case-by-case basis.

All Board policies shall be formally adopted by a majority vote of the Board.

Board policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

At any time, the Board and Superintendent or designee may determine that progress reports to the Board on the implementation and/or effectiveness of a Board policy are necessary. If so, the Board and Superintendent or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the Board policy in achieving its purpose.

Administrative Regulation Development and Approval

The Superintendent or designee shall be responsible for the development and approval of administrative regulations.

When new Board policies are created or existing Board policies are revised, the Superintendent or designee shall, as necessary, create or revise any applicable administrative regulations to ensure that they conform to the intent of the new or revised Board policy.

To carry out the intent of the Board, the Superintendent or designee may, in addition to developing and approving administrative regulations, develop procedures manuals, handbooks, or other guides.

Access

The Superintendent or designee shall ensure that all district employees and the public have easy and free access to all Board policies, administrative regulations, and, as applicable, related documents

Bylaw 9321: Closed Session

Status: DRAFT

Original Adopted Date: 10/22/2019 | **Last Revised Date:** 02/27/2024

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall meet in closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting as required by law and provided in the accompanying Exhibit (1). (Education Code 35145; Government Code 54954.2, 54954.5, 54957)

In the open session preceding closed session, the Board shall disclose the items to be discussed in closed session as specified in this bylaw. The Board chair, who is either the Board president or the Board member chairing the meeting at the time if the Board president is absent, shall either verbally state the closed session items listed in the agenda or refer the public to the closed session item(s) as listed by number or letter in the agenda. In closed session, the Board shall consider only those items covered in its statement. (Government Code 54957, 54957.7)

Prior to closed session, members of the public shall be given an opportunity to address the Board on any closed session item in the agenda in accordance with Board Bylaw 9322 - Agenda/Meeting Materials and Board Bylaw 9323 - Meeting Conduct. (Education Code 35145.5; Government Code 54954.3)

After closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall disclose any actions taken in closed session, the votes or abstentions thereon, and other disclosures as specified in this bylaw. Such disclosures may be made in writing or orally at the location announced in the agenda for closed session as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

When an action taken during closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall immediately provide a copy of the document to any person present at the conclusion of closed session who has submitted a written request or made a standing request for all documentation as part of a request for notice of meetings. (Government Code 54957.1)

If, when adopting or approving a document during closed session, substantive amendments are required to finalize the document, the Superintendent or designee shall make the document available as soon as the necessary changes to the document are completed. Whenever such a document will not be immediately released, the Board chair shall orally summarize the substance of the amendment in open session as part of the required disclosures. (Government Code 54957.1)

Attendance in Closed Session

Each Board member may attend closed session for each agenda item except if the Board member is required to recuse themselves or is prohibited by law from attending. Additionally, the Superintendent may attend closed session for each agenda item, except for personnel matters, complaints, or charges regarding the Superintendent under Government Code 54957, or to discuss the Superintendent's compensation under Government Code 54957.6.

In addition, the Board secretary or designee shall attend closed session for each agenda item to keep minutes of topics discussed and decisions made. (Government Code 54957.2)

Except as prohibited by law, the following individuals may attend closed session for a particular item upon invitation by the Board chair or the Superintendent:

1. District legal counsel, district negotiators, or other district staff authorized by statute to attend for the particular item
2. Any other individual whose attendance is essential to the Board's ability to conduct its closed-session business

with respect to the particular item

Any other individual shall not attend closed session.

Confidentiality

Any person in attendance in closed session shall not disclose information received in closed session except as permitted by Board Bylaw 9011 - Disclosure of Confidential/Privileged Information or Board Policy 4119.23 - Unauthorized Release Of Confidential/Privileged Information, as applicable.

The Board shall not disclose any information that is protected by state or federal law. Additionally, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, disclosure, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

The Board may meet in closed session to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. Except as permitted by law, such a closed session item shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

Personnel Matters: Specific Complaints or Charges

The Board may meet in closed session to hear complaints or charges brought against an employee, unless the employee who is the subject of the complaint requests an open session. Before the Board meets in closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice shall be delivered personally or by mail at least 24 hours before the time of closed session. (Government Code 54957)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

Personnel Matters: Application for Early Withdrawal of Funds in Deferred Compensation Plan

The Board may meet in closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session item regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

Additionally, the Board may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

Pursuant to Government Code 54957.1, approval in closed session of an agreement concluding labor negotiations

with represented employees pursuant to Government Code 54957.6 shall be disclosed after the agreement is final and has been accepted or ratified by the other party. The disclosure shall identify the item approved and the other parties to the negotiation. However, the Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other items, either in closed session or open session, as part of such a meeting. (Government Code 3549.1)

Matters Related to Students

The Board shall meet in closed session to consider an appeal by a parent/guardian of a denial of a request to amend incorrect, inaccurate, or misleading information in a student record maintained by the district in accordance with Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49070)

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider any action, including discipline, against a student, except expulsion. At least 72 hours prior to the start of the meeting of which closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912)

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board shall meet in closed session for the purpose of deliberating and determining whether to expel the student. (Education Code 48918)

On a case-by-case basis, the student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters in accordance with Board Bylaw 9150 - Student Board Members.

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any disclosure after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was listed in the closed session portion of the agenda.

Security Matters

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or other law enforcement or security personnel on matters posing a threat to any of the following: (Government 54957)

1. The security of public buildings
2. The security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service
3. The public's right of access to public services or public facilities
4. Critical infrastructure controls or critical infrastructure information relating to cybersecurity

The Board may meet in closed session to consult with law enforcement officials on the development of a plan for

tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of legal counsel, the Board may meet in closed session to confer with or receive advice from legal counsel regarding anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)
2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence that might result in litigation against the district, which are already known to potential plaintiff(s)
3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

Each agenda item related to anticipated, or initiation of, litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of legal counsel, the Board may meet in closed session to confer with or receive advice from legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation, or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Joint Powers Agency Issues

The Board may meet in closed session in order to receive, discuss, and take action concerning information that has direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. However, a Board member serving on the JPA board may only disclose confidential information acquired during a closed session of the JPA to fellow Board members if the governing board of the JPA has so authorized and upon advice of district legal counsel. (Government Code 54956.96)

Review of Audit Report from California State Auditor's Office

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

Exhibit 9321-E(1): Closed Session

Status: DRAFT

Original Adopted Date: Pending

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT
Government Code 54957

Title: _____
(Specify position to be filled.)

PUBLIC EMPLOYMENT
Government Code 54957

Title: _____
(Specify position to be filled.)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Government Code 54957

Title: _____
(Specify title of employee being evaluated.)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN
Government Code 54957.10
(No additional information may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS
Government Code 54957.6

District-Designated Representatives: _____
(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee Organization: _____
(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented Employee(s): _____
(Specify position of unrepresented employee(s) who are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Education Code 35146

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT EXPULSION

Education Code 48912

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT GRADE CHANGE APPEAL

Education Code 49070

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

Government Code 54957

Consultation With: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

Education Code 32281

Consultation With: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS

Government Code 54956.8

Property: _____

(Specify street address or, if no street address, the parcel number or other unique reference of the real property under negotiation.)

District Negotiator: _____

(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Party With Whom District Is Negotiating: _____
(Specify name of party, not agent.)

Under Negotiation: _____
(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(If applicable) Existing Facts And Circumstances: _____

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION
Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances: _____

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Government Code 54956.9(d)(1)

Name Of Case: _____
(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS
Government Code 54956.95

Name Of Claimant(s): _____
(Specify name, except when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name Of Agency Against Which Claim Is Made: _____

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name Of JPA: _____

Discussion Will Concern: _____
(Specify closed session description used by the JPA.)

Name Of District Representative On JPA Board: _____

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

Government Code 54956.75
(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

Education Code 60617

(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.)

DRAFT

Exhibit 9321-E(2): Closed Session

Status: DRAFT

Original Adopted Date: Pending

DISCLOSURES OF CLOSED SESSION ACTIONS

After the Governing Board meets in closed session, the Board shall reconvene in open session to disclose, either orally or in writing, any of the following actions taken during closed session, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT

Title: _____
(Specify position to be filled)

Appointment Made: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: _____
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____
(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE

Title: _____
(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____

(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

(If applicable) Agreement Reached With: _____
(Specify Employee Organization)

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Real Property Negotiations

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____

Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Joint Powers Agency Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

(If applicable) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the assessment in compliance with the applicable board resolution.

DRAFT

Superintendent Report #4

AGENDA: New Business / Information

TOPIC: Recommended Board Policy Deletions
s

DESCRIPTION: Attached is the recommended Board Policy deletions.
Board Policy 5138 Conflict Resolution/Peer Mediation. This policy is being deleted as unnecessary as HJUHSD does not operate a Peer Mediation group.
Board Policy 6146.2 Certificate of Proficiency/High School Equivalency. This policy is being deleted as unnecessary as the requirements stated within vest with the California Department of Education and/or the State Board of Education rather than being the obligation of a school district.

Policy Title List – CSBA November 2025	
BP 5138	Conflict Resolution/Peer Mediation
BP 6146.2	Certificate of Proficiency/High School Equivalency

FISCAL IMPACT: None

RECOMMENDATION: This item will be brought back to the next regularly scheduled meeting for Board consideration.

Policy 5138: Conflict Resolution/Peer Mediation

Status: DRAFT

Original Adopted Date: 09/28/1999

To promote student safety and contribute to the maintenance of a positive school climate, the Governing Board encourages the development of school-based conflict resolution and peer mediation programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility, and problem-solving skills among students. Conflict resolution and peer mediation programs may be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Such programs shall not supplant the authority of district staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures. Such programs may incorporate peer mediation strategies in which selected student volunteers are specifically trained to work with their peers in resolving conflicts. This training may involve effective communication and listening, critical thinking, problem-solving processes, and the use of negotiation to find mutually acceptable solutions. Additionally, the training may address the ethical and social development of students, respect for diversity, and interpersonal and behavioral skills. Participation in a peer mediation program by a student engaged in a conflict shall be voluntary and kept confidential by all parties involved. In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered
 2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
 3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
 4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
 5. The process for identifying and referring students to the peer mediation program
 6. The types of conflicts suitable for peer mediation
 7. Expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved
 8. Scheduling and location of peer mediation sessions
 9. Methods of obtaining and recording agreement from all disputants
 10. The appropriate involvement of parents/guardians, the community, and staff, including counseling/guidance and security staff
 11. Communications to students, parents/guardians, and staff regarding the availability of the program
 12. Methods of following up with students to determine the effectiveness of the process
 13. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced
 14. Selection of and requirements to train as peer mediators
-

Policy 6146.2: Certificate Of Proficiency/High School Equivalency

Status: DRAFT

Original Adopted Date: 06/10/2003 | **Last Revised Date:** 04/27/2021 | **Last Reviewed Date:** 04/27/2021

The Governing Board desires that every student have the opportunity to earn a high school diploma through successful completion of district graduation requirements. However, when a student is unable to do so, the Board encourages completion of an alternative program that allows the student to obtain an equivalent certificate. Eligible persons who pass the California High School Proficiency Examination may obtain a certificate of proficiency from the State Board of Education (SBE). Eligible persons who pass a general educational development test designated by the SBE may obtain a high school equivalency certificate from the testing service. The Superintendent or designee shall make information available to interested persons regarding the eligibility and examination requirements of each program. Interested persons shall register for the test directly with the testing service and pay the applicable fee. However, the fee shall be waived for a homeless or foster youth who is under age 25 years, meets all other registration requirements, and submits certification of homeless or foster youth status. (Education Code 48412; 5 CCR 11524-11526, 11533-11534.1)

DRAFT

Superintendent Report #5

AGENDA: New Business/Information/Action

TOPIC: Agreements, Contracts, and/or Applications Signed by Superintendent or Designee

DESCRIPTION: **Tulare Joint Union High School District-**
This memorandum of understanding is for the Hanford Adult School to continue receiving Perkins Grant funds for Career Technical Education through the Tulare Joint Union High School District consortium.

FISCAL IMPACT: As noted in description.

RECOMMENDATION: Administration recommends approval of the agreements signed by the Superintendent as noted above.



MEMORANDUM OF UNDERSTANDING
FOR A CONSORTIUM ESTABLISHED TO PARTICIPATE IN THE
STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE
21ST CENTURY ACT

LEAD Local Education Agency (LEA) Name: Tulare Joint Union High School District

Names of ALL Consortium's Participating LEAs:

1. **Central Unified School District Adult**

2. **Delano Joint Union High School District Adult**

3. **Hanford Joint Union High School District**

4. **Porterville Unified School District Adult**

5. **Visalia Unified School District Adult**

6. _____

7. _____

8. _____

1. This consortium was established for the purpose of meeting the minimum grant (\$15,000) eligibility requirement of the Strengthening Career and Technical Education for the 21st Century Act (Perkins) **Section 131 (secondary)** funds. The consortium is comprised of the LEAs listed above.
2. This agreement will become effective upon receipt of wet-signatures of the Superintendent or Authorized Designee from **all** of the consortium's participating LEAs and will extend through the duration of the Act funding, unless participating members are revised or the consortium is disbanded by the participating LEAs. In the event that any changes are made to the consortium it is the responsibility of Tulare Joint Union High School District to inform the CDE immediately and submit a Perkins LEA Addition/Change form.
3. As the administrative agency (lead) for the consortium, Tulare Joint Union High School District will receive and administer the consortium's allocated funds, and submit the necessary plans, applications, and all fiscal claims to the California Department of Education (CDE). Each of the LEAs participating in the consortium will cooperate in the development of these documents and will provide timely responses to the consortium fiscal agent's request for information and data.
4. Each member of the consortium will submit the two annual online end-of-program-year accountability reports required of all LEAs participating in Perkins: (a) the E-1 report which provides enrollment, academic and skill attainment (program completion), and school completion data on all career technical education programs conducted by the LEA; and (b) the E-2 report which provides employment and/or postsecondary education placement data on the program completers reported on the E-1 report.

5. In accordance with Section 131(f)(2) of the Perkins Act, the consortium's annual allocated funds will be used only for purposes and programs that are: (a) mutually beneficial to all members of the consortium; and (b) can only be used for programs authorized under this title, which are included in the consortium's annual application approved by the CDE. No funds will be redistributed to individual members of the consortium for purposes or programs that are not available to all members of the consortium.

6. Tulare Joint Union High School District may utilize up to 5 percent of the consortium's annual Section 131 allocation for costs incurred in administering the annual grant award.

As evidenced by the accompanying Superintendent or Authorized Designee wet-signatures, each of the consortium's participating LEAs agrees to the conditions set forth in this Memorandum of Understanding:

Tulare Joint Union High School District

LEA Name – LEAD



Authorized Signature

12/19/25

Date

Central Unified School District Adult

LEA Name

Authorized Signature

Date

Delano Joint Union High School District Adult

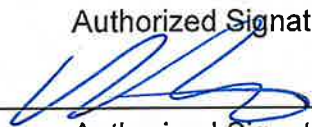
LEA Name

Authorized Signature

Date

Hanford Joint Union High School District

LEA Name



Authorized Signature

1/7/26

Date

Porterville Unified School District Adult

LEA Name

Authorized Signature

Date

Visalia Unified School District Adult

LEA Name

Authorized Signature

Date

LEA Name

Authorized Signature

Date

LEA Name

Authorized Signature

Date

LEA Name

Authorized Signature

Date

Financial Report #1

AGENDA: New Business/Action

TOPIC: 2025/2026 Certificated Hourly Revised Salary Schedule

DESCRIPTION: The 2025/2026 Salary Schedule for Certificated Hourly Non-Contract employees include Hanford Online Charter, Home Instruction, Independent Study, Professional Development, Saturday School and Summer School. While reviewing the Certificated Hourly Salary Schedule administration determined it was missing language regarding hourly pay for Non-Contracted Hourly Counselors. The counselor's hourly language already exists in the Hanford Adult School Hourly Salary Schedule but was missing from this schedule.

FISCAL IMPACT: The Non-Contract Hourly Salary Schedule has been updated to include the counselor's hourly rates which are between \$48- \$52 per hour.

RECOMMENDATION: Administration recommends approving the 2025/2026 revised certificated hourly salary schedule.

HANFORD JOINT UNION HIGH SCHOOL DISTRICT
NON-CONTRACT HOURLY SALARY SCHEDULE
2025-2026

Certificated

Hanford Online Charter, Home Instruction, Independent Study, Migrant Tutoring,
Professional Development, Saturday/Thursday School, Special Education Translations,
Summer School

Teacher	<u>Credential or BA</u>	<u>BA+30</u>	<u>BA+60</u>
	\$44.00	\$46.00	\$48.00
Counselor (P-T)	\$48.00	\$50.00	\$52.00

Classified

Van Drivers	California Minimum Wage
Misc. Hourly Employees (Ticket Takers)	California Minimum Wage
Student Worker (Food Services, Pres. Center, Tutors)	California Minimum Wage
Tutor	California Minimum Wage

No fringe benefits provided for hourly paid work with the exception of sick leave as per AB1522.

Effective date: 1-1-26

Board approved:

Financial Report

#2

AGENDA: New Business/Action

TOPIC: Resolution # 26-01
Kings County Treasurer's Statement of Investment Policy and Delegating Investment Authority to the Kings County Director of Finance Under California Government Code Sections 53607, 53646 and 53684

DESCRIPTION: Annually the Kings County Director of Finance (Treasurer) submits an annual statement of investment policy to the Kings County Board of Supervisors and the governing board of any local agency which has funds on deposit with the Kings County Treasury.

Hanford Joint Union High School District deposits funds with the Kings County Treasury and delegates authority to the Treasurer to deposit and invest District funds per Government Code for the ensuing twelve-month period.

The Treasurer shall submit a report to the District quarterly.

This resolution is presented to our Board of Trustees to consider approval of the Kings County Treasurer's investment policy and authority dated January 1, 2026.

The Kings County Board of Supervisors approved this Statement of Investment Policy on December 9, 2025.

FISCAL IMPACT: None

RECOMMENDATION: Administration recommends approving Resolution #26-01.

BEFORE THE BOARD OF TRUSTEES OF THE
HANFORD JOINT UNION HIGH SCHOOL DISTRICT
COUNTY OF KINGS, STATE OF CALIFORNIA

IN THE MATTER OF APPROVING
THE KINGS COUNTY DIRECTOR OF
FINANCE'S STATEMENT OF INVESTMENT
POLICY AND DELEGATING
INVESTMENT AUTHORITY TO THE
KINGS COUNTY DIRECTOR OF FINANCE
UNDER CALIFORNIA GOVERNMENT CODE
SECTIONS 53607, 53646 AND 53684 /

RESOLUTION NO. 26-01

WHEREAS, under Government Code section 53646, the Kings County Director of Finance ("Treasurer") may render an annual statement of investment policy to the Kings County Board of Supervisors and to the governing board of any local agency which has funds on deposit in the Kings County Treasury; and

WHEREAS, on December 9, 2025 the Kings County Board of Supervisors approved the Director of Finance's Statement of Investment Policy dated January 1, 2026 ("Investment Policy"); and

WHEREAS, the Investment Policy has been submitted to the District Board of Trustees ("District Board") for approval under Government Code section 53646; and

WHEREAS, under Government Code section 53646, the Treasurer may render a quarterly report ("Quarterly Report") to each local agency which has funds on deposit in the County Treasury and for which the Treasurer has made investments; and

WHEREAS, the HANFORD JOINT UNION HIGH SCHOOL DISTRICT ("District") has funds on deposit with the Kings County Director of Finance ("Treasurer"); and

WHEREAS, when keeping, holding, depositing and investing District funds on the District's behalf, the Treasurer acts as the "ex-officio" treasurer of the District; and

WHEREAS, the District Board has authority under Government Code sections 53607 and 53684 to delegate authority to the Treasurer to deposit and invest District funds under the provisions of Government Code sections 53601 and 53635; and

WHEREAS, the District Board now wishes to approve the Director of Finance's Statement of Investment Policy and to delegate investment authority to the Kings County Director of Finance ("Treasurer") for the ensuing twelve-month period.

NOW, THEREFORE, BE IT RESOLVED as follows:

1. Pursuant to Government Code section 53646, the District Board hereby approves the Investment Policy.
2. Pursuant to Government Code section 53646, the District Board acknowledges and approves the procedures utilized by the Treasurer in rendering and submitting each Quarterly Report, under the provisions of which the Treasurer shall render each such report. Under the provisions of Government Code section 53607, the Treasurer shall prepare a monthly report and maintain it on file in his/her office for review and inspection by the District Board, staff and designated agents.
3. Pursuant to Government Code sections 53607 and 53684, and subject to the requirements of Government Code sections 53601 and 53635, the District Board hereby delegates to the Kings County Director of Finance ("Treasurer") the discretionary authority to deposit, invest or reinvest the funds of the District in the County Treasury commencing on the date of approval of this resolution and continuing for the ensuing twelve months. Without limiting his discretion in any way, the Treasurer is hereby expressly authorized to invest such District funds in the Treasurer's Pooled Investment Portfolio.
4. The District Board hereby delegates to the Treasurer the discretionary authority to determine which District funds on deposit in the Kings County Treasury are monies which are sinking funds or money not required for immediate use within the meaning of Government Code section 53601 and which monies are excess funds within the meaning of Government Code section 53684.
5. The Treasurer shall assume full responsibility for such deposit and investment transactions until such time as the District Board revokes this delegation of authority or until the date which is twelve months from the date of approval of this resolution, unless renewed on or before that date by the District Board.

The foregoing resolution was adopted upon motion by Trustee _____, seconded by Trustee _____, at a regular meeting held on the 13th day of January 2026, by the following vote:

AYES: Trustees
NOES: Trustees
ABSENT: Trustees

President of the Board of Trustees
HANFORD JOINT UNION HIGH SCHOOL DISTRICT

WITNESS my hand and seal of said Board of Trustees this 13th day of January 2026.

Clerk of said Board of Trustees



COUNTY OF KINGS DEPARTMENT OF FINANCE

ERIK UREÑA, CPA • DIRECTOR OF FINANCE
1400 W. LACEY BLVD • HANFORD, CA 93230

ACCOUNTING DIVISION
(559) 852-2455 • FAX: (559) 587-9935

TAX COLLECTOR • TREASURER DIVISION
TAX: (559) 852-2479 • TREASURER (559) 852-2477
FAX: (559) 582-1236

DATE: December 10, 2025

TO: Kings County School Districts

FROM: Tammy Phelps, Assistant Director of Finance -Treasury *TP*

SUBJECT: 2026 Director of Finance's Investment Policy

I am sending a copy of the 2026 Investment Policy. The Policy was reviewed and approved by the County Treasury Oversight Committee on November 17, 2025, and the Board of Supervisors on December 9, 2025. Also included is a sample district resolution approving the Statement of Investment Policy and delegating investment authority to the Kings County Director of Finance. Annually, your District Board must act on the resolution. For your convenience, the Office of Education is distributing these documents electronically via email. Please return approved resolutions to the Office of Education. There are no changes to the 2026 Director of Finance's Statement of Investment Policy.

If you have any questions, please feel free to call me at 852-2462.

COUNTY OF KINGS

DIRECTOR OF FINANCE'S

STATEMENT OF

INVESTMENT POLICY

JANUARY 1, 2026



Erik Ureña, CPA
Director of Finance

Approved by CTOC	November 17, 2025
Approved by BOS	December 9, 2024

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I. AUTHORITY

Kings County Ordinance No.557, adopted on January 14, 1997, as an urgency ordinance, delegated to the County Director of Finance the authority to continue to invest or reinvest the funds of the County and the funds of other depositors in the County treasury, pursuant to Section 53600 et seq., inclusive of Section 53684, of the California Government Code. The County Director of Finance, as agent of the county, trustee, and fiduciary, assumes full responsibility for the investment program. The Board of Supervisors shall annually review the Director of Finance's performance and may annually renew this delegation of authority for a one-year period pursuant to Government Code 53607. The Board of Supervisors may also revoke the investment authority by County ordinance.

II. POLICY STATEMENT

Annually, the County Director of Finance shall prepare an Investment Policy, pursuant to G.C. 27133 and G.C. 53646, that will be reviewed by the County Treasury Oversight Committee and rendered for approval to the Board of Supervisors and local agencies.

The purpose of this Statement of Investment Policy (Policy) is to establish cash management and investment guidelines for the County Director of Finance, who is responsible for the stewardship of the Kings County Investment Pool. Each transaction and the entire portfolio must comply with California Government Code Section 53601 et seq., Section 53635 et seq., and this policy. All portfolio activities will be judged by the Standard of Prudence and ranking of investment objectives. Those activities which violate its spirit and intent will be deemed to be contrary to the policy.

III. POOLED INVESTMENT FUND OVERSIGHT COMMITTEE

In accordance with California Government Code Section 27130 et seq., the Board of Supervisors, in consultation with the County Director of Finance, has created a County Treasury Oversight Committee (Resolution No. 95-081, December 5, 1995) to allow local agency representatives participation in the policies that guide the investment of depositor funds. The primary responsibilities of the committee include: (a) to review and monitor the County Director of Finance's Statement of Investment Policy, (b) to cause an annual audit to be conducted to determine the County Treasury's compliance, and (c) to establish criteria for depositor withdrawal of funds for the purpose of investing or depositing outside the County Treasury pool. The meeting of the Oversight Committee shall be open to the public and subject to the Ralph M. Brown Act.

A member of the Oversight Committee may not be employed by an entity that has contributed to the campaign for any member of a legislative body of any local agency that has deposited funds into the county treasury, in the previous three years or during the period that the employee is a member of the committee. While serving on the Oversight Committee, a member may not directly or indirectly raise money for any member of a legislative body of any local agency that has deposited funds into the county treasury. Finally, a member may not secure employment with, or be employed by, bond underwriters, bond counsel, security brokerages or dealers, or a financial

services firm, with whom the Director of Finance is doing business during the period that the person is a member of the committee or for one year after leaving the committee.

The Oversight Committee is not allowed to direct individual investment decisions, select individual investment advisors, brokers, or dealers, or impinge on the day-to-day operations of the County treasury and investment operations.

IV. INVESTMENT OBJECTIVES

The Pooled Investment Fund shall be prudently invested in order to earn a reasonable return, while awaiting application for governmental purposes. The specific objectives for the Pooled Investment Fund are ranked in order of importance.

A. SAFETY OF PRINCIPAL - The preservation of principal is the primary objective. Each transaction shall seek to ensure that capital losses are avoided, whether they are from securities default or erosion of market value. The objective will be to mitigate credit risk and interest rate risk.

1. Credit Risk is the risk of loss due to the failure of the security issuer or backer. Credit risk is mitigated by: (a) limiting investments to the safest types of securities; (b) pre-qualifying the financial institutions, broker/dealers, intermediaries, and advisors with which the Treasury will do business; and (c) diversifying the investment portfolio so that potential losses on individual securities will be minimized.

2. Interest Rate Risk is the risk that the market value of securities in the portfolio will fall due to changes in general interest rates. Interest rate risk is mitigated by: (a) structuring the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities on the open market prior to maturity, and (b) by investing operating funds primarily in shorter-term securities.

B. LIQUIDITY - As a second objective, the Pooled Investment Fund should remain sufficiently flexible to enable the County Director of Finance to meet all operating requirements which may be reasonably anticipated in any depositor's fund. This is accomplished by structuring the portfolio so that securities mature concurrent with cash needs to meet anticipated demands (static liquidity). No more than 35% of the portfolio may be invested in securities maturing in three to five years and during peak tax collection no more than 30%. Percent restrictions shall be applicable only for the date of purchase. Any future percent deviations due to cash flow demands reducing the total investment portfolio shall not be considered out of compliance. Furthermore, since all possible cash demands cannot be anticipated, the portfolio shall consist largely of securities with active secondary or resale markets (dynamic liquidity).

C. PUBLIC TRUST - In managing the Pooled Investment Fund, the County Director of Finance and the authorized investment staff should avoid any transactions that might impair public confidence in Kings County and the participating local agencies. Investments should be made with precision and care, considering the probable safety of the capital as well as the probable income to be derived.

D. MAXIMUM RATE OF RETURN - As the fourth objective, the Pooled investment Fund is designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the investment risk constraints and liquidity needs. Return on investment is of least importance compared to the safety and liquidity objectives described above. The core of investments are limited to relatively low risk securities in anticipation of earning a fair return relative to the risk being assumed. Securities can be sold prior to maturity for the following reasons: (1) a declining credit security to minimize loss of principal; (2) a security swap to improve the quality, yield, or target duration in the portfolio; (3) the liquidity needs of the portfolio require that the security be sold; (4) a call notification of a make-whole bond which, given unfavorable market conditions, could deteriorate the price of the bond on the redemption date, or (5) to realize a profit. If there is a realized loss of principal, the loss will first be allocated against the interest earned in the current quarter on the sold security. If the security's current interest is not sufficient to cover the loss, then the Director of Finance may allocate the loss against a profit realized from selling a security in the same quarter, and/or the total current and future portfolio interest earnings. In the event of an imminent loss of principal for which the security's interest would not be sufficient to cover the loss, the Director of Finance may withhold from the total current and future portfolio interest earnings to reserve against a future maximum anticipated actual loss.

V. STANDARD OF CARE

A. PRUDENCE - The County Director of Finance, as a trustee and therefore a fiduciary, is subject to the Prudent Investor Standard-which states, "When investing, reinvesting, purchasing, acquiring, exchanging, selling, or managing public funds, the county treasurer shall act with care, skill, prudence, and diligence under the circumstances then prevailing, specifically including, but not limited to, the general economic conditions and the anticipated needs of the county and other depositors, that a prudent person acting in a like capacity and familiarity with those matters would use in the conduct of funds of a like character and with like aims, to safeguard the principal and maintain the liquidity needs of the county and the other depositors." The standard of prudence to be used by investment staff shall be the "prudent person" standard, which provides, "Investments shall be made with judgment and care, under circumstances then prevailing, which persons of prudence, discretion and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the probable safety of their capital, liquidity needs, as well as the probable income to be derived." This standard shall be applied in the context of managing an overall portfolio.

When investing, reinvesting, purchasing, acquiring, exchanging, selling, and managing public funds the County Director of Finance shall act with the care, skill, prudence, and diligence to meet the aims of the investment objectives listed in order in Section IV., Investment Objectives. Investment staff acting in accordance with written procedures and this Policy and exercising due diligence shall be relieved of personal responsibility for an individual security's credit risk or market price changes, provided deviations from expectations are reported in a timely fashion and the liquidity and the sale of securities are carried out in accordance with the terms of this policy.

B. ETHICS AND CONFLICT OF INTEREST - Treasury staff involved in the investment process shall refrain from personal business activity that could conflict with the proper execution and management of the investment program, or that could impair their ability to make impartial decisions. The investment staff shall disclose any material interests in financial institutions with which they conduct business. They shall further disclose any personal financial/investment positions that could be related to the performance of the investment portfolio. The investment staff shall refrain from undertaking personal investment transactions with the same individual with whom business is conducted on behalf of the treasury.

Pursuant to Government Code Section 27133(d), the County Director of Finance, individual Treasury employees, or any member of the County Treasury Oversight Committee may not accept honoraria, gifts, and gratuities from advisors, brokers, dealers, bankers, or other persons with whom the County Treasury conducts business in an amount exceeding \$50.00.

C. DELEGATION OF AUTHORITY - Authority to manage the investment program is granted to the County Director of Finance by the Kings County Board of Supervisors. The moneys invested will be actively managed by the Director of Finance and his/her staff, who shall carry out established written procedures and internal controls for the operation of the investment program consistent with this Policy. No person may engage in an investment transaction except as provided under the terms of this Policy and the procedures established by the Director of Finance. The Director of Finance shall be responsible for all transactions undertaken and shall establish a system of controls to regulate the activities of subordinate staff. (See also Safekeeping and Custody, Internal Controls VI B. below). The authority to execute investment transactions for the portfolio shall be limited to the Assistant Director of Finance - Treasury, the Treasury Manager, and in the absence of the Treasury Manager, the Accounting Specialist-Treasury Operations.

VI. SAFEKEEPING AND CUSTODY

A. DEPOSITORY INSTITUTIONS – As far as possible, all money belonging to, or in the custody of the County Director of Finance shall be deposited for safekeeping in state or national banks selected by the Director of Finance, or may be invested as set forth in Section VII. To be eligible to receive funds, the bank shall have received an overall rating of not less than “satisfactory” in its most recent evaluation by the appropriate federal financial supervisory agency of its record of meeting the credit needs of California’s communities pursuant to Section 2906 of Title 12 of the United States Code.

B. AUTHORIZED FINANCIAL DEALERS AND INSTITUTIONS - Schedule 1- Statement of Authorized Firms, on page 15, is a list of County Director of Finance approved financial institutions and broker/dealers authorized to provide investment services to the Treasury. Authorized firms can be added or deleted only with the Director of Finance’s approval. Any changes will result in modification to Schedule 1, but will not be considered a revision to this policy. Changes to authorized firms shall be reported to the County Treasury Oversight Committee and Board of Supervisors within two (2) weeks. The authorized parties include "primary" dealers or divisions of a primary dealer, selected on the basis of creditworthiness, capital adequacy, availability of investment inventory, and experience in trading in authorized investments. Firms utilized for money market mutual funds must either attain the highest ranking or the highest letter and numerical rating provided by not less than two of the three largest

nationally recognized statistical-rating organizations (NRSRO) OR have retained an investment adviser registered or exempt from registration with the Securities and Exchange Commission with not less than five years experience (i) investing in the securities and obligations as authorized in G.C. 53601, or (ii) managing money market mutual funds; and have assets under management in excess of five hundred million dollars (\$500,000,000). All financial institutions and broker/dealers who desire to become qualified firms for County Treasury investment transactions must supply the audited financial statements, proof of National Association of Securities Dealers (NASD) certification, proof of State registration, completed broker/dealer questionnaire, and certification of having read the Kings County Investment Policy. An annual review of the financial condition of qualified firms will be conducted by the Assistant Director of Finance - Treasury.

The Treasury shall not do any investment business with any broker, brokerage, dealer, or securities firm that has, within any consecutive 48-month period following January 1, 1996, made a political contribution, in an amount exceeding the limitations contained in Rule G-37 of the Municipal Securities Rulemaking Board, to any member of the Board of Supervisors or any candidate for those offices. Firms must provide corporate policy statements regarding compliance with political contributions limitations of Rule G-37.

C. INTERNAL CONTROLS - The County Director of Finance is responsible for establishing and maintaining an internal control structure designed to ensure that the assets of the investment portfolio are protected from loss, theft, or misuse. The internal control structure is designed to provide reasonable assurance that these objectives are met. The concept of reasonable assurance recognizes that (1) the cost of a control should not exceed the benefits likely to be derived; and (2) the valuation of costs and benefits requires estimates and judgments by management.

Daily, or when next available, the County Director of Finance or designee will

(1) Review and initial all Investment Purchase Orders to verify compliance with the overall Policy, Investment Parameters, and Authorized Institutions.

(2) Review and initial the "Daily Balance Sheet" to ensure continuous compliance of portfolio investments (percentage distribution) to the Policy and Investment Parameters.

Weekly, the County Director of Finance or designee will verify that the Portfolio Percentage Report by investment type is balanced to the Daily Balance Sheet.

Monthly, all funds maintained by the County Director of Finance, including cash in treasury, deposits in transit, Kings County Department of Finance's checking account balance, and investment holdings will be audited by the County Department of Finance – Accounting Division.

Quarterly, the County Director of Finance or designee will report compliance of the investment portfolio to the Director of Finance's Statement of Investment Policy. (See Section IX. Reporting Methods on page 12)

Annually, the County Treasury Oversight Committee shall hire an external auditor to conduct an independent review to assure compliance of the Director of Finance's investment activities with the Statement of Investment Policy.

D. SAFEKEEPING - All securities purchased either outright or on repurchase agreements shall be held in safekeeping by a third-party bank trust department acting as agent for the County under terms of a custody agreement executed by the bank and the Director of Finance. The only exceptions authorized are purchases from Local Agency Investment Fund (LAIF), collateralized time deposits, collateralized bank money market accounts, and investments in money market mutual funds.

E. VOLUNTARY DEPOSITORS - If a local agency determines the agency has excess funds which are not required for immediate use and with the consent of the County Director of Finance, the legislative or governing body may, by resolution or minute order, authorize the deposit of excess funds into the County Treasury for the purpose of investment pursuant to Government Code Section 53635. At no time will the County Treasury accept deposits of personal funds unless by Court order.

The County Director of Finance shall, on a case-by-case basis, determine the terms and conditions under which a city, public district, or any public or municipal corporations located within Kings County, and not required to deposit their funds in the County Treasury, may voluntarily deposit funds for investment purposes. The County Director of Finance shall evaluate each proposed deposit request prior to approving the deposit into the Treasury. The County Director of Finance must make a finding that the proposed deposit will not adversely affect the interests of the other depositors in the County Investment pool, prior to approving the deposit.

F. WITHDRAWAL OF FUNDS FOR EXTERNAL INVESTMENT -The County Treasury Oversight Committee's approved policy statement on "Treasury Restrictions on Withdrawal for External Investment" establishes the terms and conditions for Treasury depositors withdrawing funds for investment outside the County investment pool. (See Appendix A on page 17 and 18)

Any local agency, public entity, or public official that has funds on deposit in the County Treasury investment pool and that seeks to withdraw funds for the purpose of investing or depositing those funds outside the County Treasury pool, shall submit a resolution or minute order approved by the legislative or governing body requesting the withdrawal of the funds. Funds withdrawn shall become the responsibility of the requesting legislative body, and the Director of Finance will be held harmless from liability.

The County Director of Finance shall evaluate each proposed withdrawal for its consistency with the County Treasury Oversight Committee policy prior to approving the withdrawal. The County Director of Finance must also make a finding that the proposed withdrawal will not adversely affect the interests of the other depositors in the County Treasury pool, prior to approving the withdrawal.

VII. SUITABLE AND AUTHORIZED INVESTMENTS

A. INVESTMENT TYPES - The County treasury may invest money among the following authorized investments and within the limits imposed by Government Code 53601 et seq. or 53635 et seq., or as more further restricted in Schedule 2-Investment Parameters on page 16:

- 1. United States Treasury Bills, Notes, Bonds, and Certificates of Indebtedness**, or those for which the full faith and credit of the United States are pledged for the payment of principal and interest.
- 2. Registered state warrants or treasury notes or bonds of the State of California**, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by the State or by a department, board, agency, or authority of the State.
- 3. Registered treasury notes or bonds of any of the other 49 states** including bonds payable solely out of the revenues from revenue-producing property owned, controlled, or operated by a state or by a department, board, agency, or authority of any of the other 49 states, in addition to California.
- 4. Bonds, notes, warrants, or other evidences of indebtedness of any local agency within the State of California**, including bonds payable solely out of the revenues from a revenue-producing property owned, controlled, or operated by the local agency, or by a department, board, agency, or authority of the local agency.
- 5. Federal agency or United States government-sponsored enterprise obligations, participations, or other instruments**, including those issued by or fully guaranteed as to principal and interest by federal agencies or United States government-sponsored enterprises.
- 6. Banker's Acceptances (BA)** otherwise known as Bills of Exchange or Time Drafts, both domestic and foreign, drawn on and accepted by a commercial bank.
- 7. Commercial Paper (CP)** of "prime" quality issued by corporations that are organized and operating within the United States and having total assets in excess of five hundred million dollars (\$500,000,000).
- 8. Negotiable Certificates of Deposit** issued by a nationally or state-chartered bank or a savings association or federal association, or by a federally- or state-licensed branch of a foreign bank.
- 9. Certificates of Deposit Account Registry Service (CDARS)** placed with a local CDARS member. CDARS are fully insured as to principal and interest that may be accrued by the Federal Deposit Insurance Corporation (FDIC) or the National Credit Union Administration (NCUA).
- 10. Collateralized Time Deposits** issued by a nationally or state-chartered bank or savings and loan association within the State of California with an overall rating of not less than "satisfactory"

in its most recent evaluation by the appropriate federal financial supervisory agency of its record of meeting the credit needs of California's communities pursuant to Section 2906 of Title 12 of the United States Code.

11. Repurchase Agreements or Reverse Repurchase Agreements, or Securites Lending Agreement purchased in compliance with the Government Code 53601(j). Repurchase agreements must be issued by nationally or state-chartered banks or primary security dealers with whom the County Director of Finance has entered into a Master Repurchase Agreement.

12. Medium Term Corporate Notes (MTN), defined as all corporate and depository institution debt securities with a maximum remaining maturity of five years or less, issued by corporations organized and operating within the United States or by depository institutions licensed by the United States or any state and operating within the United States.

13. Shares of Beneficial Interest issued by diversified management companies (1) that invests in the securities and obligations as authorized by subdivision (a) to (k), inclusive, or subdivisions (m) to (o) inclusive of Government Code 53601, and that comply with the investment restrictions of Article 2 of the Government Code (commencing with Section 53630), or (2) that are money market funds registered with the Securities and Exchange Commission under the Investment Company Act of 1940. (15 U.S.C. Sec 80a-1, and following.)

14. Local Agency Investment Fund (LAIF) an investment pool created by Government Code 16429.1 in which the State Treasurer invests pooled political subdivision funds.

15. Notes, Bonds, or other obligations secured by a valid first priority security interest in eligible securities listed in Section 53651 having a market value at least equal to that required by Section 53652.

16. Shares of beneficial interest issued by a joint powers authority organized pursuant to Section 6509.7 that invests in the securities and obligations authorized in subdivisions (a) to (q), inclusive. Each share shall represent an equal proportional interest in the underlying pool of securities owned by the joint powers authority. To be eligible under this section, the joint powers authority issuing the shares shall have retained an investment adviser that meets all of the following criteria:

- (1) The adviser is registered or exempt from registration with the Securities and Exchange Commission.
- (2) The adviser has not less than five years of experience investing in the securities and obligations authorized in subdivisions (a) to (q), inclusive.
- (3) The adviser has assets under management in excess of five hundred million dollars (\$500,000,000).

17. Supranational Debt Obligations United States dollar-denominated senior unsecured unsubordinated obligations issued or unconditionally guaranteed by the International Bank for Reconstruction and Development (IBRD), International Finance Corporation (IFC), or Inter-American Development Bank (IADB) only, eligible for purchase and sale within the United States. Authorized by CGC 53601 (q) and this policy.

B. RESTRICTIONS ON AUTHORIZED INVESTMENTS- In accordance with G.C. 53601.6, the County Treasury shall not invest any funds in inverse floaters, range notes, or mortgage derived interest-only strips. Additionally, no funds shall be invested in any security that could result in zero interest accrual if held to maturity. No funds shall be invested in Medium Term Corporate Notes with a make-whole call provision that, at time of purchase, are priced at a premium. No funds shall be invested in securities with a forward settlement date exceeding 45 days from the time of investment. No shares of beneficial interest will be purchased where the principal dollars invested are subject to daily net asset value (NAV) adjustments of the fund's portfolio except for the CalTrust. The Treasury shall not invest in financial options and futures contracts directly, but may purchase authorized investments of callable securities with imbedded call provisions. The Treasury will not purchase an authorized investment below the credit quality restriction of Schedule 2 - Investment Parameters, but may elect to hold an instrument to maturity that has been later downgraded by the nationally recognized statistical-rating organization i.e. Moody's, Standard and Poors, or Fitch.

C. COMPETITIVE BIDDING - Bids for investment products shall be taken from a minimum of three authorized institutions. Awards will be made giving consideration to safety, liquidity, a balanced portfolio, and diversification. Exceptions to the above would involve repurchase agreements, securities possessing unique characteristics which would make competitive bidding impractical, or market circumstances in which competitive bidding could be adverse to the best interest of the Director of Finance's investment program.

D. COLLATERALIZATION - In accordance with California Government Code 53652, **53601** (j) full collateralization of public deposits is required for collateralized time deposits, collateralized bank money market accounts, and repurchase agreements. The Director of Finance may waive collateralization for that portion of any deposit that is fully insured by the FDIC per Government Code 53653.

VIII. INVESTMENT PARAMETERS

A. DIVERSIFICATION - The investments will be diversified by security type and institution within the percent restrictions of Government Code 53601, 53601.8, 53635, 53635.2, and 53635.8 or as further defined in Schedule 2, Investment Parameters. Percent restrictions shall be applicable only for the date of purchase. Any future percent deviations due to cash flow demands reducing the total investment portfolio shall not be considered out of compliance. Maximum investment amounts in any issuer name shall be limited as provided in the Investment Parameters on page 16.

B. MAXIMUM MATURITIES - Maturity limitations for each instrument type shall be restricted as provided in Government Code 53601, 53601.8, 53635, and 53635.8 or as further defined in Schedule 2 - Investment Parameters on page 16. No investment shall be made in any security, other than a security underlying a repurchase agreement authorized in this policy, which at the time of settlement has a term remaining to maturity in excess of five years, unless a

legislative body has granted express authority to make that investment either specifically or as part of an investment program approved by that legislative body no less than three months prior to the investment.

IX. REPORTING

A. METHODS - The County Director of Finance or designee shall prepare an investment report at least quarterly, including a succinct management summary that provides a clear picture of the status of the investment portfolio. This summary will be prepared in a manner which will allow the reader to ascertain whether investment activities have conformed to the investment policy.

The report will be provided within 45 days following the end of the quarter covered by the report and submitted to the County Board of Supervisors, County Administrative Officer, Finance Director, other members of the County Treasury Oversight Committee, and pool participants.

The report will include the following:

1. A Statement of Compliance with the Investment Policy.
2. A listing of individual securities and moneys held at the end of the reporting period to include:
 - (a) The type of instrument.
 - (b) The name of the issuer.
 - (c) Purchase date, maturity date, and days to maturity.
 - (d) Issuers rating. (Long term or short term, as appropriate)
 - (e) Par and dollar amount invested in each security.
 - (f) The current market value of securities as of the date of the report and the source of the valuation.
3. A statement estimating the ability of the County Treasury to meet its pool's expenditure requirement for the next six months.
4. A statement of the method of interest accounting used.
5. Portfolio Sector Allocation and Quality Allocation graphs.
6. A Statement of Interest Earnings Report for the Quarter.
7. If applicable, a description of any of the local agency's funds, investments, or programs, that are under the management of contracted parties, but excluding funds deposited into the Local Agency Investment Fund administered by the State Treasurer.

B. QUARTERLY INTEREST CALCULATION AND APPORTIONMENT - Gross interest for the quarter is the total interest earned on an accrual basis on the Treasury portfolio investments for that quarter. Administrative expenses pursuant to G.C. 27013 are deducted to arrive at net interest to be apportioned. Administrative expenses consist of audit expenses, direct

banking expenses, not otherwise recovered directly from Treasury depositors, safekeeping fees, plus actual quarterly Treasury operational expenses. The net earnings for the quarter are divided by the Treasury's total average daily balance creating an "interest allocation factor" or "daily interest factor" for each average dollar invested. Multiply the "interest allocation factor" by the quarterly average daily balance of each fund to determine the interest earnings for each fund. Interest is apportioned quarterly to all depositors in the Treasury pool. The "interest allocation factor" can be converted into the annualized quarterly interest rate; multiply the factor by the number of days in the year and divide that answer by the number of days in the quarter.

X. POLICY EXCEPTIONS & REVISIONS

A. EXEMPTION - Any previously legal investments that settled prior to the effective date and that no longer meet the current guidelines of this Policy, shall be exempted from the new requirements. At maturity or liquidation, such moneys shall be reinvested only as provided by this Policy.

Moneys held by a trustee or fiscal agent and pledged to the payment or security of bonds or other indebtedness, or obligations under a lease, installment sale, or other agreement of a local agency, or certificates of participation in those bonds, indebtedness, or lease installment sale, or other agreements, may be invested in accordance with the statutory provisions governing the issuance thereof. The proceeds of sales, or funds set aside for the repayment, of any notes or other indebtedness issued shall not be invested for a term that exceeds the term of the notes.

B. AMENDMENTS - This policy shall be reviewed at least on an annual basis. Any changes shall be submitted by the Director of Finance to the County Treasury Oversight Committee for consideration and comments, and the Board of Supervisors for review and approval.

**KINGS COUNTY DIRECTOR OF FINANCE'S
SCHEDULE 1 - STATEMENT OF AUTHORIZED FIRMS**

The Treasury is authorized to conduct investment security transactions with the following investment firms and broker/dealers, designated by the Federal Reserve Bank as primary government dealers or divisions of primary dealers. Security transactions with firms, other than those appearing on this list, are prohibited.

- A. Firms designated by the Federal Reserve Bank as Primary Government Dealers or a division of a Primary Dealer:
- UBS Financial Services Inc., an affiliate of UBS Securities LLC
RBC Capital Markets, LLC
Wells Fargo Securities, LLC
Cantor Fitzgerald & Co.
Daiwa Capital Markets America Inc.
- B. Firms designated for the purchase of money market mutual funds pursuant to G.C. 53601 (l) and (p):
- BlackRock
BMO Bank, NA
- C. Firms designated for repurchase agreements with Master Repurchase Agreements on file:
- UBS Financial Services Inc., an affiliate of UBS Securities LLC
- D. State of California, Local Agency Investment Fund
- E. Purchases directly from major issuers of commercial paper, bankers acceptances, negotiable certificates of deposit, or collateralized time deposits, meeting the requirements set forth in section 53635, 53601(g), 53601(i), 53601(n), respectively, and 53635.2 of the California Government Code.

To ensure compliance with the County Director of Finance's Investment Policy, firms designated in A and C above are supplied a complete copy of the policy and must certify having read it.



Erik Ureña, CPA, Director of Finance

Dated: January 1, 2026

SCHEDULE 2 – INVESTMENT PARAMETERS (Revised 12/5/23)

AUTHORIZED INVESTMENTS	DIVERSIFICATION	PURCHASE RESTRICTIONS	MATURITY	CREDIT QUALITY (NRSRO)
U.S. Treasury notes, bills, bonds or other certificates of indebtedness	95% Max.	None	Max. 5 years	N/A
Notes, participations, or obligations issued by Federal agencies or United States government-sponsored enterprises (GSE)	85% Max.	None	Max. 5 years	N/A
Bonds, notes, warrants or certificates of indebtedness issued by the State of California or local agencies or County of Kings or any other State	20% or \$20mm Max.	None	Max. 5 years unless prior BOS approval	L/T rating A or A2 or better
Bankers Acceptances	40% Max.	Max. \$5mm any one name	Max. 180 days	S/T rating A-1 or P-1 L/T rating (if Out-standing) AA- or Aa3 or better
Commercial paper of corporations organized and operating within the U.S. with total assets exceeding \$500 mm	40% Max.	Max. 10% in any one name, No Extendable CP	Max. 270 days	S/T rating A-1 or P-1 L/T rating (if Out-standing) AA- or Aa3 or better
State of California Local Agency Investment Fund	Max. Dollars allowed by State Treasurer	Max. Transactions allowed by State Treasurer	Overnight liquidity	N/A
Negotiable CD's issued by National or State chartered banks or a federally- or state- licensed branch of a foreign bank	25% Max. (CDs + CDARS)	G.C. 53638 policy restrictions	Max. 3 years	L/T rating AA- or Aa3 or better
Certificates of Deposit Account Registry Service (CDARS)	25% Max. (CDs + CDARS)	G.C. 53601.8 & 53635.8 conditions apply	Max. 3 years	100% FDIC/NCUA insured as to Principal and Interest
Collateralized Time Deposits.	10% Max.	Collateral policy restrictions G.C. 53601(n)	Max. 24 months	
Repurchase Agreements with collateral restricted to U. S. Treasury, Federal Agencies, or United States government-sponsored enterprises (GSE)	10% Max.	Master Repurchase and Tri-Party Custodial Agreements to be on file. 102% haircut	Max. 1 year	
Reverse Repurchase Agreements or Securities Lending on U.S. Treasury & Federal Agency Securities in portfolio	10% Max. with approval of the Director of Finance	G.C. 53601(j) Reverse Repurchase and Securities Lending restrictions	Max. 92 days unless guaranteed spread	
Corporate Notes on U.S. Corp or U.S. Subsidiary of a foreign corp.	30% Max.	Max. \$50mm any one name Make - Whole Call Restrictions	Max. 5 years	L/T rating AA- or Aa3 or better
Asset Backed Securities on U.S. Corp.	0% Max.	Not authorized	Not authorized	Not Authorized
Money Market mutual funds that invest in eligible securities meeting Government Code requirements.	20% Max. 10% per fund	Fund 5 years or more old NAV pricing restriction No front or back loads	Overnight liquidity	L/T rating: Highest rating from two NRSRO, i.e. AAA, Aaa, etc. Retain Investment Advisor per G.C. 53601(l) & (p)
Supranationals – Washington dollar denominated IBRD, IFC or IADB	20% Max. 10% per Name	Max. 10% in any one name	Max. 5 years	L/T rating: Highest rating from two NRSRO, i.e. AAA, Aaa, etc.
California Asset Management Program - CAMP	15% Max.	Max. Transactions allowed by CAMP Administration	Overnight liquidity	N/A

APPENDIX A

COUNTY TREASURY OVERSIGHT COMMITTEE

Policy Statement and Authorized Practice Approved March 4, 1996

Treasury Restrictions on Withdrawal for External Investment

Authorization: Pursuant to Government Code Section 27130 and Kings County Board of Supervisor's Resolution No. 95-081, dated December 5, 1995, the Kings County Treasury Oversight Committee is authorized to establish criteria on the withdrawal of funds on deposit in the County Treasury investment pool for the purpose of investing or depositing those funds outside the County Treasury pool.

Request for Withdrawal: Any local agency, public entity, or public official that has funds on deposit in the County Treasury investment pool and that seeks to withdraw funds for external deposit or investment, shall first submit a request by resolution or minute order approved by the legislative or governing body for withdrawal of the funds.

Assessment of Withdrawal Impact: The County Director of Finance shall evaluate all requests for withdrawal to determine if the interests of the other Treasury depositors in the County Treasury pool will be adversely affected. If the County Director of Finance determines that the combined number of requests or total dollar amount requested is sufficient to constitute a "run on the treasury", no withdrawal requests shall be processed until the County Treasury Oversight Committee has reviewed the treasury financial position and assists the Director of Finance in establishing an action plan.

Approval or Disapproval: The County Director of Finance shall approve all requests upon the finding that other Treasury depositors will not be adversely affected. If other Treasury depositors are perceived to be adversely impacted, the County Director of Finance may postpone action on any withdrawal request until the County Treasury Oversight Committee has reviewed the situation.

Approved Withdrawal Criteria: Approved withdrawals will be processed dependent on availability of funds, the type of investments required to be liquidated, market conditions, settlement periods, and dollar amounts to be withdrawn. The following are target goals for withdrawals:

- a. If adequate liquidity exists in short-term investments and requires minimal liquidation and settlement, withdrawals of amounts up to \$1,000,000.00 shall be processed immediately upon the County Director of Finance's approval.
- b. If the County Treasury liquidity position is such as to require liquidation of more difficult investment(s), the below processing times shall apply based on the withdrawal dollar amounts and market factors.
 - (1). If the withdrawal amount is less than \$1,000,000.00, and favorable market conditions exist, requests shall be processed within three workdays.

(2). If the withdrawal amount is greater than \$1,000,000.00, or unfavorable market conditions exist, requests shall be processed within five workdays.

Disclaimer of Liability: Any and all funds withdrawn from the County Treasury investment pool for the purpose of investing or depositing such funds outside the pool shall become the responsibility of the legislative body requesting the action. The County Director of Finance or County of Kings shall in no manner be held responsible or liable for withdrawn funds or investments purchased with said funds. The request of any legislative body, by resolution or minute order, authorizing the withdrawal of funds for deposit or investment outside the County Treasury investment pool must provide a disclaimer of liability. The Director of Finance shall not honor any such withdrawal request if a disclaimer clause is not provided.

GLOSSARY OF TERMS

AGENCIES OR FEDERAL AGENCIES: Federal sponsored agency securities including discount notes, or interest-bearing notes, and bonds. The agencies were created by Congress to reduce the cost of capital for certain borrowing sectors of the economy deemed to be important enough to warrant assistance, such as farmers, homeowners, and students.

ASKED PRICE: The lowest price at which a dealer is willing to sell a security.

BANKERS ACCEPTANCES (BA'S): A time draft or bill of exchange that is accepted payment by banks engaged in financing of international trade. The accepting institution guarantees payment of the bill as well as the issuer.

BID: Price at which someone is willing here and now to purchase a security.

BOOK VALUE: The value at which a security is carried on the inventory list or other financial records of an investor. The Book Value may differ significantly from the security's current value in the market.

BROKER: Person or firm acting as intermediary between buyer and seller.

CALLABLE BOND: A bond issue in which all or part of its outstanding principal amount may be redeemed before maturity by the issuer under specified conditions.

CERTIFICATES OF DEPOSIT (CD'S): A time deposit with a specific maturity evidenced by a certificate. They are issued in two forms, negotiable and collateralized.

Negotiable Certificates of Deposit: May be sold by one holder to another prior to maturity. The issuing bank agrees to pay the amount of the deposit plus interest earned to the BEARER of the certificate at maturity.

Collateralized Time Deposits: These certificates are collateralized and are not money market instruments since they cannot be traded in the secondary market. They are issued on a fixed maturity basis and fixed payee.

CERTIFICATE OF DEPOSIT ACCOUNT REGISTRY SERVICES (CDARS): Certificates of Deposit that are placed by a member bank with commercial banks, savings banks, savings and loan associations, or credit unions, such that the principal and all accrued interest during the term of the certificate are fully insured by either the FDIC OR NCUA.

COLLATERAL: Securities pledged by a bank to secure deposits of public funds, or an asset pledged by a borrower to a lender.

COMMERCIAL PAPER: An unsecured short-term promissory note issued by corporations with maturities ranging from 2 to 270 days.

COUNTY TREASURY OVERSIGHT COMMITTEE: A committee established by Board of Supervisors Resolution No. 95-081, dated December 5, 1995 to allow local agency representatives participation in the policies that guide the investment of depositor funds. The primary responsibilities include: (1) review and monitor the County Director of Finance's investment policy, (2) cause an annual audit to be conducted to determine the county treasury's compliance, and (3) establish criteria for depositor withdrawal of funds for the purpose of investing or depositing outside the county treasury pool.

COUPON RATE: The annual rate of interest that a bond's issuer promises to pay the bondholder on the bond's face value.

DEALER: A dealer, as opposed to a broker, acts as a principal in all transaction, buying and selling for his own account.

DEBENTURE: A longer-term debt instrument issued by a corporation that is unsecured by other collateral. Hence, only the good faith and credit standing of the issuer backs the security.

DELIVERY VERSUS PAYMENT: There are two methods of delivery of securities: delivery vs. payment and delivery vs. receipt. Delivery vs. payment is delivery of securities with an exchange of money for the securities. Delivery vs. receipt is delivery of securities with an exchange of a signed receipt for the securities.

DISCOUNT: The difference between the cost price of a security and its maturity when quoted at lower than face value. A security selling below original offering price shortly after sale also is considered to be at a discount.

DISCOUNT SECURITIES: Non-interest-bearing money market instruments that are issued at a discount and redeemed at maturity for full face value, e.g. U.S. Treasury Bills

DIVERSIFICATION: A process of investing assets among a range of security types by sector, maturity, and quality rating.

DOLLAR WEIGHTED AVERAGE MATURITY: The sum of the amount of each outstanding investment multiplied by the number of days to maturity, divided by the total amount of outstanding investments.

FEDERAL CREDIT AGENCIES: Agencies of the Federal government set up to supply credit to various classes of institutions and individuals, e.g. S&L's, small business firms, students, farmers, farm cooperatives, and exporters.

FEDERAL DEPOSIT INSURANCE CORPORATION (FDIC): A federal agency that insures bank deposits, currently up to \$250,000 per deposit.

FEDERAL FARM CREDIT BANKS (FFCB): is a nationwide system of lending institutions that provide credit and related services to farmers, ranchers, producers and harvesters of agricultural products, and other farm related businesses.

FEDERAL FUNDS RATE: The rate of interest at which Fed funds are traded. This rate is currently pegged by the Federal Reserve through open-market operations.

FEDERAL HOME LOAN BANKS (FHLB): The institutions that regulate and lend to savings and loan association. The Federal Home Loan Banks play a role analogous to that played by the Federal Reserve Banks vis-à-vis member commercial banks.

FEDERAL HOME LOAN MORTGAGE CORPORATION (FHLMC) : is a federally chartered and stockholder-owned corporation. Freddie Mac purchases mortgage loans from qualified financial institutions and resales these loans in the form of guaranteed mortgage securities.

FEDERAL NATIONAL MORTGAGE ASSOCIATION (FNMA): FNMA, like GNMA was chartered under the Federal National Mortgage Association Act in 1938. FNMA is a federal corporation working under the auspices of the Department of Housing and Urban Development (HUD). It is the largest single provider of residential mortgage funds in the United States. Fannie Mae, as the corporation is called, is a private stockholder-owned corporation. The corporation's purchases include a variety of adjustable mortgages and second loans, in addition to fixed-rate mortgages. FNMA's securities are also highly liquid and are widely accepted. FNMA assumes and guarantees that all security holders will receive timely payment of principal and interest.

FEDERAL OPEN MARKET COMMITTEE (FOMC): Consists of seven members of the Federal Reserve Board and five of the twelve Federal Reserve Bank Presidents. The President of the New York Federal Reserve Bank is a permanent member, while the other Presidents serve on a rotating basis. The Committee periodically meets to set Federal Reserve guidelines regarding purchases and sales of Government Securities in the open market as a means of influencing the volume of bank credit and money.

FEDERAL RESERVE SYSTEM: The central bank of the United States created by Congress and consisting of a seven-member Board of Governors in Washington, D.C., 12 regional Federal Reserve Banks, their 24 branches, and all national and state banks that are members of the system.

FLOATER: A derivative that has its coupon determined by using the yield of other securities.

FUTURES: Futures contracts are the units of trading at a commodity exchange. They are legally binding agreements made within the confines of an exchange trading area. All futures contracts call for the purchase or sale of a physical commodity of financial instrument on dates from one month to more than two years in the future.

GOVERNMENT NATIONAL MORTGAGE ASSOCIATION (GNMA or Ginnie Mae) Securities influencing the volume of bank credit guaranteed by GNMA and issued by mortgage bankers, commercial banks, savings and loan associations, and other institution. Security holder is protected by full faith and credit of the U.S. Government. Ginnie MAE securities are backed by the FHA, VA, or FMHM mortgages. The term "passthroughs" is often used to describe Ginnie Maes.

GOVERNMENT-SPONSORED ENTERPRISES (GSE): General term for several privately owned, publicly chartered agencies created to reduce borrowing costs for certain sectors of the economy such as

farmers, homeowners and students. The GSEs that issue debt instruments include: Federal Home Loan Banks, Federal National Mortgage Association, Federal Home Loan Mortgage Corporation, Federal Farm Credit System, Federal Agricultural Mortgage Corporation, and the Student Loan Marketing Association.

LIQUIDITY: A liquid asset is one that can be converted easily and rapidly into cash without a substantial loss of value. In the money market, a security is said to be liquid if the spread between bid and asked prices is narrow and reasonable sales can be done at those quotes.

LOCAL AGENCY INVESTMENT FUND (LAIF): The aggregate of all funds from political subdivisions that are placed in the custody of the California State Treasurer for investment and reinvestment.

MARKET RISK: The risk that the value of a security will rise or decline as a result of changes in market conditions.

MARKET VALUE: The price at which a security is trading and could presumably be purchased or sold.

MASTER REPURCHASE AGREEMENT: A written contract covering all future transactions between the parties to repurchase - reverse repurchase agreements that establishes each party's rights in the transaction. A master agreement will often specify, among other things, the right of the buyer-lender to liquidate the underlying securities in the event of default by the seller-borrower.

MATURITY: The date upon which the principal or stated value of an investment becomes due and payable.

MONEY MARKET: The market in which short-term debt instruments (bills, commercial paper, banker's acceptances, etc.) are issued and traded.

MONEY MARKET MUTUAL FUND: Mutual funds that invest solely in money market instruments (short-term debt instruments, such as Treasury bills, commercial paper, bankers' acceptances, etc.).

NATIONALLY RECOGNIZED STATISTICAL-RATING ORGANIZATION (NRSRO) Independent credit rating agencies which are utilized to analyze and rate the quality of the issuers underlying debt.

OFFER: The price asked by a seller of securities. (When you are buying securities, you ask for an offer.)

OPEN MARKET OPERATIONS: Purchases and sales of government and certain other securities in the open market by the New York Federal Reserve Bank as directed by the FOMC in order to influence the volume of money and credit in the economy. Purchases inject reserves into the bank system and stimulate growth of money and credit; sales have the opposite effect. Open market operations are the Federal Reserve's most important and most flexible monetary policy tool.

OPTIONS: The buyer of a call option has the right to buy the underlying security at fixed price. The option seller is obligated to sell the security if the buyer chooses to exercise the option.

PORTFOLIO: Collection of securities held by an investor.

PRIMARY DEALER: A group of government securities dealers who submit daily reports of market activity and positions and monthly financial statements to the Federal Reserve Bank of New York and are subject to its informal oversight. Primary dealers include Securities and Exchange Commission (SEC)-registered securities broker-dealer, banks and a few unregulated firms.

PRUDENT PERSON RULE: An investment standard. In California the law requires that a fiduciary, such as a trustee, may invest money only in a list of securities approved by the State, the authorized investments. The trustee may invest in a security if it is one, which would be bought by a prudent person of discretion and intelligence who is seeking a reasonable income and preservation of capital.

QUALIFIED PUBLIC DEPOSITORIES: A financial institution which does not claim exemption from the payment of any sales or compensating use or ad valorem taxes under the laws of this state, which has segregated for the benefit of the commission eligible collateral having a value of not less than its maximum liability and which has been approved by the Public Deposit Protection Commission to hold public deposits.

RATE OF RETURN: The yield obtainable on a security based on its purchase price or its current market price. This may be the amortized yield to maturity on a bond or the current income return.

REINVESTMENT RISK: The risk that a fixed-income investor will be unable to reinvest income proceeds from a security holding at the same rate of return currently generated by that holding.

REPURCHASE AGREEMENT (RP or REPO): A holder of securities sells these securities to an investor with an agreement to repurchase them at a fixed price on a fixed date. The security "buyer" in effect lends the "seller" money for the period of the agreement, and the terms of the agreement are structured to compensate him for this. Dealers use RP extensively to finance their positions. Exception: When the Fed is said to be doing RP, it is lending money, this is increasing bank reserves.

REVERSE REPURCHASE AGREEMENT: A dealer of securities buys securities from an investor with an agreement to sell them at a fixed price on a fixed date. The security "buyer" in effect lends the "seller" or "investor" money for the period of the agreement, and the terms of the agreement are structured to compensate the dealer for this. Investors use reverse-repos to meet temporary cash shortages without liquidating the investments.

SAFEKEEPING: A service to customers rendered by banks for a fee whereby securities and valuables of all types and descriptions are held in the bank's vaults for protection.

SECONDARY MARKET: A market made for the purchase and sale of outstanding issues following the initial distribution.

SECURITY: Any investment instrument authorized for purchase under Government Code 53601 or 53635.

SECURITIES AND EXCHANGE COMMISSION (SEC): Agency created by Congress to protect investor in securities transactions by administering securities legislation.

SECURITIES LENDING AGREEMENT: An agreement under which a local agency agrees to transfer securities to a borrower who, in turn, agrees to provide collateral to the local agency. During the term of the agreement, both the securities and the collateral are held by a third party. At the conclusion of the agreement, the securities are transferred back to the local agency in return for the collateral.

SUPRANATIONALS: An international organization, or union, whereby member states transcend national boundaries or interests to share in the decision-making and vote on issues pertaining to the wider grouping.

SURPLUS FUNDS: All moneys are not required to meet the banks demands on the treasury to redeem check warrants on any given day are considered "surplus funds" for investments.

TREASURY BILLS: A non-interest-bearing discount security issued by the U.S. Treasury to finance the national debt. Most bills are issued to mature in three months, six months, or one year.

TREASURY NOTES: A interest bearing security issued by the U.S. Treasury to finance the Federal debt with a maturity range of from zero to ten years.

TREASURY BOND: Long-term U.S. Treasury securities having initial maturities between ten to thirty years.

TRI-PARTY CUSTODIAL AGREEMENT: A third party custodian bank agrees to safekeep the repo collateral in a segregated custody account for the client. The custodian bank independently prices the collateral and ensures that the collateral is properly securitized.

UNIFORM NET CAPITAL RULE (SEC RULE 15C3-1): Securities and Exchange Commission requirement that member firms as well as nonmember broker-dealers in securities maintain a maximum ratio of indebtedness to liquid capital of 15 to 1; also called net capital rule and net capital ratio. Indebtedness covers all money owed to a firm, including margin loans and commitments to purchase securities, one-reason new public issues are spread among members of underwriting syndicates. Liquid capital includes cash and assets easily converted into cash.

YIELD: The rate of annual income return on an investment expressed as a percentage. (a) **INCOME YIELD** is obtained by dividing the current dollar income by the current market price for the security. (b) **NET YIELD** or **YIELD TO MATURITY** is the current income yield minus any premium above par or plus any discount from par in purchase price, with the adjustment spread over the period of the date of purchase to the date of maturity of the bond.

YIELD-TO-CALL (YTC): The rate of return an investor earns from a bond assuming the bond is redeemed (called) prior to its nominal maturity date.

YIELD CURVE: A graphic representation that depicts the relationship at a given point in time between yields and maturity for bonds that are identical in every way except maturity. A normal yield curve may be alternatively referred to as a positive yield curve.

YIELD-TO-MATURITY: The rate of return yielded by a debt security held to maturity when both interest payments and the investor's potential capital gain or loss are included in the calculation of return.

Financial Report #3

AGENDA: New Business/Action

TOPIC: Sierra Pacific High School Buildings J3 & M1 Project – Change Order #1

DESCRIPTION: This change order for the new construction project at Sierra Pacific reflects a revision in warranty requirements to the standard one year at no cost, the deletion of galvanizing of steel for a credit of \$49,460 plus an upgrade to the boiler for a cost of \$45,654.69. The galvanized steel was unnecessary, and the increased boiler size will allow the District to not replace one of the current smaller boilers which would have cost close to \$100,000. The net cost for Change Order #1 is a credit of \$3,805.31 with no additional days.

FISCAL IMPACT: Credit of \$3,805.31

RECOMMENDATION: Administration recommends approval of Sierra Pacific Buildings J3 & M Project – Change Order #1.

CHANGE ORDER

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER NO.:

01

DATE OF ISSUANCE:**OWNER:**

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

10/9/2025

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

NOTICE TO PROCEED:

10/9/2025

Architect Project No.:

2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHDP No.:

The Contract is changed as follows:

Description:

CCD 001/COR 001: Revise the Warranty Requirements to 1 year; \$0,00

CCD 002/COR 002: Delete the Galcanizing from the steel; -\$49,460.00

CCD 003/COR 003: Upgrade the Boiler in the Chiller Yard: \$45,654.69

It is mutually agreed that the affixed signature to this Change Order is evidence that all compensation with respects to the changes defined herein have been satisfied with the execution of this document. Furthermore, no additional compensation either monetarily or via time extension to this contract will be sought in respect to this Change Order.

The Original Contract Sum and Contract Completion Date:	\$16,195,000.00	3/26/2027
Net change (Contract Sum and Contract Time) by previous Change Orders:	\$0.00	0 days
Contract Sum and Contract Completion Date prior to this Change Order:	\$16,195,000.00	3/26/2027
Contract Sum and Contract Time (increased or decreased) by this Change Order:	(\$3,805.31)	0 days
New Contract Sum and Contract Completion Date including this Change Order:	\$16,191,194.69	3/26/2027

CONTRACTOR

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

ARCHITECT

Darden Architects
6790 N. West Ave
Fresno, California 93711

OWNER

Hanford Joint Union High School Distric
823 W. Lacey Blvd.
Hanford CA 93230-

By:

Date:

12-17-26

By:

12/17/2025

By:

12.17.2025

☒ OWNER ☒ CONTRACTOR ☒ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER



6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765

www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

DIRECTIVE NO.:

01

DATE OF ISSUANCE:

10/22/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

NOTICE TO PROCEED:

Architect Project No.: 2278
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHDP No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

You are hereby directed to make the following change(s) in this Contract:

Warranty/Guaranty

Revise the Warranty/Guaranty to 1 year from the Notice of Substantial Completion.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- ☒ Lump Sum \$0.00
☐ Unit Price of \$0.00
☐ As provided for in General Conditions and the Supplemental Conditions of the contract.
☐ As Follows:

2. The Contract Time is proposed to (be adjusted). The proposed adjustment, if any, is increase of _____ days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT

Darden Architects
6790 N. West Ave
Fresno, California 93711

OWNER

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

By:

Date: 10-22-25

By:

Date: 10.23.2025

By:

Date: 10-22-25

☐ OWNER ☐ CONTRACTOR ☐ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER



6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765

www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.:

001

DATE OF ISSUANCE:

10/22/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Architect Project No.:

2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHPD No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:

Warranty/Guaranty

Necessary for:

Reason

DESIGN CONSULTANT'S REVIEW:

Date Sent:

10/22/2025

ACTION:

Referred To:

Darden

Date Returned:

10/22/2025

- ☐ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned:

10/22/2025

ACTION:

Architects Remarks:

- ☒ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Attachments:

REVIEWED:

Darden Architects
6790 N. West Ave
Fresno, California 93711

Justin J. Darden

Darden Architects :

Date : 10-22-25

APPROVED:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Renée Creech

10.23.2025

Owner :

Date :

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

- ☒ OWNER ☒ CONTRACTOR ☒ INSPECTOR ☐ STRUCTURAL ☐ MECHANICAL ☐ ELECTRICAL ☒ OTHER



PCO #001

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1
Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #001: Warranty/Guaranty

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	FROM:	
PCO NUMBER/REVISION:	001 / 0	CONTRACT:	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		CREATED BY:	Stephanie Perkins (Ardent General, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	10/22 /2025
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
		TOTAL AMOUNT:	\$0.00

POTENTIAL CHANGE ORDER TITLE: Warranty/Guaranty

CHANGE REASON: Client Request

POTENTIAL CHANGE ORDER DESCRIPTION: (The Contract Is Changed As Follows)

CE #001 - Warranty/Guaranty

Revisions to be made to the general conditions section 3.8 Guarantee to read as the below.

Section 3.8.1 is hereby amended to read:

3.8.1 Final Guarantee: Contractor warrants and guarantees for a period of one year from the date of Notice of Substantial Completion that the Work is free from all defects due to faulty materials or workmanship and Contractor shall promptly make such correction as may be necessary, including repairs of any damage to other parts of the Work resulting from such defects. Owner will give notice of observed defects with reasonable promptness. In the event that Contractor should fail to make such repairs, adjustments, or other Work that may be made necessary by such defects, Owner may do so and charge Contractor the cost thereby incurred. The Maintenance Bond, if required by the agreement, shall remain in full force and effect through the guarantee period.

Section 3.8.2 is hereby amended to read:

3.8.2 Extended Guarantees: Contractor shall supply owner with all warranty and guaranty documents relative to equipment and materials incorporated in the job and guaranteed by its suppliers or manufacturers for 1 year of notice of substantial completion.

ATTACHMENTS:

#	Cost Code	Description	Type	Amount
1	01-0000 - General Requirements	No Cost Change	Commitment	\$ 0.00
Subtotal:				\$0.00
OH&P: 10.00% Includes Cost Type (13)				\$ 0.00
Insurance: 1.50% Includes Cost Type (13)				\$ 0.00
Grand Total:				\$0.00



PCO #001

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

SIGNATURE **DATE**

SIGNATURE **DATE**



6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765

www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

DIRECTIVE NO.:

002

DATE OF ISSUANCE:

11/19/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

NOTICE TO PROCEED:

Architect Project No.:

2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHDP No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

You are hereby directed to make the following change(s) in this Contract:

Credit to Delete Galvanizing

Proposed credit to delete the galvanizing from the steel.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- ☒ Lump Sum (decrease) of (\$49,460.00)
☐ Unit Price of \$0.00
☐ As provided for in General Conditions and the Supplemental Conditions of the contract.
☐ As Follows:

2. The Contract Time is proposed to (remain unchanged). The proposed adjustment, if any, is increase of 0 days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT

Darden Architects

6790 N. West Ave

Fresno, California 93711

By:

Date: 11/19/25

OWNER

Hanford Joint Union High School District

823 W. Lacey Blvd.

Hanford CA 93230-

By:

Date: 11.19.2025

CONTRACTOR

Ardent General, Inc.

2960 N. Burl Ave

Fresno CA 93727-

By:

Date: 11-19-2025

☒ OWNER

☒ CONTRACTOR

☒ ARCHITECT

☐ CONSULTANT

☐ INSPECTOR

☐ OTHER



6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765

www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.:

002

DATE OF ISSUANCE:

11/19/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Architect Project No.:

2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHDP No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:

Credit for deleting Galvanizing

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent:

11/19/2025

ACTION:

Referred To:

Darden

Date Returned:

11/19/2025

- ☐ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned:

11/19/2025

ACTION:

Architects Remarks:

- ☒ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Attachments:

REVIEWED:

Darden Architects
6790 N. West Ave
Fresno, California 93711

Justin F. Darden

Darden Architects :

Date : 11/19/25

APPROVED:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Venue Creech

11.19.2025

Owner :

Date :

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

- ☒ OWNER ☒ CONTRACTOR ☐ INSPECTOR ☐ STRUCTURAL ☐ MECHANICAL ☐ ELECTRICAL ☒ OTHER



PCO #002

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1
Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #002: Omit Galvanizing

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	FROM:	
PCO NUMBER/REVISION:	002 / 0	CONTRACT:	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		CREATED BY:	Stephanie Perkins (Ardent General, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	11/18 /2025
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
		TOTAL AMOUNT:	(\$49,460.00)

POTENTIAL CHANGE ORDER TITLE: Omit Galvanizing

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: (The Contract Is Changed As Follows)

CE #006 - Omit Galvanizing

The following is a CREDIT Cost to omit the galvanizing of the exterior steel and change to priming the exterior steel with Kasco Fabs standard red oxide primer.

ATTACHMENTS:

[CE-001 OMIT HDG.pdf](#)

#	Cost Code	Description	Type	Amount
1	05-5000 - Metal Fabrications	Credit	Commitment	(\$49,460.00)
Subtotal:				(\$49,460.00)
Grand Total:				(\$49,460.00)

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230


SIGNATURE DATE 11.19.2025


SIGNATURE DATE 11-19-2025

Dino Delacruz



4529 S. Chestnut Ave. Fresno, CA 93725

CHANGE ESTIMATE

DATE: November 17, 2025

C.E. #: 001

JOB NAME: Sierra Pacific High School

JOB# : 25514

CONTRACTOR: Ardent General

JOB TYPE : F&I

DESCRIPTION: To Omit the HD Galvanizing Requirements of all Exterior Steel

The following is a CREDIT Cost to omit the galvanizing of the exterior steel and change to Priming the Exterior Steel with Kasco Fabs Standard Red Oxide Primer of (Sherwin Williams Data with SP-2, SP-3 metal Prep, see Attached)

• DEDUCT GALVANIZING		\$ 48,015.00
Mark-up at time of bid 10%		<u>4,802.00</u>
	-	< \$ 52,817.00 >
• ADD FOR PRIMING		
Materials		\$ 750.00
Labor 2492 SF @.90		<u>2,243.00</u>
	Sub-Total	2,993.00
Mark-up to match at bid time 10%		300.00
Tax		<u>64.00</u>
	Sub-Total +	\$ 3,357.00
TOTAL CREDIT = - < \$ 49,460.00 >		

TIME EXTENSION: NONE

Submitted by: Dino Delacruz for Kasco Fab, Inc Date: 11-17-2025

Approved by _____ for Ardent General Date: _____



Protective & Marine Coatings

STEEL SPEC™ FAST DRY UNIVERSAL METAL PRIMER

B50WW7
B50RW3
B50AW3
B50BW3

WHITE
RED
GRAY
BLACK

Revised: March 16, 2015

PRODUCT INFORMATION

PRODUCT DESCRIPTION

STEEL SPEC FAST DRY UNIVERSAL METAL PRIMER is a fast drying, high solids, weldable, heavy metal free, rust inhibitive, universal, alkyd metal primer. It can be topcoated with alkyd, acrylic, and high performance coatings. Also suitable as a barrier coat over conventional coatings which would normally be attacked by strong solvents in high performance coatings.

- High build to protect abrasive blasted steel
- Good corrosion and rust protection
- Can be used as a "universal" primer under high performance topcoats
- Fast drying
- Suitable for use in USDA inspected facilities

PRODUCT CHARACTERISTICS

Finish:	Flat
Color:	White, Red, Gray, Black
Volume Solids:	63% ± 2%, may vary by color
Weight Solids:	81% ± 2%, may vary by color
VOC:	<340 g/L; 2.8 lb/gal

Recommended Spreading Rate per coat:

	Minimum	Maximum
Wet mils (microns):	3.0 (75)	6.5 (163)
Dry mils (microns):	2.0 (50)	4.0 (100)
~Coverage sq ft/gal (m ² /L):	252 (6.2)	504 (12.7)

NOTE: Brush or roll application may require multiple coats to achieve maximum film thickness and uniformity of appearance.

Drying Schedule @ 4.0 mils wet @ 50% RH:

	@ 40°F/4.5°C	@ 77°F/25°C	@ 120°F/49°C
To touch:	15 minutes	15 minutes	10 minutes
Tack-Free:	3.5 hours	30 minutes	2 hours
Dry-Hard:	4.5 hours	4 hours	2.5 hours
To handle:	5.5 hours	5 hours	3 hours
To recoat (itself):	8.5 hours	5 hours	3 hours

If maximum recoat time is exceeded, abrade surface before recoating.
Drying time is temperature, humidity, and film thickness dependent.

Shelf Life:	36 months, unopened Store indoors at 40°F (4.5°C) to 100°F (38°C).
Flash Point:	Black: 80°F (27°C), PMCC White: 90°F (32°C), PMCC Red: 102°F (39°C), PMCC Gray: 103°F (39°C), PMCC
Reducer/Clean Up:	Xylene

RECOMMENDED USES

For industrial application on steel to protect against atmospheric corrosion. Interior/exterior use. A premium shopcoat primer. For use under a variety of coatings, including high performance topcoats.

- Rail Cars
- Structural Steel
- Machinery and Equipment
- Piping and Pipe Racks
- Marine Applications
- Tanks
- Bridges
- Vessels
- Bulkheads

According to AISC, shop coat primers are intended for protection for only a short period of exposure in ordinary atmospheric conditions, and is considered a temporary and provisional coating.

Not recommended for immersion service or exposure to acids or alkalis.

PERFORMANCE CHARACTERISTICS

- Passes ANSI/AWS D1.1 when applied at 2 mils (50 microns) dft



Protective
&
Marine
Coatings

STEEL SPEC™ FAST DRY UNIVERSAL METAL PRIMER

B50WW7
B50RW3
B50AW3
B50BW3

WHITE
RED
GRAY
BLACK

PRODUCT INFORMATION

RECOMMENDED SYSTEMS

		Dry Film Thickness / ct.	
		Mils	(Microns)
Steel, Alkyd Topcoat:			
1 ct.	STEEL SPEC Fast Dry Universal Metal Primer	2.0-4.0	(50-100)
1-2 cts.	Industrial Enamel HS Series	2.0-4.0	(50-100)
Steel, Aluminum Finish:			
1 ct.	STEEL SPEC Fast Dry Universal Metal Primer	2.0-4.0	(50-100)
1-2 cts.	Silver-Brite Aluminum	1.0-1.5	(25-38)
Steel, Epoxy Topcoat:			
1 ct.	STEEL SPEC Fast Dry Universal Metal Primer	2.0-4.0	(50-100)
1-2 cts.	Epulon II Multi-Mil Epoxy	3.0-6.0	(75-150)
Steel, Acrylic Topcoat:			
Topcoat only after 16 hours minimum dry @ 77°F (25°C) & 50% RH			
1 ct.	STEEL SPEC Fast Dry Universal Metal Primer	2.0-4.0	(50-100)
1-2 cts.	Pro Industrial DTM Acrylic	2.5-4.0	(63-100)
Steel, Polyurethane Topcoat:			
1 ct.	STEEL SPEC Fast Dry Universal Metal Primer	2.0-4.0	(50-100)
1-2 cts.	Hi-Solids Polyurethane	3.0-4.0	(75-100)

SURFACE PREPARATION

Surface must be clean, dry, and in sound condition. Remove all oil, dust, grease, dirt, loose rust, and other foreign material to ensure adequate adhesion.

Refer to product Application Bulletin for detailed surface preparation information.

Minimum recommended surface preparation:
Iron & Steel: SSPC-SP2

Surface Preparation Standards

Condition of Surface	ISO 8501-1 BS7079:A1	Swedish Std. SIS055900	SSPC	NACE
White Metal	Sa 3	Sa 3	SP 5	1
Near White Metal	Sa 2.5	Sa 2.5	SP 10	2
Commercial Blast	Sa 2	Sa 2	SP 6	3
Brush-Off Blast	Sa 1	Sa 1	SP 7	4
Hand Tool Cleaning	C St 2	C St 2	SP 2	-
Pitted & Rusty	D St 2	D St 2	SP 2	-
Rusty	C St 3	C St 3	SP 3	-
Pitted & Rusty	D St 3	D St 3	SP 3	-

COLOR AVAILABILITY / TINTING

Do not tint.

APPLICATION CONDITIONS

Temperature: 40°F (4.5°C) minimum, 120°F (49°C) maximum
(air, surface, and material)
At least 5°F (2.8°C) above dew point
Relative humidity: 85% maximum

Refer to product Application Bulletin for detailed application information.

ORDERING INFORMATION

Packaging: 5 gallon (18.9L) containers and 53 gallon (200L) drums
Weight per gallon: 13.9 ± 0.2 lb ; 1.7 Kg/L (White)
varies by color

SAFETY PRECAUTIONS

Refer to the MSDS sheet before use.

Published technical data and instructions are subject to change without notice. Contact your Sherwin-Williams representative for additional technical data and instructions.

WARRANTY

The Sherwin-Williams Company warrants our products to be free of manufacturing defects in accord with applicable Sherwin-Williams quality control procedures. Liability for products proven defective, if any, is limited to replacement of the defective product or the refund of the purchase price paid for the defective product as determined by Sherwin-Williams. NO OTHER WARRANTY OR GUARANTEE OF ANY KIND IS MADE BY SHERWIN-WILLIAMS, EXPRESSED OR IMPLIED, STATUTORY, BY OPERATION OF LAW OR OTHERWISE, INCLUDING MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

The systems listed above are representative of the product's use, other systems may be appropriate.

DISCLAIMER

The information and recommendations set forth in this Product Data Sheet are based upon tests conducted by or on behalf of The Sherwin-Williams Company. Such information and recommendations set forth herein are subject to change and pertain to the product offered at the time of publication. Consult your Sherwin-Williams representative to obtain the most recent Product Data Information and Application Bulletin.



Protective & Marine Coatings

STEEL SPEC™ FAST DRY UNIVERSAL METAL PRIMER

B50WW7
B50RW3
B50AW3
B50BW3

WHITE
RED
GRAY
BLACK

Revised: March 16, 2015

APPLICATION BULLETIN

SURFACE PREPARATIONS

Surface must be clean, dry, and in sound condition. Remove all oil, dust, grease, dirt, loose rust, and other foreign material to ensure adequate adhesion.

Iron & Steel

Minimum surface preparation is Hand Tool Clean per SSPC-SP2. Remove all oil and grease from surface by Solvent Cleaning per SSPC-SP1. For better performance, use Commercial Blast Cleaning per SSPC-SP6/NACE 3, blast clean all surfaces using a sharp, angular abrasive for optimum surface profile (2 mils or 50 microns). Prime any bare steel within 8 hours or before flash rusting occurs.

Previously Painted Surfaces

If in sound condition, clean the surface of all foreign material. Smooth, hard, or glossy coatings and surfaces should be dulled by abrading the surface. Apply a test area, allowing paint to dry one week before testing adhesion. If adhesion is poor, or if this product attacks the previous finish, removal of the previous coating may be necessary. If paint is peeling or badly weathered, clean surface to sound substrate and treat as a new surface as above.

APPLICATION CONDITIONS

Temperature: 40°F (4.5°C) minimum, 120°F (49°C) maximum
(air, surface, and material)
At least 5°F (2.8°C) above dew point

Relative humidity: 85% maximum

APPLICATION EQUIPMENT

The following is a guide. Changes in pressures and tip sizes may be needed for proper spray characteristics. Always purge spray equipment before use with listed reducer. Any reduction must be compliant with existing VOC regulations and compatible with the existing environmental and application conditions.

ReducerXylene

Airless Spray

Pressure.....1800 psi minimum
Hose.....1/4 - 3/8" ID
Tip0.017" - .019"
Filter.....60 mesh
Reductions.....as needed up to 5% by volume

Conventional SprayNot recommended

Brush

Brush.....Natural Bristle or Nylon Polyester
Reduction.....Not recommended

Roller

Cover1/4 - 3/8" woven with solvent resistant core
Reduction.....Not recommended

If specific application equipment is not listed above, equivalent equipment may be substituted.

Surface Preparation Standards

Condition of Surface	ISO 8501-1 BS7079:A1	Swedish Std. SIS055900	SSPC	NACE
White Metal	Sa 3	Sa 3	SP 5	1
Near White Metal	Sa 2.5	Sa 2.5	SP 10	2
Commercial Blast	Sa 2	Sa 2	SP 6	3
Brush-Off Blast	Sa 1	Sa 1	SP 7	4
Hand Tool Cleaning	C St 2	C St 2	SP 2	-
Pitted & Rusted	D St 2	D St 2	SP 3	-
Rusted	C St 3	C St 3	SP 3	-
Power Tool Cleaning	D St 3	D St 3	SP 3	-
Pitted & Rusted	D St 3	D St 3	SP 3	-



Protective & Marine Coatings

STEEL SPEC™ FAST DRY UNIVERSAL METAL PRIMER

B50WW7
B50RW3
B50AW3
B50BW3

WHITE
RED
GRAY
BLACK

APPLICATION BULLETIN

APPLICATION PROCEDURES

Surface preparation must be completed as indicated.

Mixing Instructions: Mix paint thoroughly by boxing and stirring before use.

Apply paint at the recommended film thickness and spreading rate as indicated below:

Recommended Spreading Rate per coat:

	Minimum	Maximum
Wet mils (microns):	3.0 (75)	6.5 (163)
Dry mils (microns):	2.0 (50)	4.0 (100)
~Coverage sq ft/gal (m ² /L):	252 (6.2)	504 (12.7)

NOTE: Brush or roll application may require multiple coats to achieve maximum film thickness and uniformity of appearance.

Drying Schedule @ 4.0 mils wet @ 50% RH:

	@ 40°F/4.5°C	@ 77°F/25°C	@ 120°F/49°C
To touch:	15 minutes	15 minutes	10 minutes
Tack-Free:	3.5 hours	30 minutes	2 hours
Dry-Hard:	4.5 hours	4 hours	2.5 hours
To handle:	5.5 hours	5 hours	3 hours
To recoat (itself):	8.5 hours	5 hours	3 hours

If maximum recoat time is exceeded, abrade surface before recoating.
Drying time is temperature, humidity, and film thickness dependent.

Application of coating above maximum or below minimum recommended spreading rate may adversely affect coating performance.

CLEAN UP INSTRUCTIONS

Clean spills and spatters immediately with Xylene. Clean tools immediately after use with Xylene. Follow manufacturer's safety recommendations when using any solvent.

DISCLAIMER

The information and recommendations set forth in this Product Data Sheet are based upon tests conducted by or on behalf of The Sherwin-Williams Company. Such information and recommendations set forth herein are subject to change and pertain to the product offered at the time of publication. Consult your Sherwin-Williams representative to obtain the most recent Product Data Information and Application Bulletin.

PERFORMANCE TIPS

Stripe coat all crevices, welds, and sharp angles to prevent early failure in these areas.

When using spray application, use a 50% overlap with each pass of the gun to avoid holidays, bare areas, and pinholes. If necessary, cross spray at a right angle.

Spreading rates are calculated on volume solids and do not include an application loss factor due to surface profile, roughness or porosity of the surface, skill and technique of the applicator, method of application, various surface irregularities, material lost during mixing, spillage, overthinning, climatic conditions, and excessive film build.

Excessive reduction of material can affect film build, appearance, and adhesion.

In order to avoid blockage of spray equipment, clean equipment before use or before periods of extended downtime with Xylene, R2K4.

Intimate contact of the steel surface and primer is necessary for adhesion and rust inhibition.

Refer to Product Information sheet for additional performance characteristics and properties.

SAFETY PRECAUTIONS

Refer to the MSDS sheet before use.

Published technical data and instructions are subject to change without notice. Contact your Sherwin-Williams representative for additional technical data and instructions.

WARRANTY

The Sherwin-Williams Company warrants our products to be free of manufacturing defects in accord with applicable Sherwin-Williams quality control procedures. Liability for products proven defective, if any, is limited to replacement of the defective product or the refund of the purchase price paid for the defective product as determined by Sherwin-Williams. NO OTHER WARRANTY OR GUARANTEE OF ANY KIND IS MADE BY SHERWIN-WILLIAMS, EXPRESSED OR IMPLIED, STATUTORY, BY OPERATION OF LAW OR OTHERWISE, INCLUDING MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE.

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

DIRECTIVE NO.:

003

DATE OF ISSUANCE:

11/19/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

NOTICE TO PROCEED:

Architect Project No.:

2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHPD No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

You are hereby directed to make the following change(s) in this Contract:

Boiler Upgrade and Demo

Labor and Materials to upgrade the boiler as noted RFP 003.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

☒ Lump Sum (increase) of \$45,654.69

☐ Unit Price of \$0.00

☐ As provided for in General Conditions and the Supplemental Conditions of the contract.

☐ As Follows:

2. The Contract Time is proposed to (be adjusted) .

The proposed adjustment, if any, is increase of

0 days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT

Darden Architects

6790 N. West Ave

Fresno, California 93711

OWNER

Hanford Joint Union High School District

823 W. Lacey Blvd.

Hanford CA 93230-

CONTRACTOR

Ardent General, Inc.

2960 N. Burl Ave

Fresno CA 93727-

By:

Date: 11-19-25

By:

Date: 11.19.2025

By:

Date: 11-19-2025

☒ OWNER

☒ CONTRACTOR

☒ ARCHITECT

☐ CONSULTANT

☐ INSPECTOR

☐ OTHER



6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765

www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.:

003

DATE OF ISSUANCE:

11/19/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Architect Project No.:

2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHDP No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DESCRIPTION OF PROPOSED CHANGE:

Requested By: Unknown, Unfo

Scope:

Boiler Upgrade and Demo

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent:

11/19/2025

ACTION:

Referred To:

Darden

Date Returned:

11/19/2025

- ☐ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned:

ACTION:

Architects Remarks:

- ☒ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Attachments:

REVIEWED:

Darden Architects
6790 N. West Ave
Fresno, California 93711

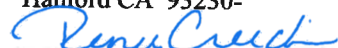
APPROVED:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-



Darden Architects :

Date : 11-19-25

 11.19.2025

Owner :

Date :

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

☒ OWNER ☒ CONTRACTOR ☐ INSPECTOR ☐ STRUCTURAL ☐ MECHANICAL ☐ ELECTRICAL ☒ OTHER



PCO #003

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1
Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #003: RFP#3 Boiler Upgrade and Demo

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	FROM:	
PCO NUMBER/REVISION:	003 / 0	CONTRACT:	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		CREATED BY:	Stephanie Perkins (Ardent General, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	11/19 /2025
REFERENCE:	RFP#3	PRIME CONTRACT CHANGE ORDER:	
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
		TOTAL AMOUNT:	\$45,654.69

POTENTIAL CHANGE ORDER TITLE: RFP#3 Boiler Upgrade and Demo

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: *(The Contract Is Changed As Follows)*
CE #005 - RFP#3 Boiler Upgrade and Demo
American Inc & A-C Electric

ATTACHMENTS:

[Change Request #1 - Boiler Upgrade.pdf](#) [2278_003_Boiler Size Up Grade and Demo.pdf](#)

#	Cost Code	Description	Type	Amount
1	26-0000 - Electrical	Boiler	Commitment	\$ 40,890.90
Subtotal:				\$40,890.90
OH&P: 10.00% Includes Cost Type (13)				\$ 4,089.09
Insurance: 1.50% Includes Cost Type (13)				\$ 674.70
Grand Total:				\$45,654.69

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

 11.19.2025
SIGNATURE DATE

SIGNATURE DATE

American Incorporated

1345 N. American Street
Visalia, CA 93291
Ph : 559-651-1776

Change Request

To: Marc Lopez
ARDENT GENERAL INC.
3122 N. SUNNYSIDE AVE #101
FRESNO, CA 93727
Ph: (559)492-3969 Fax: (559)492-3972

Number: 1
Date: 11/18/25
Job: 12-13392 ARDENT-SPHS BLDGS J3 & M1
Phone:

Description: Boiler Upgrade

Reason: Change in Scope

We are pleased to offer the following specifications and pricing to make the following changes:

Upgrade of new boiler with Piping and Flue vent

Work performed by us:

Description		Quantity	Unit	Unit Price	Price
New Exe-3000	Material				\$30,530.00
Upsized Flue Vent	Material				\$550.00
Sheet Metal Field Labor PW	Labor	6.00		\$132.75	\$796.50
Upsized Mech Pipe	Material				\$3,000.00
Plumber Field Labor PW	Labor	5.00		\$136.16	\$680.80
Subtotal:					\$35,557.30
Subtotal:					\$35,557.30
	OH&P	\$35,557.30		15.00%	\$5,333.60
Total:					\$40,890.90

If you have any questions, please contact me at (559) 651-1776.

Submitted by: JUSTIN BROU
AMERICAN INCORPORATED

Approved by: _____
Date: _____



6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765

www.dardenarchitects.com

REQUEST FOR PROPOSAL

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

REQUEST FOR PROPOSAL NO.: 003

DATE OF ISSUANCE: 11/10/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

NOTICE TO PROCEED:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: 2278
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

Please submit an itemized proposal for change in the Contract Sum and Contract Time for proposed modifications to the Contract Documents described herein. Submit proposal promptly or notify the Architect in writing of the date on which you anticipate submitting your proposal.

This is not a Change Order, Construction Change Directive, or a direction to proceed with the Work described in the proposed modifications.

Description:

Boiler Upgrade and Demo

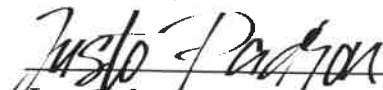
Provide a cost proposal to include all labor and materials required to upsize the boiler in the DSA Approved Drawings to the new size noted on the attached CCD-001.

Attachments

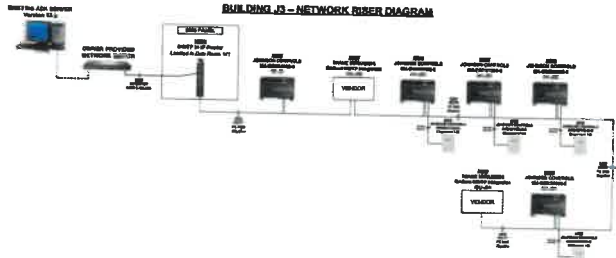
CCD 001 Drawings X/M202, X/M303, H/M101, X/P101 & H/P101

Darden Architects, Inc.

ISSUED BY:

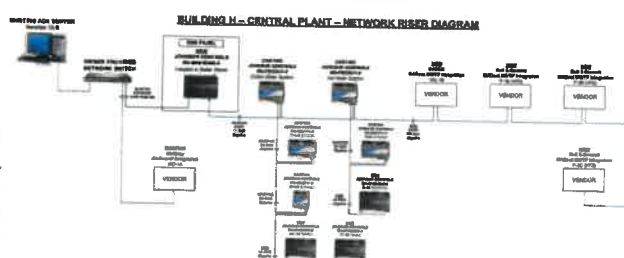

Justo Padron, Architect

☒ OWNER ☒ CONTRACTOR ☒ ARCHITECT ☐ CONSULTANT ☒ INSPECTOR ☒ OTHER



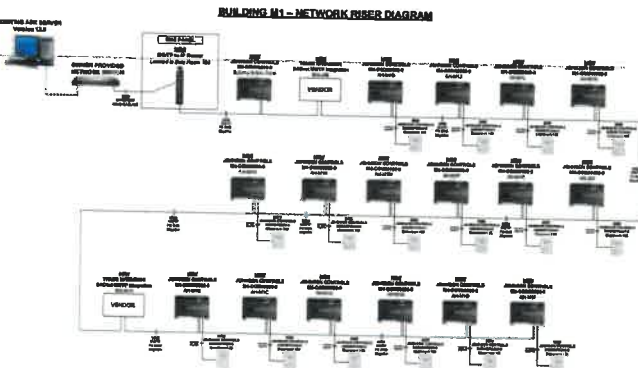
BUILDING J3 RISER DIAGRAM

(H)
XM303



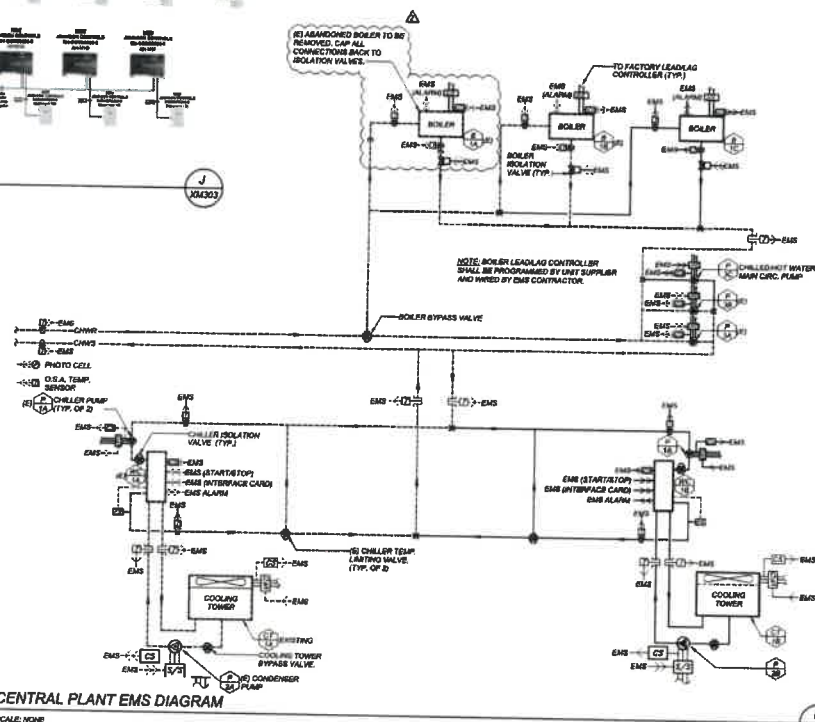
BUILDING H CENTRAL PLANT RISER DIAGRAM

(F)
XM303



BUILDING M1 RISER DIAGRAM

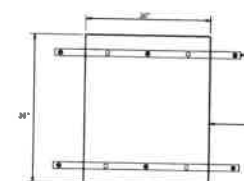
(J)
XM303



CENTRAL PLANT EMS DIAGRAM

SCALE: NONE

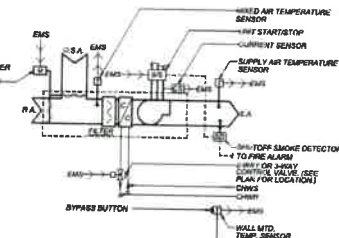
(G)
XM303



EMS PANEL MOUNTING DETAIL

SCALE: NONE

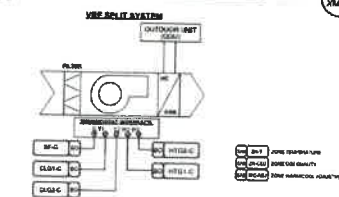
(A)
XM303



ROOFTOP AIR HANDLER DIAGRAM

SCALE: NONE

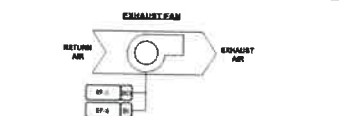
(B)
XM303



SPLIT SYSTEM DIAGRAM

SCALE: NONE

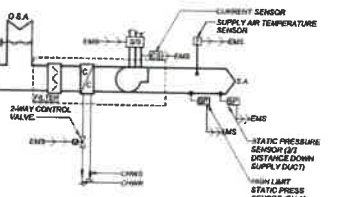
(C)
XM303



EXHAUST FAN DIAGRAM

SCALE: NONE

(D)
XM303



CLOSET AIR HANDLER DIAGRAM

SCALE: NONE

(E)
XM303

DSA File No.: 1842

DSA Application No.: 02-123102

LAWRENCE
ENGINEERING GROUP



Sierra Pacific High School - Building M1 & J3
Hartford Joint Union High School District
Hartford, CA 92320

Mechanical Details

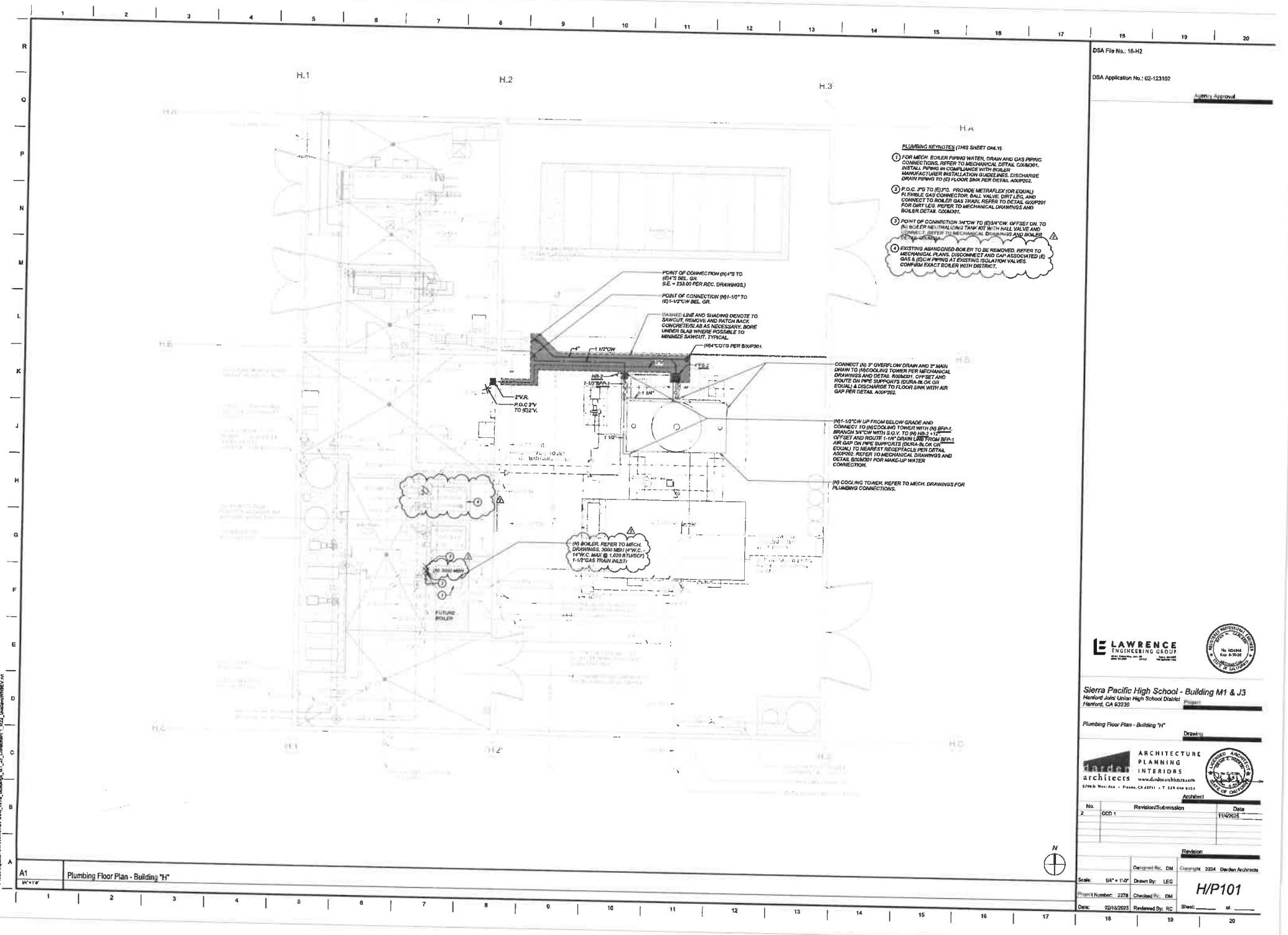
ARCHITECTURE
PLANNING
INTERIORS
architects
4700 N. 10th Ave. • Portland, OR 97217 • T. 503.442.1011



No.	Revision/Submitted	Date
1	1001	10-27-2018
2		
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Scale: As indicated
Drawing No.: 2278
Date: 02/18/2025
Designed By: [Signature]
Checked By: [Signature]
Reviewed By: [Signature]
Copyright: 2024, Darden Architects
at: [Signature]

XM303



DSA File No.: 16-H2
DSA Application No.: 02-123102
Agency Approval

- PLUMBING KEYNOTES (THIS SHEET ONLY)**
- 1. FOR MECH. BOILER PIPING WATER, DRAIN AND GAS PIPING CONNECTIONS, REFER TO MECHANICAL DETAIL C06X001. INSTALL PIPING IN COMPLIANCE WITH ROULEX MANUFACTURER INSTALLATION GUIDELINES. DISCHARGE DRAIN PIPING TO #3 FLOOR DRAIN PER DETAIL A00P002.
 - 2. P.O.C. TO #3 FLOOR, PROVIDE METAFLEX (OR EQUAL) FLEXIBLE GAS CONNECTOR, BALL VALVE, DIRTLES, AND CONNECT TO BOILER GAS TRAIL. REFER TO DETAIL G00P001 FOR DIRTLES. REFER TO MECHANICAL DRAWINGS AND BOILER DETAIL C06X001.
 - 3. POINT OF CONNECTION SHOWN TO #3 FLOOR, OFFSET ON TO #3 BOILER NEUTRALIZING TANK RT WITH BALL VALVE AND CONNECT. REFER TO MECHANICAL DRAWINGS AND BOILER DETAIL C06X001.
 - 4. EXISTING ABANDONED ROCKET TO BE REMOVED. REFER TO MECHANICAL PLANS, DISCONNECT AND CAP-AS-DESCRIBED (E) CONFORM EXACT BOILER WITH DETECT.

POINT OF CONNECTION (IN 1" TO 10" S.D. OR S.E. = 231.00 PER REC. DRAWINGS.)
POINT OF CONNECTION (IN 1" TO 10" S.D. OR S.E. = 231.00 PER REC. DRAWINGS.)

DASHED LINE AND SHADING DENOTE TO SAWCUT, REMOVE AND PATCH BACK CONCRETE/SLAB AS NECESSARY, BONE UNDER SLAB WHERE POSSIBLE TO MINIMIZE SAWCUT, TYPICAL.

CONNECT (IN 3" OVERFLOW DRAIN AND 2" MAIN DRAIN TO #3 COOLING TOWER PER MECHANICAL DRAWINGS AND DETAIL B00001. OFFSET AND ROUTE ON PIPE SUPPORTS (DURABLE OR EQUAL) A DISCHARGE TO FLOOR SINK WITH AIR GAP PER DETAIL A00P002.

(IN 1" COOLING TOWER, REFER TO MECH. DRAWINGS FOR PLUMBING CONNECTIONS.

(IN BOILER, REFER TO MECH. DRAWINGS, 2000 MBH (1" W.C. 1" W.C. MAX @ 1.20 BTU/HR) 1-1/2" GAS TRAIL INLET)

FUTURE BOILER

LAWRENCE ENGINEERING GROUP
2175 N. Main Ave. • Fresno, CA 93711 • T 559.444.9111

DAVID A. LAWRENCE
No. 40496
State of California
Professional Engineer

Sierra Pacific High School - Building M1 & J3
Hanford Joint Union High School District
Hanford, CA 93230

Plumbing Floor Plan - Building "H"

ARCHITECTURE PLANNING INTERIORS architects
www.danarchitects.com
2175 N. Main Ave. • Fresno, CA 93711 • T 559.444.9111

DAVID A. LAWRENCE
No. 40496
State of California
Professional Architect

No.	Revision/Submission	Date
1	CCD 1	10/26/23

Revision	
Designed By:	Checked By:
DM	LEG

Scale: 1/4" = 1'-0"

Project Number: 2279

Date: 02/16/2023

Sheet: **H/P101**

Financial Report

#4

AGENDA: New Business/Action

TOPIC: Sierra Pacific High School Buildings J3 & M1 Project – Change Order #2

DESCRIPTION: This change order for the new construction project at Sierra Pacific reflects a credit of \$127,630 for the deletion of shoring that was not required in the over excavation process plus a cost of \$118,022.76 for importing native soil from another location on site for the building pads. The original dirt in the pad locations was too saturated to use without a long drying period. The net cost for Change Order #2 is a credit of \$9,607.24 with no additional days.

FISCAL IMPACT: Credit of \$9,607.24

RECOMMENDATION: Administration recommends approval of Sierra Pacific Buildings J3 & M Project – Change Order #2.

CHANGE ORDER

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER NO.:

02

DATE OF ISSUANCE:**OWNER:**

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

10/9/2025

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

NOTICE TO PROCEED:

10/9/2025

Architect Project No.:

2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHDP No.:

The Contract is changed as follows:

Description:

CCD 004/COR 004: Deletion of the Shoring along Building "J" the overexcavation did not effect the existing building as originally anticipated.: -\$127,630.00

CCD 005/COR 005: Due to the soil saturation of both Building Pads for J3 & M1 the soil was not suitable for use. Import of engineer fill from the adjacent site was required. \$118,022.76

It is mutually agreed that the affixed signature to this Change Order is evidence that all compensation with respects to the changes defined herein have been satisfied with the execution of this document. Furthermore, no additional compensation either monetarily or via time extension to this contract will be sought in respect to this Change Order.

The Original Contract Sum and Contract Completion Date:	\$16,195,000.00	3/26/2027
Net change (Contract Sum and Contract Time) by previous Change Orders:	(\$3,805.31)	0 days
Contract Sum and Contract Completion Date prior to this Change Order:	\$16,191,194.69	3/26/2027
Contract Sum and Contract Time (increased or decreased) by this Change Order:	(\$9,607.24)	0 days
New Contract Sum and Contract Completion Date including this Change Order:	\$16,181,587.45	3/26/2027

CONTRACTOR

Ardent General, Inc.

2960 N. Burl Ave

Fresno CA 93727-

By:

Date:

12-17-26

ARCHITECT

Darden Architects

6790 N. West Ave

Fresno, California 93711

By:

Date: 12/17/20225

OWNER

Hanford Joint Union High School Distric

823 W. Lacey Blvd.

Hanford CA 93230-

By:

Date: 12.17.2025

☒ OWNER ☒ CONTRACTOR ☒ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER



6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765
www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

DIRECTIVE NO.: 004

DATE OF ISSUANCE: 12/8/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

NOTICE TO PROCEED:

Architect Project No.: 2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHDP No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

You are hereby directed to make the following change(s) in this Contract:
Credit to Delete Shoring

A Credit is being provided due to the overexcavation that was not required at Building J3 as originally anticipated.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- ☒ Lump Sum (decrease) of (\$127,630.00)
☐ Unit Price of \$0.00
☐ As provided for in General Conditions and the Supplemental Conditions of the contract.
☐ As Follows:

2. The Contract Time is proposed to (remain unchanged). The proposed adjustment, if any, is a decrease of 0 days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT

Darden Architects
6790 N. West Ave
Fresno, California 93711

OWNER

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACTOR

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

By:

Date: 12/8/25

By:

Date: 12.08.2025

By:

Date: 12/08/25

☒ OWNER ☒ CONTRACTOR ☒ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER



6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765

www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.:

004

DATE OF ISSUANCE:

12/3/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Architect Project No.:

2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHPD No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:

Credit to Delete Shoring

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent:

12/8/2025

ACTION:

Referred To:

Darden

Date Returned:

12/8/2025

- ☐ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned:

ACTION:

Architects Remarks:

- ☒ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Attachments:

REVIEWED:

Darden Architects
6790 N. West Ave
Fresno, California 93711

Justin F. Darden
Darden Architects :

Date : 12/8/25

APPROVED:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Rena Creech

12.08.2025

Owner :

Date :

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

- ☒ OWNER ☒ CONTRACTOR ☐ INSPECTOR ☐ STRUCTURAL ☐ MECHANICAL ☐ ELECTRICAL ☒ OTHER



PCO #004

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1
Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #004: Shoring Credit

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	FROM:	
PCO NUMBER/REVISION:	004 / 0	CONTRACT:	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		CREATED BY:	Stephanie Perkins (Ardent General, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	12/3 /2025
REFERENCE:	RFP#04	PRIME CONTRACT CHANGE ORDER:	
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
		TOTAL AMOUNT:	(\$127,630.00)

POTENTIAL CHANGE ORDER TITLE: Shoring Credit

CHANGE REASON: Design Development

POTENTIAL CHANGE ORDER DESCRIPTION: (The Contract Is Changed As Follows)

CE #009 - Shoring Credit

Credit for the shoring along Building J3 that is no longer required.

ATTACHMENTS:

[RFP#04.pdf](#)

#	Cost Code	Description	Type	Amount
1	31-2000 - Earth Work	Shoring Credit	Commitment	(\$127,630.00)
Subtotal:				(\$127,630.00)
Grand Total:				(\$127,630.00)

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

 12.08.2025
SIGNATURE DATE

 12/08/25
SIGNATURE DATE



6790 N. West Ave
Fresno, California 93711
Tel: 559.448.8051
Fax: 559.446.1765

www.dardenarchitects.com

REQUEST FOR PROPOSAL

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

REQUEST FOR PROPOSAL NO.: 004

DATE OF ISSUANCE: 12/2/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

NOTICE TO PROCEED:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

Architect Project No.: 2278
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

Please submit an itemized proposal for change in the Contract Sum and Contract Time for proposed modifications to the Contract Documents described herein. Submit proposal promptly or notify the Architect in writing of the date on which you anticipate submitting your proposal.

This is not a Change Order, Construction Change Directive, or a direction to proceed with the Work described in the proposed modifications.

Description:**Credit for Shoring**

Please provide a credit for the shoring along Building J3 that is no longer required. The over-excavation activities did not impact the adjacent structure, and as a result, the previously anticipated shoring measures were not needed. The credit should reflect all associated labor, materials, equipment, and any related costs that were included in the original scope for this shoring work.

Attachments

None

Darden Architects, Inc.

ISSUED BY:

Justo Padron, Architect

☒ OWNER ☒ CONTRACTOR ☒ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER



6790 N. West Ave
Fresno, California 93711
559.448.8051
559.446.1765

www.dardenarchitects.com

CONSTRUCTION CHANGE DIRECTIVE

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

DIRECTIVE NO.:

005

DATE OF ISSUANCE:

12/9/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

CONTRACT DATE:

NOTICE TO PROCEED:

Architect Project No.: 2278
DSA Appl. No.:
DSA File No.:
OPSC Appl. No.:
OSHPD No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

You are hereby directed to make the following change(s) in this Contract:

Soil Import for Building J3 & M1

Due to the level of soil saturation encountered at Buildings J3 and M1, the material removed during over-excavation was determined to be unsuitable for reuse. The moisture content within the excavated soils exceeded acceptable limits, creating conditions that would not allow the material to be properly compacted or stabilized to meet project specifications. Using oversaturated soil in structural fill areas would compromise the performance of the building pads, potentially leading to settlement, instability, or future maintenance issues. As a result, the over-excavated soils cannot be placed back into the site and must be replaced with imported material that meets the required engineering standards.

CONTRACT ADJUSTMENT

1. The proposed basis of adjustment to the Contract Sum or Guaranteed Maximum Price is:

- ☒ Lump Sum (increase) of \$118,022.76
☐ Unit Price of \$0.00
☐ As provided for in General Conditions and the Supplemental Conditions of the contract.
☐ As Follows:

2. The Contract Time is proposed to (remain unchanged). The proposed adjustment, if any, is increase of 0 days)

When signed by the Owner and Architect and received by the Contractor, this document becomes effective IMMEDIATELY as a Construction Change Directive (CCD), and the Contractor shall proceed with the change(s) described above.

Signature by the Contractor indicates the Contractor's agreement with the proposed adjustments in Contract Sum and Contract Time set forth in this Construction Change Directive.

ARCHITECT

Darden Architects

6790 N. West Ave

Fresno, California 93711

By:

Date: 12/9/25

OWNER

Hanford Joint Union High School District

823 W. Lacey Blvd.

Hanford CA 93230-

By:

Date: 12.09.2025

CONTRACTOR

Ardent General, Inc.

2960 N. Burl Ave

Fresno CA 93727

By:

Date: 12/09/25

☒ OWNER ☒ CONTRACTOR ☒ ARCHITECT ☐ CONSULTANT ☐ INSPECTOR ☐ OTHER



6790 N. West Ave

Fresno, California 93711

Tel: 559.448.8051

Fax: 559.446.1765

www.dardenarchitects.com

CHANGE ORDER REQUEST REVIEW

PROJECT:

Hanford Sierra Pacific High School Buildings J & M

CHANGE ORDER REQUEST NO.: 005

DATE OF ISSUANCE: 12/9/2025

OWNER:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Architect Project No.: 2278

DSA Appl. No.:

DSA File No.:

OPSC Appl. No.:

OSHDP No.:

CONTRACTOR:

Ardent General, Inc.
2960 N. Burl Ave
Fresno CA 93727-

DESCRIPTION OF PROPOSED CHANGE:

Requested By:

Scope:

Soil Import for Building J3 & M1

Necessary for:

DESIGN CONSULTANT'S REVIEW:

Date Sent: 12/9/2025

ACTION:

Referred To: Darden

Date Returned: 12/9/2025

- ☐ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Consultants Remarks

ARCHITECT'S REVIEW:

Date Returned: 12/9/2025

ACTION:

Architects Remarks:

- ☒ NO EXCEPTION TAKEN RELATIVE TO COST
☐ NO EXCEPTION TAKEN RELATIVE TO TIME
☐ AMEND AS NOTED AND RESUBMIT
☐ REJECTED

Attachments:

REVIEWED:

Darden Architects
6790 N. West Ave
Fresno, California 93711

Justin Darden

Darden Architects :

Date :12/9/25

APPROVED:

Hanford Joint Union High School District
823 W. Lacey Blvd.
Hanford CA 93230-

Renee Creech 12.09.2025

Owner :

Date :

The Architect is hereby directed to instruct the Contractor to make the above changes in the Project and to include these changes in a subsequent Change Order:

☒ OWNER ☒ CONTRACTOR ☐ INSPECTOR ☐ STRUCTURAL ☐ MECHANICAL ☐ ELECTRICAL ☒ OTHER



PCO #005

Ardent General Inc.
2960 N. Burl Ave
Fresno, California 93727
Phone: (559) 492-3969

Project: 25-09 - 25-09 Sierra Pacific High School Buildings J3 and M1
Project
1259 13th Ave
Hanford, California 93230

Prime Contract Potential Change Order #005: Over Excavation Soil

TO:	Hanford Joint Union High School 823 West Lacey Boulevard Hanford California, 93230	FROM:	
PCO NUMBER/REVISION:	005 / 0	CONTRACT:	1 - Standard Template [Change Name]
REQUEST RECEIVED FROM:		CREATED BY:	Stephanie Perkins (Ardent General, Inc.)
STATUS:	Pending - In Review	CREATED DATE:	12/5 /2025
REFERENCE:		PRIME CONTRACT CHANGE ORDER:	
FIELD CHANGE:	No		
LOCATION:		ACCOUNTING METHOD:	Amount Based
SCHEDULE IMPACT:		PAID IN FULL:	No
		TOTAL AMOUNT:	\$118,022.76

POTENTIAL CHANGE ORDER TITLE: Over Excavation Soil

CHANGE REASON: Allowance

POTENTIAL CHANGE ORDER DESCRIPTION: (The Contract Is Changed As Follows)

CE #011 - Over Excavation Soil

Export approx 6,600 cubic yards of wet material to a location on site no more than 1 mile from job site. Use dirt from lot behind construction office to fill pad J3 to finish elevation.

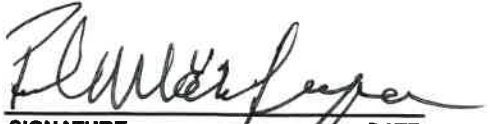
ATTACHMENTS:

[Denny McCowan Proposal.pdf](#)

#	Cost Code	Description	Type	Amount
1	31-2000 - Earth Work		Commitment	\$ 105,707.80
Subtotal:				\$105,707.80
OH&P: 10.00% Includes Cost Type (13)				\$ 10,570.78
Insurance: 1.50% Includes Cost Type (13)				\$ 1,744.18
Grand Total:				\$118,022.76

Hanford Joint Union High School
823 West Lacey Boulevard
Hanford California 93230

 12.09.2025
SIGNATURE DATE


SIGNATURE 12/05/25 DATE



December 9, 2025

Justo,

In an effort to be completely transparent on the CO total for Sierra Pacific Soil Replacement I offer you the following:

- During the over excavation of J3 and M1 the soil was deemed to be too wet for compaction as tested by Krazan field technician. AGI was directed to remove soil from site and deposit the soil in 2 places in the original area behind tennis courts and on lay down lot. This would be the 1st time wet soil would need to be worked. Building Pad was brought up to road base elevation and stopped till problem could be resolved.
- AGI and Denny McGowan Engineering found a borrow pit near Lemoore. The IOR had the soil moisture tested to see if it would work under the jobsite parameters. It was acceptable, and Krazan checked their records to see if they still had the environmental soil study to certify the soil. The environmental report on file for that borrow site would need to be redone since it missed the window of acceptance.
- The issue was tabled at a OAC meeting and there were 3 options,
- Install ag base at J3 to concrete cut level, roughly 2'. Cost approx. \$125,000.00 verified by Denny.
- Install soil from borrow pit after 3 weeks of waiting. Cost approx. \$120,000.00
- Dig, process and install dirt from the laydown area. 2nd time wet soil would need to be worked after dirt process and install, place wet dirt in hole at 8" lifts. Grade processed area so it was back to original elevation. Cost \$105,707.80.
- Renee and Ben checked with the city and the process began using the aforementioned process.

AGI submitted a credit of \$127,630.00 for the shoring that was deemed not needed. This is in alignment with the OAC discussions this extra work would not cost the district any money for the soil work. Since the work requires a lot of trucking and moving the soil 3 times when 1time is what was originally figured. You factor in the team will need to dig, process and truck soil plus place, compact and back grade site as opposed to load at borrow site and truck away. The final tally is an overall credit of \$9,607.25 from all the credits and adds to solve this problem. Not to mention Building J3 is digging footings this week instead of 3 weeks from now.

Thank you,

Marc Lopez

Denny McCowan General Engineering Inc

P.O. BOX 6027
VISALIA, CA 93290
559 734-1115
denny@dennymccowan.com

Estimate

ADDRESS

Ardent General Inc.
2960 N. Burl Ave.
Fresno, CA 93727

ESTIMATE

1516

DATE

12/01/2025

DESCRIPTION

AMOUNT

Sierra Pacific High School Buildings J3 & M1

CO#1

Furnish labor, equipment and material to perform the following:

Export approx. 6,600 cubic yards of wet material to a location on site no more than 1 mile from job site. Use dirt from lot behind construction office to fill pad J3 to finish elevation. Import dry certified material to fill pad M1 to finish elevation.

105,707.80

Contractors Lic. #801371
DIR #1000004039

SUBTOTAL

105,707.80

TAX

0.00

TOTAL

\$105,707.80

Any alteration or deviation from above specifications involving extra cost will be executed upon written order and will become an extra charge over and above the contract price. All agreements are contingent upon strikes, accidents, or delays beyond our control.

Accepted By

Accepted Date

Educational Services

#1

AGENDA: New Business/Information

TOPIC: 2024/2025 School Accountability Report Card (SARC)

- Hanford High
- Hanford West
- Sierra Pacific
- Community Day School
- Earl F. Johnson
- Hanford Online Charter

DESCRIPTION: All public schools receiving state funding are required to prepare and distribute a School Accountability Report Card (SARC). The purpose of the report card is to provide parents and the community with important information about each public school. Each report card summarizes the school's mission, goals, and accomplishments. State law requires that the SARC contain all of the following: demographic data, school safety & climate for learning information, academic data, school completion rates, class sizes, teacher and staff information, curriculum & instruction descriptions, postsecondary preparation information and fiscal & expenditure data.

FISCAL IMPACT: None

RECOMMENDATION: This item will be brought back at the next regularly scheduled meeting for board consideration.

Hanford High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Hanford High School
Street	120 East Grangeville Blvd.
City, State, Zip	Hanford, CA 93230-3067
Phone Number	(559) 583-5902 Ext. 4002
Principal	Darin Parson
Email Address	dparson@hjuhsd.k12.ca.us
School Website	https://www.hjuhsd.k12.ca.us/Page/9
Grade Span	
County-District-School (CDS) Code	16 63925 1634401

2025-26 District Contact Information

District Name	Hanford Joint Union High School District (HJUHSd)
Phone Number	(559) 583-5901
Superintendent	Victor Rosa, Ed.D.
Email Address	vrosa@hjuhsd.k12.ca.us
District Website	www.hjuhsd.k12.ca.us

2025-26 School Description and Mission Statement

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

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

The administrative team consists of the Principal, Assistant Principal, and two Learning Directors, each having designated areas of particular focus with Student Services, Counseling, Attendance, Athletics, and Discipline. We have a strong administrative support team. Currently, five counselors each have an emphasis on monitoring students deemed at risk. The school has the support of a School Psychologist, a Social Worker, a Therapist, three qualified interpreters, two library technician, an Instructional Technician, a registrar, a site testing secretary and a dedicated school site LVN. Both classified and certificated staff members are involved in ongoing in-service opportunities aimed at professional academic growth in a safe and conducive environment for learning. Hanford High utilizes Wednesdays (designated as School Improvement Planning, or SIP, days) for in-service training and teacher collaborative planning under the PLC model. In addition, we have instituted Zero Hour which is a designated time for student academic intervention in Core areas.

Our mission/vision is to build a learning community dedicated to the development of students who are critical thinkers, effective communicators, and responsible citizens. We strive to ensure that all students are actively engaged in the pursuit of knowledge

2025-26 School Description and Mission Statement

and are respectful, capable problem solvers who demonstrate integrity, enabling them to become productive members of our school, community, and world. To this end we aim to accomplish our vision through our mission; "The Hanford High School community works together to provide an environment that is committed to Integrity, Knowledge, and Respect for every person every day."

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	410
Grade 10	362
Grade 11	380
Grade 12	346
Total Enrollment	1,498

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.4
Male	53.6
American Indian or Alaska Native	0.1
Asian	0.4
Black or African American	3.9
Filipino	0.1
Hispanic or Latino	74.8
Native Hawaiian or Pacific Islander	0.3
Two or More Races	3.6
White	16.8
English Learners	11.9
Foster Youth	0.3
Homeless	7.5
Migrant	2.8
Socioeconomically Disadvantaged	84.1
Students with Disabilities	10

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.

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)	55.6	88.95	140.6	79.98	234405.2	84
Intern Credential Holders Properly Assigned	0.9	1.58	6.4	3.67	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	1.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.3	3.75	11.5	6.55	11953.1	4.28
Unknown/Incomplete/NA	3.5	5.69	14.3	8.15	15831.9	5.67
Total Teaching Positions	62.6	100	175.7	100	279044.8	100

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)	52.8	83.34	141.6	78.46	231142.4	83.24
Intern Credential Holders Properly Assigned	2.8	4.49	6.8	3.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	3.99	6.1	3.43	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	2.6	13.9	7.71	11746.9	4.23
Unknown/Incomplete/NA	3.5	5.56	11.9	6.63	14303.8	5.15
Total Teaching Positions	63.4	100	180.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	53.7	83.92	148.3	79.39	230039.4	100
Intern Credential Holders Properly Assigned	3.3	5.21	6.3	3.4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.3	3.67	6.8	3.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	1.7	12.2	6.53	12112.8	4.34
Unknown/Incomplete/NA	3.5	5.46	13.1	7.01	13705.8	4.91
Total Teaching Positions	64	100	186.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1.5	1.8
Misassignments	0.00	0.9	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	2.5	2.3

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.30	1.6	1
Total Out-of-Field Teachers	2.30	1.6	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	2.4	0.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.3	0.1	0.1

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

Year and month in which the data were collected

1/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1997 LANGUAGE OF LITERATURE 11, MCDOUGAL LITTELL 2002 LITERATURE: READING FICTION, POETRY, & DRAMA, MCGRAW-HILL 2005 FRAMES OF MIND, THOMSON WADSWORTH 2006 LANGUAGE OF LITERATURE 9, MCDOUGAL LITTELL 2006 LANGUAGE OF LITERATURE 10, MCDOUGAL LITTELL 2014 LANGUAGE AND COMPOSITION: THE ART OF VOICE, MCGRAW-HILL 2017 READ 180: HOUGHTON MIFFLIN HARCOURT 2019 EXPOSITORY READING & WRITING COURSE, THE CALIFORNIA STATE UNIVERSITY 2025 EXACT PATH , EDMENTUM	0
Mathematics	2013 CORE CONNECTIONS, COURSE 3, CPM EDUCATIONAL PROGRAM 2013 CORE CONNECTIONS, INTEGRATED 1, CPM EDUCATIONAL PROGRAM 2014 EXCURSIONS IN MODERN MATHEMATICS, PEARSON 2015 CORE CONNECTIONS, INTEGRATED 2, CPM EDUCATIONAL PROGRAM	0

	2016 CORE CONNECTIONS, INTEGRATED 3, CPM EDUCATIONAL PROGRAM 2017 CALCULUS FOR AP, CENGAGE 2017 MATH 180: HOUGHTON MIFFLIN HARCOURT 2020 UPDATED: THE PRACTICE OF STATISTICS, 6TH EDITION, BEDFORD, FREEMAN & WORTH 2021 MRWC WORKBOOK, THE CALIFORNIA STATE UNIVERSITY	
Science	2008 PHYSICS: PRINCIPLES AND PROBLEMS, GLENCOE 2018 FUNDAMENTALS OF ANATOMY & PHYSIOLOGY, SAVVAS 2020 INSPIRE CHEMISTRY, MCGRAW HILL 2020 MASTERING BIOLOGY W/ PEARSON E-TEXT, SAVVAS 2020 THE LIVING EARTH, HOUGHTON MIFFLIN HARCOURT 2021 INSPIRE PHYSICAL SCIENCE, MCGRAW HILL	0
History-Social Science	2004 GIVE ME LIBERTY! AN AMERICAN HISTORY, W.W. NORTON 2006 WORLD GEOGRAPHY, MCDUGAL LITTELL 2011 CLOSING THE GAP: APPLIED SPORT PSYCHOLOGY FOR HIGH SCHOOL, ROCKWOOD 2013 WAYS OF THE WORLD, BEDFORD ST. MARTINS 2019 ECONOMICS- CA 2019, SAVVAS LEARNING COMPANY 2019 IMPACT: US HIST. & GEOG., MCGRAW HILL 2019 MACROECONOMICS FOR THE AP COURSE, BEDFORD, FREEMAN & WORTH 2019 MAGRUNDER'S AMERICAN GOVERNMENT, PEARSON 2019 PSYCHOLOGY, THINKING ABOUT, BEDFORD, FREEMAN, & WORTH 2019 WORLD HISTORY CA 2019, SAVVAS LEARNING COMPANY 2021 MYERS' PSYCHOLOGY FOR AP 3RD EDITION, BEDFORD, FREEMAN & WROTH 2022 AMERICAN GOVERNMENT INSTITUTIONS & POLICIES, 16TH UPDATED AP EDITION, CENGAGE	0
Foreign Language	1992 LEARNING AMERICAN SIGN LANGUAGE PARAMOUNT COMM. COMPANY 2006 MASTER ASL SIGN MEDIA INC 2006 MASTER ASL! FINGERSPELLING, NUMBERS & GLOSSING SIGN MEDIA INC 2016 SENDEROS LEVEL 1, VISTA HIGHER LEARNING 2016 SENDEROS LEVEL 2: SPANISH FOR A CONNECTED WORLD, VISTA HIGHER LEARNING 2016 SENDEROS LEVEL 4, VISTA HIGHER LEARNING 2020 GALERIA DE LENGUA Y CULTURA 1, VISTA HIGHER LEARNING 2020 GALERIA DE LENGUA Y CULTURA 2, VISTA HIGHER LEARNING 2024 AP SPANISH: LANGUAGE AND CULTURE EXAM PREP, VISTA HIGHER LEARNING 2024 TEMAS, VISTA HIGHER LEARNING	0

Health	2020 SEXUAL HEALTH EDUCATION FOR AMERICA'S YOUTH FOR HIGH SCHOOL AND COMMUNITY SETTING, POSITIVE PREVENTION PLUS	0
Visual and Performing Arts	2003 ART 3: EXPLORING PAINTING, 3RD EDITION, DAVIS 2004 ART 1: THE VISUAL EXPERIENCE 3RD EDITION, DAVIS 2007 ART 2: DISCOVERING DRAWING 2ND EDITION, DAVIS 2011 EXPERIENCE CLAY 2ND EDITION DAVIS 2013 STAGECRAFT FUNDAMENTALS, FOCAL PRESS	0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

Listed below are the potential projects for the 2024/2025 school year. (Please keep in mind this list does not include standard/preventive maintenance and deep cleaning which is completed every summer at every site.)

Completed Projects for the 2024/2025 school year.

1. Test Fire alarm system
2. Inspect and repair bleachers
3. Service weight room equipment
4. Upgrade site EMS control
5. Replace JV softball back stops
6. Upgrade fencing at Softball fields
7. Upgrade gym sound system
8. Upgrade Douty & 10th AVE fields with VFD irrigation pumps
9. Add HVAC to custodial area
10. Replace kitchen serving equipment
11. Purchase a box truck for band
12. Create two new break rooms for staff
13. Replace JV Baseball benches
14. Replace carpet in rooms 404,405,406,407,408, and 810
15. Replace counter top in ASB office
16. Re-finish gym floor

Listed below are the potential projects for the 2025/2026 school year. Please keep in mind this list does not include standard/preventive maintenance and deep cleaning which is completed every summer at every site.

Hanford High School

1. Test Fire alarm system
2. Inspect and repair bleachers
3. Service weight room equipment
4. Level football practice field
5. Upgrade kitchen walk in freezers
6. Replace serving area doors
7. Replace kitchen flooring
8. Rehab Softball restrooms
9. Replace flag pole for Softball
10. Add perry weather station
11. Upgrade cafeteria sound system
12. Add video (projector) to cafeteria
13. Rehabilitation on snack bar ceiling
14. Carpet 5 rooms
15. Paint exterior of site
16. Refinish small gym flooring

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

11/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			N/A
Interior: Interior Surfaces			X	73.91 % total for interior needed 75% to rate fair. ROOM SQUARE FOOTAGE IS BEST ESTIMATE, TOTAL SITE SQFT IS VERY CLOSE. VOLUME BASED ON AN AVERAGE OF 10' CEILINGS FOR COMPLETE SITE
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
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			N/A
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			N/A

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	40	58	44	55	47	48
Mathematics (grades 3-8 and 11)	13	15	17	18	35	37

2024-25 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	360	356	98.89	1.11	57.58
Female	157	156	99.36	0.64	62.82
Male	203	200	98.52	1.48	53.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	15.38
Filipino	--	--	--	--	--
Hispanic or Latino	273	270	98.90	1.10	55.93
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	64	98.46	1.54	71.88
English Learners	37	37	100.00	0.00	10.81
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	34.62
Military	50	50	100.00	0.00	42.00
Socioeconomically Disadvantaged	310	306	98.71	1.29	55.88
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	27	25	92.59	7.41	8.00

2024-25 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	361	356	98.61	1.39	14.61
Female	157	156	99.36	0.64	9.62
Male	204	200	98.04	1.96	18.50
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	13	13	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	274	270	98.54	1.46	12.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	65	64	98.46	1.54	23.44
English Learners	37	37	100.00	0.00	8.11
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	7.69
Military	50	49	98.00	2.00	16.33
Socioeconomically Disadvantaged	311	306	98.39	1.61	13.73
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	28	26	92.86	7.14	3.85

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	15.37	18.12	17.56	21.96	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	728	723	99.31	0.69	18.12
Female	348	345	99.14	0.86	15.94
Male	380	378	99.47	0.53	20.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	28	27	96.43	3.57	7.41
Filipino	--	--	--	--	--
Hispanic or Latino	555	553	99.64	0.36	16.64
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	32	31	96.88	3.12	22.58
White	103	102	99.03	0.97	27.45
English Learners	98	98	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	59	59	100.00	0.00	3.39
Military	85	83	97.65	2.35	16.87
Socioeconomically Disadvantaged	620	618	99.68	0.32	18.12
Students Receiving Migrant Education Services	19	19	100.00	0.00	5.26
Students with Disabilities	58	56	96.55	3.45	1.79

2024-25 Career Technical Education Programs

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

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

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

2024-25 Career Technical Education Programs

discussed as a whole with the CTE department.

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

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

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1060
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	58.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.54
Graduates Who Completed All Courses Required for UC/CSU Admission	34.04

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.

2024-25 California Physical Fitness Test Participation Rates					
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

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.

2025-26 Opportunities for Parental Involvement
<p>Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through Parent Square (automated message delivery system), email, newsletters, the school website, voicemails, back-to-school nights, parent resources via the district website, and social media. Contact the Principal, Dr. Eric F. Evans, at (559) 583-5902 for more information on how to become involved in your child's learning environment.</p> <p>Opportunities to Volunteer include Athletics, Band, Athletic Booster Clubs, Ag Boosters, and Parent Orientation Nights. Committees that parents are encouraged to be involved with are: English Learner Advisory Council (ELAC), District English Learner Advisory Council (DELAC), District Site Leadership Team, LCAP Committee, School Site Council and the Superintendent's Parent Advisory Committee. Other school activities that have parent outreach include: 8th Grade Orientation Night, Annual Title I Parent Meeting, College and Career Parent Night , Back to School Night, and Walk-through Registration.</p>

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	2.4	4.1	0.3	3.1	3.1	1.4	8.2	8.9	8
Graduation Rate	95.1	95.3	97.9	94.3	95.5	96.7	86.2	86.4	87.5

2024-25 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	334	327	97.9
Female	147	146	99.3
Male	187	181	96.8
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	19	17	89.5
Filipino	--	--	--
Hispanic or Latino	245	242	98.8
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	14	14	100.0
White	52	50	96.2
English Learners	56	54	96.4
Foster Youth	--	--	--
Homeless	34	32	94.1
Socioeconomically Disadvantaged	296	290	98.0
Students Receiving Migrant Education Services	14	14	100.0
Students with Disabilities	28	21	75.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1588	1553	340	21.9
Female	733	715	172	24.1
Male	855	838	168	20.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	65	64	24	37.5
Filipino	--	--	--	--
Hispanic or Latino	1188	1163	229	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	56	21	37.5
White	260	255	63	24.7
English Learners	205	201	51	25.4
Foster Youth	16	13	7	53.8
Homeless	128	125	48	38.4
Socioeconomically Disadvantaged	1351	1318	305	23.1
Students Receiving Migrant Education Services	45	45	6	13.3
Students with Disabilities	169	162	55	34.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.95	8.11	5.23	8.17	6.43	4.82	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.01	2.33	1.51	1.89	1.92	1.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.23	1.51
Female	3.41	1.09
Male	6.78	1.87
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	20.00	9.23
Filipino	0.00	0.00
Hispanic or Latino	4.29	1.09
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.00	5.00
White	4.62	0.77
English Learners	8.29	2.44
Foster Youth	31.25	25.00
Homeless	7.03	1.56
Socioeconomically Disadvantaged	5.77	1.48
Students Receiving Migrant Education Services	8.89	2.22
Students with Disabilities	7.69	2.96

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.

2025-26 School Safety Plan

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

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	21	39	36	8
Mathematics	24	15	40	3
Science	24	10	27	4
Social Science	22	22	32	10

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	21	38	40	9
Mathematics	24	18	30	9
Science	23	13	25	3
Social Science	20	25	39	9

2024-25 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	324.78

2024-25 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)	4.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	2
Psychologist	1
Social Worker	1
Nurse	1
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1 Therapist

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	14441.60	1221.14	13220.46	79884
District	N/A	N/A	13221.08	\$96,289
Percent Difference - School Site and District	N/A	N/A	0.0	-12.6
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	20.4	-16.0

Fiscal Year 2024-25 Types of Services Funded

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

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

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

Implementation of State Standards – State Priority 2:

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

Parental Involvement – State Priority 3:

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

Pupil Achievement – State Priority 4:

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

Engagement (Pupil Engagement) – State Priority 5:

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

School Climate – State Priority 6:

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

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

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

Other Pupil Outcomes – State Priority 8:

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

Fiscal Year 2024-25 Types of Services Funded

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,838	\$59,531
Mid-Range Teacher Salary	\$97,223	\$95,178
Highest Teacher Salary	\$127,082	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$193,338	\$163,784
Superintendent Salary	\$259,452	\$227,673
Percent of Budget for Teacher Salaries	23.72%	26.91%
Percent of Budget for Administrative Salaries	5.43%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	10.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	1
Foreign Language	1
Mathematics	3
Science	2
Social Science	4
Total AP Courses Offered	22

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

Professional Development

All training and curriculum development activities at Hanford High School revolve around the California State Standards. During the 2024-25 school year, Hanford High School facilitated and/or supported several staff development training sessions which included; Professional Learning Communities (PLCs), MTSS, Hatching, Kagan Cooperative Learning Strategies, CPM Training, Student Records, Aeries, APEX, Read 180.

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

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	

Hanford West High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Hanford West High School
Street	1150 W. Lacey Blvd.
City, State, Zip	Hanford, CA 93230
Phone Number	559-583-5903
Principal	Dr. Katy V. Culver
Email Address	Kculver@hjuhsd.k12.ca.us
School Website	www.hanfordwest.org
Grade Span	
County-District-School (CDS) Code	16639251630169

2025-26 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	https://www.hjuhsd.k12.ca.us/

2025-26 School Description and Mission Statement

Hanford West High School is a comprehensive high school with approximately 1250 students enrolled in grades 9 through 12. Hanford West is one of three comprehensive high schools in the Hanford Joint Union High School District. Additionally, HJUHS has a continuation high school, an adult school, an online independent study program, a community day school, and an online charter school. The high schools draw students from seven different elementary school districts in the surrounding area. Parent advisory committees, professional development, mandated reporting, and document management are among the activities coordinated by the District, with representation from each school site.

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

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

Hanford West's Vision is to support: "Giving students what they need to succeed after graduation."

Hanford West Mission is: "Preparing students to think critically, to work well with others, and to persevere."

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	381
Grade 10	330
Grade 11	299
Grade 12	321
Total Enrollment	1,331

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	53
Male	46.9
Non-Binary	0.2
American Indian or Alaska Native	0.5
Asian	1.1
Black or African American	3.5
Filipino	1.6
Hispanic or Latino	76
Native Hawaiian or Pacific Islander	0.2
Two or More Races	3.2
White	13.8
English Learners	10.4
Foster Youth	0.5
Homeless	3.8
Migrant	2.7
Socioeconomically Disadvantaged	78.4
Students with Disabilities	8.9

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.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.5	73.92	140.6	79.98	234405.2	84
Intern Credential Holders Properly Assigned	3.9	6.47	6.4	3.67	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2	3.37	2.8	1.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	4.26	11.5	6.55	11953.1	4.28
Unknown/Incomplete/NA	7.2	11.96	14.3	8.15	15831.9	5.67
Total Teaching Positions	60.2	100	175.7	100	279044.8	100

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)	46.8	77.65	141.6	78.46	231142.4	83.24
Intern Credential Holders Properly Assigned	2.5	4.21	6.8	3.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.4	4.05	6.1	3.43	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	2.7	13.9	7.71	11746.9	4.23
Unknown/Incomplete/NA	6.8	11.37	11.9	6.63	14303.8	5.15
Total Teaching Positions	60.3	100	180.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	47.1	76.7	148.3	79.39	230039.4	100
Intern Credential Holders Properly Assigned	2	3.25	6.3	3.4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	4.59	6.8	3.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.6	2.7	12.2	6.53	12112.8	4.34
Unknown/Incomplete/NA	7.8	12.75	13.1	7.01	13705.8	4.91
Total Teaching Positions	61.4	100	186.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	2.00	2.4	2.8
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.00	2.4	2.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.90	0.8	0.5
Local Assignment Options	0.50	0.7	1
Total Out-of-Field Teachers	2.50	1.6	1.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Hanford West High School are aligned with the California State Standards. Standards-based instructional materials are approved by the district's Board of Trustees. The sufficiency of materials is also presented to our school board each year for approval, as per Ed Code 60119. This list was approved by the HJUHS School Board on September 23, 2025.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	1997 LANGUAGE OF LITERATURE 11, MCDOUGAL LITTELL 2002 LITERATURE: READING FICTION, POETRY, & DRAMA, MCGRAW-HILL 2005 FRAMES OF MIND, THOMSON WADSWORTH 2006 LANGUAGE OF LITERATURE 9, MCDOUGAL LITTELL 2006 LANGUAGE OF LITERATURE 10, MCDOUGAL LITTELL 2014 LANGUAGE AND COMPOSITION: THE ART OF VOICE, MCGRAW-HILL 2017 READ 180: HOUGHTON MIFFLIN HARCOURT 2019 EXPOSITORY READING & WRITING COURSE, THE CALIFORNIA STATE UNIVERSITY 2025 EXACT PATH, EDMENTUM	0
Mathematics	2013 CORE CONNECTIONS, COURSE 3, CPM EDUCATIONAL PROGRAM 2013 CORE CONNECTIONS, INTEGRATED 1, CPM EDUCATIONAL PROGRAM 2014 EXCURSIONS IN MODERN MATHEMATICS, PEARSON 2015 CORE CONNECTIONS, INTEGRATED 2, CPM EDUCATIONAL PROGRAM 2016 CORE CONNECTIONS, INTEGRATED 3, CPM EDUCATIONAL PROGRAM 2017 CALCULUS FOR AP, CENGAGE 2017 MATH 180: HOUGHTON MIFFLIN HARCOURT 2020 UPDATED: THE PRACTICE OF STATISTICS, 6TH EDITION, BEDFORD, FREEMAN & WORTH 2021 MRWC WORKBOOK, THE CALIFORNIA STATE UNIVERSITY	0
Science	2008 PHYSICS: PRINCIPLES AND PROBLEMS, GLENCOE	0

	2018 FUNDAMENTALS OF ANATOMY & PHYSIOLOGY, PEARSON 2020 INSPIRE CHEMISTRY, MCGRAW HILL 2020 MASTERING BIOLOGY W/ PEARSON E-TEXT, PEARSON 2020 THE LIVING EARTH, HOUGHTON MIFFLIN HARCOURT 2021 INSPIRE PHYSICAL SCIENCE, MCGRAW HILL	
History-Social Science	2004 GIVE ME LIBERTY! AN AMERICAN HISTORY, W.W. NORTON 2006 WORLD GEOGRAPHY, MCDUGAL LITTELL 2011 CLOSING THE GAP: APPLIED SPORT PSYCHOLOGY FOR HIGH SCHOOL, ROCKWOOD 2013 WAYS OF THE WORLD, BEDFORD ST. MARTINS 2019 ECONOMICS- CA 2019, SAVVAS LEARNING COMPANY 2019 IMPACT: US HIST. & GEOG., MCGRAW HILL 2019 MACROECONOMICS FOR THE AP COURSE, BEDFORD, FREEMAN & WORTH 2019 MAGRUNDER'S AMERICAN GOVERNMENT, PEARSON 2019 PSYCHOLOGY, THINKING ABOUT, BEDFORD, FREEMAN, & WORTH 2019 WORLD HISTORY CA 2019, SAVVAS LEARNING COMPANY 2022 AMERICAN GOVERNMENT INSTITUTIONS & POLICIES, 16TH UPDATED AP EDITION, CENGAGE 2024 MYERS' PSYCHOLOGY FOR AP 3RD EDITION, BEDFORD, FREEMAN & WORTH	0
Foreign Language	2016 SENDEROS LEVEL 1, VISTA HIGHER LEARNING 2016 SENDEROS LEVEL 2: SPANISH FOR A CONNECTED WORLD, VISTA HIGHER LEARNING 2016 SENDEROS LEVEL 4, VISTA HIGHER LEARNING 2020 GALERIA DE LENGUA Y CULTURA 1, VISTA HIGHER LEARNING 2020 GALERIA DE LENGUA Y CULTURA 2, VISTA HIGHER LEARNING 2024 AP SPANISH: LANGUAGE AND CULTURE EXAM PREP, VISTA HIGHER LEARNING 2024 TEMAS, VISTA HIGHER LEARNING	0
Health	2020 SEXUAL HEALTH EDUCATION FOR AMERICA'S YOUTH FOR HIGH SCHOOL AND COMMUNITY SETTING, POSITIVE PREVENTION PLUS	0
Visual and Performing Arts		0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

The district's maintenance department inspects Hanford West High School on an annual basis in accordance with Education Code §17592.72(c)(1). Hanford West High School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on December 15, 2024. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department.

School Facility Conditions and Planned Improvements

Projects Completed - Listed below are the projects that were completed during the 2024-2025 school year.

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

- Hanford West High School
- 1. Test fire alarm system
 - 2. Inspect and repair bleachers
 - 3. Service weight room equipment
 - 4. Air handlers coil cleaning in 701,704,707,753,754,755,756,757, and 758
 - 5. Carpet rooms 104,106,511,513, and 563
 - 6. Upgrade site EMS control
 - 7. Paint block entry by office
 - 8. Add power for pottery
 - 9. Convert welding shop to LED lights
 - 10. Replace JV softball outfield fence
 - 11. Add new plants to the marquee area
 - 12. Add HVAC to the custodial break room
 - 13. Purchased Band a box truck
 - 14. Rehab 300 staff break room

Projects Planned- Listed below are the potential projects for the 2025-2026 school year.

- 1. Test the fire alarm system
- 2. Inspect and repair bleachers
- 3. Service weight room equipment
- 4. Replace Chiller
- 5. Redo snack bar ceiling and replace lighting
- 6. Rehab room 552
- 7. Rehab room 758
- 8. Replace VCT flooring with polished concrete in three rooms
- 9. Rehab gym sound system
- 10. Refinish gym flooring
- 11. Add Perry weather system to the site
- 12. Paint the exterior of the site

Year and month of the most recent FIT report08/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 601: HVAC in Classroom area INOP Snack Bar FS: HVAC not working
Interior: Interior Surfaces		X		Principal Office: The Wall needs a paint touch-up on the north wall Room 103, 109/159, 561, Athletic Portable: Carpet is worn. Room 104, 302: Tackboard is torn. Room 105: Carpet Room 108: Carpet is worn, and ceiling tiles are missing. Room 157: Carpet is worn, and the tackboard is torn. Room 201: Missing a wall tile. Student snack bar: The countertop is chipping and has a stained ceiling tile.

School Facility Conditions and Planned Improvements

				<p>400 Boys' Restroom, Women's Restroom, Men's Restroom, Boys' Restroom: Soap dispenser is missing.</p> <p>Room 452: The wall tile in the prep room is missing, and the casework needs the doors adjusted.</p> <p>Prep Room (2), Exercise Room: Ceiling tile is missing.</p> <p>Room 551: Room needs to be painted.</p> <p>Room 603: Floor tiles are missing.</p> <p>Room 707: Prep room ceiling tiles are worn.</p> <p>Room 752: Base cove missing.</p> <p>Room 411: The Wall finish is torn.</p> <p>Room 511, 513, 562: The countertop is chipped.</p> <p>Room 563: Sheetrock needs repair.</p> <p>Concessions Lobby: Ceiling needs paint and sheetrock repair.</p> <p>Team Room 1, Health Office: Ceiling tile is stained.</p> <p>Gym, Boys Locker Room: Base cove is missing by the drinking fountain.</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			<p>Kitchen: The Floor is dirty.</p> <p>Boys' Restroom 100, 200, Student snack bar, Exercise Room: Needs to be cleaned.</p> <p>Room 154: The Drinking fountain outside is dirty and has low flow.</p> <p>Room 452: The countertop is dirty.</p> <p>Cafeteria: The Wall finish is dirty on the south wall.</p>
Electrical	X			<p>Girls' Restroom 100: Outlet cover is missing.</p> <p>Room 158: Outlet is broken.</p> <p>Room 202, 251, 301, 303, 701, Concessions Lobby: Lights are out.</p> <p>700 Girls Restroom: Hand Dryer is inoperable.</p> <p>Snack Bar FS: Lights are dim and stained.</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>200 Boys' Restroom: One urinal leaks when used.</p> <p>Girls' Restroom: Posting on the dispenser is missing.</p>
Safety: Fire Safety, Hazardous Materials	X			<p>P11, 511, 562, 561, Training Room, Athletic Portable: Fire map is missing.</p>
Structural: Structural Damage, Roofs	X			<p>Girls' Restroom 100, Men's Restroom: Plaster is peeling.</p> <p>Room 707: Stucco needs patching.</p> <p>Snack bar FS: Plaster ceiling in poor shape.</p> <p>Grounds: Tripping hazards.</p> <p>Pool: Plaster stained.</p>
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>101 Wellness Center: Door Lock Spins.</p> <p>Room 156: Door Latch Sticks.</p> <p>P9, P10, P11, P12: Door ID Missing.</p> <p>Room 757, 562: Door needs paint.</p> <p>Career Center: Door lock sticks.</p> <p>Team Room 1: Door hinge loose.</p> <p>Girls Locker Room: The Teacher key does not work in the east door.</p> <p>Athletic Portable: Door drags on the floor.</p>

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	51	48	44	55	47	48
Mathematics (grades 3-8 and 11)	18	13	17	18	35	37

2024-25 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	299	295	98.66	1.34	48.47
Female	155	153	98.71	1.29	54.90
Male	143	141	98.60	1.40	41.13
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	220	99.10	0.90	43.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	49	96.08	3.92	67.35
English Learners	47	46	97.87	2.13	4.35
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	25.00
Military	39	39	100.00	0.00	58.97
Socioeconomically Disadvantaged	247	244	98.79	1.21	45.08
Students Receiving Migrant Education Services	14	14	100.00	0.00	21.43
Students with Disabilities	28	27	96.43	3.57	18.52

2024-25 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	299	295	98.66	1.34	12.54
Female	155	153	98.71	1.29	9.15
Male	143	141	98.60	1.40	15.60
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	222	220	99.10	0.90	8.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	51	49	96.08	3.92	28.57
English Learners	47	46	97.87	2.13	0.00
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	12.50
Military	39	39	100.00	0.00	7.69
Socioeconomically Disadvantaged	247	244	98.79	1.21	11.07
Students Receiving Migrant Education Services	14	14	100.00	0.00	7.14
Students with Disabilities	28	27	96.43	3.57	3.70

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	18.66	18.33	17.56	21.96	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	680	671	98.68	1.32	18.33
Female	332	327	98.49	1.51	17.74
Male	345	341	98.84	1.16	19.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	26	26	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	513	507	98.83	1.17	16.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	19	19	100.00	0.00	21.05
White	96	93	96.88	3.12	26.88
English Learners	59	58	98.31	1.69	0.00
Foster Youth	--	--	--	--	--
Homeless	32	32	100.00	0.00	12.50
Military	71	70	98.59	1.41	14.29
Socioeconomically Disadvantaged	540	533	98.70	1.30	15.20
Students Receiving Migrant Education Services	18	18	100.00	0.00	5.56
Students with Disabilities	55	48	87.27	12.73	0.00

2024-25 Career Technical Education Programs

During the 2024-2025 school year, Hanford West High School offered the following Career Technical Education programs as elective courses:

- Agriculture Science
- Agriculture Mechanics
- Allied Health Assistant (eDynamic)
- Animal Science
- Biotechnician (eDynamic)
- Business Systems Development
- Consumer Foods
- Cultural Foods
- Dental Assistant (eDynamic)
- EKG/ECG Technician (eDynamic)
- Emergency Medical Responder (eDynamic)
- Food Science, Dietetics & Nutrition
- Medical Assistant (eDynamic)
- Medical Lab Assistant (eDynamic)

2024-25 Career Technical Education Programs

- ROP Business Internship
- ROP California Nursing Assistant
- ROP Digital Communication
- ROP Retail Marketing 1 & 2
- ROP Welding and Construction 1 & 2
- ROP Welding and Fabrication 1 & 2
- ROP Welding-Stainless
- Sports Medicine & Fitness Trainer (eDynamic)
- Video Production
- Welding Technology

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

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

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

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

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1063
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	74.4
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.12
Graduates Who Completed All Courses Required for UC/CSU Admission	42.16

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.

2024-25 California Physical Fitness Test Participation Rates

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	96.25	99	98.5	97.63	99.5

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.

2025-26 Opportunities for Parental Involvement

Parent/Guardian Involvement

Parents/guardians are encouraged to get involved in their child's learning environment by volunteering, participating in a decision-making group (such as a Boosters group or ELAC), communicating with school staff, and/or attending school events. Parents/Guardians stay informed on upcoming events and school activities through the school/district websites, emails, newsletters, Facebook, Instagram, and ParentSquare messages.

Opportunities to Volunteer

We have several opportunities for our parents/guardians to volunteer through campus groups, including the Athletic and Band Booster Clubs, ELAC, School Site Council, chaperoning field trips, co- and extracurricular events, and/or coaching athletic teams. We also ask for parent/guardian participation when having guest speakers for college and career days. Parents/guardians are also able to visit classrooms, provided we give our teachers 24-hour notice.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	1.7	3.1	0	3.1	3.1	1.4	8.2	8.9	8
Graduation Rate	96	94.1	97.7	94.3	95.5	96.7	86.2	86.4	87.5

2024-25 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	309	302	97.7
Female	153	152	99.3
Male	155	149	96.1
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	235	230	97.9
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	46	44	95.7
English Learners	45	40	88.9
Foster Youth	--	--	--
Homeless	21	21	100.0
Socioeconomically Disadvantaged	254	248	97.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	22	15	68.2

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1400	1365	247	18.1
Female	733	716	140	19.6
Male	665	647	107	16.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	17	17	1	5.9
Black or African American	50	50	15	30.0
Filipino	22	22	5	22.7
Hispanic or Latino	1062	1035	188	18.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	43	43	9	20.9
White	195	187	26	13.9
English Learners	155	151	24	15.9
Foster Youth	--	--	--	--
Homeless	66	64	17	26.6
Socioeconomically Disadvantaged	1118	1087	218	20.1
Students Receiving Migrant Education Services	44	44	13	29.5
Students with Disabilities	134	128	31	24.2

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
11.17	7.92	6.29	8.17	6.43	4.82	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
2.81	2.69	1.36	1.89	1.92	1.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.29	1.36
Female	4.50	0.82
Male	8.27	1.95
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	12.00	4.00
Filipino	4.55	0.00
Hispanic or Latino	6.59	1.32
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.65	0.00
White	4.10	1.54
English Learners	9.03	2.58
Foster Youth	0.00	0.00
Homeless	6.06	1.52
Socioeconomically Disadvantaged	7.33	1.52
Students Receiving Migrant Education Services	4.55	2.27
Students with Disabilities	12.69	2.99

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.

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Hanford West High School in collaboration with local agencies and the district office to fulfill the requirements of Senate Bill 187. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, a sexual harassment policy, and a dress code policy. The school's most recent school safety plan was reviewed and shared with school staff in August 2025 and approved by the School Site Council in the October 2025 meeting. The safety plan is updated annually, and staff are notified regularly of their role on Emergency Teams and any changes that may occur. Additionally, the plan has been evaluated and updated based on feedback from our School Resource Office and the local police department.

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	16	56	34	2
Mathematics	18	31	33	1
Science	17	27	29	0
Social Science	17	41	22	14

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	16	59	33	3
Mathematics	19	25	36	1
Science	20	20	25	3
Social Science	19	27	25	12

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	17	49	39	4
Mathematics	17	31	33	2
Science	19	23	18	5
Social Science	16	41	21	16

2024-25 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	334

2024-25 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)	4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	15,104.56	1,138.55	13,966.02	79,256
District	N/A	N/A	13,221.08	\$96,289
Percent Difference - School Site and District	N/A	N/A	5.5	-13.4
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	25.8	-16.7

Fiscal Year 2024-25 Types of Services Funded

In addition to general fund state funding, Hanford Joint Union High School District receives state and federal categorical funding for special programs. For the 2024-2025 school year, the District received categorical, special education, and support programs funds for:

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,838	\$59,531
Mid-Range Teacher Salary	\$97,223	\$95,178
Highest Teacher Salary	\$127,082	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$193,338	\$163,784
Superintendent Salary	\$259,452	\$227,673
Percent of Budget for Teacher Salaries	23.72%	26.91%
Percent of Budget for Administrative Salaries	5.43%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	17.3
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	1
Mathematics	2
Science	2
Social Science	7
Total AP Courses Offered Where there are student course enrollments of at least one student.	24

Professional Development

Throughout the school year, Hanford West High School held staff development training devoted to the implementation of MTSS and its three branches of support (Academic, Behavioral, and Social/Emotional), which include, but are not limited to, the use of Technology and Common Core State Standards. Listed below are specific professional development opportunities our staff (classified and certificated) received/will receive throughout the 2025-2026 school year:

- Site MTSS

Professional Development

- MTSS Conference
- Ebook
- Independent Study
- Nearpod
- eDynamic Learning
- NJROTC Leadership Training and New Instructor
- Math 180
- Read 180
- New SPED Teacher
- AG TK CATA
- PBL Training
- Kagan Training & On-site Coaching
- AP by the Sea
- Crisis Intervention & Implementation (CPI)
- ERWC
- SEL Training offered by KCOE
- NTI Orientation
- Skills USA Leadership Conference
- SPED Legal Consortium
- Health Science & Medical Technology Sector Summit
- CADA Advisor Conference
- Partnership Academy State Conference
- ACSA Special Education Academy
- WASC Training
- Solution Tree, Inc. on-site coaching
- Solution Tree, Inc. PLC Institute
- CrisisGo

-Minga

-ExactPath

-Lightspeed

-Thinking Building Classrooms

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

- AERIES
- SEL Training
- E-Book Training
- Professional Learning Communities (PLCs)
- ParentSquare
- MTSS
- Kagan

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

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

- AERIES

Professional Development

- Mandated Reporter
- GoGuardian
- Google
- ParentSquare
- MTSS
- CrisisGo
- CPI Nonviolent Training

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

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

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Sierra Pacific High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Sierra Pacific High School
Street	1259 North 13th Avenue
City, State, Zip	Hanford Ca. 93230
Phone Number	559-583-5912
Principal	Jamie Rogers
Email Address	jamie.rogers@hjuhsd.k12.ca.us
School Website	https://www.hjuhsd.k12.ca.us/Domain/10
Grade Span	9-12
County-District-School (CDS) Code	16639250118919

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Sierra Pacific High School is the third comprehensive high school in the Hanford Joint Union High School District and the newest campus in the district. It has quickly established itself as a model of academic excellence and inclusivity. The school promotes a collaborative culture where students and staff work together to support learning, critical thinking, and personal responsibility. A strong emphasis on safety, respect, and belonging ensures that all students feel valued and supported.

Sierra Pacific High School is committed to preparing students for success beyond graduation. Students engage in rigorous academic coursework, Career Technical Education pathways, and visual and performing arts programs that support college and career readiness. High expectations, shared accountability, and strong partnerships among families and staff guide student learning. Through continuous instructional improvement and innovative teaching practices, the school remains focused on developing academically prepared, goal oriented, and responsible graduates ready to contribute positively to their communities.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	329
Grade 10	286
Grade 11	307
Grade 12	261
Total Enrollment	1,183

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	49.1
Male	50.6
Non-Binary	0.3
American Indian or Alaska Native	0.2
Asian	2.2
Black or African American	3.4
Filipino	1.9
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4.7
White	24.2
English Learners	8
Foster Youth	0.8
Homeless	3.9
Migrant	3
Socioeconomically Disadvantaged	59.6
Students with Disabilities	7.1

A. Conditions of Learning

State Priority: Basic

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

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

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)	36	88.22	140.6	79.98	234405.2	84
Intern Credential Holders Properly Assigned	1.5	3.8	6.4	3.67	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	1.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.1	2.69	11.5	6.55	11953.1	4.28
Unknown/Incomplete/NA	2.1	5.29	14.3	8.15	15831.9	5.67
Total Teaching Positions	40.8	100	175.7	100	279044.8	100

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)	36.3	87.52	141.6	78.46	231142.4	83.24
Intern Credential Holders Properly Assigned	1.4	3.4	6.8	3.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.1	2.7	6.1	3.43	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	3.16	13.9	7.71	11746.9	4.23
Unknown/Incomplete/NA	1.3	3.18	11.9	6.63	14303.8	5.15
Total Teaching Positions	41.5	100	180.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	38.2	88.08	148.3	79.39	230039.4	100
Intern Credential Holders Properly Assigned	0.6	1.52	6.3	3.4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	3.83	6.8	3.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	2.86	12.2	6.53	12112.8	4.34
Unknown/Incomplete/NA	1.6	3.69	13.1	7.01	13705.8	4.91
Total Teaching Positions	43.3	100	186.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	1.6
Misassignments	0.00	0.1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.1	1.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.10	1.3	1.2
Total Out-of-Field Teachers	1.10	1.3	1.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0.4	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)	0.2	0.1	0.3

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks and instructional materials used in the core curriculum at Sierra Pacific High School are aligned to the California State Standards and are approved by the district's Board of Trustees. The district follows the State Board of Education adoption cycles, including a six year cycle for core content areas and an eight year cycle for foreign language, visual and performing arts, and health.

In September, the Hanford Joint Union High School District Board of Trustees conducted a public hearing to review the sufficiency of instructional materials. Following the hearing, the Board adopted a resolution certifying compliance with Education Code Section 60119. The resolution confirmed that all students, including English learners, were provided with sufficient standards aligned textbooks and instructional materials for classroom use and to take home, that materials were available for all core academic subjects and elective courses, and that adequate laboratory equipment was provided for science classes in grades nine through twelve.

Year and month in which the data were collected

12/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Creative Writing Mooring Against the Tide: Writing Fiction & Poetry Prentice-Hall 2001 English 1 and Advanced Language of Literature 9 McDougal Littell 2006 English 2 and Honors Language of Literature 10 McDougal Littell 2006 English 3 Language of Literature 11 McDougal Littell 1997 Expository Reading & Writing Course The California State University 2015 Lit Survey Expository Reading & Writing Course The California State University 2015 Lang/Comp AP Frames of Mind Thomson Wadsworth 2005 Language and Composition: The Art of Voice McGraw Hill 2014 Lit/Comp AP Literature: Reading Fiction, Poetry, & Drama McGraw-Hill 2002 English Seminar/Reading Skills Read 180 Houghton Mifflin Harcourt 2017 English Language Development Read 180 Houghton Mifflin Harcourt 2017	0
Mathematics	Statistics AP Practice of Statistics WH Freeman 2012	0

	College Level Math Prep Excursions in Modern Mathematics Pearson 2014 Common Core Math, Core Connections, Course 3 1/15/2014 CPM Educational Program 2013 Integrated Math 1 Core Connections, Integrated 1 CPM Educational Program 2013 Integrated Math 2 or 2H Core Connections, Integrated 2CPM Educational Program 2015 Integrated Math 3 or 3H Core Connections, Integrated 3 CPM Educational Program 2016 Algebra Readiness Math 180 Houghton Mifflin Harcourt 2017 Calculus AP Calculus: Cengage 2017 Math Readiness Math 180 Houghton Mifflin Harcourt 2017 MRWC MRWC Workbook The California State University 2021	
Science	Anatomy/Physiology, Fundamentals of Anatomy & Physiology 2018 Biology, The Living Earth Houghton Mifflin Harcourt 2020 Mastering Biology with Pearson E-Text, Savvas 2020 Chemistry, Inspire Chemistry McGraw Hill 2020 Integrated Science Inspire Physical Science McGraw Hill 2021 Physics H Physics, Principles and Problems Glencoe 2008 AP Chemistry 2, Edvantage Science 2021	0
History-Social Science	AP Gov & Pol US American Government Houghton Mifflin 2005 Economics Economics - CA 2019 Savvas Learning Company 2019 Macroeconomics AP Macroeconomics for the AP Course Bedford, Freeman & Worth 2019 Geography West Civ World Geography McDougal Littell 2006 Government Magruder's American Government Pearson 2019 Modern World History AP Ways of the World Bedford St. Martins 2013 Modern World History World History CA 2019 Savvas Learning Company 2019 Psychology Psychology, Thinking About Bedford, Freeman & Worth 2019 Psychology AP Myers' Psychology for AP 3rd Edition Bedford, Freeman & Worth 2021 Sports Psych Closing the Gap: Applied Sport Psychology for High School Rockwood 2011 U.S. History IMPACT: US Hist. & Geog. McGraw Hill 2019 U.S. History AP Give Me Liberty! An American History W.W. Norton 2004	0
Foreign Language	American Sign Language 1 Master ASL! Fingerspelling, Numbers, and Glossing Sign Media, Inc. 2006 American Sign Language 2, 3 Learning American Sign Language Paramount Comm. Company 1992 Spanish 1 Senderos Level 1 Vista Higher Learning 2016 Spanish 2 Senderos Level 2: Spanish for a Connected World Vista Higher Learning 2016 Spanish 3 Senderos Level 4 Vista Higher Learning 2016 Spanish for Span Speakers 1 Galeria de lengua y cultura 1 Vista Higher Learning 2020	0

	Spanish for Span Speakers 2 Galeria de lengua y cultura 2 Vista Higher Learning 2020 AP Spanish Language, Temas 2014 AP Spanish Language, AP Spanish: Language and Culture Exam Prep Vista Higher Learning 2014	
Health	Physical Education 1 Positive Prevention Plus 2020	0
Visual and Performing Arts	Music Business, Music Business Handbook, Sage Publishing, 12th edition Art 1, The Visual Experience 3rd Edition, Davis, 2004 Art 2, Discovering Drawing 2nd Edition. Davis, 2007 Art 3, Exploring Painting 3rd Edition, Davis, 2003	0
Science Laboratory Equipment (grades 9-12)		0

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

School Facility Conditions and Planned Improvements

Based on the most recently collected Facility Inspection Tool data, Sierra Pacific High School remains in good overall condition and continues to meet the standards outlined in applicable Education Code requirements. The inspection results indicate a slight increase from the prior year, with one additional system rated at the fair level. All other systems were rated as good, and no conditions were identified that posed a threat to student or staff safety. The campus continues to provide a clean, safe, and functional learning environment.

During the most recent inspection cycle, the school completed several maintenance projects and facility improvements to address site needs and support long term facility integrity. These efforts included testing the fire alarm system, inspecting and repairing bleachers, servicing weight room equipment, sanding and painting the gym floor, converting gym lighting to LED, and upgrading the site energy management system. Additional improvements included enhanced athletic field lighting, installation of sound systems in the pool area, added power access for the marching band, replacement of a classroom mirror wall, and acquisition of a box truck to support the band program.

Looking ahead to the 2025/2026 school year, Sierra Pacific High School will continue routine preventive maintenance and summer deep cleaning. Planned projects include annual safety inspections, equipment servicing, the addition of a four classroom wing, installation of a kitchen walk in freezer, upgrades to cafeteria audiovisual systems, replacement of kitchen serving line equipment, and implementation of a campus weather monitoring system. These actions reflect an ongoing commitment to maintaining safe, well maintained facilities that support student learning and school operations.

Year and month of the most recent FIT report

12/22/2025

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		Replace stained tackboard, finish wall by washer/dryer in classroom, repair rust on partitions and sink tops, fill in holes in tile from old screws, replace pencil sharpener cover, repair torn tackboard, replace

School Facility Conditions and Planned Improvements

				stained ceiling tiles, repair hole in countertop, repaint walls, repair unfinished wall in restroom,
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		Ensure lighting is operational in all classrooms, offices, common spaces, and exterior areas, replacing missing electrical covers, ensure all hand dryers are operational
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	49	67	44	55	47	48
Mathematics (grades 3-8 and 11)	27	34	17	18	35	37

2024-25 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	284	280	98.59	1.41	67.14
Female	151	149	98.68	1.32	68.46
Male	132	130	98.48	1.52	65.38
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	54.55
Filipino	--	--	--	--	--
Hispanic or Latino	184	181	98.37	1.63	61.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	84.21

White	61	60	98.36	1.64	76.67
English Learners	22	21	95.45	4.55	9.52
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	69.23
Military	37	37	100.00	0.00	64.86
Socioeconomically Disadvantaged	182	180	98.90	1.10	61.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	15.79

2024-25 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	284	280	98.59	1.41	34.29
Female	151	149	98.68	1.32	30.87
Male	132	130	98.48	1.52	38.46
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	11	11	100.00	0.00	27.27
Filipino	--	--	--	--	--
Hispanic or Latino	184	181	98.37	1.63	26.52
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	19	19	100.00	0.00	57.89
White	61	60	98.36	1.64	48.33
English Learners	22	21	95.45	4.55	4.76
Foster Youth	--	--	--	--	--
Homeless	13	13	100.00	0.00	15.38
Military	37	37	100.00	0.00	27.03

Socioeconomically Disadvantaged	182	180	98.90	1.10	26.67
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	19	95.00	5.00	5.26

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	20.8	31.55	17.56	21.96	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	565	565	100.00	0.00	31.86
Female	269	269	100.00	0.00	32.34
Male	294	294	100.00	0.00	31.63
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	27.27
Black or African American	20	20	100.00	0.00	15.00
Filipino	13	13	100.00	0.00	46.15
Hispanic or Latino	362	362	100.00	0.00	26.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	42.31
White	130	130	100.00	0.00	46.92
English Learners	45	45	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	23	23	100.00	0.00	0.00
Military	85	85	100.00	0.00	35.29
Socioeconomically Disadvantaged	339	339	100.00	0.00	23.60
Students Receiving Migrant Education Services	14	14	100.00	0.00	0.00
Students with Disabilities	41	41	100.00	0.00	12.20

2024-25 Career Technical Education Programs

Sierra Pacific High School offers the following Career Technical Education pathways aligned to the model curriculum standards adopted pursuant to Education Code Section 51226:

Agriculture Mechanics
 Animal Science
 Cabinetry, Millwork, and Woodworking
 Business Management
 Financial Services
 Education

Each pathway is offered as a sequenced program of study delivered directly by the Hanford Joint Union High School District and aligned to industry sector standards, career ready practices, and performance benchmarks. These pathways are designed to prepare students for postsecondary education, industry certification, and entry into the workforce through rigorous, standards aligned coursework.

CTE programs at Sierra Pacific High School are supported through funding from the Carl D. Perkins Vocational and Technical Education Act, the Strong Workforce Program, Career Technical Education Incentive Grant, and California Partnership Academy grants. These funds support high quality instruction, project based learning, and development of industry relevant

2024-25 Career Technical Education Programs

skills. Student progress is evaluated through performance based assessments, course completion, and classroom observations. Pathway completion and outcome data are tracked and used to inform continuous improvement and Local Control and Accountability Plan discussions within the CTE department.

Oversight of district CTE programs is provided by the Hanford Joint Union High School District CTE Advisory Committee, led by Bobby Peters, Assistant Superintendent of Educational Services. The committee includes industry representatives from a broad range of career sectors who provide guidance on program design and implementation. This advisory input ensures CTE pathways remain aligned with workforce needs and industry expectations while supporting student readiness for postsecondary education and future careers.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	820
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	70.5
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	99.83
Graduates Who Completed All Courses Required for UC/CSU Admission	54.69

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.

2024-25 California Physical Fitness Test Participation Rates

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	98.44%	96.25%	96.88%	98.44%	94.44%

C. Engagement	<p>State Priority: Parental Involvement</p> <p>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.</p>
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2025-26 Opportunities for Parental Involvement
<p>Sierra Pacific High School values strong partnerships with families and encourages parents to take an active role in school life. Parents may participate in formal leadership and advisory groups such as the School Site Council and the English Learner Advisory Committee, which provide opportunities to contribute to school planning and decision making. Information about meeting dates and membership is available through the school office, ParentSquare, or by contacting the main office directly.</p> <p>Parents are also encouraged to become involved through booster organizations and program specific advisory committees. Opportunities include Band Boosters, FFA Boosters, SP Boosters, the Business Finance Academy Advisory Committee, and the Ed Academy Advisory Committee. These groups support student programs through collaboration, fundraising, and community outreach. Parents interested in joining a booster group or advisory committee may contact the school office or the program coordinator listed on the Sierra Pacific High School website.</p> <p>Additional involvement opportunities include volunteering at school events, supporting extracurricular activities, serving as chaperones, and assisting with campus programs. Parents who wish to volunteer may contact the main office for volunteer requirements and placement opportunities. Sierra Pacific High School welcomes parent involvement as a key component of student success and school improvement.</p>

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0.4	0	0.8	3.1	3.1	1.4	8.2	8.9	8
Graduation Rate	96.5	99.6	97.2	94.3	95.5	96.7	86.2	86.4	87.5

2024-25 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	252	245	97.2
Female	113	110	97.3
Male	138	134	97.1
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	152	145	95.4
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	12	12	100.0
White	65	65	100.0
English Learners	24	22	91.7
Foster Youth	--	--	--
Homeless	14	13	92.9
Socioeconomically Disadvantaged	164	158	96.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	19	14	73.7

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1229	1210	170	14.0
Female	608	597	92	15.4
Male	618	610	76	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	26	2	7.7
Black or African American	43	42	6	14.3
Filipino	23	23	1	4.3
Hispanic or Latino	781	766	125	16.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	60	59	9	15.3
White	291	290	26	9.0
English Learners	106	103	21	20.4
Foster Youth	13	11	7	63.6
Homeless	53	53	19	35.8
Socioeconomically Disadvantaged	753	737	133	18.0
Students Receiving Migrant Education Services	41	40	9	22.5
Students with Disabilities	93	88	21	23.9

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.9	2.84	2.77	8.17	6.43	4.82	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.8	0.69	0.57	1.89	1.92	1.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.77	0.57
Female	2.63	0.49
Male	2.91	0.65
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	11.63	6.98
Filipino	0.00	0.00
Hispanic or Latino	2.82	0.38
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	3.33	0.00
White	1.72	0.34
English Learners	3.77	0.00
Foster Youth	15.38	0.00
Homeless	3.77	0.00
Socioeconomically Disadvantaged	3.45	0.66
Students Receiving Migrant Education Services	4.88	0.00
Students with Disabilities	5.38	3.23

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.

2025-26 School Safety Plan

Sierra Pacific High School places a high priority on the safety and well being of students, staff, and visitors. The school maintains a Comprehensive School Safety Plan that is reviewed and updated annually to reflect current safety requirements and best practices. The most recent review and update of the plan was completed in October 2025 and reviewed by the School Site Council, which includes parent, staff, and student representation. The plan was subsequently submitted for board approval in alignment with district procedures.

The Comprehensive School Safety Plan was shared and discussed with school faculty during staff training sessions in August 2025 and again in October 2025, to ensure consistent understanding and implementation across campus. The plan includes key elements such as emergency and disaster response procedures, lockdown and evacuation protocols, threat assessment and intervention processes, communication systems, and strategies to promote a positive and safe school climate. Through regular review, staff training, and stakeholder involvement, Sierra Pacific High School remains committed to maintaining a safe, prepared, and supportive learning environment for all members of the school community.

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	17	41	22	14
Mathematics	17	35	15	11
Science	20	16	13	7
Social Science	18	29	5	25

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	17	40	26	10
Mathematics	20	28	13	13
Science	21	14	13	6
Social Science	16	39	14	18

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23	22	20	22
Mathematics	26	12	14	18
Science	30	2	14	10
Social Science	24	15	11	23

2024-25 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	324.12

2024-25 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)	3.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.2
Social Worker	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	14,435.35	1,075.79	13,359.56	87,429
District	N/A	N/A	13,221.08	\$96,289
Percent Difference - School Site and District	N/A	N/A	1.0	-3.6
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	21.5	-7.0

Fiscal Year 2024-25 Types of Services Funded

At Sierra Pacific High School, funding is strategically aligned to support the priorities identified in the Local Control and Accountability Plan and the school's WASC focus areas. Resources are directed toward the Conditions of Learning to ensure students have access to standards aligned instructional materials, comprehensive course offerings, and instruction provided by fully credentialed teachers. These priorities are reflected in staffing assignments, professional qualifications, instructional resources, and ongoing facility maintenance.

In addition to foundational services, funding supports efforts to advance state academic standards and strengthen school culture. Investments focus on student safety, equity, family engagement, and building a strong sense of connection across the campus. These areas align directly with LCAP goals and reinforce the school's commitment to both academic and social emotional development.

Through intentional allocation of resources, Sierra Pacific High School maintains a balanced approach to education. Funding decisions are guided by data, accountability measures, and continuous improvement efforts to support academic achievement, equitable access, and a positive learning environment for all students.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,838	\$59,531
Mid-Range Teacher Salary	\$97,223	\$95,178
Highest Teacher Salary	\$127,082	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$193,338	\$163,784
Superintendent Salary	\$259,452	\$227,673
Percent of Budget for Teacher Salaries	23.72%	26.91%
Percent of Budget for Administrative Salaries	5.43%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	18.9
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	2
Mathematics	2
Science	1
Social Science	3
Total AP Courses Offered Where there are student course enrollments of at least one student.	10

Professional Development

Sierra Pacific High School prioritizes continuous professional development to strengthen instructional practices and improve student outcomes. Professional learning is guided by teacher input, student data, and schoolwide priorities to ensure training is purposeful and relevant. Late start days throughout the year are dedicated to professional learning, allowing staff to collaborate in Professional Learning Communities and department teams to analyze data, refine instruction, and identify areas for growth.

The school offers a wide range of professional development opportunities focused on curriculum, standards aligned instruction, instructional technology, classroom management, and specialized programs such as Expository Reading and Writing, MRWC, Exact Path, CPM, Kagan, Building Thinking Classrooms, and Advanced Placement training. Teachers also benefit from peer collaboration, coaching, mentoring, and opportunities to participate in external workshops and conferences to expand their instructional expertise.

Classified staff receive job specific training aligned to their roles to support effective school operations. In addition, Sierra Pacific High School allocates five dedicated on site professional development days each year, reinforcing a comprehensive and ongoing commitment to professional growth for all staff members.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Earl F. Johnson High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Earl F. Johnson High School
Street	1201 N. Douty Ave.
City, State, Zip	Hanford
Phone Number	559-583-5904
Principal	Yolanda Bell
Email Address	ybell@hjuhsd.k12.ca.us
School Website	https://earljohnson.org
Grade Span	9-12
County-District-School (CDS) Code	16639251634245

2025-26 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	https://www.hjuhsd.k12.ca.us/

2025-26 School Description and Mission Statement

The mission of Earl F. Johnson High School is to provide alternative education opportunity for high school students who require a more specialized setting than the traditional comprehensive school environment. Our dedicated staff ensures that all programs and curricula align with the Common Core State Standards, fostering student success in both academic and personal growth. Our vision is to cultivate an educational community where all students are provided with a competitive, high-quality education in a safe, orderly environment equipped to develop essential 21st-century skills. We are committed to improving student achievement, responding to community needs, and upholding accountability for both students and staff. As part of our multi-tiered system of support (MTSS), we have established clear behavior expectations for all members of our school community, reflected in our motto, "Be R.E.A.L."—Be Responsible, Be Engaged, Be Accountable, and Be a Leader.

Earl F. Johnson High School serves students aged 16 and older who need to recover credits and may require specialized instruction. We also offer a Special Education program for qualified students, allowing them to remain with us until the age of 22. Additionally, we provide a fifth-year option for general education students who need extra time to graduate, provided they remain in good standing with respect to academics, behavior, and attendance. Our academic program includes a five-period day, where students participate in both core and elective courses. While we offer a reduced credit requirement for graduation. The staff consists of four full-time teachers, three part-time teachers, a part-time academic counselor, a part-time social worker, and a part time Licensed Professional Clinical Counselor, who are shared between Earl F. Johnson and another site.

Students must have a minimum credit deficiency of 35 credits to be referred to Earl F. Johnson High School. Our program is designed to help students recover the necessary credits to earn their high school diploma. Juniors may return to their home school if they reach 160 credits by the end of the Fall semester of their 11th-grade year and 195 credits before their Senior year. Seniors may return to their comprehensive school if they have caught up with their core classes and need only the required 35-semester credits to graduate on the 265-credit track. We also offer an Early graduation option for our students who are on track to enroll in the workforce, military, or college.

About this School

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 11	17
Grade 12	33
Total Enrollment	50

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	40
Male	58
Non-Binary	2
Asian	2
Black or African American	4
Hispanic or Latino	84
White	10
English Learners	32
Homeless	10
Migrant	6
Socioeconomically Disadvantaged	96
Students with Disabilities	4

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.

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)	2.5	48.32	140.6	79.98	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.4	3.67	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	15.86	2.8	1.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.7	13.43	11.5	6.55	11953.1	4.28
Unknown/Incomplete/NA	1.1	22.2	14.3	8.15	15831.9	5.67
Total Teaching Positions	5.3	100	175.7	100	279044.8	100

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)	3.9	71.17	141.6	78.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.8	3.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.1	3.43	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	28.29	13.9	7.71	11746.9	4.23
Unknown/Incomplete/NA	0	0.36	11.9	6.63	14303.8	5.15
Total Teaching Positions	5.5	100	180.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	5.4	91.84	148.3	79.39	230039.4	100
Intern Credential Holders Properly Assigned	0.3	5.78	6.3	3.4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.8	3.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	2.38	12.2	6.53	12112.8	4.34
Unknown/Incomplete/NA	0	0	13.1	7.01	13705.8	4.91
Total Teaching Positions	5.8	100	186.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.80	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.80	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.5	0
Local Assignment Options	0.70	1	0.1
Total Out-of-Field Teachers	0.70	1.5	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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)	1.3	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>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum at Earl F. Johnson High 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 health classes, and (4) sufficient equipment was available for classes offered in grades 11 and 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 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ERWC, California state University (2015) English 3- Language of Literature 11, McDougal Littell(1997) APEX Exact Path -Intervention Program	0
Mathematics	CPM Educational Program, Core Connections, Course 3, 2013 CPM Educational Program, Core Connections, Integrated 1, 2013 Integrated Math 1 E-book APEX Exact Path - Intervention Program	0
Science	Inspire Physical Science, McGraw Hill 2021 The Living Earth, Houghton Mifflin Harcourt, 2020 APEX	0
History-Social Science	McGraw Hill, IMPACT US History & Geography, McGraw Hill, 2019 Magruder's American Government, Pearson Education, 2019 Economics - CA, Savvas Learning Company, 2019 APEX	0

Foreign Language	APEX	0
Health	APEX, eDynamics	0
Visual and Performing Arts	APEX	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 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 in December 2025. At the time of inspection, a few deficiencies were found at Earl F. Johnson High School.

The proposed projects for 24-25 were the following;

- Test fire alarm system
- Add serving windows to the kitchen
- Replace basketball hoops

All proposed projects were completed.

Deficiencies found during the December 2025 inspection were the following:

- interior paint touchups
- floor tiles in kitchen area that need to be addressed
- lighting replacements
- replacement of doors for the kitchen area
- inoperable hand dryers in restroom
- rusted papaer towel holders
- cracking asphalt on play courts

All deficiencies to be addressed during standard maintenance in the 25-26 school year.

For the 25-26 school year, the proposed project is to test the fire alarm system.

Year and month of the most recent FIT report				December 22, 2025
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		interior paint touchups, floor tiles, roof leaks, lighting replacements, replacement doors for kitchen
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			N/A
Electrical	X			N/A
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			hand dryers inoperable, holes in tiles, paper towel holders rusted
Safety: Fire Safety, Hazardous Materials	X			N/A

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			Not applicable
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			cracking asphalt

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	10	9	44	55	47	48
Mathematics (grades 3-8 and 11)	3	0	17	18	35	37

2024-25 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	24	22	91.67	8.33	9.09
Female	--	--	--	--	--
Male	14	12	85.71	14.29	0.00
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	18	17	94.44	5.56	11.76
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	23	22	95.65	4.35	9.09
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 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	24	22	91.67	8.33	0.00
Female	--	--	--	--	--
Male	14	12	85.71	14.29	0.00
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	18	17	94.44	5.56	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--

Socioeconomically Disadvantaged	23	22	95.65	4.35	0.00
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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.55	--	17.56	21.96	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
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	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	0	0	0	0	0

2024-25 Career Technical Education Programs

Currently, at Earl F Johnson, the following CTE classes are offered to assist students with career preparation and/or preparation for work: College and Career Preparation Semesters 1 and 2 in the APEX online curriculum. Students also have access to the eDynamics program to complete CTE Pathways (Health, Culinary, Gaming, and Coding). These classes are integrated with their academic courses to fulfill requirements. In addition, the County Workability program is utilized for the special education population in order to help them gain access to some work experience prior to the completion of high school.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	47
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	84
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.

2024-25 California Physical Fitness Test Participation Rates

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
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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.

2025-26 Opportunities for Parental Involvement

Upon enrollment, the administrator holds student intake meetings. During this meeting, parents receive information regarding the school behavior expectations, student learner outcomes, parent compact, parent engagement opportunities, and their tentative academic plan. We utilize ParentSquare to engage with parents (texts, calls, and/or emails) this may include, but is 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

2025-26 Opportunities for Parental Involvement

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 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. Parents are also invited to take part in the EFJ school site council meetings that occur quarterly. Parents also take part in the Knightly Recognition award ceremonies that occur at the end of the semester. In these ceremonies, parents observe their students being celebrated for their accomplishments and gain recognition for success and academics and for demonstrating the expected schoolwide behaviors.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	7.5	7.3	22.6	3.1	3.1	1.4	8.2	8.9	8
Graduation Rate	88.1	92.7	74.2	94.3	95.5	96.7	86.2	86.4	87.5

2024-25 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	31	23	74.2
Female	18	15	83.3
Male	12	7	58.3
Non-Binary	--	--	--
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	--	--	--
Filipino	0	0	0.00
Hispanic or Latino	26	20	76.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	30	22	73.3
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	78	68	39	57.4
Female	30	28	15	53.6
Male	47	39	24	61.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	55	34	61.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	22	19	11	57.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	75	65	39	60.0
Students Receiving Migrant Education Services	--	--	--	--
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.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
6.67	1.01	3.85	8.17	6.43	4.82	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.48	1.01	0	1.89	1.92	1.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.85	0.00
Female	6.67	0.00
Male	2.13	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	3.13	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	4.55	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

Earl F. Johnson High School has implemented a school safety plan that was last updated and approved by the School Site Council in October 2025. 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, 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 the 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 an 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, communication and threat assessment protocols, emergency actions, and emergency teams. Site teams also have access to the CrisisGo software on school-provided devices. This allows teachers to identify emergencies and remain in contact with the assigned personnel during crisis activities.

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 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.

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	15	8	1	0
Mathematics	13	5	0	0
Science	16	4	1	0
Social Science	18	3	3	0

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	9	7		
Mathematics	10	5		
Science	9	5		
Social Science	13	5		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	14	5		
Mathematics	10	5		
Science	10	5		
Social Science	15	5		

2024-25 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	110

2024-25 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	1
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	18931.88	3328.54	15603.35	80,763
District	N/A	N/A	14461.22	\$96,289
Percent Difference - School Site and District	N/A	N/A	7.6	-11.5
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	36.6	-14.9

Fiscal Year 2024-25 Types of Services Funded

Students are provided with a variety of supports throughout the school year that range from all staff using mentor check and connect strategies, and restorative practices to resolve conflicts. We also have an active Leadership Club and various Intramural sports (basketball, volleyball, soccer) for students to participate in outside of class time.

Students have access to the site Intervention Coordinator, School Social Worker, a District School Psychologist, a District Licensed Professional Clinical Counselor, a Licensed Vocational Nurse, an Academic Counselor, and other community support program counselors. The Kings County Probation Department works closely with our School Resource Officer to ensure students are successful in their programs. Hanford Joint Union High School District has instituted a Universal Breakfast Program for all students, which allows all students to receive free breakfast. Students have the possibility of a reduction of credits if they meet certain requirements (AB-qualified student, Foster, Homeless, Migrant). 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 who come in and work with our Special education population. Through this program, students receive life skills and workforce training within their study skills class.

Fiscal Year 2024-25 Types of Services Funded

All of these services continue to be available and present to our students for the 2025-2026 school year as allowed.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,838	\$59,531
Mid-Range Teacher Salary	\$97,223	\$95,178
Highest Teacher Salary	\$127,082	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$193,338	\$163,784
Superintendent Salary	\$259,452	\$227,673
Percent of Budget for Teacher Salaries	23.72%	26.91%
Percent of Budget for Administrative Salaries	5.43%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

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

Professional Development

Our staff development needs are determined by yearly student achievement data, 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 before 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, Kagan instructional strategies, CPR/First Aid, Trauma-Informed Approaches, Exact Path, and EL Strategies.

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 Information Technology Department, Curriculum Facilitators, PLC Leads, Site Administrators, Consultants, District Directors, and their department and/or PLC members. All staff were 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.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Hanford Community Day School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 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

2025-26 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

2025-26 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 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 and 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

2024-25 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 9	5
Grade 10	14
Grade 11	12
Grade 12	7
Total Enrollment	38

2024-25 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	31.6
Male	68.4
American Indian or Alaska Native	2.6
Black or African American	2.6
Filipino	2.6
Hispanic or Latino	89.5
White	2.6
English Learners	31.6
Foster Youth	2.6
Homeless	7.9
Migrant	2.6
Socioeconomically Disadvantaged	92.1
Students with Disabilities	21.1

A. Conditions of Learning

State Priority: Basic

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

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

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)	1.1	35.14	140.6	79.98	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.4	3.67	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	1.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	58.56	11.5	6.55	11953.1	4.28
Unknown/Incomplete/NA	0.2	6.01	14.3	8.15	15831.9	5.67
Total Teaching Positions	3.3	100	175.7	100	279044.8	100

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)	0.9	26.55	141.6	78.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.8	3.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	2.54	6.1	3.43	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	70.9	13.9	7.71	11746.9	4.23
Unknown/Incomplete/NA	0	0	11.9	6.63	14303.8	5.15
Total Teaching Positions	3.5	100	180.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	1.7	49.15	148.3	79.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.3	3.4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.8	3.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.7	48.02	12.2	6.53	12112.8	4.34
Unknown/Incomplete/NA	0.1	2.82	13.1	7.01	13705.8	4.91
Total Teaching Positions	3.5	100	186.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.90	2.5	1.7
Total Out-of-Field Teachers	1.90	2.5	1.7

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	4	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	0

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

2025-26 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 SARCs the sufficiency of instructional materials used for their visual/performing arts curricula.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	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	0
Science	Inspire Physical Science, McGraw Hill 2021 The Living Earth, Houghton Mifflin Harcourt, 2020, APEX	0
History-Social Science	World History CA, Savvas Learning Company, 2019 McGraw Hill, IMPACT US History & Geography, McGraw Hill, 2019 Magruder's American Government, Pearson Education, 2019 Economics - CA, Savvas Learning Company, 2019, APEX	0

Foreign Language	APEX	0
Health	APEX, eDynamics	0
Visual and Performing Arts	APEX	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 in December 2025. At the time of inspection, there was one deficiency found for Hanford Community Day School.

For 24-25 the proposed projects were the following:

- Test fire alarm system
- Add wrap to windows for aesthetics and safety

All proposed projects were completed.

For the 2025-2026 school year, the deficiencies found were:

- loose ceiling tiles
- stain on the restroom floor from the trash can

All deficiencies are to be addressed during regularly scheduled school maintenance.

Proposed Projects for 2025-2026 school year:

- Test the fire alarm system

Year and month of the most recent FIT report				December 2025
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			ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			stain on the floor from a trash can
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
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:

- Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
- Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
- 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						
<p>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.</p> <p>To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.</p> <p>ELA and mathematics test results include the Smarter Balanced Summative Assessments 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.</p>						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)			44	55	47	48
Mathematics (grades 3-8 and 11)			17	18	35	37

2025 School Accountability Report Card

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Hanford Community Day School

2024-25 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	--	--	--	--	--
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	0	0	0	0	0
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	0	0	0	0	0

2024-25 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	--	--	--	--	--
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	0	0	0	0	0
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	0	0	0	0	0

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	17.56	21.96	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	--	--	--	--	--
Female	--	--	--	--	--
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	--	--	--	--	--

2024-25 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 for our special needs population, giving them opportunities outside the school day that meet the students' interests and aptitudes while providing real-world job experience before graduation. Lastly, all students interested in working can obtain a work permit.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	35
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	73.68
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.

2024-25 California Physical Fitness Test Participation Rates

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
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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.

2025-26 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 encouraged to attend our local parent advisory groups. Twice a year parents participate in awards assemblies where the

2025-26 Opportunities for Parental Involvement

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. You may 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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	15.4	18.2	--	3.1	3.1	1.4	8.2	8.9	8
Graduation Rate	76.9	72.7	--	94.3	95.5	96.7	86.2	86.4	87.5

2024-25 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	--	--	--
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	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--
For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp .			
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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	79	60	48	80.0
Female	29	19	18	94.7
Male	50	41	30	73.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	61	45	35	77.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	18	16	12	75.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	72	54	44	81.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	16	13	12	92.3

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
10.87	9.26	5.06	8.17	6.43	4.82	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	1.89	1.92	1.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.06	0.00
Female	3.45	0.00
Male	6.00	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	6.56	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	0.00	0.00
Socioeconomically Disadvantaged	5.56	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	12.50	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.

2025-26 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 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 2025.

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	0	0
Mathematics	4	7	0	0
Science	9	3	0	0
Social Science	5	6	0	0

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		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	4		
Mathematics	5	6		
Science	12	3		
Social Science	8	4		

2024-25 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

2024-25 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 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	\$96,289
Percent Difference - School Site and District	N/A	N/A	89.6	8.6
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	105.2	5.3

Fiscal Year 2024-25 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 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,838	\$59,531
Mid-Range Teacher Salary	\$97,223	\$95,178
Highest Teacher Salary	\$127,082	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$193,338	\$163,784
Superintendent Salary	\$259,452	\$227,673
Percent of Budget for Teacher Salaries	23.72%	26.91%
Percent of Budget for Administrative Salaries	5.43%	5.63%

2024-25 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

Our staff development needs are determined by yearly student achievement data, 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 before 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, Kagan instructional strategies, CPR/First Aid, Trauma-Informed Approaches, Exact Path, and EL Strategies.

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 Information Technology Department, Curriculum Facilitators, PLC Leads, Site Administrators, Consultants, District Directors, and their department and/or PLC members. All staff were 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.

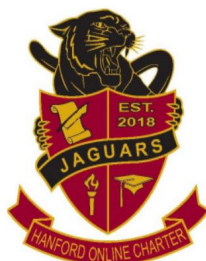
This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Hanford Online Charter High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2025-26 School Contact Information

School Name	Hanford Online Charter High School
Street	823 W. Lacey Blvd.
City, State, Zip	Hanford, CA 93230
Phone Number	559-583-5941
Principal	Heather Keran
Email Address	hkeran@hjuhsd.k12.ca.us
School Website	www.hjuhsd.k12.ca.us
Grade Span	9-12
County-District-School (CDS) Code	16 63925 0137901

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

MISSION STATEMENT

Virtual Classes, Real Learning - Hanford Online Charter is dedicated to providing a flexible and innovative learning environment tailored to all learners' diverse needs. We focus on understanding, engaging, and empowering each unique student to prepare them for college and beyond.

Vision

Our vision is to foster an educational experience emphasizing self-reliance and lifelong learning. We strive to help students explore their capabilities and interests, laying a solid foundation for future success.

Educational Philosophy

At Hanford Online Charter, we believe in inspiring and preparing students to become successful, self-motivated learners, workers, and citizens. Our approach encourages students to take ownership of their education, cultivate their talents, and develop the skills needed to thrive in an ever-changing world.

Key Features

- **Flexible Learning Environment:** We offer various learning modalities that cater to different styles and schedules, ensuring that every student can engage with the material in a way that works best for them.
- **Personalized Curriculum:** Our curriculum is designed to meet each student's unique needs and interests, allowing them to pursue their passions while meeting academic requirements.
- **Supportive Community:** We foster a collaborative environment where students, parents, and educators work together to support each student's journey, providing guidance and encouragement.

Goals

1. **Empower Students:** Equip learners with the tools they need to become independent thinkers and proactive problem solvers.
2. **Encourage Exploration:** Provide opportunities for students to discover their interests and talents, guiding them toward their future aspirations.
3. **Prepare for the Future:** Ensure students are well-prepared for the challenges of college and the workforce, instilling a strong

2025-26 School Description and Mission Statement

work ethic and commitment to lifelong learning.

Through our commitment to flexibility, personalization, and empowerment, Hanford Online Charter is paving the way for students to become the successful individuals they aspire to be.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	15
Grade 10	34
Grade 11	52
Grade 12	36
Total Enrollment	137

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	63.5
Male	36.5
American Indian or Alaska Native	2.2
Asian	5.1
Black or African American	3.6
Filipino	0.7
Hispanic or Latino	63.5
Native Hawaiian or Pacific Islander	0.7
Two or More Races	2.9
White	21.2
English Learners	15.3
Foster Youth	0.7
Homeless	5.8
Migrant	2.9
Socioeconomically Disadvantaged	87.6
Students with Disabilities	6.6

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.

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)	0.5	16.47	140.6	79.98	234405.2	84
Intern Credential Holders Properly Assigned	0	0	6.4	3.67	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	2.8	1.64	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	83.53	11.5	6.55	11953.1	4.28
Unknown/Incomplete/NA	0	0	14.3	8.15	15831.9	5.67
Total Teaching Positions	3.3	100	175.7	100	279044.8	100

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)	0.6	10.95	141.6	78.46	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	6.8	3.77	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.1	3.43	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.2	85.29	13.9	7.71	11746.9	4.23
Unknown/Incomplete/NA	0.2	3.43	11.9	6.63	14303.8	5.15
Total Teaching Positions	6.1	100	180.5	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	2	24.47	148.3	79.39	230039.4	100
Intern Credential Holders Properly Assigned	0	0	6.3	3.4	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	6.8	3.66	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	6.3	74.82	12.2	6.53	12112.8	4.34
Unknown/Incomplete/NA	0	0.59	13.1	7.01	13705.8	4.91
Total Teaching Positions	8.5	100	186.8	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.70	5.2	6.3
Total Out-of-Field Teachers	2.70	5.2	6.3

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	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	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Not Applicable - All students have full access to all materials. All courses have been approved by the UC College Board.

Year and month in which the data were collected

September 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	APEX, eDynamics, Exact Path (Intervention)	0
Mathematics	APEX Exact Path (Intervention)	0
Science	APEX, eDynamics	0
History-Social Science	APEX	0
Foreign Language	APEX, eDynamics	0
Health	Positive Prevention Plus, Sexual Health Education for America's Youth for High School and Community Settings - 2016 APEX, eDynamics	0
Visual and Performing Arts	APEX, eDynamics	0
Science Laboratory Equipment (grades 9-12)	NA	0

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

School Facility Conditions and Planned Improvements

The district is committed to maintaining a clean, safe, and functional learning environment through proactive facility upkeep and diligent campus supervision. Hanford Online Charter is now established at its new location at 823 W. Lacey Blvd. To ensure the site remains current and provides sufficient space for students and staff, the district maintenance and custodial teams prioritize timely repairs and ongoing upgrades. Staff use an updated work-order system for non-routine requests, ensuring that emergency repairs are given the highest priority. Over the past 12 months, the following improvements have been made:

School Facility Conditions and Planned Improvements

Hanford Online Charter - 98.25% - GOOD
1. School built out from the district office footprint.
2. Fire alarm system tested.

Year and month of the most recent FIT report12/22/25

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	Worn/stained carpet and ceiling stains
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			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	27	27	44	55	47	48
Mathematics (grades 3-8 and 11)	0	0	17	18	35	37

2024-25 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	72	59	81.94	18.06	27.12
Female	38	31	81.58	18.42	41.94
Male	34	28	82.35	17.65	10.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	39	76.47	23.53	35.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	51	82.26	17.74	27.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 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	72	59	81.94	18.06	0.00
Female	38	32	84.21	15.79	0.00
Male	34	27	79.41	20.59	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	51	39	76.47	23.53	0.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	62	50	80.65	19.35	0.00
Students Receiving Migrant Education Services	--	--	--	--	--
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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	11.24	8.91	17.56	21.96	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	107	101	94.39	5.61	8.91
Female	64	59	92.19	7.81	5.08
Male	43	42	97.67	2.33	14.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	70	67	95.71	4.29	8.96
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	11.11
English Learners	11	11	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	91	86	94.51	5.49	6.98
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Career Technical Education Programs

Hanford Online Charter (HOC) is actively expanding its Career and Technical Education (CTE) program to provide students with clear pathways toward high-demand careers. A cornerstone of the program is the dual enrollment partnership with the College of the Sequoias and Lemoore College, which allows students to earn college credits while completing their high school requirements. To further support career readiness, students access a flexible curriculum through the eDynamic and APEX platforms, covering foundational skills in College and Career Preparation and specialized introductory courses in healthcare, business, and information technology.

Specialized Pathways and Hands-On Training

The program features three defined career pathways: Health Science and Medical Technology, Business and Finance, and Information and Communication Technologies. These pathways combine theoretical knowledge with practical experiences to ensure workplace readiness. Key support services include:

- Workability Program: Offers special education students essential work experience through job fairs, resume workshops, and college open houses.
- District Work Experience: Provides practical skills and enhanced readiness for the workforce.

2024-25 Career Technical Education Programs

- Adult School Integration: Students aged 18+ can access welding and Certified Nursing Aide (CNA) programs at Hanford Adult School.

HOC's programs are guided by the Hanford Joint Union High School District (HJUHS) CTE Advisory Committee, which provides industry liaison and curriculum recommendations. The primary representative for the committee is Bobby Peters, Assistant Superintendent of Educational Services. Represented industries include Agriculture (Reedley College), Arts/Media (Remscape), Building/Construction (A-1 Allstar Plumbing), Business (Lemoore College), and Healthcare (Health Force).

2024-25 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	0
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

2024-25 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
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	5.66

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.

2024-25 California Physical Fitness Test Participation Rates

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	68.4	68.4	68.4	68.4	68.4

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.

2025-26 Opportunities for Parental Involvement

HOC has made significant strides in fostering robust relationships between school staff and families, as evidenced by feedback from educational partners and local data. Notable strengths include the implementation of regular family engagement activities, such as workshops, meetings, and school events, which facilitate open communication. Furthermore, the school has embraced inclusive practices to ensure that families from diverse backgrounds are actively involved in their children's education. HOC has also established effective, consistent, and transparent communication channels, including newsletters, digital platforms, and community outreach initiatives. These efforts have cultivated trust and collaboration, ultimately enhancing overall student success.

Key initiatives include:

1. Weekly in-person academic meetings with families to discuss student progress.
2. Expanded in-person and virtual tutorial sessions, with content area experts as well as assistance from our two instructional aides.
3. Ongoing surveys to gather input from parents and students regarding their experiences.
4. In-person intake, orientation, and contract meetings are conducted three times annually.
5. Utilization of ParentSquare as a primary communication tool, which provides translation services for all correspondence into families' home languages via email and text.
6. School Site Council (SSC) meetings are held five times per year to involve parents in decision-making processes.
7. Parent and family information nights are offered in both in-person and virtual formats to accommodate various needs.
8. Meetings for Individualized Education Programs (IEP), 504 Plans, Student Support Teams (SST), and truancy discussions to address individual student needs.
9. Establishment of student advisory groups to encourage student voice and engagement.

HOC has identified key areas for improving school-family relationships based on feedback from educational partners and local data. Focus areas include enhancing communication accessibility for non-English-speaking families and expanding opportunities for personalized engagement. HOC will also strengthen staff training on cultural competency and family engagement strategies, improve feedback mechanisms, and address barriers to participation for families with limited time or resources.

1. Leverage Registration Time: Build strong foundations during intake meetings by understanding the unique needs of each student and family to enhance school-family relationships and student performance.
2. Develop Comprehensive Student Information Sheets: Create individualized academic learning plans from family meetings, showing investment in students' success and fostering partnership.
3. Conduct Parent Surveys: Gather feedback through regular surveys to inform program improvements and guide planning for state and federal grants.
4. Host Special Parent Information Events: Offer interactive sessions focusing on post-secondary education transitions to engage families in supporting college and career readiness.
5. Communicate Positive News Regularly: Make positive calls and send referrals to parents to share good news about their children's achievements.
6. Utilize Technology for Enhanced Communication: Use email and text messaging with translations and create family-friendly materials in multiple languages to ensure accessibility.
7. Expand Student Services for Social and Emotional Support: Continue to address social and emotional needs with additional services. Develop a wellness space.
8. Engage in Discussions About Family Engagement: Facilitate discussions to align core beliefs about family engagement among staff and families.
9. Expand the role of Student Specialist: Introduce a liaison who provides additional support and communication between families and the school.

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	10.7	3.7	3.6	3.1	3.1	1.4	8.2	8.9	8
Graduation Rate	88.3	94.4	96.4	94.3	95.5	96.7	86.2	86.4	87.5

2024-25 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	83	80	96.4
Female	49	47	95.9
Male	34	33	97.1
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	58	56	96.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	14	13	92.9
English Learners	17	17	100.0
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	74	71	95.9
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	262	237	94	39.7
Female	149	136	48	35.3
Male	113	101	46	45.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	13	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	181	166	68	41.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	45	41	16	39.0
English Learners	35	31	13	41.9
Foster Youth	--	--	--	--
Homeless	18	17	9	52.9
Socioeconomically Disadvantaged	224	205	85	41.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	19	15	6	40.0

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	8.17	6.43	4.82	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	1.89	1.92	1.14	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	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	0.00	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	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	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.

2025-26 School Safety Plan

The Comprehensive School Site Safety Plan was developed for Hanford Online Charter School in collaboration with local agencies and the district office to meet Senate Bill 187 requirements, effective August 2024. The school's most recent safety plan was reviewed and discussed with staff during pre-service days and is an ongoing agenda item at monthly staff meetings. The plan was reviewed in October 2025 and approved by the HOC Parent Advisory Committee in November 2025. Board approval happens annually in February (2026).

In 2024, an Instructional Continuity Plan (ICP) was added to the Hanford Online Charter. The ICP is designed to ensure that learning continues uninterrupted in the event of unforeseen disruptions, such as natural disasters, public health emergencies, or other emergencies. We aim to maintain a high-quality educational experience for all students, regardless of the circumstances.

In 2023, we added the CrisisGo system. CrisisGo is an emergency communication system that allows all members of a building group to communicate, initiate, and receive alerts during emergencies. Once an alert is triggered, every person in the building group will receive a checklist of procedures to follow based on their role. It also allows continuous communication throughout the emergency, with check-in features and comments that can be sent and viewed by the entire group. Further, an opioid overdose response piece was added to our medical emergency section per (SB 10).

- This is an addition to our August 2022 update addressing the CSTAG threat assessment protocol (SB 671). The established plan's components include child abuse reporting procedures, teacher notification of dangerous pupil/irrational behavior procedures, disaster response procedures, violent intruder response protocols, procedures for safe arrival and departure from school, and the sexual harassment policy. The plan also reflects adaptations to school safety practices for students with disabilities (SB 323).

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	2	93	0	0
Mathematics	1	113	0	0
Science	1	85	0	0
Social Science	2	170	0	0

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	1	4		
Mathematics				
Science				
Social Science	1	2		

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	2	90		
Mathematics	1	92		
Science	1	81		
Social Science	1	138		

2024-25 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	152

2024-25 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)	1
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.5
Social Worker	0.25
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0
Other	N/A

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	8379.84	498.67	7881.17	\$46 p/h
District	N/A	N/A	13493.98	\$96,289
Percent Difference - School Site and District	N/A	N/A	-52.5	-199.8
State	N/A	N/A	\$11,146	\$100,016
Percent Difference - School Site and State	N/A	N/A	-31.0	-199.8

Fiscal Year 2024-25 Types of Services Funded

School districts must develop, adopt, and annually update a Local Control and Accountability Plan (LCAP) as part of the Local Control Funding Formula. The following sections of this SARC address specific priorities identified in the Hanford Online Charter (HOC) LCAP, highlighting areas where resources must be focused to ensure student success. These priorities are aligned with state regulations and are essential for promoting equity, student engagement, and academic achievement.

The priority emphasizes providing every student access to standards-aligned instructional materials and ensuring they are enrolled in a comprehensive course of study taught by fully credentialed and effectively trained teachers in well-maintained facilities. HOC/HJUUSD believes that the conditions of learning, as defined by State Priorities 1 and 2, provide a foundation for success. These conditions ensure that students have access to the tools and resources they need in safe and secure environments, which are critical for fostering a strong, engaging, and equitable curriculum.

The second priority focuses on fostering an engaging culture that supports parent involvement, equity, student safety, and school connectedness. In alignment with State Priorities 3, 5, and 6, HOC/HJUUSD is dedicated to maintaining a supportive school climate that emphasizes equitable practices and promotes student achievement. Finally, the third priority seeks to

Fiscal Year 2024-25 Types of Services Funded

ensure that all students achieve at grade level or higher, preparing them for college and career readiness. By focusing on State Priorities 4 and 8, HOC/HJUHS D strives to provide students with a high-quality education that helps them meet academic standards and thrive in their post-graduation pursuits.

HOC/HJUHS D offers a wide range of support services throughout the school year to support these goals. These include a district Social Worker, School Psychologist, Licensed Marriage and Family Therapist, and Academic Counselor, all available to assist students as needed. The district also collaborates with Homeless and Foster Youth Liaisons to provide tailored support. Key community partners, such as the Kings County Probation Department, Kings Behavioral Health, and the Kings County Truancy Officer/SARB chair, also play an essential role in helping students succeed, ensuring that the district's LCAP goals are met through a collaborative effort that benefits all learners.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	\$63,838	\$59,531
Mid-Range Teacher Salary	\$97,223	\$95,178
Highest Teacher Salary	\$127,082	\$118,880
Average Principal Salary (Elementary)		\$122,892
Average Principal Salary (Middle)		\$148,230
Average Principal Salary (High)	\$193,338	\$163,784
Superintendent Salary	\$259,452	\$227,673
Percent of Budget for Teacher Salaries	23.72%	26.91%
Percent of Budget for Administrative Salaries	5.43%	5.63%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0.7
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	1
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.	1

Professional Development

The principal makes decisions on staff development activities, using teacher input and data analysis to identify areas where additional teacher training can enhance classroom instruction and increase student achievement. Hanford Online Charter supports ongoing professional growth throughout the year and on pre-service, professional development, and late start days.

Teachers meet in teams to analyze data and identify areas of need. The teaching staff is allowed to participate in district-sponsored staff development workshops or training sessions as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

Hanford Online Charter School supports new and veteran teachers through district academic and technology coaching and mentoring. Instructional aides receive targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff members are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

All HOC teachers possess a clear and complete credential, as reported annually in our SARC. The current focus is on implementing the Common Core State Standards, and Google applications are also part of our sharing of Tier 1 instructional and technological strategies. Our teachers meet with the administration weekly to discuss student progress and data. Teachers evaluate students' progress and plan accordingly at every student meeting. We have an academic coach and a district instructional technology specialist available to work with staff by appointment.

For 2024-2025:

- Exact Path
- Hatching Results (counseling staff)
- ALICE Training
- CPR/First Aid/AED
- APEX and eDynamic training for new staff
- CSEA Para-Educator Conference - Instructional Aides
- TCOE 7th annual Counseling Conference - counselor and student specialist
- CCIS Compliance - administration
- Lozano Smith - legal series - administration

Professional Development

- aalr Leadership Series - legal training - administration
- CSU Counselor conference - counselor and student specialist.
- PLC training - Solution Tree
- ongoing

The Kings County Office of Education provides ongoing professional development during the fall and spring, focusing on key areas such as culturally responsive teaching practices, support for special education students in distance learning, and English Language Development (ELD) strategies for virtual settings.

Additional emphasis will be placed on essential topics, including effective classroom management in a virtual environment, engaging instructional techniques for online learning, meeting individual student needs, and utilizing assessment and data effectively.

The Charter Council is kept informed about these professional development opportunities, ensuring that teachers have access to the resources they need to enhance their skills and support student success.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

Educational Services #2

AGENDA: **PUBLIC HEARING**

TOPIC: Extended School Year Waiver

DESCRIPTION: A public hearing must be announced and held prior to Board approval of the Extended School Year Waiver. California Education Code 56101 allows districts to request a waiver from the California Department of Education regarding the requirements for Extended School Year (ESY) for qualified students with Individualized Education Plans (IEPs).

FISCAL IMPACT: \$0.00



HJUHS

Preparing Today's Students for Tomorrow's World

HANFORD JOINT UNION HIGH SCHOOL DISTRICT

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PUBLIC HEARING NOTICE

Please take notice that the Hanford Joint Union High School District Governing Board will hold a Public Hearing on the following action item:

Item Name: Extended School Year Waiver

Date: January 13, 2026

Time: 6:00 pm

Location: Hanford Joint Union High School District

District Office Boardroom

600 W. 6th St

Hanford, CA 93230

Item Description:

California Education Code 56101 allows districts to adopt a policy providing for an alternate extended year program schedule. Hanford Joint Union High School District can meet the needs of students over a 15-day (including holidays), 5 hour and forty-five minute daily, ESY program effectively and efficiently rather than a 20-day, 4-hour program by alleviating staffing issues (transportation, food service, clerical, administration, custodial, and teachers) and maintaining a more regular schedule for students to ensure educational benefit and continuity of program. Additionally, students will receive more than the minimum 80 hours of Extended School Year. They will have the opportunity to be on the same summer school date schedule as their general education-only peers.

Educational Services

#3

AGENDA: Information/Action

TOPIC: Extended School Year Waiver

DESCRIPTION: California Education Code 56101 allows districts to request a waiver from the California Department of Education regarding the requirements for Extended School Year (ESY) for qualified students with Individualized Education Plans (IEPS). Hanford Joint Union High School District can meet the needs of students over a 13-day, 6.25-hour ESY program effectively and efficiently rather than a 20-day, 4-hour program by alleviating staffing issues (transportation, food service, clerical, administration, custodial, and teachers) and maintaining a more regular schedule for students to ensure educational benefit and continuity of program. Additionally, students will receive more than the minimum 80 hours of Extended School Year. They will have the opportunity to be on the same summer school date schedule as their general education-only peers.

FISCAL IMPACT: \$0

RECOMMENDATION: Administration recommends approval of this item as presented.

Human Resources

#1

AGENDA: New Business/Action

TOPIC: Personnel Assignments

DATE: January 13, 2026

SUPPORTING DATA: NONE

Certificated Resignation: Brianna Bergen, English Teacher, SPHS, effective 1/1/2026.

Classified Extra-Curricular/Short Term Employment Resignation: Doug Pitkin, Varsity Head Boys Basketball Coach, SPHS, effective 12/19/2025.

Classified Extra-Curricular/Short Term Employment:

NAME	POSITION	SALARY	SITE
Clark, John	2026/2027 Head Varsity Football Coach	Class V, Step 4 – 8% - \$6,373.60	SPHS
Pitkin, Doug	2025/2026 Head Varsity Boys’ Basketball Coach (November 11-December 19)	\$2,613.18 stipend (pro-rated)	SPHS
Stiglianese, Quinne	2025/2026 Musical Choreography (Two Musicals)	\$800 stipend \$300 stipend (to be reimbursed by HHS ASB)	HHS
Yates, Jay	2025/2026 Varsity Assistant Boys’ Basketball Coach (December 19-February 10)	\$3,760.42 stipend (pro-rated)	SPHS

ADMINISTRATION’S RECOMMENDATION: Administration recommends the employment and resignations of the individuals named above and acceptance as presented.